K. R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

# SCHOOL OF EDUCATION

# (SOED)

## BACHELOR OF ELEMENTARY EDUCATION

## B.El.Ed.

## Programme Code: 26

**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 process of transforming to National Educational Policy 2020. The Academic Council in consultation with Deans, Faculty Members, Industry Experts and University Alumni constituted department-wise committees to draft the model curriculum of B.El.Ed. course as per the guidelines suggested by 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 lifelong learning, and after due deliberations, the scheme and syllabus of the B.El.Ed. has been formalized.

Salient features of this model curriculum are enumerated below:

1. Curriculum has been designed in such a way that it encourages innovation and research as total numbers of credits have been reduced and many new courses have been incorporated in consultation with industry experts.
2. The revised curriculum has been designed where the students can understand the industry requirements and have hands-on experience. The students will develop a problem-solving approach and will meet the challenges of future.
3. Emerging areas in school education have been included.
4. Emphasis on hands-on training and experimental 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.

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## 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 programs 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 facilitates 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 in Elementary Education (B.El.Ed.)

This Programme aims at rendering the social function of a school teacher in the context of achieving Universalization of Elementary Education besides focusing on developing a deep and critical understanding of the curriculum and pedagogy in teachers, who are believed to perform a transformative role in school education. Both professional and academic options are available to the students who graduate with a B.El.Ed. Degree.

### 4.1.Nature of the Program – Bachelor in Elementary Education (B.El.Ed.)

The Bachelor of Elementary Education (B.El.Ed.) Programme is a four-year integrated professional degree Programme of Elementary Teacher Education offered after the senior secondary stage of school and aims to produce graduates of high calibre in the field of elementary teacher education. It consists of interdisciplinary teaching where students get an opportunity to learn diverse disciplines of education, psychology, sociology, linguistics, social sciences, biological and natural science, mathematical sciences and languages.

### 4.2.Aims of the Programme – Bachelor in Elementary Education

The B.El.Ed. Program aims at administering the social function of a school-teacher in the context of achieving Universalisation of Elementary Education besides focusing on developing a deep and critical understanding of the curriculum and pedagogy in teachers, who believe in performing a transformative role in school education.

## 5. Qualification Descriptors for a bachelor's degree programme in Elementary Education

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 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.
- Instil 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 Elementary Education

The Programme includes Foundation, Core, Pedagogy and Liberal 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 Consultant. Students can also explore the field of development sector/ CSRs. Students have an opportunity to join Higher Education Programmes such as M.Ed./M.Phil./Ph.D.

**5.3.Eligibility Criteria**

1. The candidate should have passed the 10+2 examination conducted by Central Board of Secondary Education or Equivalent examination from a recognized Board with minimum of 50% marks in aggregate.

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 B.El.Ed. is:

| Name of the Programme | Duration |
|---|---|
| Bachelor in Elementary Education (B.El.Ed.) | 4 Years (8 Semester) |

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.

**5.6. Syllabi**

The syllabi of the B.El.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 (PO)/ Programme Learning Outcomes (PLO)

**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**.**

**7.1 Programme Specific Outcomes (PSO)**

**PSO 1: Knowledge of Child Development and Learning:** Demonstrate an understanding of the principles of child development and learning theories. They will apply this knowledge to create engaging and developmentally appropriate learning experiences for elementary school children

**PSO 2: Subject Matter Expertise**: Effectively teach these subjects, integrate interdisciplinary approaches, and foster critical thinking and problem-solving skills among elementary school students.

**PSO 3: Classroom Management and Inclusive Practices:** Equip with classroom management techniques to create a positive and inclusive learning environment and demonstrate the ability to address the diverse needs, abilities, and backgrounds of students, promoting equal opportunities for learning and participation.

**PSO 4: Technology Integration:** 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: Collaboration Professionalism and Ethical Practice:** Develop effective collaboration and communication skills to work with colleagues, parents, and community stakeholders and demonstrate professionalism, ethical conduct, and a commitment to ongoing professional development.

**PSO 6: Assessment and Evaluation:** Design and implement formative and summative assessment strategies to monitor student progress and inform instructional decisions, demonstrate the ability to provide constructive feedback and support students' individual learning needs.

**PSO 7: Entrepreneurship Research and Reflective Practice:** Cultivate an entrepreneurial mindset, promote creativity and innovation, and engage in critical reflection. Seek feedback,

utilize research-based evidence, and enhance instructional strategies and classroom interactions.

## 8. 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 course 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.

## 9. Scheme & Syllabi of Bachelor of Education (B.El.Ed.)

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

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

**FOUR YEAR B.El.Ed. PROGRAMME AT A GLANCE**

| | Sem I | Sem II | Sem III | Sem IV | Sem V | Sem VI | Sem VII | SemVIII | **Total** |
|---|---|---|---|---|---|---|---|---|---|
| **Course** | 8 | 9 | 6 | 7 | 7 | 6 | 7 | 2 | **52** |
| **Credits** | 19 | 19 | 19 | 18 | 20 | 20 | 21 | 24 | **160** |

**Scheme of Studies B.El.Ed. Batch 2025-29 as per Choice Based Credit System (CBCS) and Learning Outcome Based Framework (LOCF)**

| YEAR | Odd Semester (I) | | | | | | | | Even Semester (II) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **S. No.** | **Course Code** | **Course Title** | **Course Type** | **L** | **T** | **P** | **C** | **S. No.** | **Course Code** | **Course Title** | **Course Type** | **L** | **T** | **P** | **C** |
| **FIRST** | 1 | EDELCE101 | Evolution and Contemporary Indian Education | Theory | 3 | 1 | 0 | 4 | 1 | EDELCD201 | Child Development | Theory | 3 | 1 | 0 | 4 |
| | 2 | EDELNL102 | Nature of Language-I | Theory | 1 | 1 | 0 | 2 | 2 | EDELNL202 | Nature of Language II | Theory | 1 | 1 | 0 | 2 |
| | 3 | EDELCM103 | Core Mathematics-I | Theory | 1 | 1 | 0 | 2 | 3 | EDELCM203 | Core Mathematics II | Theory | 1 | 1 | 0 | 2 |
| | 4 | EDELCN104 | Core Natural Sciences-I | Theory | 1 | 1 | 0 | 2 | 4 | EDELCN204 | Core Natural Sciences II | Theory | 1 | 1 | 0 | 2 |
| | 5 | EDELCS105 | Core Social Sciences-I | Theory | 1 | 1 | 0 | 2 | 5 | EDELCS205 | Core Social Sciences II | Theory | 1 | 1 | 0 | 2 |
| | 6 | UNOE___ | Open Elective (Choose one course from university OE pool) | Theory | 3 | 0 | 0 | 3 | 6 | UNVAC_____ | VAC (Choose one course from university VAC pool) | Theory | 2 | 0 | 0 | 2 |
| | 7 | EDELFA151 | Performing and Fine Arts | Practical | 0 | 0 | 4 | 2 | 7 | EDELCW251 | Participatory Learning through Craft Work | Practical | 0 | 0 | 4 | 2 |
| | 8 | EDELSC152 | School Contact Programme-I | Practical | 0 | 0 | 0 | 2 | 8 | EDELSC252 | School Contact Programme-II | Practical | 0 | 0 | 0 | 2 |
| | | | | | | | | | 9 | CS001* | Club/ Society | Practical | 0 | 0 | 0 | 1 |
| | | | **TOTAL** | | **9** | **6** | **4** | **19** | | | **TOTAL** | | **9** | **5** | **4** | **19** |
| | **Odd Semester (III)** | | | | | | | | **Even Semester (IV)** | | | | | | | |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **SECOND** | 1 | EDELCL301 | Science of Cognition and Learning | Theory | 2 | 2 | 0 | 4 | 1 | EDELLC401 | Language and Curriculum Integration | Theory | 3 | 1 | 0 | 4 |
| | 2 | EDELLA302 | Language Acquisition and Multilingualism | Theory | 3 | 1 | 0 | 4 | 2 | EDELMC402 | Logico-Mathematics and Computational Thinking | Theory | 1 | 1 | 0 | 2 |
| | 3 | EDELSC303 | Interpersonal Skills and Communication | Theory | 1 | 1 | 0 | 2 | 3 | EDELVA403 | Environmental Education and Disaster Management | Theory | 1 | 1 | 0 | 2 |
| | 3 | EDELOC351 | Observing Children | Practical | 0 | 0 | 4 | 2 | 4 | EDELSL451 | Storytelling and Literature for Children | Practical | 0 | 0 | 4 | 2 |
| | 4 | EDELSW352 | Holistic Self-Development Workshops | Practical | 0 | 0 | 4 | 2 | 5 | EDELSC452 | School Contact Programme-III | Practical | 0 | 0 | 0 | 2 |
| | 5 | CS002* | Community Service | Practical | 0 | 0 | 0 | 1 | 6 | EDELPW453 | Physical Education and Well-Being | Practical | 0 | 0 | 4 | 2 |
| | 6 | **Optional Liberal Course-I (Choose Any One)** | | | | | | | | **Optional Liberal Course-II** | | | | | | |
| | | EDELEN304 | English I | Theory | 3 | 1 | 0 | 4 | 7 | EDELEN404 | English II | Theory | 3 | 1 | 0 | 4 |
| | | EDELHN305 | Hindi I | Theory | | | | | | EDELHN405 | Hindi II | Theory | | | | |
| | | EDELMT306 | Mathematics I | Theory | | | | | | EDELMT406 | Mathematics II | Theory | | | | |
| | | EDELPY307 | Physics I | Theory | | | | | | EDELPY407 | Physics II | Theory | | | | |
| | | EDELCH308 | Chemistry I | Theory | | | | | | EDELCH408 | Chemistry II | Theory | | | | |
| | | EDELBL309 | Biology I | Theory | | | | | | EDELBL409 | Biology II | Theory | | | | |
| | | EDELHS310 | History I | Theory | | | | | | EDELHS410 | History II | Theory | | | | |
| | | EDELPS311 | Political Science I | Theory | | | | | | EDELPS411 | Political Science II | Theory | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | EDELGE312 | Geography I | Theory | | | | | | EDELGE412 | Geography II | Theory | | | | |
| | | EDELEC313 | Economics I | Theory | | | | | | EDELEC413 | Economics II | Theory | | | | |
| | | **TOTAL** | | | **9** | **5** | **8** | **19** | | | **TOTAL** | | **8** | **4** | **8** | **18** |
| | **Odd Semester (V)** | | | | | | | | **Even Semester (VI)** | | | | | | | |
| **THIRD** | 1 | EDELFE501 | Foundational Concepts in Education | Theory | 3 | 1 | 0 | 4 | 1 | EDELPC601 | Pedagogy of Environmental Science | Theory | 3 | 1 | 0 | 4 |
| | 2 | EDELAE502 | Competency-Based Assessment in Education | Theory | 3 | 1 | 0 | 4 | 2 | EDELCM602 | Classroom Culture and Management | Theory | 2 | 2 | 0 | 4 |
| | 3 | EDELPS503 | Educational Planning and School Management | Theory | 1 | 1 | 0 | 2 | 3 | EDELIK603 | Basics of Research in Education | Theory | 1 | 1 | 0 | 2 |
| | 4 | EDELDI551 | Digital Pedagogy and ICT Integration | Practical | 0 | 0 | 4 | 2 | **(Pedagogy Course -Choose any one)** | | | | | | | |
| | 5 | EDELSC552 | School Contact Programme-IV | Practical | 0 | 0 | 0 | 2 | | | | | | | | |
| | 6 | EDELEA553 | Curricular Enrichment Activities | Practical | 0 | 0 | 4 | 2 | | | | | | | | |
| | | | | | | | | | 4 | EDELPC614 | Pedagogy of Language | Theory | 3 | 1 | 0 | 4 |
| | **Optional Liberal Course-III** | | | | | | | | | EDELPC615 | Pedagogy of Mathematics | | | | | |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 7 | EDEL EN504 | English III | Theory | 3 | 1 | 0 | 4 | | EDELP C616 | Pedagogy of Natural Science | | | | | |
| | | EDEL HN505 | Hindi III | Theory | | | | | | EDELP C617 | Pedagogy of Social Science | | | | | |
| | | EDEL MT506 | Mathematics III | Theory | | | | | 5 | EDELI M651 | Instructional Material Design and Evaluation | Practical | 0 | 0 | 4 | 2 |
| | | EDELP Y507 | Physics III | Theory | | | | | **Optional Liberal Course-III** | | | | | | | |
| | | EDEL CH508 | Chemistry III | Theory | | | | | 6 | EDELE N604 | English III | Theory | 3 | 1 | 0 | 4 |
| | | EDEL BL509 | Biology III | Theory | | | | | | EDELH N605 | Hindi III | Theory | | | | |
| | | EDEL HS510 | History III | Theory | | | | | | EDEL MT606 | Mathematics III | Theory | | | | |
| | | EDELP S511 | Political Science III | Theory | | | | | | EDELP Y607 | Physics III | Theory | | | | |
| | | EDEL GE512 | Geography III | Theory | | | | | | EDELC H608 | Chemistry III | Theory | | | | |
| | | EDEL EC513 | Economics III | Theory | | | | | | EDELB L609 | Biology III | Theory | | | | |
| | | | | | | | | | | EDELH S610 | History III | Theory | | | | |
| | | | | | | | | | | EDELP S611 | Political Science III | | | | | |
| | | | | | | | | | | EDELG E612 | Geography III | Theory | | | | |
| | | | | | | | | | | EDELE C613 | Economics III | Theory | | | | |
| | | | **TOTAL** | | **10** | **4** | **8** | **20** | | | **TOTAL** | | **12** | **6** | **4** | **20** |
| | **Odd Semester (VII)** | | | | | | | | **Even Semester (VIII)** | | | | | | | |
| **FOURTH** | 1 | EDEL GE701 | Gender Education | Theory | 3 | 1 | 0 | 4 | 1 | EDELR P851 | Educational Research Project | Practical | 0 | 0 | 0 | 4 |
| | 2 | EDELI E702 | Inclusive Education | Theory | 3 | 1 | 0 | 4 | 2 | EDELS I852 | School Internship Programme | Practical | 0 | 0 | 0 | 20 |
| | 3 | EDEL CS703 | Curriculum Studies | Theory | 3 | 1 | 0 | 4 | | | | | | | | |
| | 4 | EDEL OC | Optional Course | Theory | 1 | 1 | 0 | 2 | | | | | | | | |
| | 5 | EDELP R751 | Professional Readine | Practical | 0 | 0 | 4 | 2 | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | ss for Teaching Careers | | | | | | | | | | | | | |
| | 6 | EDEL RC752 | Developing Educational Resource Centres | Practical | 0 | 0 | 4 | 2 | | | | | | | | |
| | 7 | EDEL CP753 | Field-Based Case Study Project | Practical | 0 | 0 | 0 | 3 | | | | | | | | |
| | | | **TOTAL** | | **10** | **4** | **8** | **21** | | | **TOTAL** | | **0** | **0** | **0** | **24** |
| | | | | | | | | | | | **TOTAL CREDITS** | | | | **160** | |

| Semester I | | | | | | |
|---|---|---|---|---|---|---|
| **Course Code** | **Course Title** | **Course Type** | **L** | **T** | **P** | **C** |
| EDELCE101 | Evolution and Contemporary Indian Education | Theory | 3 | 1 | 0 | 4 |
| EDELNL102 | Nature of Language-I | Theory | 1 | 1 | 0 | 2 |
| EDELCM103 | Core Mathematics-I | Theory | 1 | 1 | 0 | 2 |
| EDELCN104 | Core Natural Sciences-I | Theory | 1 | 1 | 0 | 2 |
| EDELCS105 | Core Social Sciences-I | Theory | 1 | 1 | 0 | 2 |
| UNOE___ | Open Elective (Choose one course from university OE pool) | Theory | 3 | 0 | 0 | 3 |
| EDELFA151 | Performing and Fine Arts | Practical | 0 | 0 | 4 | 2 |
| EDELSC152 | School Contact Programme-I | Practical | 0 | 0 | 0 | 2 |
| | | | | | | |
| | **TOTAL** | | **9** | **6** | **4** | **19** |

| EDELCE101 | Evolution and Contemporary Indian 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** | Exposure to concepts and dimensions of education | | | | |

**Course Perspective**

This course develops a foundational understanding of education from both philosophical and sociological perspectives. It traces the historical evolution of educational thought in India and globally, focusing on key philosophies, constitutional values, and critical thinkers. By engaging with diverse educational traditions and sociopolitical contexts, student-teachers build a reflective and analytical understanding of teaching-learning processes and the aims of education in contemporary society.

**Key Skills and Knowledge Gained**

- Interpretation of educational processes through philosophical frameworks
- Understanding of social determinants shaping education
- Analytical engagement with educational thinkers and their pedagogies
- Capacity to apply foundational knowledge in reflective classroom practice

**Real-World Application Examples**

- Designing value-based lesson plans grounded in constitutional principles
- Applying educational insights from thinkers like Gandhi, Tagore, and Freire
- Analyzing school curricula through a philosophical and sociological lens
- Adapting pedagogical practices to uphold equity and justice in classrooms

**Course Objectives**

1. To understand key Indian and Western education ideas like Vedanta, Sankhya, Idealism, and Pragmatism, and how these help teachers plan lessons and teach better.
2. To comprehend the ways in which education is linked to society and why schools should teach values like equality, freedom, and respect as given in the Indian Constitution.
3. To learn about great education thinkers like Gandhi, Tagore, Dewey, and Montessori, and how their ideas can improve teaching and learning in the classroom.
4. To understand the education thinkers and use their ideas to make teaching plans that work well for all types of students.

**Course Outcomes**

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

**CO1.** Explain major Indian and Western philosophies of education and their implications for pedagogy.

**CO2.** Analyze the sociological foundations of education with a focus on equity, inclusion, and constitutional ideals.

**CO3.** Evaluate the educational philosophies of key thinkers and their relevance to curriculum and classroom practices.

**CO4.** Reflect on and apply the philosophy of a selected thinker to design contextually relevant and inclusive teaching strategies.

**Course Content**

**Unit I: Philosophical Foundations of Education (15 hours)**

- Meaning, nature, and scope of philosophy and education
- Relationship between philosophy and education
- Branches of philosophy and their relevance to education: Metaphysics, Epistemology, Axiology
- Western philosophies: Idealism, Naturalism, Realism, Pragmatism
- Philosophical bases of pedagogy:
    - *Activity-based learning*: Gandhi's Nai Talim, Dewey's experiential learning
    - *Discovery-based learning*: Montessori's theory of intellectual growth
    - *Dialogue-based learning*: Plato's "Allegory of the Cave," Buber's "I and Thou," Kathopanishad

**Unit II: Indian School of Thought (15 hours)**

- Indian philosophies of education: Vedic, Buddhist, Jain, Islamic traditions
- Core Indic concepts: Darshana, Shiksha, Samvaad, Panchkosha.
- Bhartiya Darshanas:
    - Samkhya
    - Yoga,
    - Nyaya,
    - Vaisheshika,
    - Mimansa,
    - Vedanta

**Unit III: Sociological Foundations of Education (15 hours)**

- Definition and Scope of Education and Educational Sociology
- Concept of education from a sociological perspective
- Socialization and the roles of family, school, peer groups
- Culture and Education
- Education and the Indian Constitution: Equity, equality, secularism, freedom, social justice, inclusion
- Social inequality and social stratification, Types of social stratification, Relationship of Social Stratification and Education, Social Status and Social mobility, Education and Social Mobility.

**Unit IV: Educational Thinkers and Their Contributions (15 hours)**

Key educational ideas regarding aims, curriculum, pedagogy, discipline, and teacher role from:

- Swami Vivekananda
- Sri Aurobindo Ghosh
- Rabindranath Tagore
- Mahatma Gandhi
- Ivan Illich
- John Dewey
- Paulo Freire
- Rousseau

**Learning Experience**

This course encourages dialogic and experiential learning through:

- Interactive lectures and philosophical inquiry
- Group projects and debates on educational values and policies
- Textbook and curriculum analysis through sociological lenses
- Presentations and thematic assignments on thinkers
- Reflective journals on teaching identity and classroom philosophy

Students will receive structured guidance, continuous feedback, and mentorship throughout the course to support academic and personal growth.

**Textbooks**


- Aggarwal, J.C. (2001). *Basic Ideas of Education*. Shipra Publications.
- Aggarwal, J.C. (2009). *Psychological, Philosophical and Sociological Foundations of Education*. Shipra Publications.

**Suggested Readings**


- Buber, M. (2006). *Teaching and Learning*, in Will Herberg (Ed.), *The Writings of Martin Buber*.
- Dewey, J. (1902). *The Child and the Curriculum*. University of Chicago Press.
- Krishnamurti, J. (1992). *Education and the Significance of Life*. Krishnamurti Foundation India.
- Woozley, A.D. (1949). *Theory of Knowledge: An Introduction*. Hutchinson's University Library.


**Open Educational Resources (OER)**

- SWAYAM Portal
- eGyankosh
- NCTE
- IGNOU

**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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

**1. Projects**

- Concept mapping: Indian vs Western philosophical foundations
- Analysis of school mission statements through constitutional values

**2. Quizzes**

- MCQs on branches of philosophy

- Match-the-theorist quizzes on pedagogical styles

**3. Assignments and Essays**

- Essay: “Education and Social Justice in the Indian Constitution”
- Comparative analysis: Gandhian vs Montessori views on child development

**4. Presentations**

- Group presentation: Sociological role of schools
- Thematic poster: “What is Education?” across philosophical traditions

**5. Participation**

- Mini-debates on “Is education a political act?”
- Think-pair-share on schooling experiences and equity

**6. Case Studies**

- Analyze textbook content through sociopolitical lens
- Profile and analyze the pedagogy of one key thinker

**7. Reflective Journals**

- Weekly journal on “Who is an ideal teacher?” based on philosophical readings
- Reflection on personal schooling experiences in relation to thinkers’ philosophies

| EDELNL102 | Nature of Language- I | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | **1** | **0** | **4** |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Exposure to basic aspects of language | | | | |

**Course Perspective**

This course builds foundational understanding of the nature and structure of language through key concepts in linguistics. It investigates how language is structured, processed, and used, and how it evolves in social and cognitive contexts. Student-teachers will explore phonology, morphology, syntax, semantics, pragmatics, and sociolinguistics, alongside neurological and psychological dimensions of language. Special emphasis is placed on multilingualism, classroom language, and linguistic diversity in the Indian context.

**Key Skills and Knowledge Gained**

- Analyze and interpret linguistic components and structures
- Understand human language systems from cognitive, social, and neurological perspectives
- Engage critically with language diversity and classroom implications
- Recognize language disorders and communication challenges
- Design inclusive and responsive language pedagogies

**Real-World Application Examples**

- Identifying dialect influence in children's spoken language
- Creating phonemic awareness activities in multilingual classrooms
- Observing and documenting signs of speech or language disorders
- Promoting inclusive language practices in diverse school settings

**Course Objectives:**

The student-teacher will be able to:

1. Gain an understanding of the essential elements of linguistics.
2. Become conversant with both theoretical and pragmatic approaches.

3. Apply the principles of linguistic theory.
4. Have knowledge and understanding of how a language works and how we communicate.
5. Develop a solid foundation for a wide range of careers.

**Course Outcomes**

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

ultilingualism in classroom contexts.

**Course Content**

**Unit I: Understanding Language and Its Unique Nature (15 hours)**

- Definition, scope, and significance of language
- Verbal vs. non-verbal communication
- Human vs. animal systems of communication
- Design features of human language (e.g., arbitrariness, productivity, duality)
- Structural vs. functional approaches to language
- Form and function in language use
- Language as a symbolic, rule-governed system
- Overview of how language differs from communication

**Unit II: Branches and Structures of Linguistics (15 hours)**

- Linguistics: meaning, scope, and linguistic hierarchy
- Branches of linguistics:
    - Phonology
    - Morphology
    - Syntax
    - Semantics
    - Pragmatics
    - Etymology
    - Semiology
- Word formation processes
- Basic principles of sentence synthesis and grammaticality
- Use of linguistic analysis in understanding language acquisition and variation

**Unit III: Language, Mind, and Neurolinguistics (15 hours)**

- Biological and cognitive foundations of language
- Language acquisition and thought: Sapir-Whorf hypothesis
- Lateralization and localization of language in the brain

- Language production and comprehension processes
- Common language and speech disorders (e.g., aphasia, dyslexia, stuttering)
- Implications of language disorders for teaching and learning
- Introduction to psycholinguistics and neurolinguistics

**Unit IV: Language, Society, and the Indian Classroom (15 hours)**

- Language and society: language as identity, power, and discrimination
- Language variation: dialects, registers, code-switching
- Standard and non-standard language varieties
- Pidgins and Creoles
- Multilingualism and diglossia
- Language hierarchy in Indian classrooms: issues of access and equity
- Policy perspectives: language in the National Education Policy
- Creating inclusive and linguistically responsive classrooms

**Learning Experience**

This course emphasizes reflective and applied learning through:

- Interactive lectures and discussions on key concepts
- Audio-visual demonstrations of language production and disorders
- Case studies on classroom language use and multilingualism
- Comparative linguistic analysis of Indian classroom contexts
- Activities like phonemic chart creation, dialect mapping, and error analysis

Students will receive formative feedback through quizzes, peer evaluations, and mentorship.

**Textbooks**

- Yule, G. (2006). *The Study of Language*. Cambridge University Press.

**Suggested Readings**


1. Akmajian, A., Demers, R. A., & Harnish, R. M. (1974). *Linguistics: An Introduction to Language and Communication*. Holt, Rinehart and Winston.
2. De Saussure, F. (1966). *Course in General Linguistics*. McGraw Hill.
3. Fromkin, V., Rodman, R., & Hyams, N. M. (2007). *An Introduction to Language*. Wadsworth.


**Open Educational Resources (OER)**

- SWAYAM

- eGyanKosh
- IGNOU
- NCTE

**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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

**1. Projects & Assignments**

- Comparative analysis of human vs animal communication
- Phonemic transcription exercise using IPA
- Documentation of multilingual practices in a school

**2. Quizzes**

- MCQs on linguistic branches and concepts
- Identification tasks on language design features

**3. Presentations**

- Case study presentation on a speech/language disorder
- Group presentations on sociolinguistic diversity in India

**4. Participation**

- Role-plays simulating classroom language conflicts
- Group debate: “Should English be the primary medium of instruction in Indian schools?”

**5. Reflective Journals**

- Weekly reflections on language learning experiences
- Reflection on classroom interactions and teacher language use

| EDELCM103 | Core Mathematics- I | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | **1** | **0** | **4** |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Exposure to school-level mathematics | | | | |

**Course Perspective**

This course equips student-teachers with foundational mathematical knowledge essential for teaching at the elementary and middle school level. It focuses on understanding number systems, algebraic reasoning, geometry, and mensuration with emphasis on real-life application and problem-solving. Student-teachers will engage in mathematical thinking, explore relationships, and develop instructional clarity for classroom implementation.

**Key Skills and Knowledge Gained**

- Logical and conceptual understanding of numbers and operations
- Algebraic reasoning and ability to generalize relationships
- Spatial understanding through geometrical constructs
- Practical application of mensuration in real-world contexts
- Confidence to explain mathematical ideas clearly and creatively

**Real-World Application Examples**

- Estimating cost, quantity, or time using arithmetic and algebra
- Using geometry to teach symmetry in crafts and design
- Calculating classroom or playground dimensions
- Integrating math games and hands-on tools in classroom lessons

**Course Objectives:**

The student-teacher will be able to:

1. Understand number system and use them in various situations.
2. Use arithmetic of letters to solve daily life problems.
3. Grasp elementary geometrical ideas.
4. Calculate perimeter, area and volume of different shapes.

**Course Outcomes**

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

- **CO1** Demonstrate understanding of the number system, including whole numbers, integers, and fractions, and apply them to real-life situations.
- **CO2.** Solve algebraic expressions, equations, and inequalities and represent mathematical relationships graphically.
- **CO3.** Identify and apply elementary geometric concepts involving 2D and 3D shapes, symmetry, and basic constructions.
- **CO4.** Compute perimeter, area, surface area, and volume of different geometrical shapes using appropriate formulae and reasoning.

**Course Content**

**Unit I: Number System** **(15 hours)**

- Knowing our Numbers: Comparing and ordering large numbers
- Playing with Numbers: Factors, multiples, primes, LCM, HCF
- Whole Numbers: Properties and number line representation
- Negative Numbers and Integers: Addition and subtraction using number lines
- Fractions: Types, operations, equivalent fractions, word problems

**Unit II: Algebra** **(15 hours)**

- Introduction to variables and expressions
- Rational exponents, irrational numbers, and radicals
- Solving linear equations and inequalities in one variable
- Translating word problems into algebraic equations
- Representation of linear equations using graphs
- Understanding patterns and relationships in algebra

**Unit III: Geometry** **(15 hours)**

- Basic geometrical ideas: Points, lines, angles, polygons
- Understanding shapes in 2D and 3D: Cubes, cylinders, cones, spheres
- Symmetry: Line and rotational symmetry in nature and designs
- Practical geometry: Constructions using scale, compass, and protractor
- Real-life applications: Origami, tiling, and classroom tools

**Unit IV: Mensuration** **(15 hours)**

- Measurement of length, area, and volume
- Perimeter of plane figures (triangle, square, rectangle, circle)

- Area of squares, rectangles, triangles, parallelograms, circles
- Surface area and volume of 3D shapes: Cube, cuboid, cylinder
- Word problems and estimation using formulas

**Learning Experience**

- Problem-solving tasks and reasoning-based activities
- Peer-group math games and hands-on teaching aids
- Real-world measurements and classroom simulations
- Math journaling and reflective writing
- Use of interactive software and visual models where applicable

**Textbooks**

- NCERT (2005). *Position Paper on Teaching of Mathematics*. New Delhi: NCERT
- NCERT. *Mathematics Textbooks for Classes VI–VIII*.

**Suggested Readings**

- Brain Bolt. *Mathematical Activities: A Resource Book for Teachers*. Cambridge University Press
- R.D. Sharma. *Mathematics for Class VI–VIII*. Dhanpat Rai Publications
- Manual of Upper Primary Mathematics Kit, NCERT
- Ram Ballabh. *Coordinate Geometry*. Prakashan Kendra, Delhi

**Open Educational Resources (OER)**

- SWAYAM
- eGyanKosh
- IGNOU
- NCTE

**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**

- Create a fraction wall for classroom use
- Real-life measurement of classroom items and perimeter-area comparisons

**2. Assignments**

- Error analysis of common student misconceptions
- Application-based problems using algebra

**3. Quizzes**

- Mental math challenge (fractions, integers, exponents)
- Geometrical terminology and symmetry identification

**4. Presentations**

- Group presentation on geometrical constructions
- Demonstration of mensuration formulae via 3D models

**5. Participation**

- Math lab activities or simulations
- Peer-teaching on number system or algebra

**6. Reflective Journal**

- Weekly math reflections: “How I solved a problem differently”
- Entry on real-life application of area/volume in a student’s surroundings

| EDELCN104 | Core Natural Sciences- I | 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 knowledge of Physics, Chemistry, and Biology | | | | |

**Course Perspective**

This course offers foundational knowledge of the natural sciences—Physics, Chemistry, and Biology—while building conceptual clarity for future educators. It emphasizes scientific inquiry, critical thinking, and the integration of environmental awareness into teaching practice. Designed to align with elementary and secondary science curricula, the course combines theoretical knowledge with real-world application and activity-based learning.

**Key Skills and Knowledge Gained**

- Understanding core concepts across biology, physics, and chemistry
- Ability to explain science concepts through child-friendly language and analogies
- Development of scientific reasoning and inquiry-based approaches
- Application of environmental and ecological understanding in teaching
- Critical engagement with school-level science textbooks and curriculum

**Real-World Application Examples**

- Explaining motion and speed during a sports activity
- Demonstrating chemical reactions using kitchen materials
- Teaching students about cells using onion peels and microscopes
- Encouraging classroom recycling linked to natural resource conservation

**Course Objectives:**

The student-teacher will be able to:

1. To understand the nature and significance of teaching natural sciences at the elementary level.
2. To gain an understanding of some specific concepts of biology, physics, and chemistry.
3. To develop a habit of scientific enquiry among student teachers and learn various activities through which the concepts of science can be understood.
4. To critically analyze the content of natural sciences at the elementary level.

**Course Outcomes**

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

- **CO1.** Describe the structure of matter and basic chemical concepts relevant to school-level chemistry.
- **CO2.** Explain concepts of motion, force, and Newton's laws with real-life applications.
- **CO3.** Illustrate the structure and function of cells and classify plant and animal tissues and organisms.
- **CO4.** Analyze environmental components, ecosystems, and natural resource management in relation to sustainability and science education.

**Course Content**

**Unit I: Structure of Matter** **(15 hours)**

- Atoms and molecules: Basic definitions and differences
- Atomic structure: Electrons, protons, neutrons
- Atomic mass and symbols of elements
- Molecules of elements and compounds
- Introduction to ions and chemical formulae
- Simple chemical reactions and their relevance to daily life
- Scientific method and chemical inquiry

**Unit II: Motion and Force** **(15 hours)**

- Concept and types of motion: Linear, circular, periodic, and random
- Speed, velocity, and acceleration: Definitions and simple calculations
- Equations of motion: Derivation and application
- Force: Definition, types, and everyday implications
- Friction and inertia
- Newton's Laws of Motion with daily examples
- Scientific explanations of common phenomena (e.g., why objects fall)

**Unit III: Life and Diversity** **(15 hours)**

- Cell as the fundamental unit of life
- Structure and functions of plant and animal cells
- Introduction to animal and plant tissues
- Diversity in living organisms: Classification and examples
- Adaptations in plants and animals
- Use of models and charts in explaining biological concepts

- Observation-based enquiry: microscopic examination of prepared slides

**Unit IV: Our Environment and Natural Resources (15 hours)**

- Components of an ecosystem: Biotic and abiotic factors
- Food chains and food webs
- Biogeochemical cycles: Water, nitrogen, and carbon
- Types of natural resources: Renewable and non-renewable
- Minerals and soil: Uses and conservation
- Environmental issues: Pollution, ozone depletion, greenhouse effect
- Sustainable practices and environmental responsibility in classrooms

**Learning Experience**

The course uses an inquiry-driven, hands-on approach including:

- Classroom demonstrations and simple experiments
- Field observation tasks (e.g., plant diversity, school garden ecosystems)
- Multimedia-based learning and YouTube resources
- Engagement with science kits and recycled materials for experiments
- Group tasks and concept-mapping

**Textbooks**

- **NCERT Class IX and X Science Textbooks**, NCERT, New Delhi

**Suggested Readings**


- Eklavya (1978). *Bal Vigyanik*, Class 6–8. MP Pathyapustak Nigam
- Leoburn, A. (1966). *Tell Me Why*. Hamlyn Publications
- Nelson, R. & Lootoian, B. *Fundamental Concepts of Biology*. John Wiley & Sons
- Ziman, J. (1984). *An Introduction to Science Studies*. Cambridge University Press


**Open Educational Resources (OER)**

- SWAYAM
- eGyanKosh
- IGNOU
- NCTE
- Science YouTube Video Example

**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**

- Model making: Atom structure or water cycle
- Interview/report on local biodiversity or environment concerns

**2. Assignments**

- Comparative chart of different types of motion
- Write-up: “The role of friction in everyday life”

**3. Quizzes**

- MCQs and diagrams on motion, tissues, and environmental terms
- Group science quiz competition

**4. Presentations**

- Group presentation on Newton’s Laws through classroom demonstrations
- Poster presentation on eco-friendly classroom practices

**5. Participation**

- Group discussion on pollution and waste reduction
- Debates: “Science is a way of life, not just a subject”

**6. Reflective Journals**

- Weekly entry on “What I discovered in today’s science class”
- Reflection on environmental practices in their school/locality

| EDELCS105 | Core Social Sciences- I | 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 government, society, and contemporary issues | | | | |

**Course Perspective**

This course introduces the student-teacher to the fundamentals of Social Sciences, highlighting their interdisciplinary nature and relevance in the school curriculum. It explores themes from history, political science, economics, and sociology to equip future educators with a contextual understanding of society, democracy, economic transitions, and national challenges. The course aims to instill civic responsibility, critical thinking, and a commitment to constitutional values and nation-building.

**Key Skills and Knowledge Gained**

- Ability to contextualize social issues in classroom teaching
- Understanding democratic processes and the Indian Constitution
- Interpreting socio-economic and political transformations
- Promoting inclusive, pluralistic, and value-based learning
- Connecting historical and contemporary realities to pedagogy

**Real-World Application Examples**

- Classroom discussions on elections and democratic participation
- Project work on local governance or community livelihood models
- Simulated Constitution-making debates
- Awareness activities around national integration and social cohesion

**Course Objectives:**

The student-teacher will be able to:

1. Understand the nature and significance of teaching social sciences at the elementary level.
2. Understand the evolutionary nature of society.

3. Comprehend the meaning of democracy and its peculiarities for Indian society.
4. Critically examine the social, economic, political and demographical challenges for India.

**Course Outcomes**

By the end of this course, the student-teacher will be able to:

**CO1.** Describe the nature and interdisciplinary scope of Social Sciences and their relevance in education.

**CO2.** Explain key economic and social transitions from pre-modern to globalized world systems.

**CO3.** Analyze the historical development and core features of the Indian Constitution and democratic governance.

**CO4.** Evaluate challenges faced by independent India with reference to partition, integration, and national identity.

**Course Content**

**Unit I: Understanding Social Sciences (15 hours)**

- Nature and scope of Social Sciences
- Importance of Social Sciences in elementary education
- Distinction between Social Studies and Social Sciences
- Interdisciplinary linkages: History, Political Science, Economics, Sociology, Geography
- Pedagogical perspectives on teaching Social Sciences in schools

**Unit II: Livelihoods, Economies, and Societies (15 hours)**

- Societies in the pre-modern world
- The Industrial Revolution and social transformation
- Rise of the 19th century global economy
- Liberalization, Privatization, and Globalization (LPG): Meaning and implications
- Impact of economic policies on society and education

**Unit III: Democracy and the Indian Constitution (15 hours)**

- Historical background of constitutional development
- Framing of the Indian Constitution
- Salient features of the Indian Constitution
- Preamble and its educational significance

- Fundamental Rights, Duties, and Directive Principles of State Policy
- Democratic institutions and participation: Local to national levels

**Unit IV: Independent India and National Challenges (15 hours)**

- Causes and consequences of Partition
- Two-Nation Theory and its critique
- Nation-building post-1947
- National Integration: Meaning, need, and significance
- Obstacles to integration: Communalism, casteism, regionalism
- Role of education in promoting unity and democratic values

**Learning Experience**

This course adopts participatory and dialogic pedagogy through:

- Concept mapping and poster-making
- Mock constitutional assemblies or debates
- Use of news articles, documentaries, and biographies
- Field visits or interaction with community institutions
- Reflective writing and thematic group presentations

**Textbooks**

- NCERT Class IX & X Social Science Textbooks, NCERT, New Delhi

**Suggested Readings**


- Aggarwal, R.C. & Bhatnagar, M. (2005). *Constitutional Development and National Movement in India*. S. Chand
- Chandra, B. (2009). *History of Modern India*. Orient Blackswan
- Chandra, B. (2016). *India's Struggle for Independence: 1857–1947*. Penguin India
- Roskin, M.G. et al. (2017). *Political Science: An Introduction*. Pearson


**Open Educational Resources (OER)**

- SWAYAM
- eGyanKosh
- IGNOU
- NCTE
- Democracy YouTube Resource

**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. Assignments**

- Essay on "The Role of Social Science in Education"
- Report on the Indian Constitution or LPG impact

**2. Projects**

- Poster presentation on Preamble or Fundamental Rights
- Group activity on the causes and consequences of Partition

**3. Presentations**

- Group debate on “Globalization: Boon or Bane for Indian Society”
- Student-led seminars on key constitutional values

**4. Quizzes and Case Studies**

- Quiz on Constitution and historical milestones
- Case study on a successful example of national integration

**5. Reflective Journals**

- Weekly entries on news and current events related to democracy, inclusion, or national identity
- Reflection on caste, class, or gender in the context of education

| EDELFA151 | Performing and Fine Arts | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **0** | **0** | **4** | **2** |
| **Category of Course** | Practical | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Field Engagement and Basic Art Interest | | | | |

## Course Perspective

This course provides student-teachers with hands-on exposure to various forms of performing and visual arts and their educational relevance. It is designed to help student-teachers gain confidence in using art forms such as music, dance, drama, and painting in elementary classrooms. Through active participation, reflection, and collaborative practice, student-teachers will develop creative competencies and pedagogical strategies that nurture holistic development in children.

**Key Skills and Knowledge Gained**

- Practical proficiency in visual and performing arts such as music, dance, drama, and craft
- Ability to design and conduct art-based activities for joyful and inclusive learning
- Understanding of how arts support cognitive, emotional, and social development in children
- Skills in art integration for curriculum enhancement and theme-based teaching
- Development of collaboration, empathy, and creative expression through artistic engagement

**Real-World Application Examples**

- Using storytelling and role-play to teach moral values and social-emotional learning
- Incorporating folk songs and rhythmic patterns to reinforce language and math concepts
- Designing visual art projects for classroom display linked to EVS and festivals
- Engaging children in movement-based activities to boost participation and concentration
- Creating integrated lesson plans using puppetry, music, or painting for concept clarity

**Course Objectives**

The student-teacher will be able to:

1. To familiarize student-teachers with various forms of performing and visual arts.
2. To build practical skills in music, dance, drama, and art activities for classroom use.
3. To develop awareness of the educational value of arts in children's cognitive and emotional growth.
4. To encourage collaborative and inclusive practices through art-based activities.

**Course Outcomes (COs)**

Upon completion of this course, the student-teacher will be able to:
**CO1.** Demonstrate basic techniques in visual and performing arts relevant to elementary education.
**CO2.** Apply music, dance, and drama in classroom settings for joyful and inclusive learning.
**CO3.** Design and organize age-appropriate art activities with pedagogical intent.
**CO4.** Reflect on the role of arts in fostering creativity, collaboration, and empathy in learners.

## Course Content & Practicum Activities

Student-teachers will engage in the following field-based and hands-on practicum activities over a two-week module or extended weekend studio sessions:

**Activity 1: Visual Arts – Drawing, Painting, and Craft**

- Practice basic skills in drawing, coloring, paper craft, and collage.
- Create TLMs or theme-based art for classroom display.
- Document the purpose, method, and child suitability of art activities.

**Activity 2: Vocal Music and Rhythm Practice**

- Learn and perform simple folk songs, bhajans, and school rhymes.
- Practice rhythm and group singing with simple instruments (dholak, manjira, etc.)
- Record and reflect on how songs can support teaching of concepts.

**Activity 3: Dance and Movement**

- Participate in folk or semi-classical movement-based dance.
- Explore how body movement supports storytelling, theme portrayal, and classroom energy.
- Prepare and perform a short group choreography for children's learning themes (festivals, nature, values).

**Activity 4: Drama and Role Play**

- Practice storytelling, miming, improvisation, and skit performance.
- Use theatre for child-centric themes (e.g., environmental awareness, kindness, teamwork).
- Plan and present a role-play/dramatic performance with classroom relevance.

**Activity 5: Art Integration Project**

- Design and conduct a mini-project using any art form to support curriculum learning (e.g., "Teaching EVS through Puppet Theatre").
- Submit a reflective report on integration, student response, and challenges.

## Learning Experience

- Hands-on, experiential workshops
- Peer group activities and co-performance
- Reflective journals and group critique

Studio-based and school-linked experiences

**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 |

## Suggested Tools & Resources

- Sketchbooks, colors, musical instruments
- Video/audio clips for folk forms and performances
- NCERT Art-Integrated Learning resources
- Local folk artists, art teachers, and community centers
- Online: DIKSHA, NROER, Swayam, eGyanKosh

| EDELSC152 | School Contact Programme- I | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **0** | **0** | **4** | **2** |
| **Category of Course** | Practical | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Field Exposure | | | | |

**Course Perspective**

This course is designed to provide student-teachers with their first experiential exposure to real school settings. It aims to help them develop a contextual understanding of school processes, student diversity, and classroom interactions through observation and engagement. Student-teachers will develop sensitivity toward inclusive education, explore creative educational practices, and begin their professional journey through guided reflection and school-based tasks.

**Key Skills and Knowledge Gained**

- Observation and documentation of school practices
- Development of teaching-learning resources
- Understanding school infrastructure and diversity
- Early exposure to inclusive education and social engagement
- Communication and leadership in real classroom environments

**Real-World Application Examples**

- Preparing a school profile report
- Participating in awareness activities at schools
- Reflecting on classroom behavior and peer interaction
- Designing basic TLMs for elementary learners
- Interacting with children with special needs (if present)

**Course Objectives:**

The student-teacher will be able to:

1. To help student-teachers understand the meaning, types, and benefits of indoor and outdoor games in physical and mental development.

2. To help student-teachers understand the role of values such as fairness, teamwork, and discipline in sports and games.
3. To develop leadership skills in student-teachers through participation, planning, and organizing group activities and games.
4. To guide student-teachers in using games and physical activities to promote ethical behavior and positive values in the teaching-learning process.

**Course Outcomes (COs)**

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

**CO1.** Develop understanding and importance of indoor and outdoor games.

**CO2.** Understand and recognize the standard as values in games.

**CO3.** Develop the leadership quality in the student.

**CO4.** Synthesize the strategies to promote ethical standards in teaching-learning process.

**Course Content**

Student-teachers will be engaged in the following field-based practicum activities during a two-week school exposure period. Activities will be carried out in **two different types of schools** (e.g., rural/urban, government/private, inclusive/regular).

**Activity 1: Classroom Observation**

- Observe classroom interaction patterns, teaching methods, use of TLMs, and student engagement across Classes I–VIII
- Record observations using structured formats provided by the institute

**Activity 2: Visit to School Laboratories**

- Visit and report on different types of labs (science, computer, mathematics, language etc.)
- Document the availability, condition, and use of lab equipment and resources

**Activity 3: Development of Teaching-Learning Materials (TLMs)**

- Prepare age-appropriate and subject-specific TLMs
- Submit TLMs with written rationale for use and relevance

**Activity 4: Participation in Social Awareness Programmes**

- Participate in/organize programmes on themes such as hygiene, environment, child rights, gender equality

- Reflect on communication, collaboration, and impact of the activity

**Activity 5: Observing and Reporting on Children with Special Needs**

- Identify inclusive practices (if any) in the school
- Prepare a brief report on infrastructure, pedagogy, or support systems for special children (if applicable)

**Learning Experience**

The course emphasizes field-based learning supported by:

- Structured observation formats and reflective journals
- Mentoring by faculty coordinators
- Group debriefing and peer discussion after field visits
- Final seminar presentation by each student-teacher

**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 |

**Suggested Tools & Resources**

- Field observation logbook
- Report writing guidelines
- Resource material on inclusive education and school mapping
- NCERT/UNESCO documentation on school visits and practicum
- Online support: Swayam, eGyanKosh, NCTE

## SEMESTER II

| S.No. | Course Code | Course Title | Course Type | L | T | P | C |
|---|---|---|---|---|---|---|---|
| 1 | EDELCD201 | Child Development | Theory | 3 | 1 | 0 | 4 |
| 2 | EDELNL202 | Nature of Language II | Theory | 1 | 1 | 0 | 2 |
| 3 | EDELCM203 | Core Mathematics II | Theory | 1 | 1 | 0 | 2 |
| 4 | EDELCN204 | Core Natural Sciences II | Theory | 1 | 1 | 0 | 2 |
| 5 | EDELCS205 | Core Social Sciences II | Theory | 1 | 1 | 0 | 2 |
| 6 | UNVAC_____ | VAC (Choose one course from university VAC pool) | Theory | 2 | 0 | 0 | 2 |
| 7 | EDELCW251 | Participatory Learning through Craft Work | Practical | 0 | 0 | 4 | 2 |
| 8 | EDELSC252 | School Contact Programme-II | Practical | 0 | 0 | 0 | 2 |
| 9 | CS001* | Club/ Society | Practical | 0 | 0 | 0 | 1 |
| | | **TOTAL** | | **9** | **5** | **4** | **19** |

| **EDELCD201** | **Child Development** | **L** | **T** | **P** | **C** |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | **1** | **0** | **4** |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Child and stages of human life | | | | |

### Course Perspective

This course provides a comprehensive introduction to the developmental journey of children across physical, cognitive, emotional, and social domains. It integrates foundational psychological principles with an understanding of human development to help student-teachers explore how children grow, think, feel, and behave at different stages of life. Emphasis is placed on connecting child development theories with classroom realities and equipping future educators with tools to support diverse learner needs through a psychological

lens. The Indian philosophical understanding of the self is introduced to enrich culturally grounded interpretations of development and learning.

**Key Skills and Knowledge Gained**

- Understanding of children's development across physical, cognitive, emotional, and social domains
- Ability to apply developmental and psychological theories to real classroom contexts
- Skills in child observation using structured methods and documentation tools
- Insight into how family, culture, and environment shape a child's learning journey
- Knowledge of psychological concepts such as motivation, self-concept, and emotional regulation for learner support

**Real-World Application Examples**

- Observing and recording a child's classroom behavior to understand developmental needs
- Using Piaget's or Vygotsky's theory to plan age-appropriate learning activities
- Supporting students with emotional challenges through motivation and behavior strategies
- Analyzing how peer pressure and media affect children's self-concept in middle childhood
- Integrating psychological insights to foster inclusive and empathetic classrooms

Course Objectives:

1. To understand the student-teachers understand how children grow physically, mentally, socially, and emotionally during early and middle childhood.
2. To enable student-teachers to use child development theories (like Piaget, Erikson, Vygotsky) to solve everyday classroom problems.
3. To support student-teachers in observing children and recording their behavior using simple observation tools and techniques.
4. To comprehended student-teachers identify how family, culture, and surroundings affect a child's development and learning.
5. To help student-teachers understand key psychological ideas like motivation, self-image, and emotional control, and use them to support students in the classroom

**Course Outcomes**

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

**CO1.** Understand and explain the major stages and domains of child development across early childhood and middle childhood.

**CO2.** Apply key developmental and psychological theories to real classroom situations.

**CO3.** Observe and record children's developmental behavior using structured techniques.

**CO4.** Analyze factors affecting development, including family, environment, and culture.

**CO5.** Identify psychological concepts such as motivation, self-concept, and emotional regulation and their role in supporting learning.

**Course Content**

**Unit I: Human Development – Concepts, Issues, and Theories (15 hours)**

- Meaning and significance of studying child development
- Domains of development: biological, cognitive, socio-emotional, moral
- Developmental principles; role of heredity and environment
- Socialization: meaning, processes, and role of education and acculturation
- Theoretical frameworks:
    - Erikson's psychosocial theory
    - Piaget's cognitive development
    - Kohlberg's moral development
- Methods for studying development: observation, case study, longitudinal methods
- Indian philosophical perspectives: *मनस, बुद्धि, स्मृति* and *पञ्चकोशीय विकास*
- Relevance of development theories for classroom practice

**Unit II: Development in Infancy and Early Childhood (15 hours)**

- Conception, prenatal development, and factors influencing birth outcomes
- Physical and mental development in infancy
- Attachment, emotions, and early interactions
- The child in the family: role in shaping early personality
- Physical and motor development during preschool years
- Intellectual and emotional characteristics of preschool children
- Early childhood plays and its role in social and moral development
- Gender-stereotyping in early socialization

**Unit III: Development in Middle Childhood (15 hours)**

- Physical, cognitive, and language development in elementary school years
- Intelligence, creativity, and divergent thinking
- Peer relations, friendship, school experiences, and media influence
- Moral reasoning and behavior
- Gender identity and development of self-concept

- Play and recreational activities: developmental implications
- Role of teacher and family in shaping behavior and social competence

**Unit IV: Introduction to Educational Psychology (15 hours)**

- Nature, scope, and relevance of educational psychology
- Understanding individual differences in learners
- Learning and motivation: types, theories (Maslow, Skinner, Bandura)
- Factors influencing learning: intrinsic and extrinsic motivation
- Role of emotion, personality, and attitude in learning
- Self-concept, self-esteem, and emotional regulation in children
- Importance of understanding learners' psychological needs for inclusive education
- Application of educational psychology in classroom planning and student support

**Learning Experience**

This course adopts a reflective and experiential learning model that includes:

- Case-based learning through observation tasks
- Group discussions on developmental issues and psychology in practice
- Real-time observation of children in various contexts
- Visual documentation and behavioral checklists
- Role-plays and simulation on developmental interactions

**Suggested Text Books**

1. Berk, L. E. (2006). Child Development Seventh Edition.
2. Woolfolk Hoy, A. (2000). Educational psychology in teacher education. *Educational Psychologist*, *35*(4), 257-270.

**Advanced Readings**

1. Branes, P. (Ed.) (1995). Personal, Social and Emotional Development of Children, Blackwell: Oxford, Chapter 1 and 6.
2. Crain, William C. (1980). Theories of Development: Concepts and Applications, Prentice Hall of India, New Delhi 1980.
3. Stewart, A. Clarke and Friedman, S. (1987). Child development: Infancy through Adolescence, John-Wiley and Sons, UK.
4. Uma Mangal (2014). Childhood and Growing Up, Tandon Publication.

**Open Educational Resources (OER)**

- SWAYAM
- eGyanKosh
- IGNOU

- NCTE

**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 & Reports**
    a. Observation report on preschool or elementary children's behavior
    b. Profile of a child's development across 3 domains (physical, cognitive, socio-emotional)
2. **Reflective Journals**
    a. Weekly reflections on classroom observations and child interactions
3. **Assignments**
    a. Comparative analysis of developmental theories
    b. Case studies on emotional or behavioral challenges in children
4. **Presentations**
    a. Topics on developmental psychology or socio-cultural influences on growth
5. **Group Work**

    Debates on nature vs nurture, gender and development, or motivation in school

| EDELNL202 | NATURE OF LANGUAGE- II | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Understanding of language and its components | | | | |

**Course Perspective**

This course builds upon the students' existing knowledge of language and linguistic systems. It carries a detailed outline of the notions of grammar in particular and Universal grammar in particular. It also contains discussion about the classroom discourse structure and language pedagogy strategies. It provides a foundational understanding on critical concepts and key strategies for teaching a second or foreign language to learners with various backgrounds and at all levels of proficiency.

**Key Skills and Knowledge Gained**

- Understanding of fundamental concepts in phonetics, morphology, grammar, and writing systems
- Ability to connect linguistic theories with real-world language use in classrooms
- Proficiency in analyzing classroom discourse and interpreting various literary forms
- Familiarity with sociolinguistic concepts such as dialects, registers, code-switching, and diglossia
- Capacity to plan and implement multilingual strategies in diverse Indian classroom settings
- Skill in identifying and applying principles of language pedagogy for effective second language instruction

**Real-World Application Examples**

- Using phonemic charts and morphology-based tasks to teach pronunciation and word-building
- Analyzing student talk to improve classroom interaction and language learning outcomes
- Designing inclusive lesson plans that accommodate linguistic diversity in multilingual settings
- Applying multilingualism as a resource by integrating home and school languages in English teaching

- Teaching grammar and writing through both prescriptive and descriptive approaches to match learner needs
- Implementing the Three-Language Formula creatively in lesson design for regional school contexts

**Course Objectives**

The course will enable the student-teachers to:

- Gain an understanding of the principles of Language Pedagogy.
- Understand the relationship between Language and Society.
- Apply these principles as needed to various classroom situations and instructional material.
- Understand the nature of language and the structure and development of the English language system.
- Assess the strategy of teaching another language in a multilingual classroom.

**Course Outcomes**

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

**CO1**. Evaluate the Grammar and Writing in the development of Language System

**CO2**. Associate the structure of language with Classroom Discourse

**CO3**. Apply the principles of language pedagogy in the Language Classroom

**CO4**. Summarize the role of language in the multilingual classroom of Indian School

**Course Content**

**Unit I: Phonetics, Morphology, Grammar and Writing (15 hours)**

Organs of Speech

- IPA Symbols
- Classification of Consonants and Vowels
- Morphology
  - Morphs
  - Morphemes
  - Inflection and Derivation
- Word Building Processes
- Universal Grammar
- Prescriptive and Descriptive Grammars
- Parts of Speech
- Grammatical Gender
- Syllabic and Alphabetic Writing
- Speech and Writing

**Unit II: Classroom and Discourse Analysis (15 hours)**

- Organization of Discourse

- Classroom Discourse: Structure and Nature
- Structure of a poem, story and essay
- Interpreting and Teaching a Text.
- Different Methods of Language teaching.

**Unit III: Language and Society** **(15 hours)**

- Relationship between Language and Society
- Classification of Language Varieties- Dialects, Accents, Registers
- Language in Contact
  - Diglossia
  - Code-switching and Code-mixing
  - Pidgins and Creoles

**Unit IV: Multilingualism in India** **(15 hours)**

- Language Families of India
- Multilingualism in India
- Second vs Foreign Language
- Strategies of Teaching in a Multilingual Classroom.
- Home and School Language
- Three Language Formula

**Practical**

1. Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the English classroom.
2. Visit 5 schools in the neighborhood and prepare a report on the three-language formula being implemented in the schools.
3. Prepare a script of any subject by using Multilingualism as Resource in the classroom.
4. Make Phonemic Chart of your own language and find out the different sounds available in the phonemic chart in other classmates.
5. Make a list of Inflections and Derivations from your First Language

**Suggested Text Books :**


1. Yule, G. (2006). The study of language. *Cambridge University Press,UK*
2. Balasubramanium, T. (2017). Textbook of English Phonetics for Indian Students. *Lakshmi Publication.*


**Advanced Readings**


1. Fromkin, V., Rodman, R., & Hyams, N. M. (2007). An Introduction to Language. *Boston, MA: Thomson Wadsworth.*
2. Hudson, R.A. (1980). Sociolinguistic. *Cambridge: Cambridge University Press.*
3. Mesthrie, Rajend and Rakesh, M. Bhatt (2008). World English: The Study of New Linguistic Varieties. *Cambridge: Cambridge University Press.*
4. Parasher, S.V. (1991). Indian English: Functions and Form, *New Delhi: Bahri Publication*.

**Online References**

1. https://swayam.gov.in
2. http://www.ncte.nic.in/
3. http://egyankosh.ac.in
4. www.ignou.ac.in

**Modes of Evaluation: Student's performance based on continuous evaluation**
**Examination Scheme:**

**Suggested Activities for Continuous Internal Assessment (CIA)**

| Component | Example Activity |
|---|---|
| **Projects** | Develop a multilingual lesson plan using home and school languages |
| **Quizzes** | MCQs on morphology, phonetics, and sociolinguistic terms |
| **Assignments and Essays** | Essay: "The Role of Language in Multilingual Classrooms in India" |
| **Presentations** | Group presentation on dialects, code-switching, and their pedagogical implications |
| **Participation** | Classroom discussion on Universal Grammar vs Prescriptive Grammar |
| **Case Studies** | Analyze how a local school implements the Three Language Formula |
| **Reflective Journals** | Weekly entries on applying language pedagogy principles in hypothetical scenarios |

| EDELCW251 | Participatory Learning through Craft Work | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **0** | **0** | **4** | **2** |
| **Category of Course** | Practical | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Knowledge of craft, creativity, and basic field engagement | | | | |

## Course Perspective:

This course is designed to provide student-teachers with hands-on exposure to various forms of craft and creative manual work. It focuses on participatory and experiential learning processes that are essential for elementary education. Through practical sessions in paper craft, weaving, clay work, recycling, and traditional art forms, student-teachers will explore the educational significance of craft activities and their potential to support cognitive, emotional, and motor development in children.

## Key Skills and Knowledge Gained

- Hands-on proficiency in diverse craft techniques like paper folding, clay modeling, and weaving
- Ability to design curriculum-linked, child-friendly teaching-learning materials using craft work
- Understanding of craft as a tool for cognitive, emotional, and motor development
- Awareness of eco-friendly practices and sustainability through the use of recycled materials
- Appreciation of traditional and folk art forms for cultural and aesthetic learning
- Skills in collaboration, creative expression, and reflective documentation through craft activities

## Real-World Application Examples

- Designing eco-friendly classroom decorations and teaching aids using recycled materials
- Using clay models to teach alphabets, fruits, animals, and numbers in primary classes
- Creating bookmarks, charts, or puppets linked to language or EVS lessons

- Integrating Warli or Madhubani art into lessons on seasons, festivals, or local traditions
- Making craft-based TLMs like story charts or handmade calendars to support student learning
- Documenting local artisans' practices and using them to enrich classroom projects on culture and community

## Course Objectives:

The student-teacher will be able to:

1. To introduce student-teachers to various craft techniques and materials.
2. To develop practical skills in creating craft-based learning materials.
3. To promote the use of eco-friendly and recycled materials in education.
4. To understand the pedagogical and developmental value of craft in the primary classroom.
5. To foster collaboration, creativity, and aesthetic appreciation through hands-on activities.

## Course Outcomes (COs):

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

- **CO1.** Demonstrate competence in basic craft techniques like paper folding, clay modeling, and weaving.
- **CO2.** Design and create child-friendly Teaching-Learning Materials (TLMs) using craft.
- **CO3.** Integrate craft work into subject teaching to enhance conceptual understanding.
- **CO4.** Reflect on the developmental, social, and ecological dimensions of craft in education.

## Course Content & Practicum Activities:

**Activity 1: Paper Craft and Origami**

- Folding, cutting, and creating objects using origami and paper techniques.
- Designing greeting cards, wall hangings, classroom decorations.

**Activity 2: Clay Modeling and Terracotta**

- Exploring texture, form, and creative expression through clay.
- Crafting animals, fruits, alphabets, and miniature objects for classroom use.

**Activity 3: Weaving, Thread Work, and Fabric Art**

- Practicing simple weaving using paper strips, wool, or discarded fabric.
- Creating bookmarks, mats, puppets, or story charts.

**Activity 4: Recycled Craft and Eco-Friendly Models**

- Using old newspapers, plastic bottles, cartons to make educational toys and models.
- Reflecting on sustainability and waste reduction through creative reuse.

**Activity 5: Traditional and Folk Art Forms**

- Introducing local crafts like Madhubani, Warli, or tribal art.
- Learning the cultural and aesthetic values associated with community crafts.

**Activity 6: Thematic Craft-Based Teaching Aids**

- Creating TLMs and posters linked with curriculum topics (e.g., EVS, language).

- Designing models and charts for festivals, seasons, environmental awareness, etc.

**Activity 7: Field-Based Documentation and Reflection**

- Visiting local artisans, craft fairs, or community art centers (if feasible).
- Documenting techniques, uses, and stories of craftspeople and local materials.

## Learning Experience:

- Practical workshops and studio sessions
- Group-based and collaborative model making
- Peer feedback and portfolio documentation
- Integration with school internship/classroom context

## Evaluation Scheme:

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Practical)** | |
| 1. Active Participation in Craft Activities | 10 Marks |
| 2.Quality and Creativity of Produced Materials | 10 Marks |
| 3. Reflective Journal and Process Documentation | 10 Marks |
| 4. Craft Integration Project/Assignment | 20 Marks |
| **External Marks (Practical)** | |
| End Term Practical Exam and Viva Voce | 50 Marks |
| Total | 100 Marks |

## Suggested Tools & Resources:

- Craft paper, scissors, glue, clay, wool, discarded materials
- NCERT "Art Integrated Learning" toolkit
- Videos/tutorials on folk and traditional crafts
- Visits to local art/craft exhibitions or artisan interactions
- Online resources: DIKSHA, NROER, Swayam, eGyanKosh

| EDELSC252 | School Contact Programme– II | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **0** | **0** | **4** | **2** |
| **Category of Course** | Practical | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Basic about the schools and their units | | | | |

## Course Perspective

This course is a continuation of the first school contact experience. It aims to deepen the student-teacher's understanding of school functioning, child behavior, classroom management, and curriculum implementation. While the first programme focused on observation and reflection, this phase involves greater **participation**, **interaction**, and **documentation** with emphasis on inclusive practices, teaching-learning resources, and early teaching exposure.

### Key Skills and Knowledge Gained

- Enhanced observation and interpretation skills related to learner behavior, classroom interaction, and teacher practices
- Practical understanding of inclusive education strategies and learner diversity in school settings
- Ability to develop, adapt, and use age-appropriate teaching-learning materials (TLMs)
- Experience in participating in school routines, curricular, and co-curricular activities
- Capacity for reflective thinking and critical analysis of school processes
- Improved communication and engagement skills with children, teachers, and community members

### Real-World Application Examples

- Supporting classroom management tasks like attendance, group work, and peer tutoring
- Creating and using low-cost TLMs for subjects like Math or EVS in primary classes
- Observing and reporting on how teachers include children with special needs in classroom activities

- Participating in school events like Environment Day and interacting with parents and community volunteers
- Writing daily reflective journals on classroom observations and challenges
- Conducting a simple survey to analyze school infrastructure or parental involvement in learning

## Course Objectives

The student-teacher will be able to:

1. To deepen awareness of classroom processes and learner diversity in varied school settings.
2. To facilitate meaningful participation in teaching–learning and co-curricular activities.
3. To enable student-teachers to reflect on classroom dynamics, inclusion, and school culture.
4. To promote development of instructional materials and their effective classroom use.
5. To encourage interaction with students, teachers, and community members for educational insight.

## Course Outcomes (COs)

Upon completion of the course, student-teachers will be able to:
**CO1.** Participate actively in school routines and curricular activities.
**CO2.** Observe and interpret classroom behavior, student engagement, and inclusion strategies.
**CO3.** Develop and implement simple age-appropriate teaching-learning resources.
**CO4.** Reflect critically on school processes and teaching practices.

## Course Content and Field Activities

Student-teachers will be engaged in the following field-based practicum activities during the school contact period (typically 10–12 working days). Activities should be performed in one government and one private/inclusive school.

## Activity 1: Classroom Participation and Teaching Support

- Assist the teacher in organizing class activities (Classes I–VIII)
- Observe and report on learner response and engagement
- Participate in checking homework, preparing boards, helping slow learners
- Engage in early peer teaching of rhymes, stories, or small concept demonstrations

## Activity 2: TLM Preparation and Use

- Design and use age-appropriate TLMs for selected subjects (EVS, Math, Language)
- Include local materials, recycled items, and creative strategies
- Document the process and reflect on effectiveness in the classroom

## Activity 3: Understanding Inclusive Practices

- Observe strategies for children with special needs or diverse learning backgrounds
- Record support systems, teacher behavior, and infrastructural facilities
- Conduct brief interaction sessions with children (with permission)

## Activity 4: School Events and Community Interaction

- Participate in or help organize school events (cultural day, environment day, health camp, etc.)
- Conduct simple surveys on parent involvement, school infrastructure, or teaching-learning practices
- Reflect on the role of community in school functioning

## Activity 5: Reflective Journaling and Report Writing

- Maintain a daily reflective journal covering observation, feelings, analysis, and learnings
- Prepare a final report (approx. 2000 words) with key insights, observations, and reflections
- Share experiences in a classroom seminar or group presentation

**Evaluation Scheme:**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Practical)** | 10 |
| Classroom Participation and Observation | 10 |
| TLM Preparation and Use | 10 |
| Report on Inclusive Practices and School Profile | 20 |
| End-term Viva Voce | |

| | |
|---|---|
| End Term Practical Exam and Viva Voce | 50 Marks |
| Total | 100 Marks |

## Suggested Tools & Resources

- Structured observation formats and interview guides
- Reflective journal templates
- NCERT's Learning Outcomes and TLM manuals
- Materials from DIKSHA, NCTE Practicum Guidelines, UNICEF reports on inclusive schools

## SEMESTER III

| S.No. | Course Code | Course Title | Course Type | L | T | P | C |
|---|---|---|---|---|---|---|---|
| 1 | EDELCL301 | Science of Cognition and Learning | Theory | 2 | 2 | 0 | 4 |
| 2 | EDELLA302 | Language Acquisition and Multilingualism | Theory | 3 | 1 | 0 | 4 |
| 3 | EDELSC303 | Interpersonal Skills and Communication | Theory | 1 | 1 | 0 | 2 |
| 3 | EDELOC351 | Observing Children | Practical | 0 | 0 | 4 | 2 |
| 4 | EDELSW352 | Holistic Self-Development Workshops | Practical | 0 | 0 | 4 | 2 |
| 5 | CS002* | Community Service | Practical | 0 | 0 | 0 | 1 |
| 6 | **Optional Liberal Course-I (Choose Any One)** | | | | | | |
| | EDELEN304 | English I | Theory | 3 | 1 | 0 | 4 |
| | EDELHN305 | Hindi I | Theory | | | | |
| | EDELMT306 | Mathematics I | Theory | | | | |
| | EDELPY307 | Physics I | Theory | | | | |
| | EDELCH308 | Chemistry I | Theory | | | | |
| | EDELBL309 | Biology I | Theory | | | | |
| | EDELHS310 | History I | Theory | | | | |
| | EDELPS311 | Political Science I | Theory | | | | |
| | EDELGE312 | Geography I | Theory | | | | |
| | EDELEC313 | Economics I | Theory | | | | |
| | **TOTAL** | | | **9** | **5** | **8** | **19** |

| EDELCL301 | Science of Cognition and Learning | 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 child behaviour | | | | |

**Course Perspective**

This course offers a comprehensive understanding of how cognition underpins learning and how emerging educational technologies can be integrated into teaching practices to enhance student learning outcomes. Student-teachers will examine key cognitive processes including perception, memory, attention, problem-solving, and intelligence, and relate them to theories of learning. The course introduces contemporary approaches to cognitive development and emphasizes the role of digital tools and ICT in cognitive enhancement and personalized learning.

**Course Objectives**

1. To understand attention, perception, memory, and thinking processes in learning situations.
2. To explain major learning theories and analyze their classroom applications.
3. To understand and apply teaching methods that foster creativity, problem-solving, and higher-order thinking.
4. To evaluate the role of technology in supporting individual learning needs and cognitive development.
5. To use and implement digital tools that enhance inclusive, engaging, and effective learning experiences.

**Course Outcomes**

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

**CO1.** Understand and analyze cognitive processes such as attention, perception, memory, and reasoning in learning environments.

**CO2.** Critically examine major learning theories and their applications in diverse classroom settings.

**CO3.** Design and adapt instructional strategies that support creativity, problem-solving, and higher-order thinking.

**CO4.** Evaluate the role of educational technologies in supporting cognition and individualized learning.

**CO5.** Integrate appropriate digital tools to enhance engagement, inclusion, and student learning outcomes.

**Course Content**

**Unit I: Foundations of Cognition and Learning (15 hours)**

- Nature of cognition and approaches to studying it

- Elementary cognitive processes: sensation, perception, and attention
- Theories of attention and their classroom implications
- Cognitive and cultural variability: individual differences in cognitive processing
- Impact of cognitive processes on academic performance and behavior

**Unit II: Memory and Learning Processes (15 hours)**

- Nature and types of memory: sensory, working, and long-term
- Metacognition and strategies to develop memory and retention
- How children learn: knowledge construction and concept formation
- Concepts of time, space, number, and relationships in childhood
- Types of learning and key factors influencing learning

**Unit III: Problem Solving, Creativity and Theories of Learning (15 hours)**

- Reasoning, judgment, and decision-making in children
- Piagetian, Neo-Piagetian and information processing perspectives
- Nurturing creativity and higher-order thinking skills
- Key learning theories: Trial and Error, Classical and Operant Conditioning, Social Learning Theory, Constructivist Theory
- Role of feedback and reinforcement in learning

**Unit IV: Technology Integration in Cognitive Development (15 hours)**

- Introduction to educational technology: key tools and platforms
- Role of ICT and assistive technologies in learning
- Enhancing cognition through technology: virtual labs, simulations, and gamified learning
- Using data-driven tools to support personalized learning and assessment
- Challenges and ethical considerations in technology use

**Learning Experience**

This course will engage students through:

- Concept-based lectures and guided readings
- Case studies and analysis of digital learning interventions
- Use of simulations, mind-mapping, and multimedia tools
- Group discussions and collaborative projects
- Demonstrations of EdTech platforms and applications

**Textbooks**


- Benjafield, J. G. (1992). *Cognition*. Prentice Hall.
- Ginsburg, H. P., & Opper, S. (1988). *Piaget's Theory of Intellectual Development*. Prentice Hall.


**Suggested Readings**


1. Carey, S. (1985). *Conceptual Change in Childhood*. MIT Press.
2. Donaldson, M. (1978). *Children's Minds*. Fontana/Collins.
3. Brown, J. S., Collins, A., & Duguid, P. (1989). *Situated Cognition and the Culture of Learning*. Educational Researcher.
4. Lefrancois, G. (1994). *Psychology for Teachers*. Wadsworth.


**Open Educational Resources (OER)**

- SWAYAM
- eGyanKosh
- IGNOU
- NCTE

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Theory)** | |
| I) Continuous Assessment- All the Components to be evenly spaced<br>(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 & Assignments**
    a. Memory enhancement strategies for school children
    b. Designing a digital module to support concept learning
2. **Case Study Analysis**
    a. Compare cognitive strategies in technology-aided vs traditional classrooms
3. **Quizzes & Presentations**
    a. Major learning theories and their application
    b. Demonstration of an EdTech tool for personalized learning
4. **Reflective Journals**
    a. Weekly reflection on classroom observations related to cognition
    b. Reflection on the impact of technology on student engagement

| EDELCL302 | Language Acquisition & Multilingual Classroom | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | **1** | **0** | **4** |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Basics of language | | | | |

**Course Perspective**

This course provides an in-depth understanding of how children acquire language and how this process is influenced by cognitive, biological, and sociocultural factors. It also focuses on the pedagogical approaches required to support diverse and multilingual classrooms. By integrating theories of language acquisition with real-world multilingual contexts, student-teachers will learn to recognize, accommodate, and celebrate language diversity in schools. The course introduces strategies for supporting language learners and addresses challenges related to language delays, disorders, and multilingualism.

**Course Objectives:**

1. To analyze the role of thinking and social interaction in supporting children's language learning.
2. To explain major theories and identify developmental stages of first and second language acquisition.
3. To design language-based activities that support learning in multilingual classroom settings.
4. To recognize common language difficulties in children and apply effective teaching strategies.
5. To understand the various uses of language in society and evaluate their impact on language teaching and learning.

**Course Outcomes**

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

**CO1.** Assess cognitive and social prerequisites for language acquisition and development.

**CO2.** Compare key theories and stages of first and second language acquisition.

**CO3.** Design effective language development strategies for multilingual classrooms.

**CO4.** Identify language disorders and respond with pedagogically sound strategies.

**CO5.** Reflect critically on sociolinguistic diversity and its classroom implications.

**Course Content**

**Unit I: Foundations of Language Acquisition (15 hours)**

- Language and cognition: interrelation and developmental perspectives
- Cognitive prerequisites for language development
- Biological foundations of language: brain structure and language function
- Piagetian and Vygotskian theories
- Innate hypotheses and universal grammar
- Language and thought: Whorfian hypothesis

**Unit II: Stages and Structures of Language Development (15 hours)**

- Babbling to early speech: stages of development

- The role of caregiver language (motherese/caretaker speech)
- Phonological, morphological, syntactic, and semantic development
- Sociolinguistic aspects of early language use
- Gender, culture, and environment in language development

**Unit III: Language Learning, Multilingualism & Error Analysis (15 hours)**

- First vs. second language acquisition
- Multilingualism and translanguaging practices
- Role of environment, exposure, and interaction
- Strategies and perceptual processes in comprehension and production
- Error analysis and its pedagogical relevance
- Designing multilingual teaching strategies

**Unit IV: Language Disorders and Inclusive Classrooms (15 hours)**

- Nature and types of language acquisition disorders
- Stuttering, aphasia, and language delays in children
- Brain structures involved in language impairment
- Language development in children with intellectual disabilities
- Differentiated instruction and assistive strategies in multilingual/inclusive settings

**Learning Experience**

This course includes:

- Observational studies and field tasks
- Hands-on activities for error analysis and speech sampling
- Case study presentations on language development and disorders
- Comparative analysis of language use across age and community groups
- Group projects on inclusive and multilingual lesson planning

**Textbooks**

- Akmajian, A., Demers, R. A., & Harnish, R. M. (1979). *Linguistics: An Introduction to Language and Communication*. Cambridge University Press.
- Yule, G. (2006). *The Study of Language*. Cambridge University Press.

**Suggested Readings**


1. Agnihotri, R.K. & Khanna, A.L. (Eds.) (1994). *Second Language Acquisition*. Sage.
2. Agnihotri, R.K. (2007). *Towards a Pedagogical Paradigm Rooted in Multilinguality*. Int. Multilingual Research Journal.
3. Gaskell, G. (2007). *The Oxford Handbook of Psycholinguistics*. Oxford University Press.
4. Reading Development Cell, NCERT (2008). *Reading for Meaning*. NCERT.


**Open Educational Resources (OER)**

- SWAYAM
- eGyanKosh
- IGNOU
- NCTE

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Theory)** | |
| I) Continuous Assessment- All the Components to be evenly spaced<br>(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. **Field Observation**
    a. Track and analyze stages of language development in 2–3 children
2. **Error Analysis Exercise**
    a. Collect and analyze spoken/written language samples
3. **Project/Presentation**
    a. Comparative presentation on L1 and L2 acquisition
    b. Design a multilingual classroom activity or lesson plan
4. **Reflective Journals**
    a. Document personal observations about language use in families or schools
5. **Case Study**
    a. Profile a learner with a language disorder, propose intervention plan

| EDELSC303 | Interpersonal Skills and Communication | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **1** | **1** | **0** | **2** |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 30 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Communication and Learning | | | | |

**Course Perspective**

In the era of 21st-century learning, communication is not only foundational to effective teaching, but is also transformed by the integration of digital tools and environments. This course prepares student-teachers to become confident and ethical communicators in both physical and virtual classrooms. It explores communication theories, language ethics, digital platforms, and the art of reading, writing, and speaking in education. Students will be trained to use digital tools purposefully to enhance learner interaction, feedback, collaboration, and access to multimodal resources.

**Course Objectives:**

1. To apply clear spoken instructions, appropriate gestures, and formal writing in classroom teaching situations.
2. To use tools like Google Classroom, PowerPoint, and WhatsApp for sharing lessons, homework, and updates.
3. To demonstrate skills in reading textbooks, writing lesson plans, and speaking clearly during class discussions.
4. To practice polite language and respectful tone in emails, parent-teacher meetings, and staff interactions.
5. To create worksheets, videos, and digital presentations and conduct virtual classes using Zoom or Teams.

**Course Outcomes**

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

**CO1.** Apply verbal, non-verbal, and written communication strategies in diverse educational contexts.

**CO2.** Integrate digital communication tools to support teaching and learning.

**CO3.** Demonstrate effective reading, writing, and speaking skills relevant to the teaching profession.

**CO4.** Engage in ethical and responsive communication within educational institutions.

**CO5.** Create digital learning content and facilitate online interaction effectively.

**Course Content**

**Unit I: Foundations of Interpersonal and Educational Communication (15 Hours)**

- Teacher as communicator: audience awareness and purpose
- Communication and curriculum integration

- Language across the curriculum
- Oral interaction, response interpretation, and feedback
- Institutional discourse and ethos
- Language and ethics in educational contexts
- Reading as a pedagogic tool and cognitive process
- Text selection and adaptation for diverse learners

**Unit II: Communication Skills in Academic and Digital Contexts (15 Hours)**

- Writing formal communications: letters, memos, reports, and emails
- Writing journals, reflective notes, and lesson plans
- Dialogues, discussions, and debates (physical and virtual)
- Public speaking, presentations, and webinars
- Media literacy and communication through blogs, podcasts, infographics
- Virtual interactions: video conferencing, discussion boards, digital etiquette
- Assessing communication in blended and online learning settings

**Learning Experience**

This course emphasizes experiential learning via:

- Role-play and simulation of classroom interactions
- Creation of multimedia-based teaching-learning materials
- Collaborative writing projects using online platforms
- Peer feedback and audio-video analysis of communication tasks
- Participation in live/recorded digital speaking activities

**Textbooks**

- Fluency in English - Part II, Oxford University Press, 2006.
- NCERT. (2005). National Curriculum Framework. NCERT.

**Suggested Readings**

1. Rose, D. & Martin, J. (2012). *Learning to write, reading to learn*. Equinox Publishing.
2. Business English, Pearson, 2008.
3. Language, Literature and Creativity, Orient Blackswan, 2013.
4. Mishra, G. et al. (Eds.). *Language through Literature* (forthcoming)

Open Educational Resources (OER)

- SWAYAM
- eGyanKosh
- NCTE
- IGNOU

**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. **Digital Teaching Resource Design**
    - Create a video-based mini-lesson using tools like Canva, Loom, or PowerPoint.
2. **Reflective Journal Writing**
    - Weekly entries on communication improvement and digital media use
3. **Media Critique/Presentation**
    - Analyze an educational video/blog for communication effectiveness
4. **Writing Task**
    - Compose professional emails, reports, or classroom communication drafts
5. **Speaking Task**
    - Host a mock digital discussion or record a short speech

| EDELOC351 | Observing Children | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **0** | 0 | 4 | 2 |
| **Category of Course** | Practical | | | | |
| **Total Contact Hours** | 30 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Awareness of self and surroundings | | | | |

**Course Perspective**

Observation is a fundamental tool in understanding children's development. This course trains student-teachers to systematically observe children in varied socio-cultural contexts, analyze developmental patterns, and connect real-life observations to psychological and pedagogical theories. Through reflective fieldwork in homes, schools, and communities, students gain insight into the lived experiences of children and deepen their understanding of the social ecology of childhood.

**Course Objectives**

By the end of this course, student-teachers will:

- Develop sensitivity to the socio-cultural and emotional world of children.
- Learn techniques of naturalistic and structured observation.
- Strengthen skills in recording, interpreting, and analyzing child behavior.
- Link observation data to theories of child development and learning.

**Course Outcomes**

At the end of the course, student-teachers will be able to:

- **CO1.** Demonstrate systematic observation skills to interpret children's behavior and interaction.
- **CO2.** Apply diverse methods (interviews, narrative logs, checklists) for observing children across settings.
- **CO3.** Reflect upon the socio-cultural influences on children's development and learning.

**Course Assignments**

***Assignment 1: Understanding Children Through Play***

- **Task**: Observe groups of children (3–5 years and 6–8 years) in parks or playgrounds. Focus on interaction styles, use of materials, gendered play, and communication.
- **Duration**: 10 hours (across age groups), spread over 5–6 weeks.
- **Output**: Observation journal with raw notes and analysis. Peer discussion for reflective insights.

***Assignment 2: Children in Diverse Home Environments***

- **Task**: Observe children from three contexts – a middle-class home, a basti/slum home, and an affluent household. Explore daily routines, caregiving practices, learning environment, and family dynamics.
- **Methods**: Observation and semi-structured interviews (parents, caregivers).

- **Output**: Comparative case reports using a common observation-interview tool, with reflection on socio-economic influences on child development.

***Assignment 3: Observing Children in School Settings***

- **Task**: Observe three categories of children within classrooms: high achievers, academically struggling learners, and children with special needs.
- **Focus Areas**: Learning styles, teacher interaction, peer behavior, classroom participation.
- **Output**: Thematic report integrating theory with observed behavior.

***Essential Readings***


- Bruce, T. (2014). *Observing Young Children*. Sage.
- IGNOU. (2007). *Tools and Techniques of Data Collection*. MES-016, School of Education.
- Mishra, A. (2007). *Everyday Life in a Slum*. In Behera, D.K. (Ed.), *Childhood in South Asia*. Pearson.


***Suggested Readings***


- Erikson, E.H. (1972). *Play and Development*. W.W. Norton.
- Vygotsky, L.S. (1980). *Mind in Society*. Harvard University Press.
- Bettelheim, B. (1987). *The Importance of Play*. The Atlantic Monthly.
- Adler, P.A., & Adler, P. (1994). *Observational Technique*. In Denzin & Lincoln (Eds.).
- Berk, L. (1996). *Child Development*. Prentice Hall.


**Evaluation Scheme:**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Practical)** | |
| 1. Active Participation in Craft Activities | 10 Marks |
| 2.Quality and Creativity of Produced Materials | 10 Marks |
| 3. Reflective Journal and Process Documentation | 10 Marks |
| 4. Craft Integration Project/Assignment | 20 Marks |
| **External Marks (Practical)** | |
| End Term Practical Exam and Viva Voce | 50 Marks |
| Total | 100 Marks |

| EDELSW352 | Holistic Self-Development Workshops | 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 awareness of self and interpersonal communication | | | | |

**Course Perspective**

This course is designed to offer student-teachers experiential and reflective opportunities for holistic self-development. It focuses on nurturing self-awareness, emotional balance, interpersonal skills, and ethical grounding. Through guided activities such as meditation, expressive arts, storytelling, group sharing, and self-reflective journaling, student-teachers will explore personal growth and its impact on professional identity.

**Course Objectives**

1. To foster self-awareness and emotional intelligence among student-teachers.
2. To cultivate habits of mindfulness, empathy, and resilience.
3. To explore the role of personal values and ethics in education.
4. To enhance interpersonal and communication skills through participatory activities.

**Course Outcomes (COs)**

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

**CO1.** Recognize and articulate personal values and beliefs.

**CO2.** Demonstrate emotional regulation and mindfulness techniques.

**CO3.** Practice effective interpersonal communication and empathetic listening.

**CO4.** Engage in reflective practices for personal and professional development.

**Course Content & Practicum Activities**

Student-teachers will engage in the following activities through workshops and field-based sessions:

**Unit 1: Self-Awareness and Emotional Intelligence**

- Icebreakers and self-introduction exercises
- Exploring the concept of self through visual mapping or collage
- Guided meditation and body scanning
- Journaling emotions and life experiences

**Unit 2: Values, Ethics, and Interpersonal Relationships**

- Storytelling and role-play on values in education
- Group dialogue on ethical dilemmas in teaching
- Empathy circle: Listening without judgment

- Team-building games to understand collaboration and boundaries

**Unit 3: Expressive and Reflective Practices**

- Mandala making, music, or expressive movement
- Writing reflective letters to oneself
- Visualization for future self and goal setting
- Stress-release techniques (breathing, grounding, gratitude practices)

**Project Work**

**Self-Reflection Portfolio**

- Maintain a weekly journal of activities, thoughts, and learning
- Choose one value or learning and create a visual/creative representation (e.g., drawing, poem, skit)
- Present a 3-minute reflection on personal transformation or growth during the course

**Suggested Books**

- Meditation audio guides, mindfulness cards
- Art and journaling materials
- Books: *Emotional Intelligence* by Daniel Goleman, *The Reflective Teacher*
- Online: *Swayam*, *DIKSHA*, *Mindfulness India*, *Life Skills Resources (NCERT)*
- Community mentors, counselors, yoga/wellbeing facilitators

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Practical)** | |
| Regular Participation and Contribution | 10 Marks |
| Reflective Journal and Creative Output | 10 Marks |
| Portfolio Submission and Sharing | 10 Marks |
| Final Presentation + Viva | 20 Marks |
| **External Marks (Practical)** | |
| End Term Practical Exam and Viva Voce | 50 Marks |
| Total | 100 Marks |

***LIBERAL COURSE (OPTIONAL I)**

| **EDELEN304** | **English I** | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | 3 | 1 | 0 | 4 |
| **Category of course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-requisites/ Co-requisites** | Basics of English subject | | | | |

**Course Perspective**

This course introduces students to the study of poetry and its cultural, social, and historical contexts. Content includes terminology and methods for analysing and evaluating poetry including form, thematic development, and style. It contains selected poems of many great poets of various genres which will help the students develop an aptitude for understanding and interpreting a wide range of poetry.

**Course Objectives**

The course will enable the student-teachers to:

1. Recognize poetry from a variety of cultures, languages and historic periods.
2. Recognize the literary features (allegory, sonnet, ode, epic, ballad, lyric, and dramatic monologue, epic) in a given text.
3. Understand and appreciate poetry as a literary art form.
4. Develop their vocabularies.

**Course Outcomes**

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

**CO1**. Classify various literary features of poetry in a given text.

**CO2.** Demonstrate various stanza forms of poetry in wide range of poetry.

**CO3**. Recognize and appreciate the poetry as a literary art form.

**Course Content**

**Unit I** **(15 hours)**

**Poetry and Types of Poetry**

- Allegory
- Sonnet
- Ode
- Epic
- Ballad
- Lyric
- Dramatic Monologue

**Unit II** **(15 hours)**

**Stanza Forms in Poetry**

- Heroic couplet
- Spenserian Stanza
- Blank verse
- Terza Rima

**Unit III** **(15 hours)**

- William Shakespeare: Sonnet 144
- Edgar Allan Poe: To Science
- Thomas Gray: Elegy Written in a Country Churchyard

**Unit IV** **12 Contact Hours**

- Nissim Ezekiel: Night of the Scorpion
- Aga Shahid Ali: Call me Ishmael tonight
- John Keats: La Belle Dame sans Merci

**Suggested Readings**


1. Abrams, M. H., & Harpham, G. G. (1999). A glossary of Literary Terms. Boston, Mass: Thomson Wadsworth.
2. Ali, Aga Shahid (2005). Call Me Ishamael Tonight – A Book of Ghazals. London. WW Norton.
3. Boulton, Marjorie (2006). Anatomy of the Novel. Kalyani Publishing, New Delhi.
4. Gray, Thomas (2011). An Elegy Written in a Country Churchyard. The Artists' Edition. Paperback. British Library, Historical Print Editions.
5. Nissim Ezekiel (2018). Night of Scorpion – www.scholarspark.com., Retrieved 18 August 2018.
6. Poe, Edgar Allan & Allen, Hervey (1938). The Complete Tales and Poems of Edgar Allan Poe. The Modern Library, New York.
7. Shakespeare, William (2009). Sonnets. Vintage Classics. Paperback.
8. Strachan, J. (2006). The Poems of John Keats: A Routledge Study Guide and Sourcebook. (Routledge Guides to Literature) Paperback.


**Online Educational References**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. www.ignou.ac.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. **Project**
    a. Create a poetry anthology with types and stanza forms.

**2.Assignment**

b. Analyze a poem from the syllabus.
c. Write on any poetic form (e.g., ode, sonnet).

**3.Quiz**

d. Test on literary terms and poetic forms.

**4.Presentation**

e. Present on a poet's life and style.
f. Explain a stanza form with a recitation.

**5.Participation**

g. Join poetry reading sessions.
h. Take part in group discussions on poems.

5. **Reflective Journal**
    i. Weekly reflections on poems and personal responses.

| EDELHN305 | Hindi I | 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 Knowledge of Hindi Bhasha and Literature | | | | |

**Course Perspective**

मनुष्य एक सामाजिक प्राणी है। यह जो सामाजिकता है, यह विचारों के आदान-प्रदान के माध्यम से ही फल फूल रहा है। भाषा के अभाव में व्यक्ति असहाय या अकेला सा अनुभव करता है। अपने विचारों भावों को दूसरों से व्यक्त करने हेतु जिस उपाय की आवश्यकता होती है वह भाषा है। अतः इसकी शुद्धता अत्यंत आवश्यक है। और भाषा की शुद्धता के लिए आवश्यक है की लिपि और वर्तनी के स्तर पर सुधार हो जिसके लिए व्याकरण का समुचित ज्ञान भी जरूरी है, जिसके बिना मनुष्य स्वान को श्वान, सकल को शकल बोलकर अर्थ का अनर्थ कर सकता है। आधुनिक समाज के उन्नत तकनीकी एवं संचार माध्यमों के साथ आगे बढ़ते रहने के लिए आवश्यक है कि भाषा का प्रसार, भाषा की पहुंच विभिन्न ई माध्यमों में भी होनीचहिए और इसमें सब की दक्षता भी अपेक्षित है। जिससे कि, सामाजिक संवेदना और जागरूकता के विकास में भाषाई संचार के माध्यमों की दक्षता के साथ उपयोग हम कर सकें।

बदलते परिवेश में यह देखा गया है कि, साहित्य में विभिन्न नए विधाओं का सृजन हुआ है। रचनात्मकता लेखन का एक अभिन्न अंग है, जिसके सर्वांगीण विकास हेतु यह आवश्यक है कि विद्यार्थियों को इस महत्वपूर्ण अंग से परिचित करवाया जाए और इसकी उपयोगिता को रेखांकित करते इनको इसमें पारंगत कराया जाए। जिससे की समय के साथ साथ कदम दर कदम चलने में हिंदी भाषा भाषी को कोई परेशानी न हो।

आधुनिकता के बढ़ते कदमों और भारतीय बाजारों की बढ़ती लोकप्रियता के साथ साथ कई अहिंदीभाषी देशों में भी हिंदी भाषा में रोजगार के नए नए अवसर निकल रहे हैं, जैसे अनुवादक, हिंदी भाषा शिक्षक इत्यादि। इन अवसरों को भुनाने हेतु हिंदी भाषा, व्याकरण और साहित्य का समेकित अध्ययन समय की मांग है। इसी मांग की पूर्ति की दिशा में किया गया यह पाठ्यक्रम एक छोटा सा प्रयास है।

**Course Objectives**

**इस पाठ्यक्रम का उद्देश्य है,**

1. भाषा, बोली, लिपि और वर्तनी का समुचित ज्ञान। जिससे व्यक्ति समाज में शुद्ध बोल सके, लिख सके और अपने विचारों को स्पष्ट तरीके से सबके सम्मुख रख सके।
2. भाषाई कौशल में संचार तकनीकी और सामाजिक संवेदना एवं जागरूकता के विकास में मीडिया की भूमिका के साथ व्यक्तित्व एवं आत्मविश्वास के विकास में भाषा एवं संचार के माध्यमों की भूमिका का अध्ययन करना।
3. साहित्य के विविध विधाओं में रचनात्मक लेखन की विविध रूपों का अध्ययन और अनुवाद के तत्व स्वरूप एवं प्रक्रिया का समुचित अध्ययन करना।
4. हिंदी साहित्य के विभिन्न धाराओं और प्रवृत्तियों का संक्षिप्त परिचय प्राप्त करना।

**Course Outcomes**

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

**CO1.** प्रस्तुत पाठ्यक्रम के सम्यक अध्ययन के पश्चात् विद्यार्थी हिंदी भाषा, मानक भाषा, लिपि और साहित्य के विभिन्न आयामों से विधिवत रूप से परिचित हो, तदनन्तर अपने विद्यार्थियों को भी ज्ञानलोकित कर पाएंगे।

**CO2.** भाषा के प्रायोगिक पक्ष, आधुनिक संचार तकनीकी में भाषा का प्रसार, व्यक्तित्व एवं आत्मविश्वास के विकास में विद्यार्थी दक्ष हो पायेंगें।

**CO3.** इस पाठ्यक्रम के अध्ययन के उपरांत विद्यार्थी में रचनात्मक लेखन कौशल एवं अनुवाद कौशल जैसे संप्रेषण कौशल आदि, का विकास हो पाएगा और वह भविष्य में इन विधाओं में दक्षता पूर्वक कार्य को संपन्न कर पाएगा।

**CO4.** प्रस्तुत पाठ्यक्रम हिंदी साहित्य की आदि काल से लेकर आधुनिक काल तक की सभी मुख्य साहित्यिक धाराओं और प्रवृत्तियों से विद्यार्थी समुचित रूप से अवगत हो पाएगा। और साहित्यिक अनुसंधान में अपना योगदान दे पाएगा।

**Course Content**

**Unit I:** **(15 hours)**

**भाषा एवं साहित्य गद्य भाग:**

भाषा की परिभाषा, भाषा एवम मानव जीवन

भाषा और भाषा वैविध्य : -

भाषा का मौखिक और लिखित रूप

क्षेत्रीय / प्रादेशिक बोली , समाज , शैली एवं जनसंचार माध्यम के स्तर पर भाषा के विविध रूप

मानक भाषा की संकल्पना एवं मानक भाषा के रूप में हिंदी का विकास (ध्वनि, शब्द , व्याकरण , अर्थ, लिपि, और वर्तनी के स्तर पर ) भाषाई अशुद्धि

**Unit II:** **(15 hours)**

**भाषा का प्रायोगिक पक्ष, संचार तकनिकी एवं आत्मविश्वास :**

संचार तकनीकी : अवधारणा, प्रकृति, प्रकार , कार्य एवं संभावनाएं

भाषाई कौशल विकास में सूचना एवं संचार तकनीकी की भूमिका

ई -मेल लेखन, बायोडाटा लेखन पत्र लेखन , समूह विमर्श , एवं प्रस्तुतीकरण

सामाजिक संवेदना एवं जागरूकता के विकास में भाषा मीडिया की भूमिका

व्यक्तित्व एवं आत्मविश्वास के विकास में भाषा एवं संचार माध्यम की भूमिका

**Unit III:** **(15 hours)**

**रचनात्मक लेखन एवं अनुवाद**

रचनात्मक लेखन : परिभाषा , प्रतिक्रिया , उपयोगिता

रचनात्मक लेखन के विविध रूप :- कविता , कहानी , उपन्यास , निबंध , नाटक , जीवनी , आत्मकथा

अनुवाद : अर्थ , परिभाषा , स्वरुप , महत्व

अनुवाद के तत्व : श्रोत भाषा , लक्ष्य भाषा , सम्प्रेषण कोशगत अर्थ , अनुवाद सामग्री भावार्थ

अनुवाद स्वरुप एवं प्रक्रिया :- शाब्दिक अनुवाद , भावानुवाद , छायानुवाद, सारानुवाद , अनुवाद प्रक्रिया के आयाम एवं प्रमुख पक्ष

**Unit IV:** **(15 hours)**

आदिकाल (प्रारम्भ ) से लेकर आधुनिक कल तक सभी प्रमुख धाराओं का संक्षिप्त परिचय , प्रवृत्तियाँ / विचारधाराएं

**Text Books**

1. हिन्दी साहित्य का इतिहास : राम चंद्र शुक्ल (राजकमल प्रकाशन दिल्ली )
2. रचनात्मक लेखन : संपादक :- प्रो0 रमेश गौतम (भारतीय ज्ञानपीठ दिल्ली )

**Suggested Readings**

1. हिंदी साहित्य का इतिहास - डॉ. नगेन्द्र, राजकमल प्रकाशन
2. रचनात्मक लेखन : संपादक :- प्रो0 रमेश गौतम (भारतीय ज्ञानपीठ दिल्ली )
3. अनुवाद : अवधारणा एवं अनुप्रयोग : डॉ. चंद्र बहन रावल (नेशनल पब्लिशिंग हॉउस दिल्ली )
4. अनुवाद सिद्धांत एवं अनुप्रयोग : हिन्दी माध्यम कार्यान्वयन निदेशालय

**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. **प्रोजेक्ट कार्य**
    a. किसी एक साहित्यिक प्रवृत्ति पर प्रेज़ेंटेशन
    b. अनुवाद अभ्यास (एक अनुच्छेद का भावानुवाद)
2. **असाइनमेंट / लेखन कार्य**
    a. रचनात्मक लेखन: कविता या लघुकथा लिखना
    b. भाषा और वर्तनी पर विश्लेषणात्मक लेख
3. **क्विज़ / लघु परीक्षा**

    a. हिंदी व्याकरण, भाषा रूप और साहित्यिक धाराओं पर आधारित
4. **प्रस्तुतीकरण**
    a. रचनात्मक लेखन के किसी रूप (नाटक/जीवनी आदि) पर प्रस्तुति
    b. किसी लेखक या युग की प्रमुख विशेषताओं का मौखिक विवरण
5. **प्रतिभागिता / समूह कार्य**
    a. समूह चर्चा: "आधुनिक संचार में हिंदी की भूमिका"
    b. भूमिका-निर्वाह (Role-play) : इंटरव्यू या समूह विमर्श
6. **रिफ्लेक्टिव जर्नल**
    a. प्रत्येक सप्ताह: भाषा सीखने के अनुभव, आत्मविश्लेषण

| EDELMT306 | Mathematics I | L | T | P | C |
|---|---|---|---|---|---|
| Version | 1.0 | 3 | 1 | 0 | 4 |
| Category of course | Theory | | | | |
| Total Contact Hours | 60 hours | | | | |
| Pre-requisites/ Co-requisites | Basics of Mathematics | | | | |

**Course Perspective**

This course enables students to understand elementary properties of sets. Sets help us to say which collection of objects is bigger and arrange them in order. Further, students shall learn how linear inequalities can be used to describe real life problems. They would be able to solve these problems both graphically and mathematically. Students shall also learn elementary statistical concepts such as mean, variance, standard deviation and analysis of frequency distributions. Moreover, students shall consider a real-world problem and write it as an equivalent mathematical problem. They then solve the mathematical problem, and interpret its solution in terms of the real-world problem.

**Course Objectives**

The student-teachers will be able to:

1. Understand elementary properties of sets.
2. Use linear inequalities to describe real life problems.
3. Grasp elementary statistics ideas.
4. Write an equivalent mathematical formulation of a real-world problem

**Course Outcomes**

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

**CO1** To understand elementary properties of sets

**CO 2** Learn how linear inequalities can be used to describe real life problems

**CO 3** Learn elementary statistical concepts such as mean, variance, standard deviation and analysis of frequency distributions

**CO 4** To understand mathematical problem, and interpret its solution in terms of the real-world problem

**Course Content**

**Unit I: (15 hours)**

**Sets**

- Sets and their Representations
- Types of Sets: Empty, Finite and Infinite, Equal, Power, Universal
- Venn Diagrams
- Operations on Sets
- Complement of a Set
- Practical Problems on Union and Intersection of Two Sets

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**Unit II:** **(15 hours)**

**Linear Inequalities**

- Algebraic Solutions of Linear Inequalities in One Variable and their Graphical Representation
- Graphical Solution of Linear Inequalities in Two Variables
- Solution of System of Linear Inequalities in Two Variables

**Unit III:** **(15 hours)**

**Elementary Statistics**

- Range
- Quartile and Mean Deviation
- Variance and Standard Deviation
- Analysis of Frequency Distributions

**Unit IV:** **(15 hours)**

**Mathematical Modelling**

- Review of Word Problems
- Some Illustrations of Mathematical Models
- The Process of Modelling, its Advantages and Limitations
- Stages in Mathematical Modelling
- Principles of Mathematical Modelling

**Text Books**

1. NCERT, Exemplar Problems for Class XI – XII.
2. NCERT, Mathematics, Textbook for Class XI – XII.

**Suggested Readings**


1. Gupta, S. C. and Kapoor, V. K. (2014). Fundamentals of Mathematical Statistics, Sultan Chand & Sons.
2. Hosking, Roger J. and Venturino, Ezio (2008). Aspects of Mathematical Modelling: Applications in Science, Medicine, Economics and Management, Birkhäuser.
3. Illner, Reinhard (2011). Mathematical Modelling, Orient Blackswan Private Limited - New Delhi.
4. Pinter, Charles C. (2014). A Book of Set Theory, Dover Publications Inc.
5. Robert, R. Stoll, Set Theory and Logic, Dover Publications Inc.; New Edition


**Open Educational Resources**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. www.ignou.ac.in

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Theory)** | |
| I) Continuous Assessment- All the Components to be evenly spaced | 30 Marks |

| | |
|---|---|
| (Project/ Quiz/ Assignments and 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 |

***Note Minimum 40% required in both Internal and External Exams for passing.***

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Project Work**
    a. Prepare a real-life mathematical model (e.g., population growth, budget planning).
    b. Create a Venn diagram-based project using survey data.
2. **Assignments**
    a. Solve practical problems on set operations.
    b. Worksheet on solving and graphing linear inequalities.
3. **Quiz**
    a. Short quiz on sets, types, and Venn diagrams.
    b. MCQs on statistics (mean, variance, etc.)
4. **Presentations**
    a. Present a real-world problem and its mathematical formulation.
    b. Explain the stages of mathematical modelling.
5. **Participation/Group Activity**
    a. Group activity: solve a system of linear inequalities.
    b. Class discussion: role of statistics in daily life.
6. **Reflective Journal**
    a. Weekly entries on how mathematics connects to real life.
    b. Reflection on solving a modelling problem and interpreting the result.

| EDELPY307 | Physics I | 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 Physics | | | | |

**Course Perspective**

Physics is the branch of science concerned with the properties of matter and energy and the relationships between them. It is based on mathematics and traditionally includes mechanics, optics, electricity and magnetism, acoustics, and heat. Physics is an experimental science and the scientific method emphasizes the need of accurate measurement of various measurable features of different phenomena or of manmade objects. The study of Physics I involves the study of basic concepts in Mechanics, Atomic Structure, Electrostatics, Magnetostatics and Electrodynamics.

**Course Objectives**

The course will enable the student-teachers to -

1. Introduce the basic concepts of Newtonian mechanics.
2. Enable the students to understand atomic structure and various principles and models governing the atomic physics.
3. Introduce basic concepts of electricity and magnetism.

**Course Outcomes**

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

**CO1.** Analyze and solve problems involving motion, forces, and energy using Newton's laws of motion and the principles of work, energy, and momentum.

**CO2.** understand the structure of atoms, including energy quantization, and apply the principles of atomic structure to explain phenomena such as atomic spectra and magnetic behavior.

**CO3.** Apply Gauss's law of electrostatics to calculate electric fields for symmetric charge distributions and analyze the behavior of electric fields.

**CO4.** Understand Maxwell's equations and their physical significance in describing electromagnetic phenomena, including the generation and propagation of electromagnetic waves.

**Unit I: Mechanics** **(15 hours)**

- Scalars and vectors,
- Addition of vectors,
- Newton’s laws of motion,
- Forces and pseudo-forces,
- Work-energy theorem,

- Conservative forces,
- Conservation of energy,
- Conservation of linear momentum,
- Centre of mass,
- Particle collision (in two dimensions).
- Rotational motion, torque and angular momentum.
- Conservation of angular momentum.
- Law of gravitation,
- Inertial and gravitational masses,
- Motion of planets and satellites,
- Kepler's laws.

**Unit II: Atomic Structure** **(15 hours)**

- Bohr's model of one electron atom,
- Wilson –Sommerfeld quantization rules,
- Bohr's correspondence principle,
- Orbital and spin magnetic dipole moment,
- Larmor precession,
- Space quantization,
- Vector model of atom-coupling of orbital and spin angular momentum,
- L-S and j-j coupling.

**Unit III: Electrostatics** **(15 hours)**

- Electric charges,
- Coulomb's law,
- Principle of superposition,
- Electric field,
- Field due to a linear charge,
- field due to an electric dipole,
- Electrostatic potential,
- Flux,
- Solid angle,
- Electric lines of forces,
- Gauss' law of electrostatics and its applications.

**Unit IV: Magnetostatics and Electrodynamics** **(15 hours)**

- Magnetic Field,
- Magnetic flux density,
- Biot-Savart law,
- Ampere's law,
- Gauss' law of magnetism,
- Faraday's law of induction,
- Lenz's law,
- Maxwell's equations,

- Physical significance of Maxwell`s equations,
- Electromagnetic waves.

**Practicum**

1. To find the time period of the bar pendulum.
2. To determine the value of acceleration due to gravity using Kater`s pendulum.
3. To determine the frequency of A.C. mains with sonometer.

**Textbook**

- Avadhanulu, M. N. and Kshirsagar, P.G. A Textbook of Engineering Physics.
- Beiser, A. Concept of Modern Physics.
- Mathur, D.S. Mechanics.

**Suggested Readings**

- University Physics with Modern Physics" by Hugh D. Young and Roger A. Freedman
- Quantum Mechanics: Concepts and Applications" by Nouredine Zettili
- Introduction to Electrodynamics" by David J. Griffiths
- Introduction to Electrodynamics and Radiation" by P.A.C. Krause and K.R. Carver

**Open Educational Resources**

https://ocw.mit.edu/courses/physics/
http://hyperphysics.phy-astr.gsu.edu/hbase/hph.html
https://swayam.gov.in
http://egyankosh.ac.in

www.ignou.ac.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.Project Work**

a.create a working model of electromagnetic induction (e.g., hand crank generator).

b. Make a simple machine demonstrating Newton's laws (e.g., balloon rocket or inclined plane).

**2.Assignments**

a. Numericals on laws of motion and work-energy theorem.
b. Problems on Bohr's model and magnetic moment.

**3.Quiz**

a.Short quiz on mechanics (motion, forces, laws).
b.MCQs on atomic structure and electrostatics.

**4.Presentations**

a.Present the concept of Gauss's Law with real-life examples.
b.Explain the physical meaning of Maxwell's equations.

**5.Participation/Group Activity**

a. Group activity: build and explain a simple electric circuit.
b. Class discussion: impact of electromagnetic waves in communication.

**6.Reflective Journal**

a.Weekly entries: "Where do I see physics in everyday life?"
b.Reflection on an experiment performed and its learning outcome.

| EDELCH308 | Chemistry I | 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 Chemistry | | | | |

**Course Perspective**

This course deals with the basic concept of organic chemistry, Stereochemistry principles, theory of Atomic Structure and Characteristics of gases, ideal gases, gas laws. An atom is the smallest constituent unit of ordinary matter that has the properties of a chemical element. This course helps the students to understand the structure of atom on the basis of various models and their atomic spectrum and builds a basic knowledge about the structure of atom. The study of this course will enable the students to understand various types of effects like inductive, electrometric, resonance accounts for stabilization of molecules. This course also deals with the various concept of Stereochemistry for molecules. Further students will develop an understanding of composition of solid, liquid, gas and plasma.

**Course Objectives**

The course will enable the student-teachers to

1. Know the stability of organic compounds along with energy states.
2. Understand the two dimensional structure of organic compounds on the basis of projection formula
3. Acquaint students with the physical properties of electrons regarding their shape, size and position.
4. Have knowledge of applicability of different states of matter in our day to day life

**Course Outcome**

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

**CO1.** Classify and name organic compounds based on their functional groups and molecular structures

**CO2.** Analyze and predict the stereo chemical properties of organic compounds using Fischer, Newman, and sawhorse projections, as well as the E/Z notation

**CO3.** Apply quantum numbers and orbital shapes to describe the electronic structure of atoms and predict their chemical behavior.

**CO4.** Calculate and interpret the properties of gases and liquids, including gas laws, vapor pressure, boiling point, surface tension, and viscosity.

**Unit I: Basics of Organic Chemistry (15 hours)**

- Organic compounds: classification and nomenclature,

- Hybridization,
- Shapes of molecules,
- Influence of hybridization on bond properties,
- Electronic displacements: inductive, electrometric, resonance and mesomeric effects, hyper conjugation and their applications;
- Dipole moment,
- Homolytic and heterolytic fission with suitable examples,
- Electrophiles and nucleophiles;
- Nucleophilicity and basicity; types, shape and their relative stability of carbonations,
- Carbanions, free radicals and carbenes,
- Introduction to types of organic reactions and their mechanism: addition, elimination and substitution reactions.

**Unit II: Stereochemistry (15 hours)**

- Fischer projection,
- Newman and sawhorse projection formulae and their inter conversions;
- Geometrical isomerism: cis–trans and, syn-anti isomerism e/z notations with c. i. p rules, Relative and absolute configuration: d/l and r/s designations.

**Unit III: Atomic Structure (15 hours)**

- Bohr's theory,
- Its limitations and atomic spectrum of hydrogen atom,
- Wave mechanics: de broglie equation,
- Heisenberg's uncertainty principle and its significance,
- Schrodinger's wave equation,
- Significance of $\psi$ and $\psi^2$,
- Quantum numbers and their significance,
- Shapes of s, p, d and f orbitals,
- Pauli's exclusion principle,
- Hund's rule of maximum multiplicity,
- Aufbau's principle and its limitations,
- Variation of orbital energy with atomic number.

**Unit IV: Gases and Liquids (15 hours)**

- Characteristics of gases,
- Ideal gases,
- Gas laws,
- Deviation from ideal behavior,
- Van der wall's equation (no derivation but explanation regarding a and b),
- Difference between gases and liquids on the basis of their molecular structure,
- Vapour pressure of liquids,
- Relationship between vapour pressure and boiling point,
- Surface tension, viscosity, their experimental determination and applications.

**Practicum**

1. Estimation of Fe (II) and oxalic acid solutions using standardized $KMnO_4$ solution.

2. Estimation of Fe (II) solutions with $K_2Cr_2O_7$ using external indicator.
3. Estimation of Cu (II) and $K_2Cr_2O_7$ Using sodium thiosulphate solution (Iodimetrically).
4. Estimation of available chlorine in bleaching powder iodometrically.
5. Determination of Surface tension of liquid.

**Suggested Readings**


- Bahl, A. and Bahl, B. S. Advanced Organic Chemistry, S. Chand and Co. Ltd., New Delhi.
- Bahl, Arun. Essentials of Physical Chemistry, S. Chand Publishing.
- Castellin, Gilbert, W. (1990). Physical Chemistry, Narosa Publishing House/ Addison – Wesley: New Delhi.
- Cotton, F. A. and Wilkinson, G. (1998). Advance Organic Chemistry, John Wiley and Sons: Sussex, Fifth Edition.
- Day, M. And Selbin J. (1972). Theortical inorganic chemistry, East Wst Press: Delhi,.
- Donald, H. Andrews(1970). Introductory Physical Chemistry, McGraw Hill: New York.
- Giri, O. P. et. al. Practical chemistry, S. Chand and company Pvt. Ltd., New Delhi.
- Khosla, B. D. etl al.(1982).A senior practical physical chemistry, R. Chand and CO.: New Delhi.
- Marr, G. and Rockett, B. W. (1972). Practical inorganic chemistry, London; New York: Van Nostrand Reinhold.
- Morrison, R. N. and Boyd, R. N. Organic Chemistry, Dorling Kindersley (India) Pvt. Ltd., Pearson Education.
- Puri, B. R., Sharma, L. R. and Kalia, K. C., Principles of Inorganic Chemistry, Shobhan Lal Nagin Chand & Co., New Delhi.
- Puri, B. R., Sharma, L. R. and Pathania, M. S., Principles of Physical Chemistry, Vishal Publishing Company.


**Open Educational Resources**

1. https://swayam.gov.in
2. http://egyankosh.ac.in
3. www.ignou.ac.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. Project Work**

a. Prepare a model/project showing types of organic reactions (addition, elimination, substitution).
b. Make a comparative chart of the states of matter (solid, liquid, gas) with real-life examples.

**2. Assignments**

a. Solve numerical problems based on gas laws and van der Waals equation.
b. Write short notes on stereoisomerism using E/Z and R/S notation with diagrams.

**3. Quiz**

a. Quiz on atomic structure, including quantum numbers and orbital shapes.
b. MCQs on organic effects (inductive, resonance, hyperconjugation, etc.).

**4. Presentations**

a. Present different projections in stereochemistry (Fischer, Newman, Sawhorse) with molecular models.
b. Explain real-life applications of gas laws (e.g., in cooking gas cylinders, scuba diving).

**5. Participation/Group Activity**

a. Group activity: Analyze boiling points and vapor pressure of common liquids.
b. Class discussion: Role of hybridization in determining molecular geometry.

**6. Reflective Journal**

a. Weekly reflection on “Where do I observe chemistry in daily life?”
b. Reflection on one practicum: steps, learning, and real-world connection.

| EDELBL309 | **Biology I** | 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 concepts of biology | | | | |

**Course Perspective**

Studying biology is the foundation of all characteristics of life on Earth. Apart from creating solutions to the challenges many living organisms face, it paves the way for inventions and discoveries that improve the quality of life. Biology plays an important role in the understanding of complex forms of life involving humans, animals and plants. Understanding these intricate details of life helps humans understand how to care for themselves, animals and plants in the proper manner. Biology helps individuals understand the interaction between humanity and the world. It also develops interests in the lives of living organisms in an effort to preserve them.

**Course Objectives**

The student-teachers will be able:

1. To familiarize students with the existing biological diversity on earth.
2. To understand the primitive and existing life on earth.
3. To understand the binomial taxonomy, nomenclature and systematics.
4. To study the plant and animal kingdom and the process of evolution.
5. To develop the skills of making an Herbarium.

**Course Outcomes**

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

**CO1.** Understand the existing biodiversity on earth.

**CO2.** Understand the mechanism of naming plant and animal species.

**CO3.** Identify plant and animal species on the basis of their characteristics and identifying features.

**CO4.** Analyze the biological evolution and their evidences.

**CO5.** Comprehend the mechanism of evolution, variation and natural selection.

**Course Content**

**Unit I: Diversity of Life** **(15 hours)**

- What is living?
- Biodiversity
- Need for classification.
- Three domain of life.

- Taxonomy & Systematics.
- Concept of species and taxonomical hierarchy
- Binomial nomenclature.
- Tools for study of Taxonomy–Museums, Zoos, Herbaria, Botanical gardens.
- Five kingdom classification.
- Salient features and classification of Monera.
- Protista and Fungi intomajor groups.
- Lichens.
- Viruses and Viroids.
- Salient features and classification of plants into major groups- Algae, Bryophytes, Pteridophytes, Gymnosperm and Angiosperm (three to five salient and distinguishing features and at least two examples of each category);
- Angiosperms- classification up to class, characteristic features and examples.

.

**Unit II: Salient features and classification of animals (15 hours)**

Animals- non chordate up to phyla level and chordate up to classes level (three to five salient features and at least two examples).

Animalae

A) Non-chordata
   1. Porifera: Structure and reproduction, e.g. Sycon
   2. Cnidaria: morphology and reproduction e.g. Coral
   3. Platyhelminthes: morphology, reproduction and its relation to man, e.g. tapeworm.
   4. Aschelminthes: morphology and repoduction, e.g. Ascaris.
   5. Annelida: morphology and reproduction, e.g. earthworm
   6. Arthropoda: morphology and reproduction, e.g. cockroach.
   7. Echinodermata: morphology and reproduction, e.g. starfish.

B) Chordata
   1. Pisces: generalised account of fish
   2. Amphibia: e.g. Frog
   3. Reptilia: e.g. Lizard
   4. Aves: a general account of birds
   5. Mammalia: e.g. rabbit, rat and man

**Unit III: Origin of Life (15 hours)**

- Brief history of chemical evolution of first cell,
- Evolution of heterotrophs and autotrophs, and
- The advent of oxygen on the earth.

**Unit IV: Evolution (15 hours)**

- Origin of life;
- Biological evolution and evidences for biological evolution (Paleontological, comparative anatomy, embryology and molecular evidence);
- Darwin’s contribution,

- Modern Synthetic theory of Evolution; Mechanism of evolution– Variation (Mutation and Recombination), and
- Natural Selection with examples,
- Types of natural selection;
- Hardy- Weinberg's principle; Adaptive Radiation; Human evolution.

**Practicum**

1. Specimens study: Paramecium, Ascaris, Pila, Sea Urchin, Sargassum (alga).
2. Study photographs (em) T- Phage, TMV (Tobacco Mosaic Virus) (e.m.) bacteria.
3. Temporary mounts Sponge: gemmules and spicules Cockroach: mouth parts, trachea Earthworm: septal and pharyngeal. nephridia Slides of bacteria from pond water and curd Structure and movement of Euglena from pend water and Chlamydomonas from rain water puddles.
4. Mushroom: section cutting, study coloured photographs, grow Aspergillus and examine microscopically. Riccia and moss: study details Fern: section cutting (true and false indusium) Pinus: section cutting.
5. Any two families: Solanaceae, Graminae (Arecaceae).
6. Study of any angiosperm, slides of T.S. anther and L.S. ovule.
7. Study and describe three locally available common flowering plants from each of the following families (Solanaceae, Fabaceae and Liliaceae) including dissection and display of floral whorls and anther and ovary to show number of chambers. Types of root (Tap and Adventitious); Stem (Herbaceous and woody); Leaf (arrangement, shape, venation, simple and compound).

**Text Books**


1. NCERT Class XI Textbook, NCERT, New Delhi.
2. NCERT Class XII Textbook, NCERT, New Delhi.


**Suggested Readings**


1. Adhikari, S. and Sinha, A. K. (1990). Fundamentals of Biology of Animals, Vol.-3. New Central Book Agency: Calcutta. Alexander, R. McNeill. Animals, Cambridge University Piess: Cambridge.
2. De Witt, William. Biology of the Cell - An Evolutionary Approach, W.B. Saunders Co: London, Keeton.
3. Dhami, P.S., Chopra, G., Srivastava, H.N. (2017). *Pradeep* A Test Book of *Biology Class 11* Vol 1 & 2. Pradeep Publications.
4. Singh, L., & Kaur, M. *Science for Tenth Class Part 3 Biology*. S. Chand Publishing.


**Open Educational Resources**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. www.ignou.ac.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) **Project Work**
   a. Create a biodiversity chart of local flora and fauna with classification.
   b. Prepare a herbarium of at least 10 plant specimens with scientific names.
2) **Assignments**
   a. Write a short report on binomial nomenclature and taxonomical hierarchy with examples.
   b. Assignment on distinguishing features of major animal phyla (e.g., Porifera to Chordata).
3) **Quiz**
   a. Quiz on classification systems (Five kingdom, Three domain) and their features.
   b. MCQs on biological evolution and types of selection.
4) **Presentations**
   a. Present any two animal phyla with their structural features and examples.
   b. Explain stages in chemical evolution and the origin of life.
5) **Participation / Group Activity**
   a. Group activity: sorting and classifying pictures/specimens of various plants/animals.
   b. Class discussion: "Why is biodiversity important for the ecosystem?"
6) **Reflective Journal**
   a. Weekly reflection on observed plant/animal species in local surroundings.
   b. Reflection on practicum experience – specimen study or microscopy observations.

| EDELHS310 | History I | 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 History | | | | |

**Course Perspective**

The course attempts to make students aware about the importance of History as a discipline. It will also talk about the transformations that happened in the past that led to the present day structures and will discuss various sources that constitutes the modern institutions. It will aware the students about the processes of historical enquiry and to persuade them to look for interconnections between structures and processes in History. The course makes no effort to provide students with an exhaustive survey of all the phases of Indian history or the history of any other particular country. The focus is therefore is on the general problems and issues of historical inquiry.

**Course Objectives**

The course will enable the student-teachers to

1. Understand the conceptual basis of History as a discipline.
2. Acquaint with different approaches to study History.
3. Familiarize the students with major historical revolutions their causes and effects.
4. Develop understanding of European and Indian history.

**Course Outcomes**

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

**CO1** Understand the concepts and methods of History as a discipline, including the challenges of historical objectivity and interpretation.

**CO2** Explore the transition from hunting and gathering societies to agricultural societies, examining their key features and societal implications.

**CO3** Analyze the democratic revolution in France, investigating its causes and effects on society, politics, and culture.

**CO4** Examine British colonial rule in India, studying its policies, ideologies, and impact on Indian society and the rise of organized nationalism.

**Unit I: The Problematic of Historical Interpretation and History (15 hours)**

- Understanding History- The conceptual basis of History as a discipline
- The question of historical objectivity and truth
- Historiography - Different Approaches.
- Interpreting Sources- The nature of historical source (archaeological, numismatic, epigraphic, literary, written /oral), problems of interpretation

**Unit II: Basis and Characteristics of Different Societal Forms (15 hours)**

- Hunting and gathering (Paleolithic, Mesolithic and Neolithic Age)
- Domestication of plants and animals (pastoralism, shifting cultivation)

**Unit III: Emergence of States and Causes that led to Revolutions (15 hours)**

- Monarchies/ Republics
- A Comparative Study- The absolutist state in Europe, The Mughal state in India, Regional state forms in 18$^{th}$ Century
- Renaissance, Industrialization and Imperialism
- The Democratic Revolution: France
- The Socialist Revolution: Russia

**Unit IV: Advent of Europeans and Transfer of Power (15 hours)**

- Policies and Programme of Expansion, Instruments of Expansion (Diplomacy & Wars) by British
- Ideology and Governance- Ideology of Raj and Racial Attitudes, First war of Independence of 1857, British Repression and Response, Failure & impact of the First war of Independence of 1857, British Relations with Princely States, The Acts - 1858, 1892, 1919 & 1935, Emergence of Organized Nationalism i.e. Indian National Congress and its Programme, Swadeshi Movement.
- Revolution verses Politics- Gandhian Movement (Nature, Programme, Social Composition), The Revolutionary Movements (Simon Commission, August Offer, Cripps Mission, Cabinet Plan), Communal Politics and Partition of India (Mountbatten Plan, C. Rajagopalacharya Plan), emergence of New India and the transfer of Power

**Suggested Readings**


1. Dev, Arjun and Dev, Indira Arjun (2009). History of the World, Orient Black Swan, New Delhi.
2. Hilton, Rodney (Ed.). (1978). The Transition from Feudalism to Capitalism, Verso: London.
3. Longworth, Philip (1997). The Making of Eastern Europe: From Prehistory to Postcommunism, Palgrave Macmillan, Gurugram.
4. Prasad, Ishwari (2018). A History Of Modern Europe (From 1453 TO 1789 A. D.), Surjeet publication, Delhi.


**Open Educational Resources**

1. https://egyankosh.ac.in/handle/123456789/44373
2. https://egyankosh.ac.in/handle/123456789/5315
3. https://egyankosh.ac.in/handle/123456789/44358

**Evaluation Scheme**

| Evaluation Components | Weightage |
|---|---|
| **Internal Marks (Theory)** | |
| I) Continuous Assessment- All the Components to be evenly spaced<br>(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. **Project Work**
   a. Create a timeline of major revolutions: French, Russian, and Indian freedom movement.
   b. Project comparing absolutist monarchy in Europe and the Mughal state in India.
2. **Assignments**
   a. Write an essay on the role of historiography and different interpretations of the 1857 revolt.
   b. Assignment on methods of historical enquiry and types of historical sources.
3. **Quiz**
   a. Quiz on phases of early human society (Paleolithic, Mesolithic, Neolithic).
   b. Quiz on Acts passed by the British in India (1858, 1892, 1919, 1935) and their impact.
4. **Presentations**
   a. Group presentation on causes and effects of the French Revolution.
   b. Individual presentation on role of Gandhi vs. revolutionary movements in Indian freedom struggle.
5. **Participation / Group Activity**
   a. Group discussion: "Is history objective or subjective?"
   b. Role play: Debate between moderates and extremists in the Indian National Congress.
6. **Reflective Journal**
   a. Weekly reflections on how historical events shaped modern India.
   b. Reflect on the importance of studying history in understanding present-day society.

| EDELPS311 | Political Science I | 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 knowledge of political concepts | | | | |

**Course Perspective**

The current study of political science fits under the broader category of social sciences. It is specifically related to the study of laws, government, and politics. This course in Political Science explores and examines the connections between the functions of the state and the conditions that it creates. It takes into account human behavior and political thinking. Political science also takes into consideration many other subjects such as economics, sociology, behaviorism, and history, as these fields all affect the role and function of the state in contemporary society.

**Course Objectives**

The course will enable the student-teachers to -

1. Explain the nature and framework of Politics with reference to traditional, behavioural and post- behavioural developmental era.
2. Demonstrate an understanding about the different theories that lead to the formation of state.
3. Develop an understanding of important concepts/terminologies in the knowledge domain of political science.

**Course Outcomes**

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

**CO1** Define and analyze the scope of political science and the nature of politics.

**CO2** Evaluate theories explaining the origin of the state, including social contract, historical, evolutionary, and Marxist perspectives.

**CO3** Examine the development and characteristics of sovereignty, including different types and Austin's theory, while considering pluralistic critiques.

**CO4** Understand the meaning and forms of power, including political, economic, and ideological manifestations.

**CO5** Develop analytical skills to assess power dynamics in politics and evaluate their implications for decision-making and governance.

**Unit I: Explanatory Framework of Politics (15 hours)**

- Definition, nature and scope of Political Science,
- Meaning and nature of politics with reference to traditional, behavioural and post-behavioural development.

**Unit II: Theories of the Origin State (15 hours)**

This will talk about the theories that lead to the origin of state i.e.

- Social contract
- Historical
- Evolutionary
- Marxist

**Unit III: Sovereignty (15 hours)**

- Development of the concept of Sovereignty
- Characteristics of Sovereignty
- Types of Sovereignty
- Austin's theory of sovereignty
- The pluralistic attack on Austin's theory of Sovereignty.

**Unit IV: Power (15 hours)**

- Meaning and Definition of Power,
- Forms of Power, Political Power, Economic Power, Ideological Power.

**Text books**


- Gauba, O. P. (2022). *An introduction to political theory* (8th ed.). Mayur Paperbacks. *(Original work published 2003)*
- Bhargava, R., & Acharya, A. (Eds.). (2008). *Political theory: An introduction* (2nd ed.). Pearson Education.
- Mehta, V. R. (1996). *Foundations of Indian political thought: An interpretation – From Manu to the present day*. Manohar Publishers & Distributors.
- Agarwal, L. N. (2021). *Rajniti Vigyan* [Political science]. Lakshmi Narain Agarwal Publications. *(In Hindi)*


**Suggested Readings**


- Chandra, B. (2016). India's Struggle for Independence. Penguin Random House India.
- Jha, P. (2018). The Battle of Belonging: On Nationalism, Patriotism, and What It Means to Be Indian. Aleph Book Company.
- Skocpol, T. (1979). States and Social Revolutions: A Comparative Analysis of France, Russia, and China. Cambridge University Press.
- Huntington, S. P. (1991). The Third Wave: Democratization in the Late Twentieth Century. University of Oklahoma Press.
- Tilly, C. (2003). The Politics of Collective Violence. Cambridge University Press.


**Open Educational Resources**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. www.ignou.ac.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 |
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| **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. **Project Work**
   a. Concept map on forms of power.
   b. Comparative project on social contract theorists.
2. **Assignments**
   a. Essay on Austin's theory of sovereignty.
   b. Assignment on behavioural and post-behavioural approaches.
3. **Quiz**
   a. Quiz on political science concepts.
   b. Quiz on theories of state origin.
4. **Presentation**
   a. Group presentation on sovereignty.
   b. Individual talk on political thinkers and power.
5. **Participation / Group Activity**

Discussion: Best theory of state origin.
Role play: Austin vs. pluralists on sovereignty.

| EDELGE312 | Geography I | 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 concepts and terminology | | | | |

**Course Perspective**

This course will map the growth of Geography as discipline and also provide an overview of Contemporary Geography. Furthermore this course designed to provide an understanding of the four basic environmental realms – the atmosphere, biosphere, hydrosphere, and lithosphere – including their areal differentiations and associations upon the earth's surface. Attention is given to terminology, to classifications, to the physical processes by which the natural environment is developed and governed, to generalizing concepts .Focus of the course is also on global climatic changes and their effects.

**Course Objectives**

The course will enable the student-teachers to -

1. Understand the need of geography as a recognizable, organized discipline with a central point of view.
2. Understand the relevance of geography to the modern society.
3. Gain an insight into the origin and evolution of the Earth.
4. Understand the four basic environmental realms – the atmosphere, biosphere, hydrosphere, and lithosphere.
5. Reflect upon the causes and effects of Climatic changes.

**Course Outcomes**

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

**CO1**. Demonstrate knowledge of influential geographers' historical contributions and their impact on geography's development, encompassing figures.

**CO2** Explain the Earth's origin, evolution, and its solar system position, including rotational and revolutionary motions.

**CO3** Analyze the Earth's interior using seismic evidence, explore theories on the origin of continents and ocean basins and comprehend plate movements, interactions, volcanism, and seismic activity.

**CO4** Understand the atmospheric components and structure investigate and familiarize with climate classification schemes as well as causes and impacts of global climatic changes.

**CO5** Explore contemporary geography perspectives and demonstrate knowledge of influential geographers' historical contributions and their impact on geography's development.

**Unit I** **(15 hours)**

- Geography as a discipline: The contributions of Varenius, Kant, Reine, Humboldt and Ritter. Influence of Richthofen and Darwin, F. Ratzel etc.

- Contemporary geography: Environmentalism, Positivism in Geography. Humanistic Geography. Marxist Geography and critical social theory. Development in Indian Geography.

**Unit II (15 hours)**

- Origin and Evolution of the Earth: Introduction to the solar system, Motions of Earth: Rotation, Revolution, Occurrence of Day and Night; change of seasons; Latitudes and Longitudes.
- Earth's Interior: Origin of contents and ocean basis Wagener's Continental drift theory, Theory of Plate Tectonics Earthquakes and Volcanoes, Folding and faulting Origin of the Earth: Nebular hypothesis (old Theory) and Big-Bang Theory. Evolution of continents, atmosphere and oceans.

**Unit III (15 hours)**

- Constitution of Earth's interior (based on Seismic Evidences),
- Origin of the continents and ocean basins.
- Wegner's theory of Continental drift and Plate Tectonics.
- Plate movements and interactions-Volcanism and seismicity.

**Unit IV (15 hours)**

- Climate
- Atmosphere: Composition and structure.
- Insolation and temperature,
- Atmospheric pressure and winds,
- Atmospheric moisture, cyclones,
- Classification of climate (Koeppen and Thornthwaite Schemes classification).
- Global climatic changes: Causes and effects.

**Textbook**

1. **Hussain, M. (2011).** *Geography of India*. Tata McGraw-Hill Education.

**2. Majid, H. (2018).** *Fundamentals of physical geography* (NCERT Textbook for Class XI). NCERT.

**Suggested Readings**

1. Aggarwal, S. N. (1987). Population Problem, Tata McGraw Hill, New Delhi.
2. Ahmad, E. (1985). Geomorphology, Kalyani Publishers, New Delhi.
3. Alexander, J. W. and Bibson, L. J. (1979). Economic Geography, Prentice Hall, Englewood Cliffs.
4. Alexander, J. W. and Hartshorne, T. A. (1988). Economic Geography, Prentice Hall, New Jersey.
5. Barry, R. G. and Chorley, R .J. (1976). Atmosphere, Weather and Climate, Methuen, London.
6. Berry, B. J. L. et. al. (1987). Economic Geography, Resource use, occasional choices and regional specialization in the Global Economy, Prentice Hall, New Jersey.
7. Chorley, R. J. (Ed.) (1973). Directions in Geography, Metheun, London.
8. Chorley, R. J. and Hagget, P. (Ed.) (1973). The Changing Nature of Geography, Methuen, London.

**Online References**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. www.ignou.ac.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. **Project Work**
   a. Timeline of major theories: Big Bang, Continental Drift, Plate Tectonics.
   b Comparative study: Köppen vs. Thornthwaite climate classification.
2. **Assignments**
   a. Essay on contributions of Humboldt and Ritter to Geography.
   b Assignment on effects of global climatic changes.
3. **Quiz**
   a. Quiz on Earth's interior and volcanic activity.
   b Quiz on components of atmosphere and climate types.
4. **Presentations**
   a. Group presentation on climate classification systems.
   b Individual presentation on theories of Earth's origin.
5. **Participation / Group Activity**
   a. Discussion: "Is climate change natural or human-made?"
   b Role play: Geographers debating evolution of continents.
6. **Reflective Journal**
   a. Weekly reflections on human interaction with the environment.
   B Reflect on relevance of geography in today's world.

| EDELEC313 | Economics I | L | T | P | C |
|---|---|---|---|---|---|
| Version | 1.0 | 3 | 1 | 0 | 4 |
| Category of course | Theory | | | | |
| Total Contact Hours | 60 hours | | | | |
| Pre-requisites/ Co-requisites | Growth and Development of Indian economy | | | | |

**Course Perspective**

The introductory undergraduate course teaches the fundamentals of microeconomics provide a solid foundation for economic thinking. This course begins with an introduction to supply and demand and the basic forces that determine equilibrium in a market economy. Next, it introduces a framework for learning about consumer behavior and analyzing consumer decisions. We then turn our attention to firms and their decisions about optimal production, and the impact of different market structures on firms' behavior. The course also includes the factor cost and pricing.

**Course Objectives**

The course will enable the student-teachers to:

1. Develop a fair idea of economics as a subject.
2. Develop an understanding of the basic concepts in Micro Economics
3. Construct fundamental knowledge of micro-economic theory
4. Think about a number of policy questions relevant to the operation of the real economy and market policies.

**Course Outcomes**

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

**CO1.** Understand the nature and scope of economics and its principles

**CO2.** Describe the concept of Demand and Supply and its relevance in real world

**CO3.** Illustrate how microeconomic concepts can be applied to analyze real-life situations.

**CO4.** Use the concepts of consumer, producer and total surplus to explain why markets typically lead to efficient outcomes

**Course Content**

**Unit I: Introduction to Economics (15 hours)**

- Definition and scope of economics
- Forms of economic analysis –
    - Micro vs. Macro
    - Partial vs. General
    - Static vs Dynamic
    - Positive vs. Normative
    - Short run vs. Long run
- Types of economic systems

- Basic concepts of economic problems
- Economic rationality, optimality

**Unit II: Demand and Supply (15 hours)**

- Concept and types of Demand
- Law of demand
- Concept of utility and utility theory
- Indifference curve approach.
- Concept and types of elasticity of demand
- Elastic and non-elastic goods
- Definition and concept of Supply
- Law of supply, supply function
- Price determination; shift of demand, and supply
- Elasticity of supply; consumer surplus

**Unit III: Production Analysis, Costs and Market Structure (15 hours)**

- Concepts of Production- production isoquants
- Returns to factor, returns to scale
- Law of variable proportions
- Cost and revenue concepts
- Market structure and characteristics of perfect and imperfect competition
- Cartels
- Concept of Dumping

**Unit IV: Determination of Factor Prices, Rent, Interest, Wages and Profit (15 hours)**

- Concept of rent
- Wages, interest and profit
- Opportunity cost, Marginal productivity theory
- Labour supply and wage determination
- General Equilibrium and Economic Efficiency
- Market Failure

**Text Books**


1. Koutsoyiannis, A. Modern Micro Economics, Macmillan Press Ltd.
2. Lipsey, R.G. & Chrystal, K. E. Principles of Economics, Oxford University Press.
3. Mankiw, N. Gregory.:Principles of Economics, Cengage learning


**Suggested Readings**


1. Chaturvedi, D. D. and Gupta, S. L. Business Economics, Brijwasi Publishers.
2. Chopra, P. N. Principles of Economics, Kalyani Publishers.
3. Dwivedi, D. N. Managerial Economics, Vikas Publishing House.

**Open educational Resources**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. www.ignou.ac.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**
    a. Create integrated lesson plans
    b. Make a bilingual glossary
2. **Assignments**
    a. Analyze a textbook for language use
    b. Write reflections on classroom observations
3. **Quizzes**
    a. Test on key terms and concepts
4. **Presentations**
    a. Show a teaching strategy
    b. Peer-teach a multilingual method
5. **Participation**
    a. Take part in debates or group activities
    b. Do language mapping in class
6. **Reflective Journals**
    a. Write weekly reflections on teaching strategies
    b. Note experiences from school visits.

## SEMESTER IV

| S.No. | Course Code | Course Title | Course Type | L | T | P | C |
|---|---|---|---|---|---|---|---|
| 1 | EDELLC401 | Language and Curriculum Integration | Theory | 3 | 1 | 0 | 4 |
| 2 | EDELMC402 | Logico-Mathematics and Computational Thinking | Theory | 1 | 1 | 0 | 2 |
| 3 | EDELVA403 | Environmental Education and Disaster Management | Theory | 1 | 1 | 0 | 2 |
| 4 | EDELSL451 | Storytelling and Literature for Children | Practical | 0 | 0 | 4 | 2 |
| 5 | EDELSC452 | School Contact Programme-III | Practical | 0 | 0 | 0 | 2 |
| 6 | EDELPW453 | Physical Education and Well-Being | Practical | 0 | 0 | 4 | 2 |
| **Optional Liberal Course-II** | | | | | | | |
| 7 | EDELEN404 | English II | Theory | 3 | 1 | 0 | 4 |
| | EDELHN405 | Hindi II | Theory | | | | |
| | EDELMT406 | Mathematics II | Theory | | | | |
| | EDELPY407 | Physics II | Theory | | | | |
| | EDELCH408 | Chemistry II | Theory | | | | |
| | EDELBL409 | Biology II | Theory | | | | |
| | EDELHS410 | History II | Theory | | | | |
| | EDELPS411 | Political Science II | Theory | | | | |
| | EDELGE412 | Geography II | Theory | | | | |
| | EDELEC413 | Economics II | Theory | | | | |
| | | **TOTAL** | | **8** | **4** | **8** | **18** |

| EDELLC401 | Language and Curriculum Integration | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | **2** |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Basic knowledge of language learning and pedagogy | | | | |

**Course Perspective**

This course explores the interrelationship between language and other curricular areas. It aims to help student-teachers understand how language is embedded in the teaching of all subjects and how integration can support conceptual learning, critical thinking, and language development. The course is framed within a multilingual context, encouraging inclusive and child-centered pedagogies. It emphasizes the use of language for meaning-making, classroom interaction, and scaffolding content learning.

**Course Objectives**

1. To understand the concept of language across the curriculum and its educational implications.
2. To examine how language supports learning in subject areas such as science, mathematics, and social studies.
3. To explore strategies for integrating listening, speaking, reading, and writing within content learning.
4. To analyze textbooks and classroom discourse from a language integration perspective.

**Course Outcomes (COs)**

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

- **CO1.** Explain the concept of language integration across the curriculum.
- **CO2.** Analyze subject textbooks and teaching practices from a language development perspective.
- **CO3.** Design and implement activities that integrate language skills with content learning.
- **CO4.** Reflect on inclusive, multilingual classroom strategies that promote language-rich learning environments.

**Course Content**

**Unit I: Understanding Language and Curriculum Integration (15 hours)**

- Concept and rationale of language across the curriculum
- Role of language in thinking and meaning-making
- Integration of language with subject learning: benefits and challenges
- Multilingualism and translanguaging in classrooms

**Unit II: Language in Teaching Different Subjects (15 hours)**

- Language use in Science: observation, explanation, questioning
- Language in Mathematics: reasoning, problem-solving, communication
- Language in Social Science: narrative, analysis, argument

- Developing content-specific vocabulary and concept clarity

**Unit III: Textbooks, Tasks, and Classroom Discourse (15 hours)**

- Textbook analysis from a language perspective
- Designing tasks that integrate language and subject content
- Teacher talk, scaffolding, and student responses
- Language demands of written and oral assessments

**Unit IV: Strategies for Language-Rich Classrooms (15 hours)**

- Reading strategies: shared, guided, and independent
- Writing across the curriculum: journals, reports, summaries
- Role of visuals, graphic organizers, and concept maps
- Planning inclusive lessons for diverse language backgrounds

**Learning Experience**

The course will include:

- Textbook and classroom discourse analysis
- Simulated micro-teaching integrating language and content
- Peer group discussions and language mapping
- Reflective writing on multilingual practices
- Resource development: bilingual glossaries, reading aids, etc.

**Textbooks and Readings**


1. NCERT (2005). National Curriculum Framework. New Delhi
2. NCERT Language Position Papers (2006)
3. Kumar, K. (1991). The Child's Language and the Teacher.
4. John, V. (2002). Language and Learning in Multilingual Classrooms
5. Mohanty, A.K. (2009). Multilingual Education for Social Justice
6. Eklavya's teacher resource materials


**Open Educational Resources (OER)**

1. DIKSHA Portal
2. ePathshala
3. Swayam
4. YouTube: Language across curriculum video series

**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**
    a. Create content-integrated lesson plans
    b. Bilingual dictionary or glossary for a subject
2. **Assignments**
    a. Analyze a science/social science textbook for language features
    b. Reflective writing on classroom observations
3. **Quizzes**
    a. Terminology and key concepts related to language integration
4. **Presentations**
    a. Demonstration of integrated teaching strategy
    b. Peer-teaching on multilingual approaches
5. **Participation**
    a. Class debates: “Language is a tool for all learning”
    b. Small group language mapping activities
6. **Reflective Journals**
    a. Weekly entries on strategies to support language learning
    b. Experience notes on multilingual practices in schools

| EDELMC402A | Logico-Mathematics & Computational Thinking | 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 mathematical concepts | | | | |

**Course Perspective**

This course introduces the foundations of logical reasoning, mathematical cognition, and computational thinking as essential competencies for future educators. It connects developmental theories of Piaget, Bruner, and Vygotsky with classroom practices, exploring how children develop abstract reasoning and problem-solving skills. Additionally, the course integrates the fundamentals of computational thinking, algorithmic logic, and coding concepts in the context of school education. It addresses how digital tools and coding-based pedagogies enhance logical and mathematical thinking in young learners.

**Course Objectives:**

1. To help student-teachers understand how children learn mathematical ideas like numbers, patterns, and problem-solving by using theories of Piaget, Vygotsky, and others.
2. To enable student-teachers to use child-friendly teaching methods like hands-on activities and real-life examples to build strong math concepts.
3. To guide student-teachers in analyzing math textbooks and classroom practices to make sure all students can understand, reason, and feel included.
4. To introduce student-teachers to the basics of computational thinking such as step-by-step problem solving, patterns, and logic—that support math learning.
5. To help student-teachers plan creative lessons that connect math with digital tools, puzzles, and logical games for better student engagement.

**Course Outcomes**

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

**CO1.** Interpret children's logico-mathematical development using cognitive theories

**CO2.** Apply pedagogical principles to enhance conceptual learning in mathematics

**CO3.** Examine mathematics curriculum and pedagogy through the lens of reasoning and equity

**CO4.** Demonstrate foundational skills in computational thinking relevant to school contexts

**CO5.** Design integrated tasks involving logic, mathematics, and digital tools

**Course Content**

**Unit I: Cognitive Foundations of Logico-Mathematical Thinking (15 hours)**

- Theories of Piaget, Bruner, Vygotsky, and Dienes
- Intuitive and mental mathematics
- Role of cultural context in logical reasoning
- Early development of classification, seriation, and conservation

- Emergence of abstraction and generalization in mathematical thought

**Unit II: Pedagogical Strategies in Mathematics Education (15 hours)**

- Readiness and scaffolding: circular reactions, ZPD
- Mental arithmetic: structuring tasks, drill, and gamified learning
- Collaborative and individual learning strategies
- Memorization vs conceptual understanding
- Building connections between algorithms and cognitive flexibility

**Unit III: School Mathematics, Curriculum & Learner Experiences (15 hours)**

- Nature and scope of mathematics in school
- Procedural vs conceptual understanding
- Common learner errors, misconceptions, and math anxiety
- Textbooks, assessment practices, and hidden curriculum
- Promoting equity in mathematics learning

**Unit IV: Computational Thinking in School Education (15 hours)**

- Concept of computational thinking: decomposition, patterning, abstraction, algorithms
- Integrating CT in foundational and elementary classrooms
- Basics of block-based programming (e.g., Scratch, Blockly)
- Computational tasks for numeracy and problem solving
- Evaluating edtech tools supporting logico-mathematical thinking

**Learning Experience**

- Hands-on computational tasks using visual programming
- Group work designing mathematics games
- Classroom simulations based on Vygotskian scaffolding
- Interviews with students to analyze problem-solving strategies
- Math journals and lesson design reflecting equity and reasoning

**Textbooks**

1. NCTM (1989). *Curriculum and Evaluation Standards for School Mathematics*. NCTM
2. Begle, E. (Ed.) (1970). *Mathematics Education*. NSSE Yearbook
3. Nunes, T. (1998). *Children Doing Mathematics*. Blackwell Publishers

**Suggested Readings**

1. Dienes, Z.P. (1959). *Growth of Mathematical Concepts through Experience*
2. Floyd, A. (1981). *Developing Mathematical Thinking*. Addison Wesley
3. Clements, D.H. & Battista, M.T. (1992). *Geometry and Spatial Reasoning*
4. Rampal, A. et al. (1998). *Numeracy Counts*. NLRC
5. Resnick, M. (2017). *Lifelong Kindergarten: Cultivating Creativity through Projects, Passion, Peers, and Play*. MIT Press

**Open Educational Resources (OER)**

- SWAYAM
- eGyanKosh
- Scratch.mit.edu
- code.org

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Theory)** | |
| I) Continuous Assessment- All the Components to be evenly spaced<br>(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. **Group Project**
    a. Design a CT-integrated math activity for early learners
2. **Reflection Journal**
    a. Record personal learning and analyze classroom observations
3. **Presentation**
    a. Explain one theory of math cognition and its pedagogical application
4. **Tool Evaluation**
    a. Critically review an app or digital game for developing math skills
5. **Hands-On Task**
    a. Complete and reflect on a visual coding activity that supports logic skills

| EDELLC403 | Environmental Education & Disaster Management | 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 environmental concepts | | | | |

**Course Perspective**

Environmental education is critical to addressing the growing ecological crises and promoting sustainable development. This course builds foundational understanding of ecological systems, conservation strategies, and the role of education in shaping environmentally conscious citizens. Student-teachers will be encouraged to explore practical and community-based actions for sustainable living and environmental protection.

**Course Objectives:**

1. To understand the student-teachers understand why teaching about the environment and sustainability is important in schools.
2. To explain common environmental problems like pollution, climate change, and deforestation, and how teachers can talk about them with students.
3. To guide student-teachers in using simple eco-friendly habits in schools, like saving water, using less plastic, and planting trees.
4. To support student-teachers in planning fun and useful activities like nature walks, poster-making, and clean-up drives to teach environmental topics.
5. To encourage student-teachers to work with local people and take part in government or community programs to protect the environment.

**Course Outcomes**

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

**CO1.** Understand and explain the relevance of environmental education and sustainability in elementary and secondary schooling

**CO2.** Critically examine ecological challenges and their educational implications

**CO3.** Apply sustainable practices within schools and communities

**CO4.** Plan and implement environmental education activities for various learner levels

**CO5.** Engage with community and policy-level initiatives to promote environmental sustainability

**Course Content**

**Unit I: Foundations of Environmental Education (15 hours)**

- Concept, nature, scope, and objectives of environmental education
- Present status of environmental education in India and globally
- India as a mega-biodiversity nation
- Role of individuals in resource conservation: water, food, energy

- Pollution prevention (air, water, soil, noise): causes and control
- Environmental legislation in India: overview and challenges in implementation
- Role of ICT, media, and citizen science in environment awareness

**Unit II: Community Engagement & Sustainability (15 hours)**

- Community-based natural resource management: water, forest, land
- Traditional ecological knowledge and sustainable practices
- Forest cover changes and deforestation: linkages with indigenous life
- Sustainable Development Goals (SDGs) and education
- Government initiatives and developmental projects: impact on biodiversity
- People's participation in environmental protection

**Unit III: Environmental Issues and Practices (15 hours)**

- Consumerism and waste generation: types and management
- Food security, GMOs and organic farming: controversies and innovations
- Agricultural and biomedical waste: disposal and regulation
- Water consumption in rural and urban settings
- Environmental degradation and its effects on human health
- Climate change, carbon footprint, and disaster preparedness
- Environmental, Social and Governance (ESG) frameworks

**Unit IV: Institutional and Global Initiatives (15 hours)**

- Global and national frameworks promoting EE (e.g., UNESCO, UNEP, NCERT, SC Orders)
- EE for sustainable development (EESD): history and key initiatives
- Alternative energy sources: bioenergy, solar, wind
- Biological control and sustainable agriculture
- Environmental impact of mining, transportation, industry
- Role of schools, NGOs, and student-led eco-initiatives
- Education for disaster resilience and climate action

**Text Books**


1. NCERT (2008). Source Book on Assessment for Classes I–V, Environmental Studies, New Delhi: NCERT.
2. Tomar, A. (2007). *Environmental education*. Kalpaz Publications.


**Suggested Readings**


1. NCERT (2008). *Source Book on Assessment for Classes I–V, Environmental Studies*
2. Tomar, A. (2007). *Environmental Education*. Kalpaz Publications
3. Kochar, S.K. (1989). *Methods and Techniques of Teaching*. Sterling Publishers
4. SCERT (2012/13). *We–Our Environment (EVS Textbooks 3–5)*
5. UNESCO (1990). *Environmental Education Approach for Middle Level Teachers*
6. UNICEF (2008). *Best Practice Guidelines for Teaching Environmental Studies in Maldives*


**Open Educational Resources:**

1. SWAYAM
2. NCTE
3. eGyanKosh

4. IGNOU

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Theory)** | |
| I) Continuous Assessment- All the Components to be evenly spaced<br>(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. **Eco-Audit of School Campus**
   a. Conduct waste, water, or energy audits with recommendations
2. **Community Survey**
   a. Study local water usage patterns or biodiversity knowledge
3. **Environmental Campaign Plan**
   a. Design a student-led awareness campaign (e.g., anti-plastic drive)
4. **Poster Making or Infographic**
   a. Create visual material on SDGs or environmental challenges
5. **Case Study Report**
   a. Analyze a local or national environmental conflict and its resolution
6. **Field Observation Diary**
   a. Visit a nature park, water body, or forest and maintain a reflective journal

| EDELSL451 | Storytelling and Literature for Children | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **0** | 0 | **4** | **2** |
| **Category of Course** | Practical | | | | |
| **Total Contact Hours** | 30 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Language Skills | | | | |

**Course Perspective**

This practical course immerses student-teachers in the vibrant world of children's literature and storytelling. It nurtures skills in selecting, evaluating, and using age-appropriate literature and expressive storytelling to foster imagination, creativity, and language development in children.

**Course Objectives**

The course aims to enable student-teachers to:

1. Critically evaluate various genres of children's literature including picture books, folk tales, fiction, non-fiction, and activity books.
2. Master storytelling techniques using verbal, non-verbal, and visual elements.
3. Develop creative strategies for using stories in classroom settings to enhance language learning.
4. Build a thematic, age-appropriate story folder as a classroom resource.
5. Understand how literature fosters imagination, empathy, language development, and cultural understanding in children.

**Course Outcomes**

On successful completion, student-teachers will be able to:

- **CO1**: Demonstrate storytelling techniques using appropriate children's literature.
- **CO2**: Evaluate children's literature based on defined criteria (theme, age-suitability, diversity, language, illustrations, etc.).
- **CO3**: Curate and create a resourceful story folder using picture books, tales, and narratives.
- **CO4**: Utilize storytelling as a pedagogical tool to enhance listening, speaking, and creative thinking skills.
- **CO5**: Facilitate child-led storytelling spaces using expression, voice modulation, gestures, and props.

**Course Content and Activities**

***Unit 1: Understanding Children's Literature (6 hours)***

- Characteristics and categories: picture books, traditional tales, modern stories, poetry, non-fiction.
- Criteria for evaluating children's literature: literary, linguistic, social, moral, and visual aspects.
- Diversity, inclusion, and representation in stories.
- **Activity**: Comparative evaluation of 3 different storybooks for different age levels.

***Unit 2: Storytelling as an Art (8 hours)***

- Techniques: voice modulation, expression, gestures, eye contact, book handling, use of props.
- Styles: oral narration, read-alouds, dramatized storytelling, puppet and object storytelling.
- **Workshops**:
    - Led by professional storytellers (Hindi and English).
    - Peer storytelling with critical reflection.

***Unit 3: Story Folder and Bulletin Board (8 hours)***

- Curating stories for age and theme.
- Designing story cards with theme, message, values, and illustrations.
- Creating a portable classroom library/resource folder.
- Bulletin board creation based on story themes.
- **Group Task**: Monthly thematic display + peer presentation.

***Unit 4: Integration of Stories in Pedagogy (8 hours)***

- Using stories to teach concepts in EVS, Language, Math, etc.
- Building empathy and social understanding through narratives.
- Using multilingual stories in diverse classrooms.
- **Activity**: Plan and perform a storytelling session integrating cross-curricular themes.

**Pedagogical Approaches**

- Storytelling workshops
- Peer presentations and group discussions
- Bulletin board curation
- Classroom simulation
- Reflective journals

**Suggested Readings**


1. Chambers, A. (2011) Tell Me: Children, Reading and Talk with The Reading Environment. Stroud: Thimble Press.
2. Cremin, T., Mottram, M., Collins, F., Powell, S. and Safford, K. (2009) Teachers as Readers: Building Communities of Readers 2007-08 Executive Summary. The United Kingdom Literacy Association. Available from: http://www.ukla.org/downloads/teachers_as_readers.pdf (accessed 18 November 2014).
3. Dasgupta A. (1995) Telling Tales: Children's Literature in India. London: Taylor and Francis.
4. Gamble, N. (2013) Exploring Children's Literature: Reading with Pleasure and Purpose. London: Sage Publications.
5. Phinn, G. (2009) Teaching Poetry in the Primary Classroom. Cambridge: Cambridge University Press.

**Examination Scheme:**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Practical)** | |
| 1. Active Participation in Craft and Literature Activities | 10 Marks |
| 2.Quality and Creativity of Produced Materials | 10 Marks |
| 3. Reflective Journal and Process Documentation | 10 Marks |
| 4. Craft Integration Project/Assignment | 20 Marks |
| **External Marks (Practical)** | |
| End Term Practical Exam and Viva Voce | 50 Marks |
| Total | 100 Marks |

| EDELSC452 | School Contact Programme–III | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **0** | **0** | **0** | **2** |
| **Category of Course** | Practical | | | | |
| **Total Contact Hours** | 30 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Completion of School Contact Programme–III | | | | |

**Course Perspective**

School Contact Programme–III is the third phase in the school immersion sequence. Building upon prior observation and participation, this practicum emphasizes **independent teaching**, **collaborative lesson planning**, and **critical engagement with school systems**. Student-teachers will gain deeper insights into curriculum transaction, learner assessment, inclusion practices, and school-community partnerships.

**Course Objectives**

1. To facilitate independent teaching of select topics using age-appropriate strategies.
2. To develop skills in planning, implementing, and evaluating classroom learning.
3. To critically observe and reflect on assessment methods and classroom management.
4. To engage with school stakeholders and understand institutional dynamics.
5. To promote reflective thinking through structured journaling and peer discussions.

**Course Outcomes (COs)**

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

**CO1.** Teach independently in school settings with appropriate lesson planning.

**CO2.** Prepare and use subject-relevant TLMs and assessment tools.

**CO3.** Evaluate learner responses and adapt teaching accordingly.

**CO4.** Reflect on school structures, inclusion strategies, and classroom practices.

**Course Content and Field Activities**

Student-teachers will be placed in **one government and one private/inclusive school** for a duration of **10–12 working days**, engaging in the following structured field tasks:

**Activity 1: Independent Teaching and Peer Review**

- Plan and teach lessons (2–3 per subject; Language, EVS, Math) for Classes II–V
- Integrate inclusive practices and differentiated instructions
- Peer observation and mutual feedback using rubrics

**Activity 2: Assessment Planning and Learner Evaluation**

- Design simple formative assessment tools (quizzes, rubrics, oral checks)
- Implement and reflect on student performance
- Document learning outcomes achieved

**Activity 3: TLM and ICT Integration**

- Develop TLMs using low-cost and digital resources
- Apply DIKSHA or similar platforms for classroom support
- Reflect on impact and usability

**Activity 4: School System Study and Community Interface**

- Interact with teachers and administrators regarding school functioning
- Participate in school management meetings or PTMs (if scheduled)
- Conduct a brief case study of a learner or school process (e.g., MDM, library, CWSN support)

**Activity 5: Reflective Practice and Report Writing**

- Maintain a structured daily journal (teaching reflections, peer feedback, challenges)
- Prepare a practicum report (~2000–2500 words) including lesson plans, TLM samples, observations
- Present experiences in a seminar, including lessons learned and suggestions

**Suggested Tools & Resources**

- NCERT Learning Outcomes and exemplar lesson plans
- Peer review and observation rubrics
- Reflective journal templates
- DIKSHA platform and ICT-based resources
- UNICEF/NCTE documents on inclusive and effective classrooms

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Practical)** | |
| Internal Marks (Journal + TLM + Peer Reflection) | 10 |
| Lesson Planning and Execution | 10 |
| Reflective Teaching Practice/Peer Observation | 10 |
| Report and Documentation | 20 |
| End Term Practical Exam and Viva Voce | 50 Marks |
| Total | 100 Marks |

| EDELPW453 | Physical Education and Well-Being | 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 understanding of physical health, human body movements | | | | |

**Course Perspective**

This course emphasizes the **integration of physical education, mental health, and emotional well-being** into the overall development of student-teachers. It introduces basic physical fitness activities, yoga, and self-care practices to promote a **balanced lifestyle**, stress management, and **positive self-awareness** among future educators.

**Course Objectives**

1. To develop physical fitness, coordination, and basic movement skills.
2. To promote awareness of mental and emotional well-being.
3. To introduce yoga, mindfulness, and relaxation practices.
4. To foster habits of regular exercise and healthy living.
5. To reflect on the role of physical and emotional health in the teaching profession.

**Course Outcomes (COs)**

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

**CO1.** Participate actively in basic physical and yoga exercises.

**CO2.** Demonstrate understanding of personal well-being and self-care strategies.

**CO3.** Practice mindfulness, breathing, and relaxation techniques.

**CO4.** Reflect on the connection between well-being and effective teaching.

**Course Content and Activities**

Student-teachers will engage in the following hands-on and reflective activities:

**Activity 1: Physical Fitness and Movement**

- Warm-up, stretching, basic aerobic exercises
- Games and team-building physical activities
- Coordination and posture improvement tasks

**Activity 2: Yoga and Relaxation Practices**

- Introduction to basic yoga asanas (e.g., Tadasana, Bhujangasana)
- Breathing techniques (Pranayama) and guided relaxation
- Reflection on physical and emotional effects of yoga practice

**Activity 3: Understanding Well-Being**

- Discussions on physical, mental, and emotional health
- Identifying personal stressors and coping strategies
- Interactive sessions on nutrition, sleep, and lifestyle habits

**Activity 4: Reflection and Journaling**

- Daily self-reflection journal (mood, energy, physical experience)
- End-of-course reflection on personal development and learning
- Group sharing or seminar on well-being in the teaching context

**Suggested Tools & Resources**

- NCERT guidelines on School Health and Wellness
- Yoga manuals (e.g., Common Yoga Protocol by AYUSH)
- WHO/UNICEF materials on emotional well-being
- Mindfulness apps and body-mind awareness videos
- Reflective journal formats and health checklist

**Evaluation Scheme**

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| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Practical)** | |
| Practice of breathing/mindfulness techniques | 10 |
| Reflective journaling and participation | 10 |
| Creative Expression through Art/Music/Movement | 10 |
| Final project/report on personal well-being | 20 |
| End-term Viva Voce | |
| End Term Practical Exam and Viva Voce | 50 Marks |
| Total | 100 Marks |

***Liberal Course (Optional II)**

| **EDELEN404** | **English II** | **L** | **T** | **P** | **C** |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | **4** |
| **Category of Course** | Practical | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Basic proficiency in English language, especially in Communication Skills | | | | |

**Course Perspective**

This course contains a Course Overview of the role and function of English language in everyday life. It aims to equip the students on English competence required for reading, writing, listening and speaking. It endeavors to expand the learner's use of grammatically correct and situationally and culturally appropriate language in speaking and writing for effective communication in a variety of interpersonal and academic situations.

**Course Objectives**

The student-teachers will be able to:

1. Develop English language skills in listening, speaking, reading and writing.
2. Be well versed in the use of strategies, such as contextualization of new vocabulary, use of previewing, skimming and scanning techniques
3. Develop the knowledge of text organization and discourse markers.
4. Aid the comprehension of written and spoken language.
5. Demonstrate an understanding of the pragmatic function of English language.

**Course Outcomes**

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

**CO1**. Identify different components of language skills in daily life

**CO2.** Produce complex sentences by using new vocabulary, previewing, skimming and scanning technique.

**CO3.** Visualize the Pragmatic understanding of English Language for classroom teaching

**Course Perspective**

This course contains a Course Overview of the role and function of English language in everyday life. It aims to equip the students on English competence required for reading, writing, listening and speaking. It endeavors to expand the learner's use of grammatically correct and situationally and culturally appropriate language in speaking and writing for effective communication in a variety of interpersonal and academic situations.

**Course Content**

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**Unit I: Introduction to English Language (15 hours)**

- Role and significance of English language in the present scenario English Language
- Its relevance for the Indian industry
- Introduction to Listening, Speaking, Reading, Writing (LSRW) and benchmarking of the class

**Unit II: Phonetics & Functional Grammar (15 hours)**

- Pronunciation and daily usage correction
- Parts of speech, articles, tenses, verbs and modals
- Practice of daily use words, numerals and tongue twisters
- Vocabulary building
- Construction of simple sentences: Basic sentence pattern, subject and Predicate

**Unit III: Vocabulary: Building Blocks (15 hours)**

- Word Formation: Prefix, suffix, conversion and compounding
- Homophones and one-word substitution
- Words often confused and misused
- Idiomatic phrase, Antonyms and Synonyms

**Unit IV: English Language Teaching (15 hours)**

- Different Methods: GT Method, Direct Method, CLT Method
- Approach, Method and Techniques, Classroom Strategies.

**Text Books:**

1. Yule, G. (2006). The study of language. Cambridge, UK: Cambridge University Press.

**Suggested Readings:**

1. ILFS Bi-lingual Course in Basic English. *ILFS Skill Development Corporation.*
2. Nesfield, J. C. English Grammar Composition & Usage. *Macmillan Publishers.*
3. Richards, J. C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching. *Cambridge University Press, Cambridge.*

**Open Educational Resources**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. www.ignou.ac.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.Assignment:**

a.Write a comparative essay (400–500 words) on the use and importance of English in formal and informal communication in India today.

**2. Quiz:**

a. Create a set of multiple-choice and fill-in-the-blank questions based on homophones, one-word substitutions, idioms, and commonly confused words.

**3. Project:**

a. Prepare a visual or digital presentation explaining and demonstrating the correct pronunciation of commonly mispronounced words using phonetic transcription.

**4. Presentation:**

a.Give a short classroom talk (3–5 minutes) using any one English teaching method (GT Method, Direct Method, or CLT Method) to explain a basic grammar concept.

**5. Reflective Journal:**

a. Write a reflective paragraph (250–300 words) describing your experience of learning vocabulary through idioms, phrasal verbs, or contextual word use.

| EDELHN405 | Hindi II | 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 Knowledge of Hindi Bhasha and Literature | | | | |

**Course Perspective**

भक्तिकाल को हिंदी साहित्य का स्वर्णकाल कहा गया है। साहित्य की दृष्टि हो या भाषा की मध्यकाल अपने चरमतम बिंदु पर रहा । सरस ब्रज और सरल लयात्मक अवधी का मणिकांचन संयोग विशेषतः भक्तिकाल की विशेषता है। विद्वानों के अनुसार तत्कालीन सामाजिक, राजनीतिक और सांस्कृतिक हलचलों के बीच भक्ति का उत्कर्ष विशेषतः एक बड़े कालखंड का हिंदी साहित्य को अनुदान है। कबीर के ज्ञान मार्ग, जायसी के प्रेम मार्ग, मीरा के माधुर्य जन्य कृष्ण प्रेम, सूर के लीलाधारी कृष्ण की भक्ति और तुलसी के मर्यादापुरुषोत्तम राम के भक्तिरस में संतृप्त पूरा भक्तिकाल संस्कृति और संस्कार का एक अक्षय ज्योति पुंज है, जहां ज्ञान, विज्ञानं, दर्शन, समाज और राजनीति का समेकित और गहन अध्ययन है।

वहीँ ब्रज भाषा द्वारा प्रभावित रीतिकाल में जहां एक ओर साहित्यिक कला का सौंदर्य दर्शनीय है वहीँ बिहारी के नीति, श्रृंगारी  पदों के साथ आगे बढ़ते हैं तो रीतिमुक्त धारा में घनान्द के सात्विक प्रेम के पीर की अद्वितीय व्यंजना स्पष्टतः द्रष्टव्य है।

रीतिकाल के बाद ब्रज भाषा में काव्य और गद्य के बीच रचनाओं का आरम्भ हुआ, सामाजिक सांस्कृतिक और राजनीतिक परिस्थितियों के बदलने के साथ साथ साहित्य में भी वैचारिक, कलेवर में, विधाओं का तथा सबसे ऊपर भाषा के संक्रमण काल का वीजवपन हुआ। भारतेन्दु युग, भारतेन्दु बाबू के साथ बसंपुर्ण भारतेन्दु मंडल की कालजयी रचनात्मकता द्वारा अभिग्रहित विभिन्न विधाओं के आरंभ का काल था। द्विवेदी युग खड़ी भषा के परिष्कार का युग था - नायक हुए, आचार्य महावीर प्रसाद द्विवेदी। देशप्रेम और इतिवृत्तात्मकता के संयोग का लगभग दो दशकीय युग के बाद, स्वच्छदंतावाद, रहस्यवाद और अंतःकरण के भावों की अद्भुत अभिव्यंजना शैली लिए हुए छायावाद का आविर्भाव हुआ। यहां जीवन भावों के अगाध समुद्र में गोतालगाता रहा।आधुनिक हिंदी साहित्य का स्वर्णकाल था यह।

फिर समाज में मार्क्सवाद के सिद्धांत से पुष्पित पल्लवित प्रगतिवाद का अविर्भाव् हुआ, जहाँ शोषक वर्ग का हिमायती बना कवि सामाजिक सामंती व्यवस्था कर साहित्यिक छंदों की बानी बनायी परिपाटी को त्याग एक ओर तो शोषित वर्ग के साथ खड़ा दिखाई देता है, दूसरी ओर वह तुकबंदी का अतिक्रमण करते हुए मुक्त छंद की नयी परिपाटी व्यवस्थित करता है और सामंतवादी विचारधारा के विरोध में विप्लव के - क्रांति के बादलों का आवाहन करता नजर आता है। इन वीथियों से गुजरते हुए, आम आदमी के बीच में ही रहते हुए - जनवादी काव्य साहित्य की एक नयी धारा प्रयोगवाद में विलीन होने लगती है। साहित्य के इन्ही वीथियों से गुजरते हुए छात्र हिंदी साहित्य के विभिन्न विधाओं और परम्पराओं का अध्ययन करता है। क्योंकि साहित्य जीवन का ही अनुसरणकर्ता होता है, अतः हिंदी साहित्य जीवन के विविध रूपों का अनुभव अध्ययनकरता को को देता चलता है

**Course Objectives**

**इस पाठ्यक्रम का उद्ध्येश्य है,**

1. मध्यकालीन अर्थात भक्तिकाल और रीतिकाल के प्रतिनिधि कवियों के प्रमुख रचनाओं का अध्ययन करना।
2. भारतेंदु युग और द्विवेदी काव्य का समेकित अध्ययन करना।
3. स्वच्छंदतावाद अथवा छायावादी काव्य की प्रमुख प्रवृत्तियों एवं कवियों की प्रतिनिधि रचनाओं का अध्ययन करना।
4. प्रगतिवादी एवं प्रयोगवादी काव्य परंपरा एवं प्रतिनिधि रचनाओं का अध्ययन करना।

**Course Outcomes**

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

**CO1.** प्रस्तुत पाठ्यक्रम के अध्ययन के पश्चात् विद्यार्थी अपने शैक्षिक करियर में समुचित तरीके से हिंदी साहित्य के ज्ञान से अपने विद्यार्थियों को अवगत करवाने में दक्षता प्राप्त कर चुके होते हैं।
**CO2.** साहित्य का अध्ययन विद्यार्थियों को एक नैतिक और समुचित सामाजिक जीवन जीने को प्रेरित करता है। मनुष्य के सामाजिक जीवन को साथ साथ लेकर चलते हुए उसका मार्गदर्शन करना साहित्य अपना कलेवर है।
**CO3.** साहित्यिक ज्ञान प्राप्त करने के बाद विद्यार्थी को एक अलग उत्साह और ज्ञानलोक देखा जा सकता है, जिससे वो दूसरों को ज्ञानलोकित करने में भी आत्मिक आनंद का अनुभव करते हैं।
**CO4.** साहित्य अध्ययन के पश्चात् व्यक्ति की विचार शक्ति, सम्प्रेषण शैली और साथ ही साथ शिक्षण विधि परिष्कृत हो जाती है। वह जीवन को समझने में मानवीय संवेदनाओं से परिपूर्ण एक सुलझा हुआ इंसान बनता है।

**Course Content**

**Unit I: मध्यकालीन काव्य (भक्तिकाल व रीतिकाल ) (15 hours)**

- पूर्वमध्यकाल (भक्तिकाल ) के निम्नलिखित कवियों की कुछ प्रतिनिधि रचनाएँ
    1. कबीर (पद संख्या 1 से 10)
    2. जायसी "नागमती वियोगवर्णन" (पद संख्या 1 से 5 )
    3. तुलसी रामचरित मानस - उत्तरकाण्ड (पद संख्या 1 से 10)
    4. सूरदास :भ्रमरगीत सार पद संख्या 21 से 80 तक
    5. मीरा दूखण लागै नैन (पद ) सांचोप्रीतम (पद)

उत्तर मध्यकाल (रीतिकाल ) के निम्नलिखित कवियों की कुछ प्रतिनिधि रचनाएँ

1. बिहारी दोहा संख्या (1 से 10) (कवित्तकोष )
2. घनानन्द : वहै मुस्क्यानि , वहै मृदु बतरानि , वहै (कविताकोश)

**Unit II: आधुनिक काल (भारतेन्दु युग , द्विवेदी युग एवं छायावादी काव्य ) (15 hours)**

**(क)** पूर्व छायावादी काव्य

1. **भारतेन्दु युग (नवजागरण काल)**

**भारतेन्दु :**

- ऊधो जो अनेक मन होते
- परदे में कैद औरत की गुहार
- मातृभाषा  प्रेम पर दोहे

2. **द्विवेदी युग :**
    1. महावीर प्रसाद द्विवेदी : आर्य भूमि
    2. अयोध्या सिंह उपाध्याय हरिऔध
        - कर्मवीर
        - आँख का आँसू
    3. मैथलीशरण गुप्त
        - उद्बोधन
        - सखी वे मुझसे कहक जाते

**Unit III: छायावादी काव्य (स्वच्छंदतावाद ) की प्रमुख प्रवृत्तियाँ एवं निम्नलिखित कवियों की प्रतिनिधि रचनाएँ** **(15 hours)**

1. जयशंकर प्रसाद
    - जग री
    - मेरे नाविक
2. सुमित्रानंदन पंत
    - प्रथम रश्मि
    - द्रुत झरो
3. सूर्यकांत त्रिपाठी 'निराला'
    - तोड़ती पत्थर
    - बदल राग
    - कुकुरमुत्ता
4. महादेवी वर्मा
    - कौन तुम मेरे हृदय में
    - मै अनंत पथ में लिखती जो
    - क्या पूजा, क्या अर्चन करूँ
5. हरिवंशराय बच्चन (व्यक्ति चेतना प्रधान कवि)
6. बालकृष्ण शर्मा 'नवीन':(राष्ट्रीय चेतना प्रधान कवि)
    - विप्लव गायन
7. रामधारी सिंह 'दिनकर' : (राष्ट्रीय चेतना प्रधान कवि)

**Unit IV: प्रगतिवादी एवं प्रयोगवादी काव्य परंपरा एवं प्रतिनिधि रचनाएँ** **(15 hours)**

1. केदारनाथ अग्रवाल
    - कनबहरे
    - जो जीवन की धुल चाट कर बड़ा हुआ

2. नागार्जुन
    - तीनो बन्दर बापू के
    - बदल को घिरते देखा
3. अज्ञेय
    - कलगी बाजरे की
    - सर्जना के  क्षण
4. गजानन माधव 'मुक्तिबोध'
    - ब्रह्मराक्षस
    - मुझे कदम कदम पर

**Text Books**

1. हिंदी साहित्य का इतिहास - आचार्य रामचंद्र शुक्ल, राजकमल प्रकाशन
2. हिंदी साहित्य का इतिहास - डॉ. नगेन्द्र, राजकमल प्रकाशन

**Suggested Readings:**

1. भ्रमरगीत सार - सं. रामचन्द्र शुक्ल
2. जायसी ग्रन्थावली - नागमती वियोग खंड - सं. रामचन्द्र शुक्ल
3. तुलसीदास - विनय पत्रिका - सं. वियोगी हरि
4. बिहारी सार्धशती - सं. डाॅ. ओमप्रकाष
5. घनानंद कवित्त - सं. विष्वनाथप्रसाद मिश्र
6. मीरां संचयन - सं. नंद चतुर्वेदी
7. कबीर ग्रन्थावली - सं. श्यामसुन्दर दास, काशी नागरीप्रचारिणी सभा

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Theory)** | |
| I) Continuous Assessment- All the Components to be evenly spaced<br>(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. Assignment:**

a.छायावाद, प्रगतिवाद और प्रयोगवाद की प्रमुख प्रवृत्तियों पर एक तुलनात्मक लघु निबंध (लगभग 800–1000 शब्दों में) तैयार किया जाए।

**2. Quiz:**

a.भक्तिकाल, रीतिकाल और आधुनिक काल से संबंधित कवियों, रचनाओं, काव्य-शैलियों एवं काव्य

विशेषताओं पर आधारित बहुविकल्पीय प्रश्नों (MCQs), सही-गलत और रिक्त स्थान भरने जैसे प्रश्नों का आयोजन किया जाए।

**3. Project:**

a.'भक्ति से प्रगतिवाद तक' की काव्य-यात्रा पर चार्ट या डिजिटल टाइमलाइन प्रस्तुत किया जाए जिसमें प्रमुख युग, कवि, रचनाएँ और विशेषताएँ शामिल हों।

**4. Presentation:**

a. एक निर्धारित कविता का वाचन किया जाए और उसकी व्याख्या, शैली, भाव, भाषा तथा काव्य सौंदर्य पर मौखिक प्रस्तुति दी जाए (व्यक्तिगत या समूह में)।

**5. Reflective Journal:**

a."मेरे मन को छूने वाली एक कविता" विषय पर एक आत्मचिंतनात्मक लेख तैयार किया जाए, जिसमें कविता के प्रभाव और उसके कारणों को व्यक्त किया जाए (300–400 शब्दों में)।

| EDELMT406 | MATHEMATICS II | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | **1** | **0** | **4** |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Basics of mathematics | | | | |

**Couse perspective**

In this course, the learner will learn how to link pairs of objects from two sets and then introduce relations between the two objects in the pair. Further, they will learn about special relations which will qualify to be functions. The concept of function is very important in mathematics since it captures the idea of a mathematically precise correspondence between two quantities. Students would be able to generalise the concept of trigonometric ratios to trigonometric functions and study their properties. When we say a collection of objects is listed in a sequence, we usually mean that the collection is ordered in such a way that it has an identified first member, second member and third member, and so on. Students shall learn important applications of sequences in several spheres of human activities. Students shall also learn elementary concepts of continuity, differentiability and relations between them

**Course Objectives**

The student-teachers will be able to**:**

1. Expand on the knowledge of relations, and functions between two objects in the pair.
2. Understand trigonometric functions and study their properties.
3. Apply the knowledge of sequences in several spheres of human activities.
4. Gain mastery over elementary concepts of continuity and differentiability.

**Course Outcomes:**

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

**CO1.** Learn about special relations which will qualify to be functions

**CO2.** Learn how to link pairs of objects from two sets and then introduce relations between the two objects in the pair.

**CO3.** To understand the generalise the concept of trigonometric ratios to trigonometric functions

**CO4.** Learn important applications of sequences in several spheres of human activities

**CO5.** Learn elementary concepts of continuity, differentiability and relations between them.

**Course Content**

**Unit I: Relations and Functions (15 hours)**

- Types of Relations
- Types of Functions
- Composition of Functions and Invertible Function

- Binary Operations

.

**Unit II: Trigonometric Functions** **(15 hours)**

- Angles
- Trigonometric Functions
- Trigonometric Functions of Sum and Difference of Two Angles
- Trigonometric Equations

**Unit III: Sequence and Series** **(15 hours)**

- Introduction of Sequence and Series
- Arithmetic Progression (A.P.)
- Geometric Progression (G.P.)
- Relationship between A.M. and G.M.
- Sum to *n* terms of Special Series

**Unit IV:** **(15 hours)**

- Limits and Derivatives
- Intuitive Idea of Derivatives
- Limits
- Limits of Trigonometric Functions
- Derivatives

**Text Books**

1. NCERT, Exemplar Problems for Class XI – XII.
2. NCERT, Mathematics, Textbook for Class XI – XII.

**Suggested Readings**


1. Acheson, David (2017). The Calculus Story: A Mathematical Adventure, OUP Oxford.
2. Arora, S. C. and Kumar, Ramesh. A Textbook of Calculus, Pitamber Publishing Co.: Delhi
3. Fernandez, Oscar(2014). Everyday Calculus – Discovering the Hidden Math All around Us, Princeton University Press.
4. Loney, S. N. (2016). Plane Trigonometry, MTG Learning Media Private Limited.
5. Sharma, R. D. Mathematics for Class 11, Dhanpat Rai Pubications; Latest Edition.


**Open Educational Resources**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. www.ignou.ac.in

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Theory)** | |

| | |
|---|---|
| I) Continuous Assessment- All the Components to be evenly spaced<br>(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. **Worksheet on Types of Relations and Functions**
   a. Includes fill-in-the-blanks, match-the-following, and short answer questions on reflexive, symmetric, and transitive relations, and different types of functions.
2. **Short Quiz on Trigonometric Identities**
   a.A 10-question multiple-choice or true/false quiz covering trigonometric functions, sum and difference formulas, and basic equations.
3. **Label and Sketch Graphs of Trigonometric Functions**
   a. Students draw and label sine, cosine, and tangent graphs with key features like amplitude, period, and zeroes.
4. **Group Activity on Sequences in Real Life**
   a.Students identify and discuss examples of arithmetic and geometric sequences in nature, finance, or architecture.
5. **Handwritten Assignment on Limits and Derivatives**
   a.Write 1 page explaining the concept of limits and derivatives using simple, real-life examples such as speed, slope, or motion.

| EDELPY407 | Physics II | 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 Physics and its Principles | | | | |

**Course Perspective**

Physics is an advanced level science class that satisfies the high school graduation requirement of a physical science class. This Physics II curriculum includes Quantum Mechanics, Statistical Physics, Special Theory of Relativity and Nuclear Physics. Students will be challenged to apply their knowledge of the laws of physics to solve physics related critical thinking problems.

**Course Objectives**

The course will enable the student-teachers to -

1. Understand the fundamental quantum mechanics which forms the basis of theoretical physics.
2. Gain knowledge about probability of occurrence of events.
3. Learn about the application of fundamentals of relativity to various phenomena.
4. Understand nuclear structure, properties and basic nuclear phenomenon.

**Course Outcomes**

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

**CO1.** Develop a solid understanding of the wave-particle duality and its mathematical description through the wave function, including its properties and applications.

**CO2.** Gain proficiency in analyzing and comparing different statistical distributions, such as Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac, and their relevance in describing macroscopic systems.

**CO3.** Acquire a comprehensive understanding of the principles and effects of special relativity, including length contraction, time dilation, and the concept of mass-energy equivalence.

**CO4.** Develop knowledge of the structure and properties of atomic nuclei, including nuclear stability, the concept of binding energy, and the different modes of radioactive decay.

**Unit I: Quantum Mechanics (15 hours)**

- De-Broglie Hypothesis,
- Group and Phase Velocity,
- Wave Packet,
- Uncertainty Principle,
- Wave Function and Its Properties,
- Davisson Germer experiment,
- Time Dependent and Independent Schrodinger Equation,

- Particle in a box (1-D).

**Unit II: Statistical Physics (15 hours)**

- Probability,
- Macrostate and microstate,
- Qualitative Features of Maxwell Boltzmann,
- Bose-Einstein and Fermi-Dirac statistics distribution,
- Functions & their comparison (no derivation).

**Unit III: Special Theory of Relativity (15 hours)**

- Inertial and non-inertial frames of references,
- Michelson- Morley experiment,
- Postulates of special theory of relativity,
- Lorentz transformation,
- length contraction,
- Time dilation,
- Addition of velocities,
- Mass energy equivalence.

**Unit IV: Nuclear Physics (15 hours)**

- The Atomic Nucleus,
- Nuclear force,
- Static properties of nucleus-mass, radius, density charge, quantum states, spin and magnetic moments;
- Nuclear stability, binding energy,
- Nuclear models- liquid drop model and shell mode.
- Radioactivity, Half-life, Alfa, beta and gamma decay, nuclear fission and fusion,
- Nuclear reactors.

**Suggested Readings**


1. Avadhanulu, M. N. and Kshirsagar, P. G. A Textbook of Engineering Physics, S. Chand.
2. Beiser, A. Concept of Modern Physics.
3. Patharia, R. K. Statistical Mechanics, Oxford: Butterworth.


**Open Educational Resources**

1.https://swayam.gov.in
2. http://egyankosh.ac.in
3. www.ignou.ac.in

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Theory)** | |
| I) Continuous Assessment- All the Components to be evenly spaced | 30 Marks |

| | |
|---|---|
| (Project/ Quiz/ Assignments and 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.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

**1. Worksheet on Quantum Mechanics**

a.Fill in the blanks and match the following based on De-Broglie Hypothesis, Wave Function, and Uncertainty Principle.

**2. Quiz on Special Theory of Relativity**

a. Conduct a short quiz (MCQs & True/False) on time dilation, length contraction, and Lorentz transformations.

**3. Diagram Labelling – Nuclear Physics**

a.Label diagrams of nuclear structure (mass, charge, spin) and types of radioactive decay (alpha, beta, gamma).

**4. Group Discussion on Statistical Physics**

a. Discuss differences between Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac distributions with examples.

**5 Reflective Journal on Modern Physics Applications**

a.Write a 1-page reflection on "How concepts of quantum mechanics or relativity are used in everyday life (e.g., GPS, semiconductors)."

| **EDELCH408** | **Chemistry II** | **L** | **T** | **P** | **C** |
|---|---|---|---|---|---|
| **Version** | 2.0 | **3** | **1** | **0** | **4** |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Basic understanding of Chemistry & its Theories | | | | |

**Course Perspective**

This course deals with the Chemistry of aliphatic and Aromatic hydrocarbons their nomenclature, naming reactions and mechanism, theory of Chemical Bonding, Chemical kinetics and surface chemistry. Proposed course provides the detail knowledge about types of organic chemistry and their chemical mechanism with Alkane, alkene, alkynes and Aromatic hydrocarbons. Students also learn the position and arrangement of elements. This course helps the students to understand Chemical kinetics for determination of rate of chemical reaction.

**Course Objectives**

The course will enable the student-teachers to -

1. Gain the knowledge of Alkane, alkene and alkynes and their reaction on the basis of which their stability could be determined.
2. Expalin synthesis of alcohols, ketones, acids on the basis of naming reactions.
3. Understand the general properties of all elements present in periodic table.
4. Differentiate the types of order of reaction on the basis of which rate of reaction could be determined.

**Course Outcomes**

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

**CO1.** Develop a comprehensive understanding of the chemistry of aliphatic hydrocarbons, including the formation of alkanes, alkenes, and alkynes through carbon-carbon sigma and pi bond formations

**CO2.** Develop the ability to predict and explain the outcomes of electrophilic aromatic substitution reactions, including halogenation, nitration, sulphonation, and Friedel-Crafts alkylation/acylation.

**CO3.** Develop the ability to predict and explain the types of chemical bonds and hybridization in various compounds.

**CO4.** Gain proficiency in chemical kinetics, including determining reaction orders, deriving rate constants, and understanding the factors that influence reaction rates, such as temperature, concentration, catalysts, and pressure.

**CO5.** acquire knowledge of surface chemistry, including colloids, their preparation, properties, and uses, as well as emulsions and gels.

**Unit I: Chemistry of Aliphatic Hydrocarbons (15 hours)**

- Carbon Carbon sigma bonds: Formation of alkanes, Wurtz Reaction, Wurtz- Fittig Reactions, Free radical substitutions: halogenation - relative reactivity and selectivity.
- Carbon-Carbon pi bonds Formation of alkenes and alkynes by elimination reactions, Mechanism of E1, E2, reactions. Saytzeff eliminations, reactions of alkenes: electrophilic additions, their mechanisms (Markownikoff/ Anti Markownikoff addition), mechanism of oxymercuration-demercuration, hydroboration- oxidation, ozonolysis, reduction (catalytic and chemical), syn and anti hydroxylation (oxidation).

**Unit II: Aromatic Hydrocarbons (15 hours)**

- Aromaticity: Huckel's rule, aromatic character of arenes, cyclic carbocations/carbanions and heterocyclic compounds with suitable examples, electrophilic aromatic substitution: halogenation, nitration, sulphonation and Friedel-Craft's alkylation/acylation with their mechanism, directing effects of the groups.

**Unit III: Chemical Bonding (15 hours)**

- Valence Bond Theory,
- Molecular orbital Theory,
- Construction of Mo. Diagrams for homo nuclear & heleronulear diatomic ,
- Types of bond (Ionic covalent, Coordinate, metallic, Concept of Hybridization, Definition Types, Prediction of Hybridization ($BeCl_2$, $CH_4$, $ClF_4$, $POCl_3$, $NH4^+$, $H_3O^+CO_3^{-2}$, $Cl^{4-}$ )

- Classification of elements based on their electronics structure : The long form of periodic table s, p, d, f block elements, their position in periodic table and general properties related to their electronic structures: atomic, ionic and covalent radii, ionization energy, electron affinity, screening effect, electronegativity, metallic and non – metallic character.

**Unit IV: Chemical Kinetics and Surface Chemistry (15 hours)**

Definition of order and molecularity,

- Derivation of rate constant for zero, first, second and third order reactions and example,
- Effect of temperature, concentration, catalyst & pressure on rate of reaction,
- Arhenius equation,
- Pseudo order reaction,
- Simple collision theory & transition state theory for reaction rate,
- Definition of colloids,
- Preparation, purification & properties of colloidal solution (Solutions),
- Hardy – Schulze law,
- Preparation, properties & uses of emulsion of gel,
- Protective colloids.

**Practicum**

1. Detection of extra elements (N, S, Cl, Br, I) in organic compound not more than two such elements may be present in a compound.
2. Determination of total, permanent and temporary hardness of given water sample.
3. Preparation of potash alum/ chrome alum.
4. Determination of viscosity of liquid.
5. Determination of CST for water – phenol system.

**Suggested Readings**


1. Bahl, A. and Bahl, B. S. Advanced Organic Chemistry, S. Chand and Co. Ltd., New Delhi.
2. Bahl, Arun. Essentials of Physical Chemistry, S. Chand Publishing.
3. Bahl, R. S. and Bahl, A. (1990). Advanced Organic Chemistry, S. Chand and Co.: New Delhi,
4. Donald, H. Andrews (1970. Introductory Physical Chemistry, McGraw Hill: New York.
5. Finar, I. L. Organic Chemistry (Volume 1), Dorling Kindersley (India) Pvt. Ltd. (Pearson Education).
6. Giri, O. P. et. al., Practical chemistry, S. Chand and company Pvt. Ltd., New Delhi.
7. James, E. et. al. (1993). Inorganic Chemistry, Harper Collins: London.
8. Khosla, B. D. etl al.(1982).A senior practical physical chemistry, R. Chand and CO.: New Delhi
9. Puri, B. R. Sharma, L. R. and Pathania, M. S., Principles of Physical Chemistry, Vishal Publishing Company.

10. Puri, B. R., Sharma, L. R. and Kalia, K. C. Principles of Inorganic Chemistry, Shobhan Lal Nagin Chand & Co., New Delhi.

**Open Educational Resources**

1. https://swayam.gov.in
2. www.ignou.ac.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.**Worksheet on Naming Reactions**

a.Fill in the blanks or match the following for reactions like Wurtz, Friedel-Crafts, etc.

2. **Short Quiz on Chemical Bonds**

a.Multiple choice or true/false questions on types of bonding and hybridization.

3. **Label the Diagram Activity**

a.Label molecular orbital diagrams or structure of aromatic compounds.

4.**Group Discussion**

Discuss in small groups the differences between alkanes, alkenes, and alkynes.

5. **Handwritten Assignment**

a.Write 1 page on “How temperature affects reaction rate” using simple examples.

| EDELBL409 | BIOLOGY II | 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 concepts of plant and animal biology | | | | |

**Course Perspective**

Studying biology is the foundation of all characteristics of life on Earth. Apart from creating solutions to the challenges many living organisms face, it paves the way for inventions and discoveries that improve the quality of life. Biology plays an important role in the understanding of complex forms of life involving humans, animals and plants. Understanding these intricate details of life helps humans understand how to care for themselves, animals and plants in the proper manner. Biology helps individuals understand the interaction between humanity and the world. It also develops interests in the lives of living organisms in an effort to preserve them.

**Course Objectives**

The student-teachers will be able to:

1. To understand the structural organization of animals and plants.
2. To know about structure and function of animal cell and plant cell.
3. To gain an understanding of Plant Physiology.
4. To familiarize the students with the mechanism of photosynthesis and transportation of nutrients in an animal cell

**Course Outcomes**

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

**CO1** Understand the structural organization of animals and plants.

**CO2** Understand the structure and function of animal and plant cell.

**CO3** Understand the mechanism of transportation in plants.

**CO4** Comprehend photosynthesis as a means of nutrition and the process of photosynthesis.

**Course Content**

**Unit I: Diversity of Life (15 hours)**

- Structural Organisation in Animals and Plants: Morphology and modifications; Tissues; Anatomy and functions of different parts of flowering plants: Root, stem, leaf, inflorescence- cymose and racemose, flower, fruit and seed (To be dealt along with the relevant practical of the Practical Syllabus).
- Animal Tissues; Morphology, anatomy and functions of different systems (digestive, circulatory, respiratory, nervous and reproductive) of an insect (cockroach). (Brief account only)

**Unit II:** **(15 hours)**

**Cell Structure and Function**

- Cell theory and cell as the basic unit of life; Structure of prokaryotic and eukaryotic cell; Plant cell and animal cell; Cell envelope, cell membrane, cell wall; Cell organelles– structure and function; Endomembrane system- endoplasmic reticulum, Golgi bodies, lysosomes, vacuoles; mitochondria, ribosomes, plastids, microbodies; Cytoskeleton, cilia, flagella, centrioles (ultra structure and function); Nucleus–nuclear membrane, chromatin, nucleolus.
- Chemical constituents of living cells: Biomolecules–structure and function of proteins, carbodydrates, lipid, nucleic acids; Enzymes–types, properties, enzyme action.

Cell Division: Cell cycle, mitosis, meiosis and their significance

**Unit III:** **(15 hours)**

**Plant Physiology**

- Transport in Plants: Movement of water, gases and nutrients; Cell to cell transport– Diffusion, facilitated diffusion, active transport; Plant – water relations– Imbibition, water potential, osmosis, plasmolysis; Long distance transport of water– Absorption, apoplast, symplast, transpiration pull, root pressure and guttation; Transpiration– Opening and closing of stomata; Uptake and translocation of mineral nutrients– Transport of food, phloem transport, Mass flow hypothesis; Diffusion of gases (brief mention).
- Mineral Nutrition: Essential minerals, macro and micronutrients and their role; Deficiency symptoms; Mineral toxicity; Elementary idea of Hydroponics as a method to study mineral nutrition; Nitrogen metabolism – Nitrogen cycle, biological nitrogen fixation.

**Unit IV:** **(15 hours)**

**Photosynthesis**

- Photosynthesis as a means of Autotrophic nutrition
- Where does photosynthesis take place
- How many pigments are involved in Photosynthesis (Elementary idea)
- Photochemical and biosynthetic phases of photosynthesis
- Cyclic and non-cyclic photophosphorylation
- Chemiosmotic hypothesis
- Photorespiration
- C3 and C4 pathways
- Factors affecting photosynthesis. Respiration: Exchange of gases; Cellular respiration – glycolysis, fermentation (anaerobic)
- TCA cycle and electron transport system (aerobic)
- Energy relations – Number of ATP molecules generated; Amphibolic pathways
- Respiratory quotient.

- Plant Growth and Development: Seed germination
- Phases of plant growth and plant growth rate
- Conditions of growth
- Differentiation, dedifferentiation and redifferentiation
- Sequence of developmental process in a plant cell
- Growth regulators–auxin, gibberellin, cytokinin, ethylene, ABA; Seed dormancy; Vernalisation
- Photoperiodism.

**Practicum**

1. Preparation and study of T.S. of dicot and monocot roots and stems (primary).
2. Study of osmosis by potato osmometer.
3. Study of plasmolysis in epidermal peels (e.g. Rhoeo leaves)
4. Study of distribution of stomata in the upper and lower surface of leaves.
5. Comparative study of the rates of transpiration in the upper and lower surface of leaves.

**Text Books**


1. NCERT Class XI Textbook, NCERT, New Delhi.
2. NCERT Class XII Textbook, NCERT, New Delhi.
3. Tyagi, M.P. and Bhatia, K.N. (2018). Trueman's Elementary Biology for Class XII. Vol. 1. Danika Publishing Company.
4. Tyagi, M.P. and Bhatia, K.N. (2018). Trueman's Elementary Biology for Class XII. Vol. 2. Danika Publishing Company.


**Suggested Readings**


1. Adhikari, S. and Sinha, A. K. (1990). Fundamentals of Biology of Animals, Vol.-3. New Central Book Agency: Calcutta. Alexander, R. McNeill. Animals, Cambridge University Piess: Cambridge.
2. De Witt, William. Biology of the Cell - An Evolutionary Approach, W.B. Saunders Co: London, Keeton.
3. Dhami, P.S., Chopra, G., Srivastava, H.N. (2017). *Pradeep* A Test Book of *Biology Class 11* Vol 1 & 2. Pradeep Publications.
4. Singh, L., & Kaur, M. *Science for Tenth Class Part 3 Biology*. S. Chand Publishing.


**Open Educational Resources**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. www.ignou.ac.in

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Theory)** | |
| I) Continuous Assessment- All the Components to be evenly spaced | 30 Marks |

| | |
|---|---|
| (Project/ Quiz/ Assignments and 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.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Stomata Observation Activity**
   a.Count and compare stomata on the upper and lower leaf surfaces using a microscope or peels.
2. **Quiz on Cell Organelles and Functions**
   a.Conduct a short quiz covering prokaryotic/eukaryotic cells and organelle structure.
3. **Chart or Model Making**
   a.Create a chart or 3D model of the plant cell or process of photosynthesis.
4. **Lab Report Submission**
   a.Submit lab records for osmosis, plasmolysis, or plant tissue experiments.
5. **Group Presentation**
   a.Present a topic from the syllabus such as transpiration, nitrogen cycle, or plant growth regulators.

| EDELHS410 | HISTORY II | 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 historical sources and the major empires that existed in the past. | | | | |

**Course Perspective**

The course aims to make students aware about historical sources and the major empires that existed in the past. It will also look at different societal forms, the specificities of different systems and their transformations, the long term trends and processes in history.

**Course Objectives**

The course will enable the student-teachers to:

1. Acquaint the students with different sources of Ancient Indian History.
2. Understand the causes and consequences of Foreign Invasions
3. Aware of the administration and statecraft of various empires.

**Course Outcomes**

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

**CO1** Develop critical analysis skills to evaluate diverse sources of ancient Indian history and understand the impact of foreign invasions on India.

**CO2** Gain a comprehensive understanding of the rise of the Magadha Empire and the significance of the Mauryan dynasty in shaping ancient Indian society.

**CO3** Explore the political and cultural achievements of the Gupta dynasty and their profound influence on the socio-economic and intellectual landscape of ancient India.

**Unit I: Historical Sources and Foreign Invasions (15 hours)**

- Sources of Ancient Indian History
- Political condition of Northern Indian during 6th Cent. B.C.
- Persian and Alexander's invasion on India and Its effects

**Unit II: Rise of Magadha and Mauryan Empire (15 hours)**

- Rise of Magadha Empire
- Kalinga Dynasty
- Haryanka dynasty Bimbisara, Ajatshatru and his successors
- Saisunga dynasty Saisunga, Kalasoka
- Nanda dynasty [origin, Mahapadanaanda, successors and causes of downfall
- The Mauryas [ Origin, Early life & conquets of Chandragupta Maurya, Bindusara, Sources for the history of Asoka, Conquests, Extent of Empire, Dhamma Policy, Successors & Causes of Downfall]

**Unit III: Gupta Period (15 hours)**

- The Guptas Chandragupta I, Samudragupta, Historicity of Ramagupta, Chandragupta II, Kamaragupta, Skandagupta, Successors and causes of Downfall
- Brief history of the following- The Vatakas, The Maukharis, The Later Guptas, Huna Invasions of India.

**Unit IV: Rajput and Four Powerful Rajput States (15 hours)**

- Origin of Rajputs
- The Chandellas
- The Paramaras
- The Ghahamanas
- The Gahadawalas

**Textbooks**

1. **Chakravarti, U. (2006).** *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India*. Tulika Books.
2. **Sharma, R. S. (1999).** *India's Ancient Past*. Oxford University Press.
3. **Singh, U. (2009).** *A history of ancient and early medieval India: From the Stone Age to the 12th century*. Pearson Education India

**Suggested Readings**

1. Dahiya, Poonam Dalal (2017). Ancient and Medieval India, McGraw Hill, Delhi.
2. Pandey, V. C. and Pandey, A. A New History of Ancient India.
3. Raichaudri, H. C. Political History of Ancient India.
4. Sharma, R. S. (2006). India's Ancient Past, Oxford Publication, New Delhi.

**Open Educational Resources References**

1. https://egyankosh.ac.in/bitstream/123456789/64792/1/Unit14.pdf
2. https://egyankosh.ac.in/bitstream/123456789/64793/1/Unit15.pdf
3. https://egyankosh.ac.in/bitstream/123456789/20162/1/Unit-32.pdf
4. https://egyankosh.ac.in/bitstream/123456789/61919/1/Unit-9.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.**Source Study Worksheet**

a. Identify and describe two sources of Ancient Indian History.

2. **Quiz**

a. MCQs from topics like Mauryan Empire and Gupta Dynasty.

3. **Group Presentation**
    a. Topic: Contributions of any one Rajput dynasty.
4. **Timeline Chart**
    a. Create a timeline of major rulers from Magadha to Gupta period.
5. **Map Activity**
    a. Mark important locations of invasions and empires on a blank map of India.

| EDELPS411 | Political Science II | 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 Indian history and the Indian National Movement | | | | |

**Course Perspective**

The course attempts to make students aware about the concept as well as growth of Nationalism, fundamental rights and directive principles of the state policy and the working of the government at various levels.

**Course Objectives**

The course will enable the student-teachers to:

1. Recall key events in Indian nationalism.
2. Understand the working of the Indian Constitution.
3. Apply constitutional knowledge to government structures.
4. Analyze forms of government and center-state relations.
5. Evaluate the impact of major political movements.

**Course Outcomes**

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

**CO1.**Recall and explain the rise of Indian nationalism.

**CO2.** Understand and analyze the making of the Constitution.

**CO3.** Compare systems of governance and federal structure.

**CO4.**Identify and explain functions of political institutions.

**CO5.** Analyze freedom movements and evaluate their outcomes.

**Unit I: Concept and Growth of Nationalism in India (15 hours)**

- The birth and growth of Nationalism in India,
- The Indian National Congress,
- The Moderates and the Extremists,
- Landmarks of Indian National Movement,
- Non-Cooperation,
- Civil Disobedience and Quit India Movement,
- The Independence Act 1947.

**Unit II: Philosophical Premises and Making of the Indian Constitution (15 hours)**

- The Nature & Composition of the Constituent Assembly
- Working of the Constituent Assembly
- Committees of the Constituent Assembly
- Enactment of the Constitution

**Unit III: System of Government (15 hours)**

- Parliamentary Form of Government
- Presidential Form of Government,

- Centre –state Relations
- Federal System.
- Unitary Form of Government

**Unit IV: The Union Government and the State Government (15 hours)**

- The President
- The Prime Minister
- The Council of Ministers
- The Parliament: The Lok Sabha and Rajya Sabha
- Judiciary system of India
- The Parliament
- Chief Minister
- Governor.

**Textbooks**

1. Basu, D. D. (2019). *Introduction to the Constitution of India* (24th ed.). LexisNexis.
2. Chandra, B., Mukherjee, A., & Mukherjee, M. (1988). *India's Struggle for Independence: 1857–1947*. Penguin Books.
3. Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.

**Suggested Readings**

1. Aggarwal, R .C. and Bhatnagar, Mahesh (2005). Constitutional Development and National Movement in India, S. Chand.
2. Chandra, Bipan (2009). History of Modern India, Orient Blackswan.
3. Chandra, Bipan (2016). India's Struggle for Independence: 1857-1947, Penguin India.

**Open Educational Resources**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. www.ignou.ac.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. **Reflective Journal**
    a. Weekly reflections on major movements and events in India's political history or key features of the Indian Constitution.
2. **Quiz / MCQ Test**
    a. Short unit-wise quizzes to check understanding of key concepts, historical events, and political structures.
3. **Group Presentation**
    a. Topics may include:
        - Constituent Assembly and its Committees
        - Structure and Roles of Union and State Governments
4. **Debate**
    a. Classroom debates on themes like:
        - Presidential vs Parliamentary System
        - Centre-State Relations in India
5. **Mock Parliament**
    a. Students simulate a parliamentary session, taking on roles such as Speaker, Prime Minister, Ministers, and Opposition to discuss and debate a bill.

| EDELGE412 | Geography II | 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 physical geography concepts | | | | |

**Course Perspective**

This course provides the students with the Physical Parameters of the Ocean; Ocean Basin Topography; Life in the Sea; and Resources in the Oceans. The course focuses upon life on the earth keeping into consideration climate, vegetation and soil. The geography of natural hazards a part of the course, examines human landscapes, in areas prone to damaging environmental conditions, i.e., floods, droughts, earth-quakes, severe agricultural frosts, etc. upon the identification of geographic areas where notable disasters have occurred.

**Course Objectives**

The course will enable the student-teachers to -

1. Develop an understanding of physical parameters of the ocean.
2. Know about the mechanism of current, tides and waves.
3. Understand the interactive mechanism between human beings and the biosphere.
4. Know about Indian climate, vegetation, distribution of wild life etc.
5. Develop an understanding into causes, consequences and management of Environmental Hazards in India.

**Course Outcomes**

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

**CO1**. Analyze the ocean's geomorphology, and understand the movement of ocean water through currents, tides, waves, marine deposits, and coral reefs.

**CO2.** Explore different approaches in environmental geography, and dynamic relationship between humans and the biosphere, including the impact on biogeochemical cycles.

**CO3.** Understand the concepts of climate and atmospheric processes, and various climate classification schemes.

**CO4.** Investigate the causes, consequences, and management of natural hazards and disasters in India, and explore environmental institutions and legislation in India.

**CO5.** Investigate the causes, consequences, and management of natural hazards and disasters in India, and explore environmental institutions and legislation in India.

**Unit I** **(15 hours)**

- Water (Ocean): Geomorphology of the ocean floor, submarine relief features of Atlantic, Pacific and Indian Ocean.
- Movement of ocean water: Currents, tides and waves. Marine deposits and coral reefs.

**Unit II** **(15 hours)**

- Life on the Earth: Approaches in environmental Geography, landscape, ecosystem and perception approaches.

- Man and the Biosphere: Interactive and dynamic relationship.
- Human impact on biogeochemical cycles.

**Unit III** **(15 hours)**

- Climate
- Atmosphere: Composition and structure.
- Insolation and temperature,
- Atmospheric pressure and winds,
- Atmospheric moisture, cyclones,
- Classification of climate (Koeppen and Thornthwaite Schemes classification).
- Global climatic changes: Causes and effects.
- Natural Hazards and disasters: Causes, Consequences and management in India
- Environmental Hazards: Floods, droughts, cyclones, earthquakes and landslides;
- Human adjustment to hazards;
- Hazards perception and mitigation;
- Environmental institutions and legislation in India.

**Unit IV** **(15 hours)**

- Natural Hazards and disasters: Causes, Consequences and management in India
- Environmental Hazards: Floods, droughts, cyclones, earthquakes and landslides;
- Human adjustment to hazards;
- Hazards perception and mitigation;
- Environmental institutions and legislation in India.

**Textbooks**


1. **Singh, R. L. (2009).** *India: A regional geography*. Varanasi: National Geographical Society of India.
2. **Husain, M. (2012).** *Geography of India*. New Delhi: McGraw Hill Education.
3. **Goh Cheng Leong. (2017).** *Certificate physical and human geography*. New Delhi: Oxford University Press.
4. **Pattanaik, S. (2016).** *Geography for Teachers*. Hyderabad: Orient BlackSwan.


**Suggested Readings**


1. Alexanderson, G. E. (1967). Geography of Manufacturing, Prentice Hall, New Jersey.
2. Becht, J. E. and L. D. Belzung (1975). World Resource Management, Key to Civilization and Social Achievement, Prentice Hall, New York.
3. Cartar, H. (1975). Study of Urban Geography, Arnold, London.
4. Chandna, R. C. (1987). An Introduction to Population Geography, Kalyani Publishers, Delhi.
5. Grigg, D. B. (1984). An Introduction to Agricultural Geography, Hutchinson, London.


**Open Educational Resources**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. www.ignou.ac.in

**Evaluation Scheme**

| Evaluation Components | Weightage |
|---|---|
| **Internal Marks (Theory)** | |
| I) Continuous Assessment- All the Components to be evenly spaced<br>(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. **Project**
   a. Students will prepare a model or chart depicting submarine relief features of the Atlantic, Pacific, and Indian Oceans.
   b. Students will develop a project report on the regional impacts of climate change in India.
2. **Quiz**
   a. A quiz will be conducted on the topics of ocean currents, tides, and waves.
   b. Students will take an objective-type quiz on climate classification systems such as Köppen and Thornthwaite.
3. **Assignments/Essays**
   a. Students will write an essay discussing the interactive relationship between human activities and the biosphere.
   b. An assignment will be submitted analyzing the causes and consequences of earthquakes in different parts of India.
4. **Presentation**
   a. Students will give a group presentation on marine deposits and the formation of coral reefs.
   b. Individual presentations will be conducted on the role of environmental institutions and legislation in India.
5. **Participation/Group Discussion**
   a. A group discussion will be held on disaster preparedness strategies in flood-prone regions.
   b. Students will participate in a debate on the theme “Development vs. Environmental Sustainability.”

| EDELEC413 | ECONOMICS II | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | **1** | **0** | **4** |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Growth and Development of Indian economy | | | | |

**Course Perspective**

Almost every day we hear news reports of economic problems and successes from around the world and the economic reforms adopted by nations at macro level to achieve the economic goals of growth and stability. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the macro variables like determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, unemployment and unequal distribution of income and wealth.

**Course Objectives**

The course will enable the student-teachers to:

1. Understand the forces determining macroeconomic variables such as inflation, unemployment, interest rates, and the exchange rate.
2. Understand and use basic economic principles in day-to-day economic activities.
3. Predict the effect of changes in policy that are expected to impact the economy.

**Course Outcomes:**

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

**CO1.** Understand the nature and scope of macro-economics and its basic principles

**CO2.**Evaluate macro-economic performance using indicators that include inflation, National income etc.

**CO3.** Critical examination of the concept of employment in economy and analyse current situation of employment.

**CO4.** Understand Monetary and fiscal policies of country and illustrate how it works.

**Course Content**

**Unit I: Introduction: Meaning and Limitations of Macro Economics (15 hours)**

- Integration with Micro Economics
- Macro Statics and Macro Dynamics
- National Income: Concept, Component and Measurement of National Income
- Circular flow;
- Real versus nominal
- GDP
- Price indices

**Unit II: Theory of Employment (15 hours)**

- Say's Law of Market

- Classical and neo classical Theory of Employment
- Aggregate Demand and Aggregate supply
- Market equilibrium.
- Keyne's Theory of Employment,
- Effective Demand
- Consumption Function

**Unit III: Money (15 hours)**

- Functions of money
- quantity theory of money
- determination of money supply and demand;
- RBI and commercial bank, tools of monetary policy credit creation;,
- The investment multiplier, Equilibrium between savings and investment.

**Unit IV: Economic Policies (15 hours)**

- Objectives of economic Policy.
- Instruments and objectives of Monetary and Fiscal Policy in developing economy,
- Interaction of Monetary Policy
- Fiscal Policy. Problem of inflation and unemployment.

**Textbooks**


1. NCERT. (2018). *Understanding economic development – Class X*. New Delhi: NCERT.
2. Sethi, T. T. (2016). *Elementary economics*. New Delhi: S. Chand Publishing.
3. Agarwal, V. (2017). *Indian economy made easy*. Delhi: Arya Publishing House.
4. Bhushan, B. (2015). *Bharatiya Arthvyavastha (भारतीय अर्थव्यवस्था)*. Delhi: Hindi Granth Karyalay


**Suggested Readings**


1. Dwiwedi, D. N. Macro Economics. Tata McGraw Hill, New Delhi.
2. Jhingan M. L. Macro-Economic Theory, Vrinda Publications (P) Ltd.


**Open Educational Resources**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. www.ignou.ac.in
5. https://www.youtube.com/watch?v=GWfrCekEkVE

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Theory)** | |

| | |
|---|---|
| I) Continuous Assessment- All the Components to be evenly spaced<br>(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. **Project Work**
    a. Study the impact of inflation on daily life.
    b. Create a report on India's recent GDP trends.
2. **Assignments**
    a. Write an essay on Keynes' theory of employment.
    b. Prepare a note on tools of fiscal policy in India.
3. **Quiz**
    a. Quiz on concepts like national income, GDP, and GNP.
    b. Quiz on types and causes of unemployment.
4. **Presentations**
    a. Present on monetary vs. fiscal policy.
    b. Explain circular flow of income using a diagram.
5. **Participation / Group Discussion**
    a. Debate: "Government spending vs. private investment for growth."
    b. Group discussion on unemployment issues in India.
6. **Reflective Journal**
    a. Reflect on how rising prices affect a common man.
    b. Reflect on how government budget impacts education or health.

## SEMESTER V

| S.No. | Course Code | Course Title | Course Type | L | T | P | C |
|---|---|---|---|---|---|---|---|
| 1 | EDELFE501 | Foundational Concepts in Education | Theory | 3 | 1 | 0 | 4 |
| 2 | EDELAE502 | Competency-Based Assessment in Education | Theory | 3 | 1 | 0 | 4 |
| 3 | EDELPS503 | Educational Planning and School Management | Theory | 1 | 1 | 0 | 2 |
| 4 | EDELDI551 | Digital Pedagogy and ICT Integration | Practical | 0 | 0 | 4 | 2 |
| 5 | EDELSC552 | School Contact Programme-IV | Practical | 0 | 0 | 0 | 2 |
| 6 | EDELEA553 | Curricular Enrichment Activities | Practical | 0 | 0 | 4 | 2 |
| | | | | | | | |
| **Optional Liberal Course-III** | | | | | | | |
| 7 | EDELEN504 | English III | Theory | 3 | 1 | 0 | 4 |
| | EDELHN505 | Hindi III | Theory | | | | |
| | EDELMT506 | Mathematics III | Theory | | | | |
| | EDELPY507 | Physics III | Theory | | | | |
| | EDELCH508 | Chemistry III | Theory | | | | |
| | EDELBL509 | Biology III | Theory | | | | |
| | EDELHS510 | History III | Theory | | | | |
| | EDELPS511 | Political Science III | Theory | | | | |
| | EDELGE512 | Geography III | Theory | | | | |
| | EDELEC513 | Economics III | Theory | | | | |
| | | **TOTAL** | | **10** | **4** | **8** | **20** |

| EDELFE501 | Foundational Concepts in 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 education system | | | | |

**Course Perspective**

This course provides a foundational understanding of the philosophical and sociological roots of education. It enables student-teachers to explore key concepts, theories, and thinkers who have shaped educational practices across contexts. The course encourages critical reflection on educational aims, processes, and values from Indian and global perspectives, equipping future educators with analytical tools to understand and respond to complex classroom realities.

**Key Skills and Knowledge Gained**

- Ability to analyze educational concepts through philosophical and sociological lenses
- Understanding of educational aims and values across time and traditions
- Critical engagement with educational thinkers and theories
- Reflective thinking on curriculum, pedagogy, and the role of the teacher
- Capacity to relate educational theory with classroom practice

**Real-World Application Examples**

- Designing inclusive lesson plans aligned with philosophical principles
- Evaluating textbooks and curriculum through a sociopolitical lens
- Applying Gandhian or Deweyan pedagogy in real classroom scenarios
- Reflecting on the influence of political ideologies on school education
- Analyzing school and family roles in student socialization

**Course Objectives**

The course will enable the student-teachers to:

1. Exhibit reflective thinking on philosophical and sociological perspectives of education
2. Sharpen their understanding of concepts fundamental to educational practice

3. Enhance their ability to critically engage with educational realities
4. Evaluate general theories of education through systematic reflection

**Course Outcomes (COs)**

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

**CO1.** Understand philosophy, education, and their interrelationship in the teaching-learning process
**CO2.** Comprehend ideas of equity, equality, inclusion, culture, and economy in education
**CO3.** Analyze determinants of educational aims, socialization, and the role of agencies
**CO4.** Evaluate ideas of major thinkers and apply them in professional development

**Course Content**

**Unit I: Basic Concepts in Philosophy of Education (15 hours)**

- Relationship between teaching, training, learning, and education
- Relationship between Philosophy and Education
- Branches of Philosophy: Metaphysics, Epistemology & Axiology in relation to school subjects
- Western philosophies: Idealism, Naturalism, Realism, Pragmatism
- Philosophical basis of pedagogy:
    - **Activity-based learning**: Dewey, Gandhi's Nai Talim
    - **Discovery-based learning**: Montessori, Dewey
    - **Dialogue-based learning**: Plato, Buber, Kathopanishad
- Role of the teacher in various philosophical traditions

**Unit II: Basic Concepts in the Sociology of Education (15 hours)**

- Concepts of State and Democracy
- Constitutional values: Equity, Equality, Freedom, Social Justice, Inclusiveness, Secularism
- Socialization and roles of family and school
- Political ideology and curriculum/textbooks
- Determinants of aims of education: Culture, Economy, History
- Schooling as a site of dominance, conflict, and resistance

**Unit III: Educational Thinkers and Their Contributions (15 hours)**

- Introduction to major ideas of the following thinkers:
    - John Dewey
    - M.K. Gandhi
    - Rabindranath Tagore

    - Paulo Freire
    - J. Krishnamurti
- Topics: Aims of Education, Curriculum, Pedagogy, Teacher's Role, Discipline

**Unit IV: Practicum** **(15 hours)**

- Conduct a critical and reflective study of one selected thinker from Unit III
- Prepare a report linking the thinker's ideas with real classroom practices

**Learning Experience**

- Dialogic lectures and philosophical inquiry
- Group debates and discussion on constitutional and social values
- Analytical review of curriculum and textbooks
- Reflective journaling and thematic writing
- Practicum on educational thinkers through case-based and experiential tasks

**Suggested Text Books**


1. Aggarwal, J. C. (2001). *Basic Ideas of Education*. Shipra Publications
2. Aggarwal, J. C. (2009). *Psychological, Philosophical and Sociological Foundations of Education*. Shipra Publications


**Advanced Readings**


1. Buber, M. (2006). *Teaching and Learning*, in *The Writings of Martin Buber*, Will Herberg (Ed.)
2. Dewey, J. (1902). *The Child and the Curriculum*. University of Chicago Press
3. Krishnamurti, J. (1992). *Education and the Significance of Life*. Krishnamurti Foundation India
4. Woozley, A.D. (1949). *Theory of Knowledge: An Introduction*. Hutchinson's University Library


**Online Resources**

1. SWAYAM
2. NCTE
3. eGyanKosh
4. IGNOU

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Reflective Essay**
    a. Write a critical essay connecting personal schooling experiences to any one educational philosophy (e.g., Dewey, Gandhi, or Buber).
2. **Textbook and Curriculum Analysis**
    a. Analyze a school-level textbook or curriculum unit through the lens of constitutional values such as equity, justice, and inclusion.
3. **Thinker-Based Presentation**

    a. Prepare and deliver a short presentation on one educational thinker (Tagore, Freire, etc.), highlighting their relevance to contemporary classrooms.
4. **Group Debate or Discussion**
    a. Participate in a structured debate on themes like "Is education a means for social change?" or "The teacher as a facilitator vs. authority."
5. **Reflective Journal**
    a. Maintain weekly entries reflecting on key philosophical and sociological concepts discussed in class and their application to real-life educational contexts.
6. **Field-Based Observation Report**
    a. Visit a school or educational setting and prepare a report on visible manifestations of social values, inclusion practices, or teaching philosophies.
7. **Case Study Analysis**
    a. Analyze a case related to school conflict, inclusion, or pedagogical style and reflect on it using course theories and perspectives.

| EDELFE502 | Competency-Based Assessment in 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** | Familiarity with basic concepts of educational assessment | | | | |

**Course Perspective**

This course equips student-teachers with a deep understanding of assessment principles aligned with competency-based education. It enables them to design and implement holistic, inclusive, and continuous assessment strategies that go beyond rote testing to capture students' cognitive, social, and emotional development. Emphasis is laid on assessment as, of, and for learning, the development of diagnostic tools, and techniques for tracking higher-order thinking skills, thereby promoting reflective, student-centered learning.

**Key Skills and Knowledge Gained**

- Understanding of competency-based assessment approaches and their alignment with learning outcomes
- Ability to design and use formative, summative, diagnostic, and authentic assessments
- Competence in creating rubrics, rating scales, and observational tools
- Skills to assess critical thinking, creativity, and socio-emotional skills
- Proficiency in interpreting student performance and using assessment data for learning enhancement
- Capacity to construct holistic 360-degree progress cards and qualitative reports

**Real-World Application Examples**

- Designing a unit test with a blueprint based on revised Bloom's Taxonomy
- Constructing rubrics and checklists for peer and self-assessment
- Analyzing school report cards to identify gaps in holistic student reporting
- Conducting interviews with teachers on assessment practices and challenges
- Developing a 360-degree progress card integrating project work, portfolios, and teacher feedback
- Interpreting student performance using graphs and descriptive indicators

**Course Objectives**

The course will enable student-teachers to:

1. Understand the principles and practices of competency-based assessment
2. Apply diverse assessment tools and techniques to measure student learning across domains
3. Develop and implement diagnostic, formative, and summative assessments
4. Provide timely, constructive feedback to enhance student learning
5. Analyze and interpret assessment data for reporting and instructional improvement

**Course Outcomes (COs)**

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

**CO1.** Understand core concepts and types of educational assessment and evaluation
**CO2.** Develop and use a variety of assessment tools aligned with learning competencies
**CO3.** Assess higher-order thinking skills and personal-social traits
**CO4.** Analyze and interpret student performance and construct holistic progress reports

**Course Content**

**Unit I: Assessment and Education (15 hours)**

- Meaning and significance of assessment and evaluation
- Concepts of measurement, appraisal, examination, and their educational relevance
- Learning outcomes and their alignment with competency-based assessment
- Revised Bloom's Taxonomy (2001): domains and implications for assessment
- Forms of assessment: formative, summative, diagnostic, prognostic
- Assessment for, of, and as learning
- Authentic and online assessment
- Historical development of assessment practices (1975, 1988, 2000, 2005, 2020)

**Unit II: Processes and Tools of Assessment (15 hours)**

- Characteristics of formative and summative assessments
- Approaches: open/closed book tests, oral presentations, group projects, practical reports, peer/self-assessment
- Assessing higher-order thinking skills: problem-solving, creativity, critical thinking, ethical reasoning
- Tools and techniques:
    - Rating scales, checklists, observation schedules, anecdotes
    - Tools for assessing attitude, interest, social behavior
    - Sociometric techniques
    - Designing self- and peer-assessment frameworks

**Unit III: Analysis, Interpretation, and Feedback (15 hours)**

- Scoring, grading, and interpreting student performance

- Graphical representation of data: bar graphs, histograms, frequency curves
- Using assessment outcomes for constructive feedback and learning remediation
- Descriptive indicators and narrative report writing
- Holistic and 360-degree progress cards: portfolio-based assessment, reflective journals, peer reviews
- Qualitative reporting and communicating assessment outcomes in PTA meetings

**Unit IV: Practicum and Field-Based Learning (15 hours)**

- Review and analysis of key education commissions (1975, 1986, NCF 2005, NEP 2020) on assessment
- Construction and administration of tools like checklists or rating scales in classroom settings
- Interviewing teachers/students to understand ongoing assessment challenges and practices
- Designing a unit test with blueprint and table of specifications
- Evaluation of question papers across state and central boards
- Preparing a prototype of a 360-degree progress card
- Reviewing NCERT-defined learning outcomes across subjects

**Learning Experience**

- Workshop-based sessions on rubric and tool development
- Collaborative analysis of assessment data
- Simulation of feedback delivery sessions
- Case-based discussions on equity and inclusiveness in assessment
- Field visits and classroom observation for tool application
- Reflective journaling on assessment planning and execution

**Suggested Text Books**


1. NCERT. (2005). *National Curriculum Framework.*
2. Popham, W. J. (2008). *Classroom Assessment: What Teachers Need to Know*. Pearson.
3. Gronlund, N. E. (2003). *Assessment of Student Achievement*. Pearson Education.


**Advanced Readings**


1. Shepard, L. A. (2000). *The Role of Assessment in a Learning Culture*.
2. Earl, L. M. (2003). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*.
3. Black, P., & Wiliam, D. (1998). *Inside the Black Box: Raising Standards through Classroom Assessment*.


**Online Resources**

1. https://swayam.gov.in

2. http://egyankosh.ac.in
3. https://ncert.nic.in
4. https://ncte.gov.in

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Assessment Tool Development**
    a. Construct a rubric, rating scale, checklist, or observation schedule for assessing classroom behavior or performance.
2. **Unit Test with Blueprint**
    a. Design a unit test aligned with learning outcomes using a table of specifications and Revised Bloom's Taxonomy.
3. **Case Analysis**
    a. Analyze a real-life classroom case on the use (or misuse) of assessment and suggest improvements based on formative strategies.
4. **Report Card Review**
    a. Critically review and compare traditional report cards and holistic 360-degree progress cards from different boards/schools.
5. **Peer and Self-Assessment Task**
    a. Engage in a classroom activity using peer/self-assessment tools and reflect on their effectiveness in fostering ownership of learning.
6. **Practical Demonstration**
    a. Present a simulated formative assessment session (e.g., mini-lesson with exit slips, observation notes, feedback delivery).
7. **Field Interview and Report**
    a. Conduct and document interviews with teachers on current practices, issues, and innovations in school-based assessments.
8. **Progress Card Prototype**
    a. Prepare a holistic progress card including peer reviews, project performance, self-assessment, and teacher remarks.

| EDELPS503 | Educational Planning and School Management | 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 understanding of educational systems and administration in India. | | | | |

**Course Perspective**

This course provides an in-depth understanding of the principles, processes, and practices of educational planning, institutional leadership, and school management. As the role of school leaders expands amidst policy shifts and increasing accountability, this course prepares student-teachers to critically engage with the structure of school organizations, diverse educational settings, planning models, and management practices. It emphasizes school leadership as both an administrative and transformative process that promotes collaboration, inclusion, and school improvement.

**Key Skills and Knowledge Gained**

- Understanding of educational management, leadership theories, and planning models
- Competence in micro-level school planning and institutional budgeting
- Ability to assess and improve school organization, resources, and infrastructure
- Skills for managing human resources and fostering positive institutional climate
- Capacity to formulate school vision, mission, and development plans
- Ability to lead inclusive, collaborative, and data-informed school transformation

**Real-World Application Examples**

- Shadowing a school principal to understand leadership in practice
- Designing a school development plan based on needs assessment
- Evaluating school infrastructure and planning improvements
- Drafting institutional budgets and planning for resource allocation
- Conducting interviews with teachers to assess human resource practices
- Preparing time-management schedules and year-long academic calendars

**Course Objectives**

The course will enable student-teachers to:

1. Understand the nature and scope of educational planning and school management

2. Explore leadership theories and their application in school contexts
3. Analyze school diversity, governance, and decision-making processes
4. Develop competencies in resource management, institutional budgeting, and micro-planning
5. Cultivate reflective, inclusive, and collaborative leadership skills for school transformation

**Course Outcomes (COs)**

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

**CO1.** Understand the school as a socio-cultural and normative organization within the Indian education system

**CO2.** Analyze and apply leadership theories and practices in varied school contexts

**CO3.** Plan and manage institutional resources effectively to ensure efficient school functioning

**CO4.** Prepare institutional budgets, conduct school mapping, and design development plans

**Course Content**

**Unit I: Understanding Indian School System and Educational Leadership (15 hours)**

- Schools as normative vs socio-cultural learning spaces
- Diversity in Indian schools: structure, governance, funding, autonomy, and accountability
- Concept of school leadership and differentiation from management
- Educational leadership theories: Distributed Leadership and Transformational Leadership
- National and international best practices in school leadership
- Role of educational leadership in promoting inclusive, democratic, and equitable schooling
- Modern trends in educational management: Decision-making, Organizational Development, PERT

**Unit II: Approaches and Dimensions of School Management (15 hours)**

- Approaches to Educational Management: Trait, Behavioral, Situational, Contingency, WICS Model
- Principles and limitations in Indian school contexts
- Concept and scope of Institutional Planning
- Admission procedures and inclusive practices (Zero Rejection policy)
- Inspection, supervision, and mentoring for school improvement
- Organizational climate and institutional evaluation

**Unit III: Resource Management and Total Quality in Schools (15 hours)**

- Human resource management: teacher-taught relations, intergroup dynamics, staff collaboration
- Time management: daily, weekly, monthly plans; school calendar planning
- Management of physical resources: building, labs, library, playgrounds, hostels
- Concept and application of Total Quality Management (TQM) in education
- Creating collaborative and motivating school environments
- Role of School Management Committees (SMC), parents, and community engagement

**Unit IV: Educational Planning, Budgeting, and School Development (15 hours)**

- Micro and macro educational planning: institutional, cluster, and block resource centers
- School mapping: need, process, and influencing factors
- Budgeting for schools: concepts, principles, and issues
- Preparation and monitoring of institutional budgets
- Relationship between educational financing, productivity, and cost analysis
- Designing School Vision, Mission, Goals, and Development Plan

**Learning Experience**

- Case-based learning on school leadership and organizational management
- Simulation of school budgeting and resource allocation
- Workshops on developing institutional time-tables, calendars, and school improvement plans
- Field visits to schools to analyze infrastructure, leadership practices, and governance
- Panel discussions with education officers and school heads
- Shadowing school leaders and reflective journaling

**Suggested Text Books**


1. Bush, T. (2011). *Theories of Educational Leadership and Management*. Sage
2. Kochar, S.K. (2011). *School Administration and Organization*. Sterling Publishers
3. Bhatnagar, R.P. & Aggarwal, V. (2011). *Educational Administration*. R. Lall Book Depot


**Advanced Readings**


1. NCERT. (2005). *National Curriculum Framework*
2. NEP 2020. *Ministry of Education, Government of India*
3. Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006). *Seven Strong Claims About Successful School Leadership*. NCSL
4. Glatthorn, A.A., Jailall, J.M., & Jailall, J.K. (2016). *Curriculum Leadership: Strategies for Development and Implementation*

**Online Resources**

1. https://ncert.nic.in
2. https://swayam.gov.in
3. https://ncte.gov.in
4. http://schoolreportcards.in
5. https://dsel.education.gov.in/

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **School Leadership Case Study**
    a. Observe and document the leadership style of a school principal or headmaster through shadowing or interview.
2. **Vision and Mission Statement Drafting**
    a. Develop a sample vision, mission, and school development plan for an inclusive, learner-centered school.
3. **Time Management Task**
    a. Design a time-table and annual academic calendar for a primary or upper-primary school, aligning with learning goals.
4. **School Mapping and Planning Exercise**
    a. Map the facilities and accessibility features of a school and suggest micro-planning strategies based on local needs.
5. **TQM Application Simulation**
    a. Create a Total Quality Management (TQM) model for a school setup, including feedback loops and quality indicators.
6. **Role Play or Simulation**
    a. Participate in a role play simulating a School Management Committee (SMC) meeting or a school inspection and reflect on leadership practices observed.

| EDELDI551 | Digital Pedagogy and ICT Integration | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **0** | **0** | **4** | **2** |
| **Category of Course** | Practical | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Basic computer literacy and familiarity with classroom teaching practices | | | | |

**Course Perspective**

This course is designed to equip student-teachers with hands-on exposure to digital tools, platforms, and pedagogical approaches that integrate technology in the teaching-learning process. It aims to foster 21st-century skills such as collaboration, creativity, digital literacy, and reflective thinking. Student-teachers will learn to create engaging, inclusive, and innovative digital learning environments aligned with current educational reforms.

**Key Skills and Knowledge Gained**

• Design and deliver digitally enriched lessons using EdTech platforms
• Curate and integrate ICT tools for diverse learning needs
• Demonstrate creativity in producing multimedia content for classroom use
• Apply digital assessment and feedback techniques
• Reflect on digital practices for continuous pedagogical improvement

**Real-World Application Examples**

• Creating interactive lesson modules using Google Classroom or Microsoft Teams
• Designing subject-specific content with Canva, Prezi, or Genially
• Developing video lectures or explainer videos using Loom or Screencast-O-Matic
• Hosting virtual group discussions, debates, or WebQuests
• Using mind maps, infographics, and simulations for concept clarity

**Course Objectives**

The course will enable student-teachers to:

1. Understand the role and relevance of digital pedagogy in 21st-century education.
2. Explore and apply a range of ICT tools to enhance teaching and learning.
3. Develop the ability to design, implement, and assess digitally enriched lessons.
4. Cultivate creativity, collaboration, and problem-solving through digital platforms.

5. Integrate technology meaningfully into co-curricular and classroom practices.
6. Reflect critically on the ethical, pedagogical, and practical dimensions of ICT use in education.

**Course Outcomes**

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

**CO1.** Apply ICT tools and platforms to plan, teach, and assess effectively
**CO2.** Create multimedia teaching-learning materials for diverse learning styles
**CO3.** Use digital pedagogy for synchronous and asynchronous learning
**CO4.** Reflect critically on the integration of technology in pedagogical planning

**Suggested Activities (Practical Engagements)**

1. **Digital Lesson Planning**
    a. Develop a technology-integrated lesson plan using Google Slides or Nearpod with embedded videos, quizzes, and interactive content.
2. **ICT Tool Mapping for Subject Teaching**
    a. Create a matrix of tools and apps suitable for various subjects (e.g., GeoGebra for Math, Canva for EVS, Padlet for Language learning).
3. **Virtual Teaching Demonstration**
    a. Deliver a micro-teaching session using any video-conferencing platform and digital whiteboards like Jamboard or Miro.
4. **Multimedia Content Development**
    a. Design an educational video, podcast, infographic, or animation explaining a concept or skill using tools like Powtoon, Audacity, or Canva.
5. **Assessment through Digital Tools**
    a. Create formative or summative assessments using tools like Google Forms, Kahoot, Quizizz, or Socrative and analyze response data.
6. **Digital Portfolio Creation**
    a. Curate a reflective e-portfolio using Google Sites or Padlet that includes teaching materials, reflections, and feedback logs.
7. **Exploration of LMS Platforms**
    a. Explore and document the features and usage of platforms like Moodle, Google Classroom, or Edmodo in lesson delivery.
8. **Simulation of Flipped Classroom**
    a. Plan and execute a flipped lesson where students access digital content before class and engage in activities during class time.
9. **Interactive Storytelling or AR/VR Use in Teaching**
    a. Design a story-based lesson using tools like Book Creator, StoryJumper, or explore simple AR apps (like Quiver) for engagement.
10. **Group Collaboration on an ICT-based School Project**

- In groups, plan a digital campaign or school event (e.g., e-awareness drive, e-magazine, school website mockup) showcasing collaboration tools.

**Suggested Readings**


• NCERT (2020). *Experiential Learning – Handbook for Teachers*. NCERT, New Delhi.
• NCERT (2015). *Art Integrated Learning*. NCERT, New Delhi.
• MHRD (2020). *National Education Policy 2020*. Ministry of Education, Govt. of India.
• Mishra, A. (2019). *Digital Tools in Education*. Sage Publications.

| EDELSC552 | School Contact Programme–IV | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **0** | 0 | | 2 |
| **Category of Course** | Practical | | | | |
| **Total Contact Hours** | 30 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Awareness of Self and Surroundings | | | | |

**Course Perspective**

School Contact Programme–IV is the final phase of the school immersion practicum, focusing on consolidating pedagogic skills, interdisciplinary teaching, and action research. Student-teachers take increased responsibility for planning, teaching, and assessing while actively engaging in school culture and inclusive educational practices. The programme also encourages professional collaboration and self-directed inquiry through small-scale classroom-based studies.

**Course Objectives**

1. To enable full-cycle classroom teaching with integrated planning, instruction, and assessment.
2. To promote interdisciplinary and inclusive teaching practices.
3. To foster teacher identity and professional confidence through extended classroom engagement.
4. To engage in action research and reflective analysis of teaching-learning processes.
5. To develop collaborative skills through co-teaching, mentorship, and professional dialogue.

**Course Outcomes (COs)**

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

- **CO1**: Design and implement interdisciplinary lesson units aligned with learning outcomes.
- **CO2**: Apply inclusive education principles effectively in real classroom settings.
- **CO3**: Conduct small-scale action research on a classroom issue.
- **CO4**: Demonstrate professional competence through peer collaboration, mentorship, and reflection.

**Course Content and Field Activities**

Student-teachers will be placed in one school (government/private/inclusive) for a **10–12 working day period**, with emphasis on independent teaching, action research, and reflective synthesis. Suggested activities include:

**Activity 1: Thematic and Interdisciplinary Teaching**

- Plan and teach a **week-long integrated unit** (Language, Math, EVS) for Classes IV–V.
- Use concept mapping and thematic connections across subjects.

- Implement strategies for gender, caste, and disability inclusion.
- Collect and analyze feedback from students and mentor teachers.

**Activity 2: Action Research Project**

- Identify a classroom concern (e.g., student participation, comprehension, behavioral issue).
- Formulate a research question, document interventions, and track progress.
- Submit a concise **action research report (1500–2000 words)**.

**Activity 3: Advanced Assessment and Feedback**

- Develop learner portfolios and student self-assessment checklists.
- Use rubrics and narrative observations for holistic evaluation.
- Conduct a feedback session with students or peers on learning progress.

**Activity 4: Co-Teaching and Peer Mentorship**

- Co-plan and co-teach at least two lessons with a peer or mentor teacher.
- Provide structured feedback using observation rubrics.
- Participate in post-lesson reflection discussions.

**Activity 5: Reflective Practice and Final Presentation**

- Maintain a detailed practicum journal with daily insights, challenges, and resolutions.
- Compile a **portfolio** including lesson plans, teaching materials, student work samples, action research, and peer reflections.
- Present a synthesis of experiences, insights, and learnings in a **seminar or viva voce** format.

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Practical)** | |
| Interdisciplinary Teaching Execution | 10 |
| Active Participation in Activities | 10 |
| Journal, Lesson Plans, Portfolio | 10 |
| Action Research and Reflection | 20 |
| End Term Practical Exam and Viva Voce | 50 Marks |
| Total | 100 Marks |

**Suggested Tools & Resources**

- NCERT Learning Outcomes, EVS and Language Guidelines
- DIKSHA platform for digital content
- NCF 2005, NEP 2020 guidelines on inclusive and interdisciplinary education
- Peer observation and co-teaching rubrics

- Action research frameworks and reporting templates
- Journaling and portfolio development guides
- Teacher mentorship and classroom observation protocols (UNESCO/UNICEF, NCTE)

| EDELEA553 | Curricular Enrichment Activities | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **0** | **0** | **4** | **2** |
| **Category of Course** | Practical | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Exposure to foundational and pedagogical subjects in education. | | | | |

**Course Perspective**

This course is designed to provide student-teachers with hands-on experience in developing and conducting a range of scholastic enrichment activities. It focuses on bridging classroom learning with creative, collaborative, and reflective practices. The course emphasizes holistic teacher preparation by encouraging students to design educational games, teaching aids, and engage actively in professional events and curriculum-aligned innovations.

**Key Skills and Knowledge Gained**

• Design and conduct scholastic enrichment activities across subject areas
• Develop innovative teaching aids and classroom materials
• Practice essential teaching skills in real or simulated environments
• Build leadership and professional collaboration abilities
• Engage in reflective practice through experiential learning
• Understand the role of teacher as organizer and facilitator of learning

**Real-World Application Examples**

• Developing age-appropriate subject-specific classroom games
• Preparing creative low-cost teaching aids for Mathematics or EVS
• Participating in seminars/workshops and presenting reflective papers
• Organizing classroom exhibitions or thematic weeks in schools
• Applying new pedagogical strategies in teaching practice sessions

**Course Objectives**

The course will enable the student-teachers to:

1. Engage with school children through curriculum-linked scholastic activities.
2. Develop and implement creative, subject-based teaching aids and games.
3. Participate in academic and professional development platforms (e.g., seminars, workshops).
4. Reflect on educational practices, policies, and their classroom application.
5. Document and share experiences through visual and written formats.

**Course Outcomes (COs)**

Upon completion of the course, the student-teachers will be able to:
**CO1.** Design and implement engaging scholastic activities that support curriculum objectives.

**CO2.** Demonstrate improved pedagogical and classroom management skills through peer and school-based practice.

**CO3.** Analyze and reflect upon contemporary educational reforms and policies in relation to school functioning.

**CO4.** Document and communicate their learning through creative, visual, and written media.

**Suggested Activities (Practical Engagements)**

1. **Indoor Educational Games**
   Design and demonstrate interactive games aligned with curriculum subjects to foster active learning.
2. **Self-Check Quizzes**
   Create and administer short formative assessment tools to develop metacognitive awareness among learners.
3. **Creative Teaching Aids/Models**
   Prepare subject-specific models using no-cost/low-cost materials for use in classrooms.
4. **Teaching Skill Practice Sessions**
   Engage in peer-teaching to improve instructional strategies such as questioning, explaining, and using TLMs.
5. **Exploring Innovative Pedagogies**
   Implement methods like story-based learning, flipped classroom, and activity-based learning.
6. **Discussion on Contemporary Educational Policies**
   Review and reflect on NEP 2020 and current reforms in teacher education through group activities.
7. **Academic Participation**
   Attend or present in educational seminars, conferences, workshops, or faculty-led academic forums.
8. **Writing and Publication Exercises**
   Compose reflective articles or activity reports for publication in newsletters or academic blogs.
9. **Seminar & Workshop Organization**
   Collaboratively plan and execute mock seminars, poster exhibitions, or thematic school events.

10. **School Display Boards and Curriculum Themes**
    Participate in or review school display boards focused on curriculum topics (e.g., science week, reading month). Reflect on how visual reinforcement supports curriculum.

**Modes of Evaluation**

**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 |

## *LIBERAL COURSE (OPTIONAL III)

| EDELEN504 | English III | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | 3 | 1 | 0 | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | English II | | | | |

### Course Perspective

This course introduces student-teachers to English prose as a literary genre. Through critical reading and discussion of autobiographies, essays, and travelogues, it enhances literary understanding, vocabulary, and appreciation of language nuances in diverse forms. Learners explore the historical and cultural value embedded in English prose and its impact on personal and professional development.

### Key Skills and Knowledge Gained

- Identification and classification of prose types and their stylistic features
- Literary interpretation and textual analysis
- Enhanced appreciation for prose as a form of creative and reflective writing
- Critical engagement with autobiographical and essay literature

### Real-World Application Examples

- Writing short autobiographical narratives for classroom assignments
- Designing prose-based reading activities to improve comprehension in school settings
- Analyzing prose texts to understand social and cultural contexts
- Integrating literary essays into English language teaching

### Course Objectives

The course will enable the student-teachers to:

1. Familiarize themselves with a variety of English prose texts and authors.
2. Understand key literary forms such as autobiography, travelogue, and essay.
3. Apply literary terminology in analyzing prose structures and styles.

4. Interpret prose critically and independently through historical and thematic perspectives.

**Course Outcomes (COs)**

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

**CO1.** Classify various literary features of prose in different types of texts.
**CO2.** Demonstrate understanding of prose styles with reference to key literary works.
**CO3.** Recognize and critically appreciate prose as a distinct literary form.

**Course Content**

**Unit I: Types of Prose and Prose Styles (15 hours)**

- Autobiography
- Biography
- Memoire
- Travelogue

*(*Definition with examples and famous works)

**Unit II: Kamala Das – Selected Works (15 hours)**

- My Story (Autobiography)
- A Doll for the Child Prostitute (Short story)

**Unit III: Literary Essays and Styles (15 hours)**

- Periodical
- Formal
- Familiar
- Poetic Prose
- Prose of Thought

(Definition with examples and famous works)

**Unit IV: Classical English Prose (15 hours)**

- Francis Bacon: Of Revenge
- Richard Steele: Recollections of Childhood

**Learning Experience**

This course will be transacted through a blend of literary reading circles, text-based discussions, reflective writing, and multimedia engagement. Student-teachers will participate in:

- Guided literary discussions and text deconstruction
- Peer-led seminars on selected essays and autobiographies
- Comparative analyses of Indian and Western prose
- Reflective journaling on personal experiences with prose reading

**Textbooks**

1. Das, Kamala (2009). *My Story*. Harper Collins.
2. Bacon, Francis (1986). *The Essays*. Penguin Classics.

**Suggested Readings**

1. Abrams, M. H. & Harpham, G. G. (1999). *A Glossary of Literary Terms*.
2. Blaisdell, B. (2005). *Great English Essays: From Bacon to Chesterton*.
3. Boulton, M. (2006). *Anatomy of the Novel*.
4. Forster, E. M. (1964). *Aspects of the Novel*.

**Open Educational Resources (OER)**

1. SWAYAM
2. NCTE
3. eGyanKosh
4. IGNOU

**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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Projects**
    a. Literary comparison of autobiographical elements in Indian and Western prose
    b. Character sketches and reflective responses to prose readings
2. **Quizzes**
    a. MCQs and short-answer quizzes on prose types and authors
    b. Identify prose sub-genres with examples
3. **Assignments and Essays**
    *a.* Essay: *"Prose as a Mirror of Society"*
    b. Write a short prose piece inspired by Kamala Das or Bacon
4. **Presentations**

a. Solo Presentation: Literary analysis of selected essays
b. Group Presentation: Prose across cultures – India vs West

5. **Participation**
    a. Reading Circles and discussions on assigned texts
    b. Peer-led storytelling and prose-sharing sessions
6. **Creative Tasks**
    a. Rewrite a prose piece in a different narrative style
    b. Prepare a visual map of prose sub-genres with examples

| EDELEN505 | Hindi III | 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 Knowledge of Hindi Bhasha and Literature | | | | |

**Course Perspective**

हिंदी साहित्य में गद्य विधा का आविर्भाव आधुनिक काल का विशेष योगदान है। ऐसा नहीं है कि इसके पहले कभी गद्य विधा में रचना नहीं हुई, परंतु गद्य विधा का वास्तविक विकास आधुनिक युग में ही देखा जा सकता है। हालांकि हिंदी साहित्य में गद्य का आविर्भाव आधुनिक काल के पूर्व ही हो गया था तथापि हिंदी साहित्य के पितामह, बाबू भारतेंदु हरिश्चंद्र (१८५० से १८८५) की कलम और इनके अथक परिश्रम के साथ, हिंदी साहित्य की गद्य विधाएं, पद्य विधा के साथ-साथ, नई गति, नए पंख, नई धारा में, नए कलेवर के साथ आगे बढ़ी।भारतेंदु युग के आरंभ के साथ हिंदी साहित्य की गद्य विधा में महत्वपूर्ण विकास दर्शनीय है। हिंदी गद्य साहित्य में भारतेंदु मंडल का योगदान लक्षण है। लगभग हर विधा का श्रीगणेश इस युग में हो चुका था।

पद्य की ही तरह गद्य विधा को भी विशेष उत्थान छायावाद के काल के साथ ही प्राप्त हुआ। हर गद्य विधा में अपने अपने युगों की स्थापना हुई यथा, प्रेमचंद के साथ कहानी और उपन्यास का, आचार्य रामचन्द्र शुक्ल जी के साथ निबंध का, प्रसाद के साथ नाटक का आदि।

**Course Objectives**

## इस पाठ्यक्रम का उद्ध्येश्य है,

1. विद्यार्थियों को हिंदी गद्य साहित्य की कहानी विधा की कुछ प्रतिनिधि रचनाओं से और कहानी के महत्व के महत्व से अवगत कराना।
2. हिंदी साहित्य के प्रमुख उपन्यासों के अध्ययन के साथ उपन्यास विधा का अध्ययन करना।
3. हिंदी साहित्य में नाटक और निबंध का अध्ययन करना।
4. गंदे की अन्य प्रचलित और महत्वपूर्ण विधाओं का विशेष अध्ययन करना।

**Course Outcomes**

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

**CO1:** प्रस्तुत पाठ्यक्रम के अध्ययन के पश्चात विद्यार्थी अपने शैक्षिक कैरियर में समुचित तरीके से हिंदी साहित्य विभिन्न प्रमुख विधाओं यथा कहानी विधा उपन्यास पर निबंध नाटक रिपोतार्ज दायरी संस्करण रेखाचित्र यात्रा वृतांत आदि से परिचित हो पाएंगे।

**CO2**: साहित्य का अध्ययन विद्यार्थियों को एक नैतिक और समुचित सामाजिक जीवन जीने को प्रेरित करता है। मनुष्य के सामाजिक जीवन को साथ साथ लेकर चलते हुए उसका मार्गदर्शन करना साहित्य अपना कलेवर है।

**CO3:** साहित्यिक ज्ञान प्राप्त करने के बाद विद्यार्थी को एक अलग उत्साह और ज्ञानलोक देखा जा सकता है, जिससे वो दूसरों को ज्ञानलोकित करने में भी आत्मिक आनंद का अनुभव करते हैं।

**CO4:** साहित्य अध्ययन के पश्चात् व्यक्ति की विचार शक्ति, सम्प्रेषण शैली और साथ ही साथ शिक्षण विधि परिष्कृत हो जाती है। वह जीवन को समझने में मानवीय संवेदनाओं से परिपूर्ण एक सुलझा हुआ इंसान बनता है।

**Course Content**

**Unit I: 17 Contact Hours**

## हिंदी कहानी

- उसने कहा था : चंद्र शेखर शर्मा 'गुलेरी'
- ईदगाह : प्रेमचन्द्र
- ताई : विश्वम्भरनाथ शर्मा कौशिक
- तीसरी कसम : फणीश्वरनाथ 'रेणु'
- पाजेब : जैनेन्द्र
- एक और जिंदगी : मोहन राकेश
- ब्रह्मराक्षस का शिष्य : मुक्तिबोध
- दूसरी दुनिया : निर्मल वर्मा
- गुलेल का खेल : भीष्म साहनी
- मकर संक्रांति : अशोक अग्रवाल
- हींगवाला : सुभद्रा कुमारी चौहान

**Unit II: 16 Contact Hours**

## हिंदी उपन्यास

- गोदान : प्रेमचंद
- तमस : भीष्मसाहनी
- ऐ लड़की : कृष्णा सोबती
- शेखर एक जीवनी : अज्ञेय

**Unit III: 12 Contact Hours**

## हिंदी नाटक एवं निबंध:

- अंधेर नगरी : भारतेंदु हरिश्चन्द
- भोर का तारा (एकांकी) जगदीश चंद्र माथुर
- लक्ष्मी का स्वागत (एकांकी ) उपेंद्र नाथ अश्क
- गेहू का गुलाब (निबंध): राम वृक्ष बेनीपुरी
- सदाचार का ताबीज (व्यंग निबंध ) हरिशंकर परसाई

**Unit IV:** **12 Contact Hours**

## हिंदी गद्य की अन्य विधाएँ

- मेरी तिब्बत यात्रा (यात्रा वृतांत ) राहुल सांकृत्यायन
- भाई जगन्नाथ (संस्मरण ) श्री राम शर्मा
- घीसा (रेखाचित्र ) महादेवी वर्मा
- क्या लिखूं ? पदुमलाल पुन्नालाल बक्शी

**Suggested Text Books**

हिंदी साहित्य का इतिहास - डॉ. नगेन्द्र, राजकमल प्रकाशन

**Advanced Readings:**

1. हिंदी साहित्य का इतिहास - आचार्य रामचंद्र शुक्ल, राजकमल प्रकाशन
2. गोदान – प्रेमचंद, राजकमल प्रकाशन, नई दिल्ली
3. तमस - भीष्मसाहनी, राजकमल प्रकाशन, नई दिल्ली
4. ऐ लड़की : कृष्णा सोबती, राजकमल प्रकाशन, नई दिल्ली
5. शेखर एक जीवनी : अज्ञेय, राजकमल प्रकाशन, नई दिल्ली
6. मेरी तिब्बत यात्रा (यात्रा वृतांत) राहुल, राजकमल प्रकाशन, नई दिल्ली
7. भाई जगन्नाथ (संस्मरण ) श्री राम शर्मा, राजकमल प्रकाशन, नई दिल्ली
8. घीसा (रेखाचित्र ) महादेवी वर्मा, राजकमल प्रकाशन, नई दिल्ली
9. क्या लिखूं ? पदुमलाल पुन्नालाल बक्शी, राजकमल प्रकाशन, नई दिल्ली
10. अंधेर नगरी : भारतेंदु हरिश्चन्द, राजकमल प्रकाशन, नई दिल्ली
11. भोर का तारा (एकांकी) जगदीश चंद्र माथुर, राजकमल प्रकाशन, नई दिल्ली
12. लक्ष्मी का स्वागत (एकांकी ) उपेंद्र नाथ अश्क, राजकमल प्रकाशन, नई दिल्ली
13. गेहू का गुलाब (निबंध): राम वृक्ष बेनीपुरी, राजकमल प्रकाशन, नई दिल्ली
14. सदाचार का ताबीज (व्यंग निबंध ) हरिशंकर परसाई, राजकमल प्रकाशन, नई दिल्ली
15. संबंधित कहानियां निबंध एवं नाटक

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Theory)** | |

| | |
|---|---|
| I) Continuous Assessment- All the Components to be evenly spaced<br>(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

**1. Assignment**

a. *छायावाद, प्रगतिवाद और प्रयोगवाद की प्रमुख प्रवृत्तियों पर तुलनात्मक लघु निबंध*
b. लगभग 800–1000 शब्दों में एक निबंध तैयार करें जिसमें तीनों आंदोलनों की विशेषताओं, प्रमुख कवियों और विचारधाराओं की तुलना की जाए।

**2. Quiz/Test**

a. *काव्यकालों एवं साहित्यिक विधाओं पर आधारित प्रश्नोत्तरी*
b. भक्तिकाल, रीतिकाल और आधुनिक काल से संबंधित कवियों, रचनाओं और काव्य-शैलियों पर आधारित MCQs, सही-गलत, और रिक्त स्थान भरने वाले प्रश्न।

**3. Project**

a. *"भक्ति से प्रगतिवाद तक की काव्य यात्रा"*
b. एक चार्ट या डिजिटल टाइमलाइन बनाएं जिसमें प्रमुख युगों, कवियों, रचनाओं और प्रवृत्तियों का समावेश हो। यह दृश्य प्रस्तुति कक्षा में साझा की जाएगी।

**4. Presentation**

a. *चयनित कविता का वाचन और विश्लेषण*
b. किसी एक निर्धारित कविता का वाचन करें और मौखिक प्रस्तुति दें जिसमें कविता की शैली, भाषा, भाव, चित्रात्मकता और काव्य सौंदर्य की व्याख्या हो। यह कार्य व्यक्तिगत या समूह में किया जा सकता है।

**5. Reflective Journal**

a. *"मेरे मन को छूने वाली एक कविता"*
b. लगभग 300–400 शब्दों का एक आत्मचिंतनात्मक लेख तैयार करें जिसमें उस कविता का उल्लेख हो जिसने आपको प्रभावित किया, और यह भी बताया जाए कि उसने आपको क्यों छुआ।

| EDELMT506 | Mathematics III | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Mathematics II | | | | |

**Course Perspective**

This course equips student-teachers with foundational concepts in linear algebra, calculus, and differential equations essential for advanced mathematical understanding and classroom application. Emphasis is placed on developing analytical thinking and problem-solving abilities that have practical relevance in teaching and interdisciplinary contexts.

**Key Skills and Knowledge Gained**

- Proficiency in matrix operations and their applications
- Understanding of determinants and their geometric significance
- Comprehension of calculus concepts like continuity and differentiability
- Ability to classify and solve basic differential equations
- Competency in connecting mathematical theory to real-life problems

**Real-World Application Examples**

- Using matrix algebra in scheduling, economic modeling, and statistical computation
- Solving differential equations in population studies and physics models
- Applying calculus concepts to understand motion and rate change in real life
- Interpreting mathematical results to support data-driven decisions in education

**Course Objectives**

The course will enable the student-teachers to:

1. Use matrices as a mathematical tool across disciplines.
2. Understand and apply properties of determinants.
3. Learn foundational concepts of continuity and differentiability.
4. Explore the formation and solution of basic differential equations.
5. Apply mathematical reasoning to structure and solve real-world problems.

**Course Outcomes (COs)**

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

**CO1.** Demonstrate understanding of determinants and matrices and perform related operations.

**CO2.** Identify and classify ordinary differential equations by order and linearity.

**CO3.** Explain elementary concepts of continuity and differentiability and their interrelations.

**CO4.** Solve first-order differential equations and interpret solutions contextually.

**CO5.** Investigate mathematical models of real-world scenarios and propose logical solution strategies.

**Course Content**

**Unit I: Matrices (15 hours)**

- Types of matrices
- Operations on matrices
- Symmetric and skew-symmetric matrices
- Elementary transformations
- Invertible matrices

**Unit II: Determinants (15 hours)**

- Properties of determinants
- Area of a triangle using determinants
- Minors and cofactors
- Adjoint and inverse of a matrix
- Applications of determinants and matrices

**Unit III: Continuity and Differentiability (15 hours)**

- Concept of continuity and differentiability
- Exponential and logarithmic functions
- Logarithmic differentiation
- Derivatives of parametric functions
- Second-order derivative
- Mean Value Theorem

**Unit IV: Differential Equations (15 hours)**

- Basic concepts of differential equations
- General and particular solutions
- Formation of differential equations

- Solving first-order, first-degree equations

**Learning Experience**

This course will be delivered through conceptual problem-solving, real-world applications, peer collaboration, and analytical discussions. Key instructional strategies include:

- Interactive lectures and derivation-based problem solving
- Hands-on exercises in matrix transformation and differential equations
- Weekly worksheets and collaborative assignments
- Use of technology (graphing tools, simulations) to model problems
- Reflective analysis of mathematical problem-solving in daily life

**Textbooks**

1. Narayan, Shanti. *Differential Calculus*. S. Chand & Co.
2. Raisinghania, M. D. *Ordinary Differential Equations*. S. Chand & Co.

**Suggested Readings**

1. Andreescu (2014). *Essential Linear Algebra with Applications*. Birkhäuser.
2. Bronson, R. (2011). *Schaum's Outline of Matrix Operations*, McGraw-Hill.
3. Bronson, R. (2014). *Schaum's Outline of Differential Equations*, McGraw-Hill.
4. Friedland, S. (2015). *Matrices: Algebra, Analysis and Applications*, World Scientific.

**Open Educational Resources (OER)**

1. SWAYAM
2. eGyanKosh
3. NCTE
4. IGNOU

**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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Projects**
    a. Develop a teaching module using matrix applications for school mathematics
    b. Solve real-life problems using differential equations (e.g., growth models, decay rates)
2. **Quizzes**
    a. Quick recall quizzes on properties of matrices and determinants
    b. Objective test on continuity, differentiability, and theorems
3. **Assignments and Worksheets**
    a. Weekly problem sets on calculus and matrix operations
    b. Conceptual tasks involving graph interpretation and theorem proofs
4. **Presentations**
    a. Group presentation on types of differential equations and their uses
    b. Individual explanation of Mean Value Theorem with graphical illustration
5. **Participation**
    a. In-class peer problem-solving
    b. Debates on real-life application of calculus and matrices

| EDELPY507 | Physics III | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Physics II | | | | |

**Course Perspective**

This course builds foundational understanding in crystallography, electronics, transistor-based circuits, and thermal physics. Student-teachers will explore physical laws governing the structure of matter and energy flow, enabling them to demonstrate theoretical clarity and practical skill through school-level teaching.

**Key Skills and Knowledge Gained**

- Understand and apply crystallographic principles and X-ray diffraction
- Analyze behavior and applications of semiconductors and diodes
- Demonstrate working of transistors and logic gates
- Explain and compute thermodynamic processes and cycles
- Develop experimental aptitude and analytical interpretation of physical data

**Real-World Application Examples**

- Interpreting crystal defects and their impact on material properties
- Applying semiconductor principles in electronics repair or solar panel design
- Understanding logic gates in computing and automation
- Explaining efficiency of heat engines using thermodynamic laws

**Course Objectives**

The course will enable the student-teachers to:

1. Understand fundamental concepts of crystallography and chemical bonding in solids
2. Learn basics of semiconductors and their behavior in electrical devices
3. Analyze the working of transistors and their application in digital logic systems
4. Understand and apply the laws of thermodynamics in real-world scenarios

**Course Outcomes (COs)**

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

**CO1.** Explain crystal structure, Miller indices, and X-ray diffraction techniques

**CO2.** Describe semiconductor types and analyze the characteristics of diodes

**CO3.** Evaluate transistor operations and use logic gates in simple circuits

**CO4.** Demonstrate understanding of thermodynamic concepts including heat, work, and entropy

**CO5.** Analyze physical systems using laws of thermodynamics, including Carnot and heat engines

**Course Content**

**Unit I: Crystal Structure (15 Hours)**

- Bravais lattice
- Miller indices
- Inter-planar spacing
- Chemical bonding in solids
- X-ray diffraction and Bragg's law
- Powder method and rotating crystal method
- Defects in crystals

**Unit II: Basics of Electronics (15 hours)**

- Semiconductors and types (qualitative)
- P-N junction diode: energy band diagram, biasing, I-V characteristics
- Regulated power supply
- Zener diode, LED, Varactor diode, Solar cell

**Unit III: Transistors (15 hours)**

- Bipolar Junction Transistor (BJT) and configurations: CB, CE, CC
- Characteristic curves of transistors
- Logic gates: AND, OR, NOT, NAND, NOR, XOR, XNOR
- DeMorgan's theorem and truth tables

**Unit IV: Thermodynamics (15 Hours)**

- Concept of temperature, heat, system, state, equilibrium
- Reversible and irreversible processes
- Work, internal energy
- First law of thermodynamics and its applications
- Heat engine, Carnot cycle, heat pump
- Second and third law of thermodynamics, entropy

**Learning Experience**

This course promotes experiential learning through conceptual lectures, laboratory experiments, simulations, and demonstrations. It uses real-world analogies and technology-assisted tools to reinforce theoretical concepts. Collaborative learning, inquiry-based exploration, and analysis of practical experiments will be integrated throughout the course.

**Textbooks**

1. Avadhanulu, M.N. & Kshirsagar, P.G. *A Textbook of Engineering Physics*, S. Chand
2. Mehta, V.K. *Principles of Electronics*, S. Chand
3. Pillai, S.O. *Solid State Physics*, New Age International

**Suggested Readings**

1. Kittel, C. *Introduction to Solid State Physics*
2. Ashcroft & Mermin. *Solid State Physics*
3. Boylestad, R.L., & Nashelsky, L. *Electronic Devices and Circuit Theory*
4. Bogart, T.F. et al. *Electronic Devices and Circuits*

**Open Educational Resources (OER)**

1. SWAYAM
2. NCTE
3. eGyanKosh
4. IGNOU

**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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Projects**

a. Model creation of a logic gate setup using hardware kits
b. Presentation on crystal defects in semiconductors

2. **Quizzes**
    a. MCQs on thermodynamic laws and transistor operations
    b. Conceptual quiz on Bravais lattice and Miller indices
3. **Assignments and Worksheets**
    a. Worksheet on energy band diagrams and diode functioning
    b. Problem-solving on Carnot cycle and entropy calculations
4. **Presentations**
    a. Group demo of OR, NAND, NOR gates using logic kits
    b. Explanation of semiconductor device applications in everyday life
5. **Participation**
    a. Active involvement in lab activities and practical write-ups
    b. Classroom debates on renewable energy and thermodynamics
6. **Experiments (Lab Practicum)**
    a. V-I characteristics of P-N junction diode
    b. BJT characteristic study for CB, CE, CC
    c. Logic gate circuit verification
    d. Ohm’s law application for resistance measurement

| EDELCH508 | Chemistry III | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Chemistry II | | | | |

**Course Perspective**

This course introduces the fundamental concepts of organic, inorganic, and physical chemistry, focusing on key topics relevant for school-level teaching. It aims to develop conceptual clarity in areas like functional groups, periodic trends, block elements, and states of matter.

**Key Skills and Knowledge Gained**

- Understanding structure, properties, and reactivity of alcohols, phenols, and acids
- Explaining trends across the periodic table using periodic laws
- Applying knowledge of s- and p-block elements to real-world materials and compounds
- Understanding physical characteristics and behavior of solids, liquids, and gases
- Applying principles of chemistry to experimental observations and school-level labs

**Real-World Application Examples**

- Analyzing acidity in household substances like vinegar or lemon juice
- Explaining uses of boron compounds in disinfectants and borosilicate glass
- Understanding how gases deviate from ideal behavior in real-life conditions
- Observing liquid crystals in display screens or thermometers
- Demonstrating concepts of reaction mechanisms in simple organic synthesis

**Course Objectives**

The course will enable the student-teachers to:

1. Build foundational understanding of key functional groups like alcohols, phenols, and carboxylic acids
2. Understand trends in periodicity and properties of elements in the periodic table
3. Develop knowledge about the reactivity and uses of s-block and p-block elements
4. Comprehend physical states of matter and their characteristics
5. Enhance conceptual clarity through laboratory-based learning

**Course Outcomes (COs)**

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

**CO1.** Develop a comprehensive understanding of alcohols, phenols, and monocarboxylic acids

**CO2.** Analyze and explain periodic trends and related atomic properties

**CO3.** Demonstrate knowledge of chemical reactivity and applications of s- and p-block elements

**CO4.** Explain properties and behavior of matter in solid, liquid, and gaseous states

**Course Content**

**Unit I: Alcohols, Phenols and Monocarboxylic Acids (15 Hours)**

- Alcohols: Preparation, physical properties, reactions
- Phenols: Cumene hydroperoxide method, from diazonium salts, electrophilic substitution reactions
- Reactions: Nitration, halogenation, sulphonation, Reimer-Tiemann
- Monocarboxylic acids: Nomenclature, bonding, acidity, reduction, decarboxylation
- Dicarboxylic acids: Properties, formation, -COOH reactions, thermal behavior

**Unit II: Periodicity of Elements (15 hours)**

- Effective nuclear charge, screening effect, Slater rules
- Atomic, ionic, covalent, and crystal radii
- Ionization enthalpy and influencing factors
- Electronegativity: Pauling, Mullikan, and other scales

**Unit III: S-block and P-block Elements (15 hours)**

- Production and uses of alkali and alkaline earth metals
- Trends in oxides, halides, hydroxides
- Boron: Structure, borides, boranes, carboranes
- Boron halides, boric acid, borates, B-N compounds
- Carbon allotropes, carbides, graphite intercalation

**Unit IV: Solid, Liquid, and Gaseous States (15 Hours)**

- Unit cell, lattice points, crystal systems
- Stoichiometric and nonstoichiometric defects
- Properties and types of solids
- Liquid state: Surface tension, viscosity, vapor pressure
- Liquid crystals: Types and applications
- Gaseous state: Intermolecular forces, real gas deviations

**Learning Experience**

Student-teachers will explore concepts through:

- Theory-integrated lab experiments
- Interactive concept mapping
- Concept simulations using digital resources
- Peer discussions and science model making
- Structured observation tasks and reflective analysis

**Textbooks**

1. Bahl, A. & Bahl, B. S. *Advanced Organic Chemistry*, S. Chand
2. Bahl, A. *Essentials of Physical Chemistry*, S. Chand
3. Finar, I. L. *Organic Chemistry (Vol. 1)*, Pearson
4. Morrison, R. N. & Boyd, R. N. *Organic Chemistry*, Pearson
5. Puri, B. R. et al. *Principles of Inorganic and Physical Chemistry*, S. Chand

**Suggested Readings**

1. Carey, F. A. & Sundberg, R. J. *Advanced Organic Chemistry*
2. Miessler, G. L., Fischer, P. J. & Tarr, D. A. *Inorganic Chemistry*
3. Vogel, A. I. *Textbook of Quantitative Inorganic Analysis*

**Open Educational Resources (OER)**

1. SWAYAM
2. NCTE
3. eGyanKosh
4. IGNOU

**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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Projects**
    a. Poster: Periodic trends and group comparisons
    b. Chemistry in Daily Life: Mini project on household acids and alkalis
2. **Lab-Based Practicum**
    a. Boiling point determination
    b. Benzoylation/Nitration of selected compounds
    c. $KMnO_4$ and Oxalic Acid titration
3. **Quizzes**
    a. Functional group identification
    b. Concept mapping on s- and p-block elements
4. **Assignments**
    a. Comparative chart of solid, liquid, and gas properties
    b. Description and reactions of boron compounds
5. **Presentations**
    a. Group seminar on Liquid Crystals
    b. Video explanation of Ideal vs Real gases
6. **Field/Observation Tasks**
    a. Visit to a water treatment facility: Understand metal ion chemistry
    b. Reflective write-up on applications of chemistry in agriculture/industry

| EDELBL509 | Biology III | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Biology II | | | | |

**Course Perspective**

This course offers an in-depth understanding of plant and animal biology, with a focus on structure, function, genetics, reproduction, and development. It prepares student-teachers to engage learners through applied biological knowledge and foster scientific inquiry among school students.

**Key Skills and Knowledge Gained**

- Comprehension of physiological systems in plants and animals
- Understanding of cell biology and genetic inheritance patterns
- Knowledge of human and plant reproduction processes
- Application of biology content in classroom teaching and student assessments
- Ability to perform hands-on activities and interpret experimental results

**Real-World Application Examples**

- Explaining food absorption in the digestive system using real-life analogies
- Relating Mendelian genetics to traits observed in families
- Conducting transpiration or photosynthesis experiments using household materials
- Creating student-friendly diagrams for human reproductive health education
- Designing group science projects based on genetic traits or ecological studies

**Course Objectives**

The course will enable the student-teachers to:

1. Understand the structural and functional organization of plants and animals and relate them to daily life.
2. Explore and explain physiological mechanisms such as digestion, respiration, and reproduction.
3. Examine genetic principles and their role in heredity, variation, and cell biology.
4. Understand human and plant reproductive systems and phases of biological development.
5. Critically analyze school-level biology curriculum for age-appropriateness and conceptual clarity.

**Course Outcomes (COs)**

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

**CO1.** Explain structural and functional organization in plants and animals
**CO2.** Apply knowledge of inheritance and genetics in classroom teaching
**CO3.** Describe and explain reproductive systems in humans and plants
**CO4.** Apply reproductive health concepts in school science pedagogy
**CO5.** Use scientific tools, methods, and content to plan practical biology lessons

**Course Content**

**Unit I: Structure and Function (15 Hours)**

- Plant tissues (xylem, phloem, stomata) and processes: transpiration, photosynthesis, cellular respiration
- Animal systems: digestion, respiration, circulation, excretion
- Nerve impulse transmission, hormonal regulation

**Unit II: Cell Biology and Genetics (15 hours)**

- Gene interaction: epistasis, co-dominance, polygenic inheritance
- Cell biology techniques: microscopy, tissue culture, DNA technology
- Nucleic acids, DNA replication, gene regulation
- Mendelian and non-Mendelian inheritance; sex determination; genetic disorders
- Molecular basis of inheritance: genome, transcription, translation, DNA fingerprinting

**Unit III: Developmental Biology (15 hours)**

- Reproduction in organisms: asexual and sexual
- Reproduction in flowering plants: pollination, double fertilization, seed formation
- Human reproduction: anatomy, gametogenesis, menstrual cycle, embryo development
- Reproductive health: contraception, STDs, infertility, ART (IVF, ZIFT, GIFT)

**Unit IV: Ecology and Environment (Concepts & Processes) (15 hours)**

- Population ecology: concepts of habitat, niche, population attributes (growth, age structure, birth & death rates)
- Ecological interactions: types (predation, competition, mutualism, parasitism), examples and significance
- Adaptations: structural, physiological and behavioural in organisms for survival in various habitats
- Ecosystem dynamics: structure and components, ecological succession, productivity and decomposition processes
- Energy flow: food chains, food webs, ecological pyramids (number, biomass, energy)
- Nutrient cycles: biogeochemical cycles – carbon and phosphorus
- Introduction to biodiversity: levels (genetic, species, ecosystem), distribution patterns

**Learning Experience**

This course integrates lab-based and experiential learning with critical discussion of biological theories. Student-teachers will engage in inquiry-based activities, science simulations, and reflective journaling. Collaborative work and mini research exercises will prepare them to connect biology with curriculum and classroom realities.

**Textbooks**

1. NCERT Biology Textbook (Class XI and XII), NCERT
2. Tyagi, M.P. & Bhatia, K.N. (2018). Trueman's Elementary Biology Vol. 1 & 2. Danika Publishing

**Advanced Readings**

1. Beri, A.K. (1981). *Textbook of Animal Physiology*
2. Burns, S. (1980). *Science of Genetics: An Introduction to Heredity*
3. Devlin, R.M. & Witham, F.H. *Plant Physiology*, CBS Publishers

**Open Educational Resources (OER)**

1. SWAYAM
2. NCTE
3. eGyanKosh
4. IGNOU

**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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Projects & Field Tasks**
    a. Quadrat study for ecological diversity
    b. Chick embryo study through developmental stages

c. Water sample analysis (lab or field)

2. **Lab Practical**
    a. Transpiration and photosynthesis experiments
    b. Anaerobic germination test
    c. Urine analysis for abnormal constituents
    d. Protein, sugar, and fat identification
3. **Assignments & Worksheets**
    a. Cell organelle charting and labeling
    b. Genetic problem sets (Mendelian and Non-Mendelian)
    c. Analysis of a human disorder and classroom strategy for it
4. **Demonstrations & Presentations**
    a. Working models of reproductive or circulatory systems
    b. Group seminar on reproductive health and ethical practices
5. **Participation and Reflection**
    a. Journal writing on lab activities and teaching simulations
    b. Reflections on classroom approaches to sensitive biological topics

| EDELHS510 | History III | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | History II | | | | |

**Course Perspective**

This course explores the political, cultural, economic, and administrative developments of the Mughal and Maratha periods in Indian history. It helps student-teachers understand how empires were built, maintained, and eventually declined, while encouraging reflection on historical causality and leadership patterns.

**Key Skills and Knowledge Gained**

- Deep understanding of the Mughal and Maratha empires
- Ability to analyze historical changes through political, cultural, and social lenses
- Skills in evaluating sources and arguments related to historical events
- Familiarity with the impact of policies on society during key periods of Indian history

**Real-World Application Examples**

- Designing historical timelines for student learning
- Using local historical case studies to teach empire-building and decline
- Analyzing primary sources and paintings from the Mughal period in classroom settings
- Comparing policies of rulers and relating them to modern-day administrative structures

**Course Objectives**

The course will enable the student-teachers to:

1. Trace the historical development of the Mughal Empire under major rulers.
2. Understand the military, administrative, and religious policies of major rulers.
3. Analyze the causes of the decline of the Mughal Empire.
4. Examine the rise of Maratha power and its administrative setup.

**Course Outcomes (COs)**

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

**CO1.** Understand the contributions of Babur and Akbar in shaping the Mughal Empire.

**CO2.** Analyze the challenges faced by Jahangir and Shah Jahan and their governance approaches.

**CO3.** Evaluate Aurangzeb's policies and the reasons behind the decline of the Mughal

Empire.

**CO4.** Examine the structure, governance, and cultural contributions of the Maratha Empire.

**Course Content**

**Unit I: The Era of Babur and Akbar** **(15 hours)**

- Invasion, conquests, and policies
- Humayun: struggle, exile, restoration
- Shershah Suri: administration
- Akbar: Rajput, Deccan and religious policies, Mansabdari, consolidation

**Unit II: The Era of Jahangir and Shah Jahan** **(15 Hours)**

- Jahangir: ordinances, Deccan policy, Noorjahan's influence
- Shah Jahan: policy directions, Central Asia, wars, succession

**Unit III: The Era of Aurangzeb** **(15 Hours)**

- Aurangzeb's career, religious and Deccan policy, revolts
- Causes of decline of the Mughal Empire
- Invasions of Nadir Shah and Ahmad Shah Abdali

**Unit IV: The Maratha Empire** **(15 Hours)**

- Rise under Shivaji, relations with Mughals
- Administration: central, provincial, military, judicial
- Contributions to education, literature, painting, architecture

**Suggested Textbooks and Readings**


1. Chandra, Satish (2007). *A History of Medieval India*. Orient Black Swan
2. Mahajan, V. D. (1991). *History of Medieval India*. S. Chand Publications
3. Mehta, J. L. (2009). *Advanced Study in the History of Medieval India*
4. Alam & Subrahmanyam (2011). *Writing the Mughal World*
5. Busch, A. (2011). *Poetry of Kings*
6. Irfan Habib (1963). *Agrarian System of Mughal India*


**Online Resources**

1. eGyanKosh Unit-5
2. eGyanKosh Unit-30
3. eGyanKosh Unit-6

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Theory)** | |
| I) Continuous Assessment- All the Components to be evenly spaced | 30 Marks |

| | |
|---|---|
| (Project/ Quiz/ Assignments and 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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Projects**
   · Create an illustrated timeline showcasing key events under Mughal and Maratha rulers
   · Develop a comparison chart of Akbar's and Shivaji's administrative systems
2. **Assignments**
   · Write a short analytical essay on the causes of Mughal decline
   · Prepare a critical note on the influence of Rajput policy on Mughal stability
3. **Quizzes**
   · MCQ quiz on Mughal rulers and their policies
   · Match-the-event quiz based on Maratha expansion and European invasions
4. **Presentations**
   · Group presentation on cultural achievements (architecture, literature, painting) during Mughal and Maratha periods
   · Individual presentation on the role of Aurangzeb's religious policies in empire weakening
5. **Participation**
   · Role-play enactment of a court scene from Akbar's Darbar or Shivaji's administration
   · Class debate on "Who was a stronger nation-builder—Akbar or Shivaji?"
6. **Reflective Journal**
   · Weekly reflection on "How historical leadership shaped India's governance"
   · Entry on "Lessons from Mughal decline for modern administrative systems"

| EDELPS511 | Political Science III | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Political Science II | | | | |

**Course Perspective**

This course examines political ideologies and thinkers from ancient India to the nationalist and reformist movements. Student-teachers will explore Indian contributions to political thought and how those ideas shaped modern India's socio-political framework.

**Key Skills and Knowledge Gained**

- Understanding of classical Indian political traditions
- Comparative analysis of Indian political thinkers
- Interpretation of nationalist ideologies
- Evaluation of democratic values in India's political history

**Real-World Application Examples**

- Connecting Gandhi's ideas of Swaraj with classroom civic education
- Conducting classroom debates using Nehruvian vs Ambedkarite thought
- Designing school activities around democratic rights and duties
- Exploring political reform movements through role-play

**Course Objectives**

The course will enable the student-teachers to:

1. Understand ancient Indian political philosophy through key thinkers like Manu and Kautilya
2. Study the contributions of 19th-century reformers like Rammohan Roy and Pandita Ramabai
3. Analyze the ideological contributions of early nationalists and revolutionaries
4. Explore the egalitarian and democratic visions of leaders like Gandhi, Ambedkar, Nehru, and M.N. Roy

**Course Outcomes (COs)**

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

**CO1.** Explain ancient Indian political thought and its foundations
**CO2.** Reflect on socio-religious reform movements and their gender dimensions
**CO3.** Critically evaluate early nationalist ideas and thinkers
**CO4.** Compare and contrast democratic principles and ideas of major Indian leaders

**CO5.** Relate political ideologies to current issues in civic education and national development

**Course Content**

**Unit I: Traditions of Ancient Indian Political Thought (15 Hours)**

- Sources and features of political thought
- Manu and social laws
- Kautilya's Arthashastra and the theory of state

**Unit II: Renaissance Thought (15 Hours)**

- Rammohan Roy: Religious and social reform
- Pandita Ramabai: Gender and education reforms

**Unit III: Early Nationalism (15 hours)**

- Dadabai Naoroji: Drain theory
- Ranade M.G.: State and religious reform
- Savarkar V.D.: Hindu nationalism
- Iqbal: Islamic nationalism

**Unit IV: Democratic Egalitarianism (15 hours)**

- Gandhi: Swaraj and Satyagraha
- Nehru: Democratic socialism
- Ambedkar: Annihilation of caste
- M.N. Roy: Radical humanism

**Suggested Readings**


1. Gauba, O. P. (2016). Indian Political Thought
2. Chatterjee & Sen (2016). History of Political Thought
3. Deshpande, S. (2013). Contemporary India
4. Sabapathy, T. (2021). *Indian Political Thought: A Reader*


**Online Resources**

1. SWAYAM
2. NCTE
3. eGyanKosh
4. IGNOU

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Theory)** | |
| I) Continuous Assessment- All the Components to be evenly spaced | 30 Marks |

| | |
|---|---|
| (Project/ Quiz/ Assignments and 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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Projects**
   · Create a political thought tree mapping contributions of Indian reformers and nationalists
   · Design a poster series on ancient Indian political thinkers (Manu, Kautilya) and their principles
2. **Assignments**
   · Write a short essay comparing the reformist strategies of Pandita Ramabai and Rammohan Roy
   · Analyze Dadabhai Naoroji's Drain Theory and its contemporary implications
3. **Quizzes**
   · MCQ quiz on key Indian political thinkers and their ideologies
   · Fill-in-the-blanks quiz on Renaissance and Nationalist Thought in India
4. **Presentations**
   · Group presentation on Democratic Egalitarianism and Ambedkar's role in framing the Constitution
   · Individual presentation on Kautilya's Arthashastra and its relevance to statecraft
5. **Participation**
   · Seminar discussion on the evolution of Indian nationalism
   · Panel simulation of a Round Table Conference with historical perspectives
6. **Reflective Journal**
   · Weekly reflection on "How political thought shapes social reform"
   · Entry on "Relevance of Gandhi's or Ambedkar's ideas in today's democracy"

| EDELGE512 | Geography III | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Geography II | | | | |

**Course Perspective**

This course introduces student-teachers to the fundamentals of Human Geography, emphasizing how human activities interact with physical spaces. From population patterns to economic development and spatial planning, it highlights how geography shapes societies and vice versa. Through practicum sessions and map analysis, student-teachers will learn to visualize and teach spatial relationships effectively.

**Key Skills and Knowledge Gained**

- Understanding population distribution, migration, and urbanization
- Mapping and interpreting spatial patterns and geographic features
- Application of geographic knowledge to sustainable development
- Competence in using weather data, map tools, and remote sensing

**Real-World Application Examples**

- Analyzing a city's population change using census data
- Teaching weather patterns using satellite imagery and forecast maps
- Organizing school exhibitions using thematic maps
- Introducing sustainable practices through place-based learning

**Course Objectives**

The course will enable student-teachers to:

1. Understand the nature and perspectives of Human Geography
2. Explore population trends, cultural processes, and human activities
3. Develop spatial skills in interpreting maps and geographical data
4. Analyze planning, urban development, and sustainable development goals
5. Relate classroom geography to everyday life and environments

**Course Outcomes (COs)**

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

**CO1.** Explain foundational concepts and approaches of Human Geography
**CO2.** Analyze demographic trends and migration patterns
**CO3.** Describe major economic and service-based human activities

**CO4.** Use geographic tools for map analysis and time calculation
**CO5.** Apply human geography in teaching, planning, and classroom discussions

**Course Content**

**Unit I: Nature and Scope of Human Geography** **(15 hours)**

- Definitions and characteristics
- Approaches: Determinism, Possibilism, Neo-determinism
- Ecological and behavioraism in geography

**Unit II: People and Population** **(15 hours)**

- Population growth trends and distribution
- Migration types and theories
- Demographic transition models and development indices

**Unit III: Economic and Human Activities** **(15 hours)**

- Primary, secondary, tertiary, quaternary, and quinary sectors
- Major industries and location theories
- Urbanization, sustainable development, and planning in India

**Unit IV: Practicum and Tools** **(15 Hours)**

- Map elements: scale, projections, time calculation
- Weather instruments and interpretation
- Remote sensing and digital mapping
- Topographical map interpretation

**Suggested Readings**


1. Garnier, B. G. (1963). *Practical Work in Geography*
2. De Blij, H. J., et al. (2018). *The World Today*
3. Hudson, F. S. (1976). *Settlement Geography*
4. Monkhouse, E. J. (1970). *Dictionary of Geography*


**Online Resources**

1. SWAYAM
2. NCTE
3. eGyanKosh
4. IGNOU

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Theory)** | |
| I) Continuous Assessment- All the Components to be evenly spaced | 30 Marks |

| | |
|---|---|
| (Project/ Quiz/ Assignments and 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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

**1. Projects**

- Develop a digital map of local land use using Google Earth
- Prepare a weather data sheet and draw conclusions from patterns

**2. Assignments**

- Essay on population distribution and its influencing factors
- Case study on urban growth in an Indian metropolitan city

**3. Quizzes**

- MCQs on human activity sectors and population theories
- Map reading and symbol identification quiz

**4. Presentations**

- Group presentation on sustainable urban planning
- Demonstration of latitude-longitude and map scale usage

**5. Participation**

- Role-play on planning a smart city
- Peer review of climate zone classification

**6. Reflective Journal**

- Weekly entry: “How geography influences my surroundings”
- Reflection on local vs. global geographic issues

| EDELEC513 | Economics III | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Economics II | | | | |

**Course Perspective**

This course equips student-teachers with essential knowledge of public finance, taxation systems, budgeting, and international trade. The focus is on developing economic literacy relevant to governance, globalization, and inclusive growth. Learners will apply economic concepts in real-world classroom discussions and evaluate fiscal policy tools used in India.

**Key Skills and Knowledge Gained**

- Understanding fiscal functions of government and taxation
- Analyzing trade policies, globalization, and foreign exchange
- Interpreting economic reforms like GST, FDI, and SEZs
- Applying economics to classroom and policy discussions

**Real-World Application Examples**

- Interpreting Union Budget data and economic surveys
- Designing school-level economic debates or mock parliaments
- Creating digital infographics on taxation or globalization
- Teaching inflation and currency exchange using simulation games

**Course Objectives**

The course will enable student-teachers to:

1. Explain public finance, government revenue, and expenditure
2. Understand India's taxation system and GST reforms
3. Analyze international trade theories and economic globalization
4. Evaluate economic reforms like liberalization, FDI, and SEZs
5. Apply economic principles to social and civic discussions

**Course Outcomes (COs)**

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

**CO1.** Describe core concepts of public finance and budgeting
**CO2.** Explain India's tax structure and its implications
**CO3.** Evaluate trade policies, balance of trade, and BOP
**CO4.** Assess LPG reforms and their role in inclusive growth

**Course Content**

**Unit I: Introduction to Public Finance (15 hours)**

- Meaning, scope, and role of public finance
- Functions: Allocation, distribution, stabilization
- Public goods, private goods, merit goods
- Principle of maximum social advantage

**Unit II: Government Revenue and Taxation (15 hours)**

- Sources of public revenue
- Structure of India's taxation: direct and indirect taxes
- GST reforms and budget deficit
- Federal finance and fiscal responsibility

**Unit III: International Trade (15 hours)**

- Trade theories: comparative and absolute advantage
- Balance of Payments (BOP), Balance of Trade (BOT)
- Trade restrictions: tariff and non-tariff
- Foreign exchange and trade policy in India

**Unit IV: Economic Reforms in India (15 hours)**

- Liberalization, Privatization, Globalization
- FDI and SEZs
- Inclusive and sustainable economic growth

**Suggested Readings**


1. Lekhi, R.K. & Singh, Joginder. *Public Finance*
2. Salvatore, D. (1997). *International Economics*


**Online Resources**

1. SWAYAM
2. NCTE
3. eGyanKosh
4. IGNOU

**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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

**1. Projects**

- Analyze and visualize India's Union Budget in an infographic
- Prepare a comparative study on two countries' trade policies

**2. Assignments**

- Write an essay on India's tax reforms with focus on GST
- Assess the socio-economic impact of FDI in rural India

**3. Quizzes**

- MCQs on fiscal policy and public finance terms
- Fill-in-the-blanks quiz on trade-related terminology

**4. Presentations**

- Group presentation on the impact of globalization on Indian economy
- Solo presentation on India's BOP and trade deficit

**5. Participation**

- Simulated classroom budget-making exercise
- Peer discussion on taxation fairness and redistribution

**6. Reflective Journal**

- Weekly entry on "How public finance affects daily life"
- Reflection on "India's economic future in a globalized world"

## SEMESTER VI

| S.No. | Course Code | Course Title | Course Type | L | T | P | C |
|---|---|---|---|---|---|---|---|
| 1 | EDELPC601 | Pedagogy of Environmental Science | Theory | 3 | 1 | 0 | 4 |
| 2 | EDELCM602 | Classroom Culture and Management | Theory | 2 | 2 | 0 | 4 |
| 3 | EDELIK603 | Basics of Research in Education | Theory | 1 | 1 | 0 | 2 |
| **(Pedagogy Course -Choose any one)** | | | | | | | |
| 4 | EDELPC614 | Pedagogy of Language | Theory | 3 | 1 | 0 | 4 |
| | EDELPC615 | Pedagogy of Mathematics | | | | | |
| | EDELPC616 | Pedagogy of Natural Science | | | | | |
| | EDELPC617 | Pedagogy of Social Science | | | | | |
| 5 | EDELIM651 | Instructional Material Design and Evaluation | Practical | 0 | 0 | 4 | 2 |
| **Optional Liberal Course-III** | | | | | | | |
| 6 | EDELEN604 | English III | Theory | 3 | 1 | 0 | 4 |
| | EDELHN605 | Hindi III | Theory | | | | |
| | EDELMT606 | Mathematics III | Theory | | | | |
| | EDELPY607 | Physics III | Theory | | | | |
| | EDELCH608 | Chemistry III | Theory | | | | |
| | EDELBL609 | Biology III | Theory | | | | |
| | EDELHS610 | History III | Theory | | | | |
| | EDELPS611 | Political Science III | | | | | |
| | EDELGE612 | Geography III | Theory | | | | |
| | EDELEC613 | Economics III | Theory | | | | |
| | | **TOTAL** | | **12** | **6** | **4** | **20** |

| EDELPC601 | Pedagogy of Environmental Science | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Environmental Sciences | | | | |

**Course Perspective**

This course aims to expose students to the significance of EVS as a curricular area at the primary level, while engaging in a critical enquiry of EVS as a school subject; students also learn to develop insights into the issues of curriculum design and implementation.

**Key Skills and Knowledge Gained**

- Designing child-friendly, theme-based EVS curriculum
- Organizing inquiry, observation, and field-based learning activities
- Developing lesson plans integrating environmental, social, and scientific issues
- Selecting appropriate tools for continuous assessment
- Using diverse materials and local resources for contextual learning

**Real-World Application Examples**

- Creating an EVS learning corner using leaves, soil, and stones
- Designing an integrated lesson on plants, community helpers, and local markets
- Conducting a class nature walk and reflection journal
- Using newspaper clippings to discuss pollution and civic responsibility
- Organizing a school-based waste segregation project

**Course Objectives**

The course will enable the student-teachers to:

1. Understand EVS as a curricular area with interdisciplinary linkages.
2. Analyze the curriculum framework and design of EVS for Classes I–V.
3. Plan and implement pedagogical strategies that foster active and experiential learning in EVS.
4. Use diverse resources and tools for teaching and assessing EVS.
5. Reflect critically on the role of EVS in promoting environmental sensitivity and responsible citizenship.

**Course Outcomes (COs)**

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

**CO1.** Evaluate the significance and structure of EVS in the primary curriculum.
**CO2.** Analyze approaches to the construction and transaction of EVS curriculum.
**CO3.** Plan and organize interactive and process-based learning experiences in EVS.
**CO4.** Apply diverse methods and materials for assessment and enrichment of EVS learning.
**CO5.** Develop reflective practices through hands-on and community-based EVS activities.

**Course Content**

**Unit I: Concept of Environmental Studies (EVS) (15 hours)**

- Evolution and significance of EVS at primary level
- EVS as an approach, a discipline, or both
- Environmental education: integration of physical, social, cultural, and historical contexts

**Unit II: Curriculum Design and Development (15 hours)**

- Cognitive development and concept-building in children
- Curriculum perspectives: differences across early and later primary grades
- Review of existing curricular materials and textbooks (NCERT and others)

**Unit III: Pedagogical Processes and Assessment (15 hours)**

- Process-based teaching-learning in EVS
- Unit and lesson planning
- Role of discussion, drama, fieldwork, experiments, storytelling
- Evaluation strategies: formative, performance-based, and learner-centered

**Unit IV: Practicum and Field Engagements (15 hours)**

- Use of charts, local maps, atlases, weather reports, and multimedia tools
- Specimen collection and theme-based display (leaves, rocks, news items)
- Mini projects like tree planting or oral history documentation from elders

**Suggested Readings**

**Textbooks:**


1. NCERT (2008). *Source Book on Assessment for Classes I–V, Environmental Studies*.
2. Singh, Y.K. (2005). *Teaching of Environmental Science*, APH Publishing Corporation.
3. Tomar, A. (2007). *Environmental Education*, Kalpaz Publications.

**Advanced Readings:**


1. Kochar, S.K. (1989). *Methods and Techniques of Teaching*, Sterling Publications.
2. Ravindranath, M.J. (2011). *Teaching-Learning of EVS in Elementary Schools*, NIOS Module.
3. UNESCO (1990). *An Environmental Education Approach to the Training of Middle-Level Teachers*.
4. UNICEF (2008). *Best Practice Guidelines for Teaching Environmental Studies in Maldivian Primary Schools*.


**Online Resources:**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. http://www.ignou.ac.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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

**1. Projects**

- Design an EVS lesson integrating local environment (e.g., "My Neighborhood")
- Conduct a mini field investigation on water or waste usage in the school

**2. Assignments**

- Prepare a comparative review of two EVS textbooks (e.g., NCERT vs SCERT)
- Write a reflective essay on "EVS beyond the classroom"

**3. Quizzes**

- Quiz on key environmental terms and ecological concepts
- Diagram labeling test: parts of plant, water cycle, food chain

**4. Presentations**

- Group presentation on teaching EVS through stories, songs, and drama
- Peer-teaching session: a short EVS lesson using TLMs

**5. Participation**

- Active involvement in class-based nature table or display board
- Leading a group discussion on current environmental issues

**6. Reflective Journal**

- Weekly entry on teaching-learning observations during school visits

Reflection on use of experiential learning in EVS

| EDELCM602 | Classroom Culture and Management | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **2** | 2 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Understanding of basic educational psychology | | | | |

**Course Perspective**

This course explores the theory and practice of building inclusive, engaging, and well-managed classroom environments. It equips student-teachers with strategies to establish a positive learning culture, understand learner behaviour, manage conflicts, and create classroom systems that support academic and social-emotional growth. It bridges theory with field experience, focusing on holistic student development, teacher identity, and democratic participation in classrooms.

**Key Skills and Knowledge Gained**

- Understanding of classroom ecology, routines, and culture
- Development of behaviour management and positive reinforcement strategies
- Conflict resolution and inclusive participation skills
- Ability to design proactive classroom management plans

**Real-World Application Examples**

- Designing a classroom code of conduct with student input
- Conducting behaviour observations and proposing modifications
- Managing classroom transitions using effective routines
- Using restorative circles to resolve peer conflicts

## Course Objectives

The course will enable the student-teachers to:

1. Understand the concept of classroom culture and the factors influencing it in diverse school contexts.
2. Examine the role of teacher beliefs, student identities, and school ethos in shaping classroom environments.
3. Develop strategies for creating inclusive, engaging, and respectful classroom communities.
4. Learn the principles and practices of effective classroom management, including rules, routines, and positive discipline.

5. Reflect on their own teaching styles, biases, and practices to improve classroom climate and student-teacher relationships.

**Course Outcomes**

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

**CO1.** Explain the elements of a positive and inclusive classroom culture.

**CO2.** Develop and implement classroom management strategies to enhance student engagement.

**CO3.** Apply approaches to manage behaviour and resolve conflict constructively.

**CO4.** Reflect on the teacher's role in nurturing classroom climate and student identity.

**Course Content**

**Unit I: Foundations of Classroom Culture (15 hours)**

- Classroom as a socio-emotional space
- Understanding learner diversity, safety, respect, and empathy
- Role of teacher in shaping classroom ethos

**Unit II: Theories and Practices in Classroom Management (15 hours)**

- Classroom ecology and learning environments
- Rules, routines, and procedures
- Behavioural, humanistic, and democratic approaches
- Time management and transitions

**Unit III: Student Behaviour and Conflict Resolution (15 hours)**

- Motivation and student behaviour
- Managing disruptions and off-task behaviour
- Peer mediation, restorative justice, and teacher-led interventions
- Discipline vs guidance

**Unit IV: Reflective Teaching and Continuous Improvement (15 hours)**

- Creating behaviour intervention plans
- Using feedback for classroom improvement
- Teacher as facilitator, mentor, and reflective practitioner

**Learning Experience**

- Role plays and behaviour simulations
- Analysis of classroom vignettes and management cases
- Developing classroom layout and management plans
- Peer discussion on classroom dilemmas

**Textbooks**

1. Jones, V., & Jones, L. (2015). *Comprehensive Classroom Management*. Pearson.
2. Charles, C. M. (2014). *Building Classroom Discipline*. Pearson.

**Suggested Readings**

1. Kohn, A. (2006). *Beyond Discipline: From Compliance to Community*. ASCD.
2. Evertson, C., & Emmer, E. (2017). *Classroom Management for Elementary Teachers*. Pearson.

**Open Educational Resources (OER)**

1. SWAYAM
2. NCTE
3. eGyankosh
4. IGNOU

## 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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Projects**
   - Design a behaviour management plan for a simulated classroom
   - Develop a student-led class agreement poster
2. **Quizzes**
   - Theories of motivation and behaviour
   - Classroom environment design principles
3. **Assignments and Essays**
   - Essay: "Discipline or Guidance: What Builds a Healthy Classroom?"
   - Case analysis of a real classroom management dilemma
4. **Presentations**
   - Group presentation on inclusive classroom design
   - Role play of restorative conversation in classroom

5. **Participation**
    - Daily check-in exercises and reflection rounds
    - Peer feedback on classroom routines
6. **Reflective Journals**
    - Weekly entries on classroom culture observations during practicum
    - Self-reflection: "My evolving role as a teacher in classroom climate"

| EDELIK603 | Basics of Research in Education | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **1** | 1 | **0** | 2 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 30 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Exposure to educational inquiry | | | | |

**Course Perspective**

This course introduces student-teachers to the essentials of research in education, with a special focus on **teacher-led inquiry**. It explores the **nature, types, and basic processes** of educational research, emphasizing **Action Research** as a practical tool for classroom improvement. The course aims to develop a research-oriented mindset among future teachers by helping them formulate relevant questions, choose appropriate tools, and understand simple ways of gathering and interpreting data from classroom contexts.

**Key Skills and Knowledge Gained**

- Understanding the role of research in improving classroom practice
- Ability to identify educational problems and frame research questions
- Awareness of basic types of research with emphasis on action research
- Familiarity with simple tools and techniques of data collection
- Interpretation and communication of findings using basic statistics

**Real-World Application Examples**

- Conducting a small Action Research project to improve classroom participation
- Using student feedback as data to reflect on teaching methods
- Developing and administering a basic questionnaire or checklist
- Sharing classroom insights through simple research reports

**Course Objectives**

The course will enable the student-teachers to:

1. Understand the meaning, need, and scope of research in education, especially at the elementary level.
2. Familiarize themselves with basic types of educational research, including Action Research.
3. Develop skills for identifying classroom-based problems and formulating simple research questions.
4. Learn about basic tools and techniques used in school-based research.

5. Interpret and communicate simple data findings in meaningful ways.

**Course Outcomes**

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

**CO1.** Explain the concept, need, and significance of educational research in elementary teaching.

**CO2.** Differentiate between basic, applied, and action research.

**CO3.** Identify classroom problems and frame researchable questions.

**CO4.** Select appropriate tools for data collection and interpret findings using simple techniques.

**Course Content**

**Unit I: Understanding Research in Education (15 hours)**

- Meaning, purpose, and scope of educational research
- Importance of research for teachers and schools
- Types of research: Basic, Applied, and Action Research
- Characteristics and steps of Action Research
- Identifying problems from classroom experiences
- Framing simple objectives and research questions
- Brief overview of ethical considerations in school-based research

**Unit II: Tools, Techniques and Interpretation (15 hours)**

- Tools for data collection: observation, anecdotal records, checklist, rating scale, questionnaire
- Types of data: qualitative, quantitative
- Scales of measurement: nominal, ordinal, interval, ratio, likert scale
- Measures of central tendency: mean, median, mode
- Measures of dispersion: range, standard deviation (basic understanding)
- Data tabulation: frequency tables, cross-tabulation
- Data visualization: bar graphs, pie charts, line graphs, histograms
- Data interpretation: trends, patterns, outliers
- Writing data-based reports: format, structure, conclusion
- Sharing and reflecting: peer discussions, classroom implications

**Learning Experience**

The course encourages reflective, experiential, and participatory learning through:

- In-class problem identification activities
- Guided framing of action research plans
- Practice sessions on observation and data collection

- Classroom simulations for data interpretation
- Peer discussion on findings and teaching improvement strategies

**Textbooks**


1. Best, J. W., & Kahn, J. V. (2006). *Research in Education*. Pearson.
2. Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International.


**Suggested Readings**


1. McNiff, J., & Whitehead, J. (2006). *All You Need to Know About Action Research*. Sage.
2. Sharma, S. R. (2003). *Problems of Educational Research*. Anmol Publications.
3. NCTE. (2006). *Teacher Education Curriculum Frameworks*. New Delhi.


**Open Educational Resources (OER)**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. www.ignou.ac.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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Projects**
- Identify a classroom issue and develop a basic action research plan
- Document an observation-based study of classroom behaviour
2. **Quizzes**
    - MCQs on characteristics and types of research
    - Match-the-tool activity for data collection methods

3. **Assignments and Essays**
    - Write a short essay on “Why action research matters for teachers”
    - Assignment on designing a checklist for classroom observation
4. **Presentations**
    - Share preliminary research questions and get peer feedback
    - Present a mock interpretation of sample classroom data
5. **Participation**
    - Peer-review research problems framed by classmates
    - Discussion on ethical dilemmas in classroom-based research
6. **Reflective Journals**
    - Weekly journal on “What I observed in my class today and what I want to improve”
    - Reflection on challenges in collecting or interpreting classroom data

| EDELPC614 | Pedagogy of Language | L | T | P | C |
|---|---|---|---|---|---|
| Version | 1.0 | 3 | 1 | 0 | 4 |
| Category of Course | Theory | | | | |
| Total Contact Hours | 60 hours | | | | |
| Pre-Requisites/ Co-Requisites | Aptitude for Teaching | | | | |

**Course Perspective**

This course is designed to develop student-teachers' understanding of language pedagogy in multilingual contexts. It explores the social, psychological, and instructional aspects of language learning and equips student-teachers with techniques to engage diverse learners effectively. The course emphasizes reflective and inclusive language teaching strategies to build communicative competence, creativity, and critical thinking in language classrooms.

**Key Skills and Knowledge Gained**

- Analyze learner diversity and sociolinguistic factors influencing language acquisition
- Compare and apply various methods and approaches in language teaching
- Integrate ICT and multimedia tools in English language instruction
- Design lesson plans aligned with pedagogical goals
- Apply appropriate techniques for participatory and formative assessment

**Real-World Application Examples**

- Conducting grammar lessons using the communicative approach in multilingual classrooms
- Designing interactive English lesson plans using storytelling and ICT tools
- Developing learner profiles to understand language acquisition barriers
- Organizing speaking and listening activities with peer feedback loops
- Creating assessment tools such as communicative tests, cloze passages, and digital quizzes

**Course Objectives**

The course will enable the student-teachers to:

1. Understand factors responsible for language development in terms of social and linguistic stereotypes, ethnocentrism, and learner background.
2. Explore the role of multilingualism in the Indian classroom and its implications for English language acquisition.
3. Learn and apply a range of language teaching methods and techniques for classroom practice.
4. Integrate lesson planning and ICT tools to create effective ELT learning experiences.

5. Apply classroom-based assessments and develop communicative evaluation strategies.

**Course Outcomes (COs)**

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

**CO1.** Evaluate socio-linguistic factors affecting language development and learner performance

**CO2.** Analyze the challenges of multilingualism in classroom contexts

**CO3.** Apply diverse methods and ICT tools in English language instruction

**CO4.** Design and implement participatory and communicative forms of language assessment

**Course Content**

**Unit I: The Learner – Social and Individual Aspects (15 hours)**

- Nature of family background: schooling, exposure
- Role of mass media in language acquisition
- Affective filter, attitudes, motivation, aptitude
- Social and linguistic stereotypes
- Ethnocentrism and authoritarianism

**Unit II: Methods, Approaches, and Techniques in ELT (15 hours)**

- Grammar-Translation Method, Direct Method, Structural Approach
- Audio-lingual Method, Constructivist and Communicative Approaches
- Natural Method, Total Physical Response

**Unit III: Planning for Teaching English and ICT in ELT (15 hours)**

- Lesson Planning: Format, Components
- Micro-teaching strategies
- Use of multimedia and online resources for ELT
- ELT and social networking websites
- Role of teacher in integrating ICT in English teaching

**Unit IV: Language Assessment and Evaluation (15 hours)**

- Taxonomy of Tests: Discrete Point vs Integrative Tests
- Cloze, Dictation, Translation – New perspectives
- Communicative and process-based evaluation
- Participatory assessment techniques
- Characteristics of a good test; construction of language tests

**Practicum (Any Two)**

- Prepare a report on the challenges faced in multilingual language classrooms

- Conduct a survey on the implementation of the three-language formula in nearby schools
- Analyze and compare different language teaching methods through peer classroom observations
- Design two inclusive activities for English learners with special needs
- Create a thematic lesson plan for a primary class and teach it with peer feedback
- Analyze language structures from content-based texts and develop a lesson plan

**Suggested Textbooks**


1. Sachdeva, M. S. (2013). *Teaching of English*. Twenty First Century Publication, Patiala.
2. Percy, R. (2012). *Teaching of English*. Neelkamal Publications, Hyderabad.
3. Kohli, A.L. (2013). *Techniques of Teaching English*. Dhanpat Rai Publishing Company Pvt. Ltd., New Delhi.


**Advanced Readings**


1. Harmer, J. (1998). *The Practice of English Language Teaching*. Longman.
2. Tikoo, M.L. (2003). *Teaching and Learning English: A Sourcebook*. Orient Black Swan.
3. NCERT (2005). *Position Paper on Teaching of English*. National Focus Group, New Delhi.


**Online References**

1. SWAYAM
2. NCTE
3. eGyanKosh
4. IGNOU

**Suggested Activities for Continuous Internal Assessment (CIA)**

**1. Projects**

- Develop a thematic English lesson using multimedia and social media integration
- Design a module for language learning in multilingual classrooms

**2. Assignments**

- Comparative analysis of two methods of English language teaching
- Write a reflective paper on teaching English to students with diverse needs

**3. Quizzes**

- Weekly quizzes on language teaching methods and learning theories
- Terminology quiz on assessment techniques and language acquisition

**4. Presentations**

- Group presentation on participatory and communicative assessment strategies
- Demonstration of lesson plans integrating ICT tools

**5. Participation**

- Micro-teaching sessions and peer feedback
- Group discussion on language-related challenges in Indian classrooms

**6. Reflective Journal**

- Weekly entries on classroom experiences with language learners
- Reflection on personal language learning and teaching beliefs

| EDELPC615 | Pedagogy of Mathematics | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Fundamentals of Mathematics | | | | |

**Course Perspective**

This course prepares student-teachers to understand and teach mathematics as a creative, structured, and logical subject. It aims to bridge the gap between abstract mathematical concepts and real-life experiences of children. The course focuses on pedagogical techniques that make mathematics meaningful, experiential, and engaging for learners at the school level.

**Key Skills and Knowledge Gained**

- Understanding mathematics as a language, structure, and tool for logical reasoning
- Developing strategies to teach core mathematical concepts and operations
- Applying methods like modeling, activity-based learning, and mathematical investigation
- Designing classroom assessments and feedback systems for mathematics
- Integrating real-life context and technology in the teaching of mathematics

**Real-World Application Examples**

- Designing activities using low-cost teaching aids to teach fractions or geometry
- Creating a neighborhood math trail for teaching measurements or data handling
- Introducing ratio and proportion through cooking recipes or market surveys
- Using story-based math problems to promote abstract thinking in early algebra
- Applying concepts of statistics to classroom-based surveys or weather data

**Course Objectives**

The student-teachers will be able to:

1. Develop a conceptual understanding of the nature and structure of mathematics in the school curriculum
2. Enhance reasoning and logical thinking skills for mathematical learning and instruction
3. Explore pedagogical approaches for various mathematics content areas
4. Apply evaluation techniques and feedback tools in math instruction

5. Promote joyful and experience-based learning through mathematical activities

**Course Outcomes (COs)**

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

**CO1.** Understand the language, structure, and interdisciplinary correlation of mathematics
**CO2.** State the aims and objectives of teaching mathematics at the school level
**CO3.** Apply various pedagogical methods and strategies to teach mathematical concepts
**CO4.** Design effective evaluation tools and feedback mechanisms in mathematics
**CO5.** Make mathematics teaching engaging, joyful, and rooted in learners' everyday experiences

**Course Content**

**Unit I: Nature of Mathematics (15 hours)**

- What is Mathematics: patterns, reasoning, generalizations
- Nature of mathematical statements: axioms, postulates, necessity and sufficiency
- Mathematics in the curriculum: structure, notation, language, procedures
- Development of logical thinking and abstract reasoning in children

**Unit II: Pedagogical Considerations (15 hours)**

- Teaching strategies for: geometry, arithmetic, number operations, algebra
- Introduction to statistics, data handling, ratio and proportion
- Differentiated methods based on learners' needs and content complexity

**Unit III: Communicating Mathematics (15 hours)**

- Mathematical communication: activities, visual tools, models, real-world contexts
- Use of technology: calculators, simulations, apps in mathematics
- Encouraging mathematical thinking through inquiry, discovery, and problem-solving

**Unit IV: Evaluation and Remediation (15 hours)**

- Formative and summative assessment tools
- Diagnostic testing and error analysis
- Feedback, remediation techniques, and inclusive evaluation methods

**Suggested Textbooks**

1. Mangal, S.K. (2007). *Teaching of Mathematics*. Arya Book Depot.
2. Kulshreshtha, A.K. (2012). *Teaching of Mathematics*. R. Lall and Sons, Meerut.

**Advanced Readings**

1. Grouws, P. A. (1992). *Handbook of Research on Mathematics Teaching and Learning*. Reston, VA.
2. Kapur, S.K. (2005). *Learn and Teach Vedic Mathematics*. Lotus Publications.

3. Prevost, F. J. *Rethinking How We Teach: Learning Mathematical Pedagogy*, *The Mathematics Teacher*, Volume 86(1).

**Online References**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. http://www.ignou.ac.in

**Suggested Activities for Continuous Internal Assessment (CIA)**

**1. Projects**

- Create a fraction wall or 3D geometry models for classroom use
- Real-life measurement of classroom objects and calculate area/perimeter comparisons

**2. Assignments**

- Error analysis report on common math misconceptions at the elementary level
- Solve and explain application-based problems involving algebra or geometry

**3. Quizzes**

- Mental math quiz covering fractions, exponents, and integers
- Identification of shapes and symmetry through a picture-based quiz

**4. Presentations**

- Group presentation on mathematical constructions using compass and ruler
- Demonstration of volume and surface area using handmade 3D models

**5. Participation**

- Active involvement in math lab activities or math games
- Peer teaching session on number operations or fractions

**6. Reflective Journal**

- Weekly reflections titled “My Math Experience This Week”
- Entries on observing how math appears in everyday life and student surroundings

| EDELPC616 | Pedagogy of Natural Sciences | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Concepts of Natural Sciences | | | | |

**Course Perspective**

This course explores the nature, structure, and pedagogical practices of natural sciences at the upper primary and middle school levels. It emphasizes inquiry, experimentation, observation, and discovery as core pillars of scientific learning. Student-teachers will gain insights into how science is constructed and communicated, how it connects to learners' lives, and how science teaching can be made meaningful, interdisciplinary, and inclusive.

**Key Skills and Knowledge Gained**

- Understanding the nature, aims, and structure of school science
- Pedagogical strategies based on observation, experimentation, and investigation
- Designing and evaluating integrated and inquiry-based science lessons
- Utilizing laboratories, field visits, and ICT tools for teaching science
- Developing scientific attitudes and problem-solving abilities among learners

**Real-World Application Examples**

- Designing and conducting simple classroom experiments using local resources
- Organizing science exhibitions, fairs, or nature walks to foster scientific temper
- Creating multimedia lessons using simulations and online lab tools
- Developing integrated thematic units that connect biology, chemistry, and physics
- Conducting field-based environmental observation studies for learners

**Course Objectives**

The student-teachers will be able to:

1. Understand the nature and structure of natural science and its integration with other school subjects
2. Appreciate the role of science in cognitive growth and concept formation among learners
3. Develop pedagogical insights into teaching science using observation, discovery, and experimentation

4. Learn the use of varied instructional and assessment tools to evaluate students' scientific learning

**Course Outcomes (COs)**

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

**CO1.** Understand the interdisciplinary and disciplinary dimensions of natural science teaching

**CO2.** Identify how scientific learning contributes to students' intellectual and conceptual development

**CO3.** Apply inquiry-based and activity-oriented methods for teaching science topics

**CO4.** Use diverse evaluation tools to assess cognitive, affective, and psychomotor domains in science learning

**Course Content**

**Unit I: Nature and Structure of Science (15 hours)**

- Nature and significance of natural science at the upper primary level
- Cognitive development and learning in science
- Aims and objectives of teaching science in schools

**Unit II: Teaching Approaches and Scientific Thinking (15 hours)**

- Disciplinary and integrated approaches to teaching science
- Descriptive, inductive, causal, and formal levels of scientific disciplines
- Observation, experimentation, intuition, and discovery as pedagogical tools

**Unit III: Curriculum and Resource Utilization (15 hours)**

- Curriculum transaction and innovation in India and abroad
- Analysis of textbooks, workbooks, and teacher's guides
- Lab types and management; virtual labs
- Use of science clubs, fairs, educational parks, community resources

**Unit IV: Evaluation and Lesson Planning (15 hours)**

- Cognitive, psychomotor, and affective domain assessment
- Techniques for test construction and interpretation
- Unit and lesson planning: identifying science concepts
- Developing ICT-integrated lesson plans for hybrid/online classes

**Suggested Textbooks**


1. Aggarwal, D. D. (2008). *Modern Method of Teaching Biology*. Karan Paper Books.
2. Kulshreshtha, S.P. (2016). *Pedagogy of Science*. R. Lall Publications.
3. Mangal, S.K. (2007). *Teaching of Life Science*. Arya Book Depot.

**Advanced Readings**


1. Sharma, R.C. (2006). *Modern Science Teaching*. Dhanpat Rai Publications.
2. Sundarajan, S. (1995). *Teaching Science in Middle School: A Resource Book*. Orient Longman.
3. Yadav, M.S. (2003). *Teaching of Science*. Anmol Publications.


**Online References**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. http://www.ignou.ac.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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

**1. Projects**

- Design and conduct a low-cost experiment using local or recycled materials
- Prepare a thematic science resource kit (charts, flashcards, models) for a given class level

**2. Assignments**

- Analyze a science textbook and list the inquiry-based activities included
- Compare national and international science curricula for upper primary grades

**3. Quizzes**

- Conceptual MCQs on scientific processes (observation, hypothesis, experimentation)
- Identification-based quiz on lab tools and their uses

**4. Presentations**

- Group presentation on the role of virtual labs in rural classrooms
- Demonstration of a science experiment with explanation of its classroom feasibility

**5. Participation**

- Active engagement in a simulated science fair or lab activity
- Peer review of science lesson plans or teaching aids

**6. Reflective Journal**

- Weekly entries on how science connects to learners' everyday lives
- Reflection on a practicum-based field trip or science excursion

| EDELPC617 | Pedagogy of Social Sciences | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Fundamentals of Social Sciences | | | | |

**Course Perspective**

This course develops conceptual clarity on the nature, purpose, and pedagogical principles of Social Science as a school subject. It distinguishes Social Science from Social Studies, grounding the student-teacher in disciplinary thinking across history, geography, economics, civics, and sociology. The course introduces learners to interdisciplinary approaches and aims to prepare reflective practitioners who can link classroom learning with real-world social contexts.

**Key Skills and Knowledge Gained**

- Understanding of the difference between Social Sciences and Social Studies
- Integration of concepts across history, geography, economics, and civics
- Inquiry-based teaching and evidence-based reasoning in the classroom
- Skills to design meaningful, experiential, and contextual learning tasks
- Use of maps, oral histories, fieldwork, and community-based projects

**Real-World Application Examples**

- Designing a local resource map to study urban planning or transport needs
- Critiquing films or books for historical authenticity and bias
- Facilitating student projects on social issues like gender and environment
- Using neighborhood data for civic and economic studies
- Developing integrated lesson plans involving community engagement

**Course Objectives**

The course will enable the student-teachers to:

1. Understand the nature and scope of Social Science and Social Studies as school subjects.
2. Build interdisciplinary connections among society, history, polity, economy, and geography.
3. Use inquiry and evidence to plan and deliver effective Social Science lessons.

4. Apply critical pedagogy to help learners reflect on social issues and historical narratives.

**Course Outcomes (COs)**

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

**CO1.** Understand the concept and value of Social Sciences as an individual and integrated school subject.

**CO2.** Develop awareness and critical thinking about social concerns, diversity, and democratic citizenship.

**CO3.** Apply pedagogical techniques and methods suitable for teaching social science at the school level.

**CO4.** Design activity-based and contextually relevant social science lessons using local data and resources.

**Course Content**

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

- Defining Social Science and Social Studies
- Scope and nature of Social Science in the school curriculum
- Rationale for Social Studies education at the elementary level

**Unit II: Developing Concepts and Skills (15 hours)**

- Teaching concepts: change and continuity, chronology, cause-effect, spatial interaction
- Themes:
  i. Society (social structures, groups)
  ii. Civilization (history, culture)
  iii. State (authority, governance, citizenship)
  iv. Region (resources, space, sustainability)
  v. Market (exchange, livelihoods)

**Unit III: Pedagogical Techniques and Integration (15 hours)**

- Inquiry and discovery methods in Social Science
- Identification and exploration of issues and themes
- Role of evidence and source analysis
- Project-based learning: secondary sources, fieldwork, reflective analysis

**Unit IV: Practicum (15 hours)**

(Any Two)

- Critique a historical film/novel for authenticity and representation
- Conduct an oral history project and validate using external sources
- Create a spatial map of a neighborhood highlighting landmarks and institutions
- Study community transport patterns and their socio-economic/environmental impact

**Suggested Textbooks**


1. Servey, R. E. (1967). *Social Studies Instruction in the Elementary School*. Thomson Press, New Delhi.
2. Eklavya. *Social Science Textbooks for Classes VI, VII, and VIII*. Eklavya, Bhopal (Revised Edition).


**Online References**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. http://www.ignou.ac.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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

**1. Projects**

- Create a mini resource atlas for a local area showing transport, markets, institutions, and heritage sites
- Develop a storyboard for a social science-based issue (e.g., gender roles, climate change)

**2. Assignments**

- Comparative analysis of textbooks from NCERT and state boards on a chosen topic
- Write a reflective piece on how social issues are handled in social science teaching

**3. Quizzes**

- Timeline-based quiz on major historical events and their impact
- Map quiz: Identify features using physical and political maps

**4. Presentations**

- Group presentation on economic inequalities and market interactions in rural/urban areas
- Individual presentation analyzing a social policy and its classroom implications

**5. Participation**

- Group discussion on controversial historical interpretations in textbooks
- Peer-led debate on local governance and civic responsibilities

**6. Reflective Journal**

- Weekly entries on classroom observations during practicum related to social science teaching
- Critical reflection on the use of local context in social science education

| EDELIM651 | Instructional Material Design and Evaluation | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **0** | 0 | 4 | 2 |
| **Category of Course** | Practical | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Instructional materials/ teaching aids | | | | |

**Course Perspective**

Effective instructional aids are those items that add value to the learning experience. Use of instructional aids helps to focus the attention of the learner, provides details or clarification and saves the time in explaining difficult or abstract concepts to the students. It is appropriate, even recommended, that the students include a variety of instructional aids in their teaching. The instructional facilitates the teaching task undertaken by the young student-teachers.

**Course Objectives**

The course will enable the student-teachers to:

1. Understand different types of instructional media and materials and its uses.
2. Develop the skill in preparing and using different instructional materials.
3. Understand the uses of computer assisted learning strategies.

**Course Outcomes**

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

**CO1:** Use the existing technologies in education and communicate effectively with teachers and others using it

**CO2:** Apply the application software such as excel, PowerPoint and word processing in the teaching.

**CO3**: Design and develop ICT integrated learning resources.

**CO4:** Develop cognizance of critical perspectives of ICT.

**CO5:** Use Technologies to support students' special learning needs.

**Course Content**

**Suggested Activities**

**Activity 1: 02Contact Hours**

**Instructional Media:** Meaning of instructional media, various kinds of Medias and their characteristics and examples, techniques of preparation and using.

**Activity 2: 03 Contact Hours**

**Smart Boards:** Techniques and applications of Smart campus/ Smart School/ Smart Boards/ Smart Classroom

**Activity 3: 05 Contact Hours**

**Graphics:** Categories of graphics (charts, diagrams, graphs, posters, cartoons, comics) their preparation and uses, display of graphics.

**Activity 4: 05 Contact Hours**

**Boards:** Bulletin boards, magnetic boards and their preparation, Instructional functions, planning of and teaching with educational displays on such boards.

**Activity 5: 02 Contact Hours**

**Real Things and Mock Ups:** Real things: types–unmodified, modified (models and specimens), their characteristics, techniques of preparation and using.

**Activity 6: 03 Contact Hours**

**Power point Presentation:** working with text, animation, smart art, graphics, charts, tables, shapes

**Activity 7: 03 Contact Hours**

**Audio-visual Media:** Educational recordings (via radio, tape recorder and CD player), meaning and characteristics of educational recordings, techniques of preparation and using, Television, video, motion pictures (video and films), VCD/DVD), advantages of television and its use in distance education and in the class room; choosing, using and producing instructional media, media utilization procedures, guidelines for media selection and use.

**Activity 8:** **03 Contact Hours**

**Computer Assisted Learning:** Use of computers for simulation, computers in drill/practice, computers and educational games, computers and tutorials, computer aided evaluation, advantages and limitations in the use of computers in education, techniques of preparation and using.

**Advanced Readings**


1. Aggarwal, J. C. (2015). Essential of Educational Technology; Vikas Publishing House, New Delhi.
2. Mangal, S. K. and Mangal, U. (2016). Essential of Educational Technology; PHI Learning Pvt. Limited, New Delhi.


**Modes of Evaluation: Conduct of Experiment/ Viva Voce/ Project Work/ Lab Record**

**Examination Scheme:**

| **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):-<br>End-Term Practical Exam and Viva Voce | 50 Marks |
| Total | 100 Marks |

***LIBERAL COURSE (OPTIONAL IV)**

| **EDELEN604** | **English IV** | **L** | **T** | **P** | **C** |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | English III | | | | |

**Course Perspective**

This course focuses on the appreciation of drama as a literary genre, introducing student-teachers to its distinct forms, devices, and evolution. Through selected works, learners engage critically with theatrical texts and reflect on their socio-cultural significance. The course builds sensitivity towards drama as a powerful medium of expression and performance.

**Key Skills and Knowledge Gained**

- Identification of dramatic types and structures
- Understanding and interpretation of dramatic devices
- Familiarity with the evolution of English and Indian drama
- Comparative appreciation of traditional and modern plays
- Application of drama appreciation in literary analysis

**Real-World Application Examples**

- Performing soliloquies and dialogues in language classrooms
- Conducting dramatic readings or theatre appreciation activities
- Analyzing character arcs and plot structures in plays
- Designing classroom activities based on dramatic texts
- Drawing thematic parallels between contemporary issues and classic drama

**Course Objectives**

The course will enable the student-teachers to:

1. Explain the distinctive characteristics of the dramatic genre.
2. Identify and differentiate between forms of drama such as tragedy, comedy, and tragicomedy.
3. Develop the ability to interpret character, theme, staging, and dramatic structure.

**Course Outcomes (COs)**

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

**CO1.** Classify various literary features of drama in a given text.

**CO2.** Interpret dramatic elements and devices within selected plays.

**CO3.** Recognize and appreciate drama as a literary and performative art form.

**Course Content**

**Unit I: Dramatic Types (15 hours)**

- Tragedy and Comedy
- Tragi-comedy
- Farce and Melodrama
- The Masque
- The One-Act Play
- Dramatic Monologue (Characteristics, Structure, and Elements)

**Unit II: Dramatic Devices (15 hours)**

- Dramatic Irony
- Soliloquy and Aside
- Expectation and Surprise
- Stage Directions
- Prologue and Epilogue (Functions and Structure)

**Unit III: History and Development of Drama (15 hours)**

- Origin and evolution of Indian Drama
- Origin and evolution of English Drama
- Major dramatic movements and developments

**Unit IV: Textual Study (15 hours)**

- *Nagmandala* – Girish Karnad
- *Hamlet* – William Shakespeare

**Advanced Readings**


1. Abrahams, M.H. (2011). *A Glossary of Literary Terms*. Wadsworth Publishing.
2. Iyengar, K.R. Srinivasa. (2012). *Indian Writing in English*. Sterling Publishers.
3. Karnad, G. *Three Plays: Naga-Mandala, Hayavadana, Tughlaq*. Oxford University Press.
4. Rees, R. J. (1973). *English Literature: An Introduction for Foreign Readers*. Macmillan.
5. Seturaman, V.S. & Indra, C.T. (1990). *Practical Criticism*. Macmillan.

6. Shakespeare, W. (1996). *Hamlet*. Penguin Books.
7. Long, W. J. (2012). *English Literature*. Maple Press.

**Online References**

- https://swayam.gov.in
- http://www.ncte.nic.in
- http://egyankosh.ac.in
- http://www.ignou.ac.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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

**1. Projects**

- Script a scene using dramatic devices (e.g., soliloquy, dramatic irony)
- Create a character analysis map for *Hamlet* or *Nagmandala*

**2. Assignments**

- Essay on forms of drama: comparing tragedy and comedy
- Analysis of stage directions and symbolism in modern Indian drama

**3. Quizzes**

- MCQs on dramatic forms, types, and devices
- Identification of literary devices from selected excerpts

**4. Presentations**

- Group presentation on the evolution of Indian drama
- Individual presentation analyzing a key theme from *Hamlet*

**5. Participation**

- Enactment of a selected scene in groups

- Peer feedback on performance elements during class readings

**6. Reflective Journal**

- Weekly entries on literary elements discovered in each play
- Reflection on staging challenges and thematic resonance with modern life

| EDELHN605 | Hindi IV | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | 3 | 1 | 0 | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-requisites/Exposure** Co-**requisites** | Basic Knowledge of Hindi Bhasha and Literature | | | | |

**Course Perspective**

साहित्य की सत्ता मूलतः अखण्ड और अविच्छेद्य सत्ता है। वह जीवन और जीवनेतर सब कुछ को अपने दायरे में समाहित कर लेता है। इसीलिए उसे किसी स्थिर सैद्धांतिकी की सीमा में बाँधना प्रायः असंभव रहा है। साहित्य को देखने के लिए नजरिये भिन्न-भिन्न हो सकते हैं, जो हमारी जीवन-दृष्टि पर निर्भर करते हैं। एक ही कृति को देखने-पढ़ने की कई दृष्टियाँ हो सकती हैं। उनके बीच से रचना की समझ को विकसित करने के प्रयास लगभग साहित्य-सृजन की शुरूआत के साथ ही हो गए थे।

आज का दौर भूमण्डलीकरण और उसे वैचारिक आधार देने वाले उत्तर आधुनिक विमर्श और मीडिया की विस्मयकारी प्रगति का दौर है। सी दौर में नस्लवादी आलोचना, नारी विमर्श, दलित विमर्श, आदिवासी विमर्श , सांस्कृतिक-ऐतिहासिक बोध जैसी विविध विमर्श धाराएँ विकसित हुईं। केन्द्र के परे जाकर परिधि को लेकर नवविमर्श की जद्दोजहद होने लगी। ऐसे समय में मनुष्य और साहित्य की फिर से बहाली पर भी बल दिया जाने लगा। पिछले दो-तीन दशकों में एक साथ बहुत से विमर्शों ने साहित्य, संस्कृति और कुल मिलाकर कहें तो समूचे चिंतन जगत् को मथा है। हिन्दी साहित्य में हाल के दशकों में उभरे प्रमुख विमर्शों में स्त्री विमर्श, दलित विमर्श, आदिवासी विमर्श, वैश्वीकरण, बहुसांस्कृतिकतावाद आदि को देखा जा सकता है। ये विमर्श साहित्य को देखने की नई दृष्टि देते हैं, वहीं इनका जैविक रूपायन रचनाओं में भी हो रहा है।

दलित- विमर्श के शुरूआती चरण बुद्ध की वाणी में दिखाई देते हैं, जो निरंतर पालि,प्राकृत, अपभ्रंश जैसी जनभाषाओं से आगे बढ़ते हुए आधुनिक भारतीय भाषाओं के आरंभिक और मध्यकालीन काव्य में विस्तार लेते चले गए। विशेषतः मध्ययुगीन संत काव्य में इसकी मुखर अभिव्यक्ति हुई है, जिसने भारतीय समाज को गहरे आंदोलित भी किया। आधुनिक पुनर्जागरण के दौर में दलित चिंता का स्वर पुनः उभरा जो राष्ट्रीय आंदोलन को एक नया आयाम दे रहा था। इसी की सफल परिणति के रूप में ज्योतिराव फुले, डा. अम्बेडकर जैसे व्यक्तित्व सामने आए, जो न केवल दलित विमर्श को नई जमीन देते हैं, वरन् खुद भी जमीनी नेतृत्वकर्ता के रूप में परिवर्तन की दस्तक देते हैं।

वस्तुतः स्त्री- विमर्श सहज एवं बौद्धिक विमर्श नहीं है, यह सामाजिक परिवर्तन का माध्यम है। यह इस बात की ओर तीखा संकेत करता है कि यह दुनिया स्त्री के लिए शायद नहीं बनी है और अब स्त्री इसे फिर से बनाना चाहती है। यह विमर्श स्त्री सहित समूची मानवजाति की स्वतंत्रता का पक्षधर है। कई दशकों पहले महादेवी वर्मा ने भी इस ओर महत्त्वपूर्ण संकेत किया था। स्त्री- विमर्श को प्रायः प्रतिशोध-

पीड़ित रूप में देखा जाता रहा है, जबकि वह ऐसा है नहीं। यह स्वयं मानवियों द्वारा अधिकार और न्याय के लिए उठाई गई स्वाभाविक आवाज है। इसी तरह यह अपने मूलार्थ में पुरुष बनने का समर्थक आंदोलन भी नहीं है। बकौल अनामिका, ‘‘ब्रा-बर्निंग आदि एकाध आवेशमूलक घटनाओं के साक्ष्य से यह नहीं समझना चाहिए कि ये स्त्रियाँ अपनी विशिष्ट दैहिक, मानसिक और भाषिक संरचना पर गर्व नहीं करतीं। जो प्राकृतिक विशिष्टताएँ हैं, शर्मनाक वे नहीं, शर्मनाक आरोपित सामाजिक मानदंड हैं , जो दोहरे हैं और जिन पर पुनर्विचार होना ही चाहिए, ताकि विकास के अवसर सबको समान मिल सकें। इसी तरह यह आंदोलन ‘पितृसत्तात्मक समाज में पल रहे स्त्री संबंधी पूर्वाग्रहो’ जैसे-स्त्री को हीनतर और भोग का साधन मात्र मानने के खिलाफ है। इसका एक और वैशिष्ट्य इस बात में है कि यह सार्वभौम भगिनीवाद (यूनिवर्सल सिस्टरहुड) के मूलमंत्र को हर स्तर, हर वर्ग, हर नस्ल, हर देश तक पहुँचाने के लिए प्रयत्नशील है। यदि यह कहीं आक्रामक हुआ है तो उसके पीछे शताब्दियों की सामाजिक जकड़न से मुक्ति की तीखी छटपटाहट कारण रही है।

**Course Objectives**

**इस पाठ्यक्रम का उद्येश्य है,**

- विद्यार्थियों को विमर्शों के उद्भव एवं उसके सैद्धांतिक पक्ष का आज के साहित्य में विलय से परिचित करवाना।
- दलित विमर्श की प्रतिनिधि रचनाओं का अध्ययन करना।
- स्त्री विमर्श का साहित्य में स्थान एवं उसका अध्ययन करना।
- हिंदी साहित्य में स्त्री और दलित विमर्श का आलोचनात्मक अध्ययन करना।

**Course Outcomes**

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

**CO1:** प्रस्तुत पाठ्यक्रम के अध्ययन के पश्चात विद्यार्थी अपने शैक्षिक कैरियर में समुचित तरीके से हिंदी साहित्य के नए विधा वैमर्शिकी से परिचित हो पाएंगे।

**CO2**: साहित्य में विमर्श विधा के उद्भव के कारणों एवं सिद्धांतों की समीक्षा कर पाएंगे। जो सामाजिक जीवन के एक अलग पहलु का विवेचन करने में उनका मार्गदर्शन कर सकता है।

**CO3:** सामाजिक जीवन में स्त्री का स्थान एवं साहित्य में उसकी सृजना की समुचित विवेचना कर सकने में विद्यार्थी समर्थ हो सकेंगे।

**CO4:** साहित्य अध्ययन के पश्चात् व्यक्ति की विचार शक्ति, सम्प्रेषण शैली और साथ ही साथ शिक्षण विधि परिष्कृत हो जाती है। वह जीवन को समझने में मानवीय संवेदनाओं से परिपूर्ण एक सुलझा हुआ इंसान बनता है।

**Course Content**

**Unit I:** **17 Contact Hours**

## विमर्शों की सैद्धांतिकी

- स्त्री विमर्श : अवधारणा और मुक्ति आंदोलन
- दलित विमर्श : अवधारणा और आंदोलन ( फूले और अम्बेड़कर)

**Unit II:** **16 Contact Hours**

## दलित विमर्श प्रतिनिधि रचनाएँ

- जूठन : (आत्मकथा) ओम प्रकाश वाल्मीकि
- तड़प मुक्ति की :(नाटक) माता प्रसाद

**Unit III:** **12 Contact Hours**

## स्त्री विमर्श की प्रतिनिधि रचनाएँ

- कहानी : चर्चित दलित महिला कथाकारों की कहानियाँ : डॉ. कुसुम वियोगी

**Unit IV:** **12 Contact Hours**

## हिंदी साहित्य में स्त्री और दलित विमर्श

- स्त्री और दलित विमर्श में हिंदी साहित्य की पत्रिकाओं का योगदान
- स्त्री और दलित विमर्श दशा और दिशा

**Suggested Text Books**

1. जूठन : ओम प्रकाश वाल्मीकि राधा कृष्ण प्रकाशन
2. तड़प मुक्ति की : माता प्रसाद : सम्यक प्रकाशन 32 /3 पश्चिम पूरी नई दिल्ली

**Advanced Readings:**

1. चर्चित दलित महिला कथाकारों की कहानियां: डॉ. कुसुम वियोगी , गौतम प्रकाशन 30/ 64 गली न. 08 , विश्वास नगर, शाहदरा दिल्ली 110032
2. हिंदी साहित्य का इतिहास - आचार्य रामचंद्र शुक्ल, राजकमल प्रकाशन
3. हिंदी साहित्य का इतिहास - डॉ. नगेन्द्र, राजकमल प्रकाशन

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Theory)** | |
| I) Continuous Assessment- All the Components to be evenly spaced<br>(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. Reflective Essay (Assignment)**

a. *दलित या स्त्री विमर्श पर आधारित एक साहित्यिक कृति का आलोचनात्मक विश्लेषण*

**2. Group Presentation**

a. *स्त्री विमर्श और दलित विमर्श के प्रमुख सिद्धांतकारों की विचारधाराओं की प्रस्तुति*

**3. Case Study and Journal Writing**

a. *वर्तमान मीडिया या साहित्यिक पत्रिका में स्त्री/दलित विमर्श की प्रस्तुति का अध्ययन*

**4. Quiz/Test (MCQ and Short Answers)**

a. *विमर्शों की सैद्धांतिकी और प्रमुख साहित्यिक रचनाओं पर आधारित*

**5. Creative Writing Task**

a. *'अगर मैं दलित या स्त्री लेखिका होता/होती' – एक काल्पनिक रचना या आत्मकथात्मक अंश लिखें*

| EDELMT606 | Mathematics IV | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Mathematics III | | | | |

**Course Perspective**

Elementary geometry is inadequate for calculating the areas enclosed by curves. Applications of integrals are used to find the area enclosed by these curves. In this course, student-teachers shall explore specific applications of integrals to determine the area under simple curves. They will understand how probability is used as a measure of uncertainty in random experiments and learn essential statistical concepts like conditional probability, Bayes' theorem, and random variables. The course also introduces correlation and regression analysis using multivariate data. Lastly, student-teachers will apply systems of linear equations and inequalities to solve real-life problems through linear programming techniques.

**Key Skills and Knowledge Gained**

- Mastery of integral calculus for practical applications
- Application of probability and statistics in education and daily life
- Understanding of correlation and regression analysis
- Competency in solving optimization problems using linear programming

**Real-World Application Examples**

- Calculating land area using definite integrals
- Evaluating classroom data using statistical correlations
- Predicting educational outcomes through regression models
- Solving budget allocation or resource planning problems via linear programming

**Course Objectives**

The course will enable the student-teachers to:

1. Apply integrals to find the area enclosed by curves
2. Use probability as a measure of uncertainty of events
3. Apply correlation and regression analysis in real-world situations
4. Apply systems of linear inequalities to solve real-life problems

**Course Outcomes**

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

**CO1.** Apply integrals to calculate areas under simple curves

**CO2.** Explain and use probability to understand uncertainty in events

**CO3.** Apply concepts of conditional probability and Bayes' theorem

**CO4.** Use correlation and regression to interpret multivariate data

**CO5.** Solve real-life optimization problems using linear inequalities

**Course Content**

**Unit I: Integrals** **(15 hours)**

- Integration as an Inverse Process of Differentiation
- Methods of Integration
- Integrals of Some Particular Functions
- Integration by Partial Fractions
- Integration by Parts
- Definite Integral
- Fundamental Theorem of Calculus

**Unit II: Probability** **(15 hours)**

- Random Experiments
- Event
- Axiomatic Approach to Probability
- Conditional Probability
- Multiplication Theorem on Probability
- Independent Events
- Bayes' Theorem

**Unit III: Statistics – Correlation and Regression** **(15 hours)**

- Significance of Measuring Correlation
- Types of Correlations
- Methods of Correlation Analysis
- Advantages of Regression Analysis
- Types of Regression Models
- Simple Linear Regression Model

**Unit IV: Linear Programming** **(15 hours)**

- Mathematical Formulation of the Linear Programming Problem
- Graphical Method of Solving Linear Programming Problems
- Types of Linear Programming Problems

**Advanced Readings**


1. Gupta, C. B. (2012). *Optimization Techniques in Operation Research*.
2. Freund, J. F. (1996). *Modern Elementary Statistics*.
3. Kolman (2012). *Elementary Linear Programming with Applications*.
4. Triola, M. F. (1997). *Elementary Statistics*.
5. Mishra, S. (2017). *Fundamentals of Mathematics: Integral Calculus*.
6. Narayan, S., & Mittal, P. K. (2005). *Integral Calculus*.
7. Rohatgi, V. K., & Saleh, A. K. M. E. (2008). *Introduction to Probability and Statistics*.
8. Ross, S. (2019). *A First Course in Probability*.


**Online References**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. http://www.ignou.ac.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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Projects**
    a. Construct real-life problems where definite integrals are used for area calculation
    b. Analyze community survey data and present correlations between variables
2. **Assignments**
    a. Solve problems involving conditional probability and Bayes' theorem
    b. Create and solve linear programming problems using graphical methods
3. **Quizzes**
    a. Weekly objective quizzes on integral formulas and probability laws

b. Terminology-based MCQs on regression and statistical tools

4. **Presentations**
    a. Group presentation on real-life applications of regression in education or economics
    b. Demonstration of solving LPP with constraints using graphical methods
5. **Participation**
    a. Engagement in statistical simulations or spreadsheet-based probability experiments
    b. Group tasks using real-world datasets for correlation analysis
6. **Reflective Journal**
    a. Weekly reflections on problem-solving experiences using integration and statistics
    b. Learning log on challenges and insights in applying mathematical models

| EDELPY607 | Physics IV | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Physics III | | | | |

**Course Perspective**

This course equips student-teachers with mathematical tools that are critical in analyzing real-world problems involving area under curves, probabilistic events, linear inequalities, and relationships between variables. Student-teachers explore foundational and applied concepts in integrals, probability, statistics, and linear programming, enhancing their problem-solving abilities and their capacity to guide learners in applying mathematical reasoning to practical scenarios.

**Key Skills and Knowledge Gained**

- Application of integration techniques to find areas enclosed by curves
- Understanding and computation of probability in uncertain events
- Analysis of relationships using correlation and regression
- Modeling real-life constraints using linear inequalities
- Use of mathematical concepts in teaching secondary-level learners

**Real-World Application Examples**

- Calculating land area from graphical data using definite integrals
- Designing classroom activities on probability games to explain real-life risk and uncertainty
- Applying regression models to analyze student performance trends
- Using linear programming to solve budgeting and optimization problems in school management

  Creating project-based assignments in statistics for data interpretation

**Course Objectives**

The course will enable the student-teachers to –

1. Learn structure, stability, methods of synthesis and reactions of ether and epoxides.
2. Develop an understanding of behaviour, chemical nature of various compounds like ether, epoxide, and Proteins, Amino acids.
3. Acquire knowledge about the nature and behaviour of electrolytes and their ionization.
4. Enhance the understanding of basic concepts of electrochemistry.
5. Know about the chemistry of noble gases, classification of noble gases, concept of organometallic compounds of Mg and Li and their use in synthesis of organic compound.

**Course Outcomes**

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

**CO1.** Learn specific applications of integrals to find the area under simple curves

**CO2.** Learn how probability is used as a measure of uncertainty of events in a random experiment

**CO3.** Learn concepts of conditional probability, Bayes' theorem, random variable and its probability distribution

**CO4.** Learn correlation and regression analysis based on multivariate distribution

**CO5.** Learn to apply the systems of linear inequalities and equations to solve real-life problems

**Course Content**

**Unit I: Integrals** **(20 hours)**

- Integration as an Inverse Process of Differentiation
- Methods of Integration
- Integrals of some Particular Functions
- Integration by Partial Fractions
- Integration by Parts
- Definite Integral
- Fundamental Theorem of Calculus

**Unit II: Probability** **(10 hours)**

- Random Experiments, Events
- Axiomatic Approach to Probability
- Conditional Probability, Multiplication Theorem
- Independent Events
- Bayes' Theorem

**Unit III: Statistics – Correlation and Regression** **(15 hours)**

- Significance of Measuring Correlation
- Types and Methods of Correlation Analysis
- Regression Analysis – Importance and Types
- Simple Linear Regression Models

**Unit IV: Linear Programming** **(15 hours)**

- Mathematical Formulation of Linear Programming Problems
- Graphical Method of Solving Linear Programming Problems
- Types of Linear Programming Problems

**Learning Experience**

The course adopts experiential and interactive learning strategies. Activities include hands-on problem solving, real-data analysis, visual modeling using graphs, simulation of probability experiments, and classroom presentations on mathematical applications. Feedback and support are integral to each stage of student-teacher engagement.

**Textbooks**


1. Narayan, Shanti and Mittal, P. K. (2005). *Integral Calculus*, S. Chand; 35th Revised Edition
2. Mishra, Sanjay (2017). *Fundamentals of Mathematics: Integral Calculus*, Pearson Education
3. Rohatgi, Vijay K. and Saleh, A. K. Md. Ehsanes (2008). *An Introduction to Probability and Statistics*, Wiley
4. Ross, Sheldon (2019). *A First Course in Probability*, Pearson Education


**Suggested Readings**


1. Gupta, C. B. (2012). *Optimization Techniques in Operations Research*, I.K. International
2. Freund, John F. (1996). *Modern Elementary Statistics*, Pearson
3. Kolman (2012). *Elementary Linear Programming with Applications*, Elsevier
4. Mario, F. Triola (1997). *Elementary Statistics*, Pearson


**Open Educational Resources (OER)**

1. SWAYAM Portal: https://swayam.gov.in
2. eGyankosh: http://egyankosh.ac.in
3. NCTE: http://www.ncte.nic.in
4. IGNOU: www.ignou.ac.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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Projects**
   · Graphical analysis of areas under curves using definite integrals
   · Real-life data-based correlation and regression tasks
2. **Quizzes**
   · MCQs on probability laws and integration techniques
   · Concept-based problem-solving quizzes
3. **Assignments and Essays**
   · Application of Bayes' theorem in decision-making
   · Essay on "Role of Linear Programming in School Administration"
4. **Presentations**
   · Group presentations on statistical trends in school assessments
   · Role-play demonstrating classroom probability experiments
5. **Participation**
   · Solving real-world optimization problems
   · Problem-solving relay based on probability concepts
6. **Case Studies**
   · Case analysis on educational budgeting using LPP
   · Data interpretation using regression analysis
7. **Reflective Journals**
   · Weekly reflections on classroom strategies using mathematical concepts
   · Reflection on understanding uncertainty and risk through probability

| EDELCH608 | Chemistry IV | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Chemistry III | | | | |

**Course Perspective**

This course builds a deeper understanding of core areas in chemistry including organic, inorganic, and physical branches. With an emphasis on applications and reactivity, student-teachers will explore ethers, epoxides, organometallic compounds, amino acids, electrochemistry, and halogen family chemistry. The course highlights the interdisciplinary utility of these compounds and processes across biochemical, industrial, and educational contexts.

**Key Skills and Knowledge Gained**

- Understand nomenclature, structure, and reactivity of organic functional groups and biomolecules
- Analyze electrochemical processes and interpret cell behavior
- Synthesize simple peptides and apply concepts of amino acid chemistry
- Explain trends and reactivity in the halogen and noble gas families

**Real-World Application Examples**

- Using Grignard reagents in lab synthesis of alcohols
- Application of amino acid chemistry in protein structure studies
- Use of electrochemistry in battery cells and metallurgical extraction
- Exploring environmental roles of halogens and noble gases

**Course Objectives**

The student-teachers will be able to:

1. To develop an understanding of environment as a science.
2. To develop an insight of biology as a means to human welfare.
3. To know the principles of biotechnology and apply its knowledge in health and agriculture.
4. To examine the relationship of organism and environment and confront with various environmental issues.

**Course Outcomes**

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

**CO1.** Understand the various aspects of environment viz. food chains, pollution, biosphere.

**CO2.** Examine and comprehend the usefulness of biology for human welfare.

**CO3.** Understand the principles of biotechnology and its application in health and agriculture.
**CO4.** Analyze the interrelationship of organism and environment and suggest measures to combat environmental degradation.

**Course Content**

**Unit I**: **Ether, Epoxide and Organometallic Compounds (15 hours)**

- Nomenclature,
- Physical Properties,
- Laboratory preparation,
- Williamsons Synthesis,
- Diazomethane method reactions of ether.
- Synthesis of epoxides;
- Acid and base-catalyzed ring opening of epoxides;
- Orientation of epoxide ring opening.
- Organometallic compounds of Mg and Li and their use in synthesis of organic compounds.
- Reactions of Grignard and Organolithium reagents with epoxides.

**Unit II: Amino Acids, Peptides and Proteins (15 hours)**

- Preparation of Amino Acids,
- Strecker synthesis using Gabriels phthalimide synthesis,
- Zwitterion,
- Isoelectric Point & Electrophoresis.
- Reactions of Amino acid, Nin Hydrin test.

- Overview of primary, secondary & Tertiary & quaternery st. of protein,
- Determination of Primary St. of peptides by Edmann degradation of (N Terminal) & (CTerminal),
- Synthesis of simple Peptides (up to dipeptides) by N-Protection (t-butyloxycarbonyl and phtholoye), Merrifield Solid phase synthesis.

**Unit III: Electrochemistry** **(15 hours)**

- Quantitative aspects of Faraday's laws of electrolysis, rules of oxidation/reduction of ions based on half-cell potentials, applications of electrolysis in metallurgy and industry.
- Chemical cells, reversible and irreversible cells with examples.
- Electromotive force of a cell and its measurement, Nernst equation;
- Standard electrode (reduction) potential and its application to different kinds of half-cells. Applications.

**Unit IV: The Halogen Family** **(15 hours)**

- Chemical reactivity and group trends;
- Chemistry of preparation of fluorine;
- Hydrogen halides;
- HF as a solvent;
- Preparation and structures of inter-halogen compounds;
- Polyhalide and polyhalonium ions;
- Polyatomic cations of halogens;
- Oxides and oxyacids of halogens.
- Noble gases: Occurrence & uses, rationalization of inertness of noble gases, Clathrates; preparation and properties of XeF2 and XeF4, XeF6; Nature of bonding in noble gas compounds (Valence bond treatment and MO treatment for XeF2). Molecular shapes of noble gas compounds (VSEPR theory).

**Practicum**

1. Estimation of total hardness of water samples.
2. Estimation of Ca2+ in solution by (substitution method) using Erio-chrome black-T as indicator.
3. Estimation of glycine by formylation method.
4. Estimation of available chlorine in bleaching powder iodometrically.
5. Oxidation of the following compounds: benzaldehyde, benzyl alcohol acetophenone to benzoic acid (by iodoform reaction).

**Learning Experience**

The course employs a blend of theory, lab exposure, and reflective inquiry.

- Student-teachers will undertake practicals in basic organic and inorganic estimations, interpret spectroscopic and structural outcomes, and explore the utility of these compounds in environmental and biological contexts.
- Inquiry-based strategies and collaborative projects foster critical scientific engagement.

**Textbooks**

1. Bahl, A. & Bahl, B. S. Advanced Organic Chemistry, S. Chand & Co.
2. Puri, B. R., Sharma, L. R., & Kalia, K. C. Principles of Inorganic Chemistry
3. Morrison, R. N. & Boyd, R. N. Organic Chemistry, Pearson · Bahl, Arun. Essentials of Physical Chemistry, S. Chand Publishing

**Suggested Readings**

1. Vogel, A. I. A Textbook of Quantitative Inorganic Analysis
2. Finar, I. L. Organic Chemistry (Vol. 1), Pearson · Pandey, O. P., et al. Practical Chemistry
3. Miessler, G. L., et al. Advanced Inorganic Chemistry · Petsko, G. A. & Ringe, D. Protein Structure and Function

**Open Educational Resources (OER)**

1. https://swayam.gov.in
2. http://egyankosh.ac.in
3. http://www.ncte.nic.in
4. www.ignou.ac.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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Projects** · Chart preparation on epoxide ring opening mechanisms · Visual model of protein structure hierarchy
2. **Quizzes** · MCQs on electrochemical cells and reactions · Match-the-formula on halogen oxoacids
3. **Assignments and Essays** · Short note: Importance of Grignard reagents in synthesis · Essay on applications of electrochemistry in daily life
4. **Presentations** · Seminar on noble gas bonding models · Group demo on electrophoresis using amino acids
5. **Participation** · Group discussion on environmental impact of halogen chemistry · Peer explanation of isoelectric point in amino acids
6. **Reflective Journals** · Weekly reflections on understanding key lab techniques · Entry on how electrochemical concepts apply in industry

| EDELBL609 | Biology IV | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Biology III | | | | |

**Course Perspective**

This course explores the profound influence of biology on environmental sustainability, human health, and technological advancements. Through interdisciplinary themes, student-teachers engage with ecological systems, biotechnology applications, and biological principles related to human welfare. The course equips learners with a scientific lens to address pressing environmental challenges, understand biotechnological innovations, and apply biological knowledge in teaching and real-life contexts.

**Key Skills and Knowledge Gained**

- Understand ecological relationships and environmental impacts
- Analyze the role of biology in health, disease prevention, and agriculture
- Explain the principles and applications of biotechnology
- Address environmental concerns through scientific awareness and action

**Real-World Application Examples**

- Planning a school awareness campaign on water and air pollution
- Using biotechnology case studies (e.g., Bt crops, gene therapy) in classroom teaching
- Analyzing biodiversity hotspots and conservation strategies
- Applying immunological concepts to discuss contemporary health issues like HIV/AIDS

**Course Objectives**

The student-teachers will be able to:

1. To develop an understanding of environment as a science.
2. To develop an insight of biology as a means to human welfare.
3. To know the principles of biotechnology and apply its knowledge in health and agriculture.
4. To examine the relationship of organism and environment and confront with various environmental issues.

**Course Outcomes**

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

**CO1.** Understand the various aspects of environment including biomes, food chains, and pollution control.

**CO2.** Examine and comprehend the applications of biology in addressing human health, nutrition, and disease.

**CO3.** Explain the principles of biotechnology and its contributions to agriculture and medicine. **CO4.** Analyze ecological relationships and propose sustainable strategies for biodiversity conservation and pollution mitigation.

**Course Content**

**Unit I: Environmental Science (15 hours)**

- Definition, scope and importance of environmental science
- Components of the environment: atmosphere, lithosphere, hydrosphere, biosphere
- Interdependence in nature: ecosystems, ecological balance, and system stability
- Natural resources: types (renewable and non-renewable), uses and responsible consumption
- Sustainable development: principles, need, and relevance in the 21st century
- Traditional ecological knowledge in India: community-based conservation, sacred groves, indigenous practices
- Introduction to environmental ethics: values, rights of nature, responsibilities of individuals
- Environmental awareness and role of education: eco clubs, environmental days (World Environment Day, Earth Day)

**Unit II: Biology and Human Welfare (15 hours)**

- Health and disease: malaria, filariasis, ascariasis, typhoid, pneumonia, common cold, amoebiasis, ringworm
- Immunology basics: vaccines, cancer, HIV/AIDS · Adolescence education: drug and alcohol abuse
- Food production and improvement: plant breeding, tissue culture, SCP, biofortification
- Microbes in daily life: fermentation, biocontrol, biofertilizers, sewage treatment

**Unit III: Biotechnology and Its Applications (15 hours)**

- Principles and processes: genetic engineering and recombinant DNA technology
- Applications: vaccine production, GM crops, gene therapy, transgenic animals
- Ethical and legal issues: biosafety, biopiracy, patents

**Unit IV: Ecology (Conservation & Contemporary Issues) (15 hours)**

- Biodiversity conservation: importance, threats (habitat loss, poaching, invasive species, climate change), methods (in-situ and ex-situ)
- Protected areas in India: national parks, wildlife sanctuaries, biosphere reserves, hotspots, Red Data Book
- Environmental issues: air, water, soil, and noise pollution – causes, effects, and control measures
- Waste management: solid and radioactive waste – disposal methods and challenges
- Global concerns: greenhouse effect, global warming, ozone depletion, climate change
- Environmental policies and legislations: Environmental Protection Act (1986), Forest Conservation Act, Wildlife Protection Act

**Learning Experience**

The course emphasizes experiential learning and scientific inquiry through:

- Field visits to ecological sites and waste management units
- Observation and analysis of environmental changes
- Group projects on biological innovations for sustainability
- Debate and discussion forums on biotechnological ethics and biodiversity

**Textbooks**

1. NCERT Class XI & XII Biology Textbooks
2. Tyagi, M.P. & Bhatia, K.N. (2018). Trueman's Elementary Biology Vol. 1 & 2. Danika Publishing

**Suggested Readings**

1. Beri, A.K. (1981). Textbook of Animal Physiology. EMK Publications
2. Burns, S. (1980). Science of Genetics. McMillan
3. Devlin, R.M. & Witham, F.H. Plant Physiology. CBS Publishers
4. Verma, P.S. (1986). Ecology. Chand Publishers
5. DeRobertis, EDP & DeRobertis, EMF. Cell and Molecular Biology. Saunders

**Open Educational Resources (OER)**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. www.ignou.ac.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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Projects** · Survey project on biodiversity in the local area · Model development: ecosystem pyramids or pollution control devices
2. **Quizzes** · Quick quiz on immunology and vaccines · MCQs on genetic engineering and biotech applications
3. **Assignments and Essays** · Essay on "Role of Biology in Environmental Conservation" · Assignment: Case study on Bt crops or gene therapy
4. **Presentations** · Group presentation on endangered species and their conservation · Seminar on human microbiome and health
5. **Participation** · Field visit report submission and group discussion · In-class debate on biopiracy and ethics in biotech
6. **Reflective Journals** · Weekly reflections on how biological knowledge impacts human life · Entry on ecological observation in student's neighborhood

| EDELHS610 | History IV | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | History III | | | | |

**Course Perspective**

This course examines the major global historical developments that have shaped the modern world. Student-teachers critically engage with key transformative events such as the Renaissance, Reformation, American and French Revolutions, the rise and fall of empires, and the two World Wars. The course emphasizes analysis of change and continuity, the causes and impact of revolutions, and the emergence of ideologies and global power shifts. Through this, future educators gain a broad perspective on socio-political movements, reform, and resistance.

**Key Skills and Knowledge Gained**

- Analyze major world revolutions and their long-term impact
- Understand ideological movements like nationalism, fascism, and liberalism
- Examine war, diplomacy, and international relations through historical examples
- Critically evaluate primary and secondary historical sources

**Real-World Application Examples**

- Designing lessons on global reform movements in school history curricula
- Explaining the implications of WWI and WWII on modern international relations
- Analyzing current global political ideologies through a historical lens
- Encouraging debates on nationalism, conflict, and peacebuilding among students

**Course Outcomes**

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

CO1. Understand the intellectual awakening and cultural shifts brought about by the Renaissance and Reformation.

CO2. Evaluate the historical significance of Napoleon's rule and the unification of Germany and Italy.

CO3. Examine the causes and consequences of the First World War and Russian Revolution.
CO4. Analyze the rise of totalitarian regimes and Japan’s emergence as a world power in the interwar period.

**Course Content Unit I: Age of Reforms and Revolutions (15 hours)**

- Renaissance: Emergence, nature and impact
- Reformation and Counter Reformation: causes and results
- American War of Independence: causes, events, outcomes

**Unit II: Napoleon Age and Unification of Europe (15 hours)**

- Napoleonic Era: reforms, achievements, downfall
- Vienna Congress: principles and impact
- Unification of Italy and Germany: major figures, events, and Bismarck's policy

**Unit III: Causes that led to First World War (15 hours)**

- Eastern Question: revolts and conflicts in Greece, Egypt, and Crimea
- World War I: causes, events, peace settlements, Treaty of Versailles
- Russian Revolution of 1917: causes, events, consequences

**Unit IV: Between the World Wars (15 hours)**

- Rise of Nazism in Germany and Fascism in Italy
- Emergence of Japan as a modern world power

**Learning Experience**

This course promotes historical thinking and perspective-building through:

- Timeline creation and event sequencing
- Documentary and visual history analysis
- Source-based learning and interpretation of treaties
- Research projects and role-playing historical figures Student-teachers will be guided through independent reading, collaborative projects, and interactive lectures that bring historical narratives to life.

**Textbooks**

1. Hazen, C. D. Modern European History. Forgotten Books ·
2. Swain, J. E. History of World Civilisation. S. Chand

**Suggested Readings**

1. Keegan, John (2000). The First World War. Vintage · Shirer, William & Rosenbaum, Ron (2011).
2. The Rise and Fall of the Third Reich. Simon & Schuster
3. Dev, Arjun & Indira (2009). History of the World. Orient Blackswan
4. Carsten, F. L. (1967). The Rise of Fascism. Methuen

**Open Educational Resources (OER)**

1. https://egyankosh.ac.in/bitstream/123456789/56486/1/Unit-1.pdf ·
2. http://ndl.ethernet.edu.et/bitstream/123456789/44567/1/2.Alexander%20Grab.pdf ·
3. https://egyankosh.ac.in/bitstream/123456789/19959/1/Unit-13.pdf ·
4. https://egyankosh.ac.in/bitstream/123456789/71834/1/Unit-5.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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

## Suggested Activities for Continuous Internal Assessment (CIA)

1. **Projects** · Timeline creation for key revolutions (Renaissance to Russian Revolution) · Comparative chart on reforms led by Napoleon and Bismarck
2. **Quizzes** · MCQs on global revolutions · Map-based quiz: Europe pre and post Vienna Congress
3. **Assignments and Essays** · Essay on "Impact of Renaissance on Modern Europe" · Assignment: Evaluation of Treaty of Versailles
4. **Presentations** · Group presentation on the Unification of Italy · Solo presentation: Rise of Japan as a world power
5. **Participation** · In-class debates on causes of WWI · Role play on Congress of Vienna
6. **Reflective Journals** · Weekly entries on relevance of past revolutions in present times · Journal: What if Germany hadn’t unified? Speculative historical analysis

| EDELPS611 | Political Science IV | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Political Science III | | | | |

**Course Perspective**

This course explores the evolving landscape of international politics, foreign policy, global governance, and comparative political systems. Student-teachers critically examine the theories and approaches that define international relations, explore the functioning of global organizations, and analyze the political structures of leading world democracies. The course emphasizes understanding power dynamics, national interest, diplomacy, and ideological influences in shaping world affairs, thereby fostering globally aware educators.

**Key Skills and Knowledge Gained** ·

- Comparative understanding of political systems across nations
- Familiarity with theories and approaches in international relations
- Insight into foreign policy formulation and diplomatic instruments
- Understanding of the role of international law and organizations

**Real-World Application Examples**

- Analyzing current international conflicts using realist and idealist approaches
- Designing classroom simulations on UN General Assembly debates
- Teaching comparative constitution modules using case studies from the USA, UK, and France
- Critically discussing the role of SAARC and ASEAN in promoting regional cooperation

**Course Objectives**

The student-teacher will be able to:

1. Understand the various approaches and theories together with the role of power and different organizations.
2. Understand the ideologies of different nations.
3. Know about the unique features of their constitutions.

**Course Outcomes**

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

**CO1.** Analyze and compare different theories and approaches in international politics.

**CO2.** Evaluate the determinants and instruments of foreign policy, including diplomacy and war.

**CO3.** Examine the role of international law and global organizations in international politics.

**CO4.** Compare and analyze the political systems of selected countries.

**CO5.** Develop critical thinking and problem-solving skills in the context of international politics.

**Course Content Unit I: International Politics (15 hours)**

- Meaning, nature, and scope of international politics
- Theories and approaches: Traditional vs Scientific, Behavioural, Idealist, Realist
- Decision-making models: Game theory, systems, communication

**Unit II: Foreign Policy (15 hours)**

- Determinants and instruments of foreign policy: diplomacy, propaganda, economic tools, war
- Concepts of power and national interest ·
- Balance of power, collective security, role of ideology ·
- Cold War, Détente, Non-alignment Movement, issues of the Global South

**Unit III: International Law & Global Organizations (15 hours)**

- Nature and relevance of international law
- Global organizations: The United Nations and its specialized agencies
- Regional organizations: European Union (EU), SAARC, ASEAN

**Unit IV: Comparative Government and Politics (15 hours)**

- Constitution and political structure of the United Kingdom, United States, Switzerland, and France

**Learning Experience**

The course integrates inquiry-based learning, simulation, and case study analysis through:

- Mock United Nations and model diplomatic negotiations
- Policy analysis and debates on foreign policy issues
- Comparative constitution analysis through multimedia tools
- Collaborative research on international organizations and regional blocs

**Textbooks**

1. Basu, Rumki. International Politics: Concepts, Theories and Issues. Sage Publications India
2. Kapur, A. C. & Mishra, K. K. Select Constitutions. S. Chand

**Suggested Readings** ·

1. Baylis, John et al. (2011). The Globalization of World Politics. Oxford University Press
2. Kapur, A. C. Principles of Political Science. S. Chand
3. Kumar, Mahendra. Theoretical Aspects of International Politics. Shivalal Agarwala
4. Waltz, K. N. Man, the State, and War. Columbia University Press

**Open Educational Resources (OER)**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. www.ignou.ac.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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Projects**
   - Comparative study of SAARC and ASEAN · Research dossier on foreign policy decisions during the Cold War
2. **Quizzes**
   - Quiz on theories of international relations
   - MCQs on constitutions of major countries
3. **Assignments and Essays**
   - Essay: "Balance of Power vs Collective Security in the 21st Century"
   - Assignment on UN reform and global governance
4. **Presentations**
   - Group presentation on global organizations and their relevance today
   - Case presentation on comparative federalism: USA vs Switzerland
5. **Participation**
   - Mock UN Security Council or General Assembly sessions
   - Class debates on relevance of Non-Aligned Movement today

6. **Reflective Journals**
    - Weekly reflection: "How global politics affects my daily life"
    - Journal entry analyzing current event through a political theory lens

| EDELGE612 | Geography IV | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Geography III | | | | |

**Course Perspective** This course explores the spatial dimensions of transport, communication, trade, human settlements, and national issues from a geographical lens. Student-teachers critically engage with patterns and systems that define human-environment interactions and economic connectivity in both Indian and global contexts. The course emphasizes analytical and practical tools like spatial data interpretation, thematic mapping, and GIS, preparing learners to understand and teach geography as an integrated and applied discipline.

**Key Skills and Knowledge Gained**

- Ability to analyze geographical patterns of trade, transport, and communication
- Understanding human settlements, urbanization, and spatial development
- Proficiency in thematic mapping, data processing, and spatial analysis
- Geographical perspective on contemporary national issues such as pollution, poverty, and sustainability

**Real-World Application Examples**

- Mapping urban slums and analyzing urban morphology for lesson plans
- Studying changing patterns of India's foreign trade using map data
- Using GIS to evaluate land-use conflicts or transport connectivity
- Designing classroom projects on sustainable development and global warming

**Course Objectives**

The course will enable the student-teachers to –

1. Familiarise the students with transport and communication with reference to roads, railways, waterways and airways.
2. Understand communication networking-radio, television, satellite and internet in international trade.
3. Develop geographical perspective on some selected issues and problems.
4. Develop hands-on approach to study of Geography.

**Course Outcomes**

On completion of this course, the student-teacher will be able to:
**CO1** Understand the significance of transport, communication, and trade in the context of

geography.
**CO2** Analyze human settlements globally and in India and functional classification of urban settlements. Explore the challenges of urbanization,
**CO3** Gain a geographical perspective on selected issues and problems, including environmental pollution, global warming, poverty, food security, and sustainable development.
**CO4** Develop practical skills in data processing, thematic mapping, and representing statistical data using diagrams.
**CO5** Apply spatial analysis techniques, including overlay, buffer, and proximity analysis, to analyze geographic data and solve real-world problems.

**Course Content Unit I: Transport, Communication, and Trade (15 hours)**

- Transport, Communication and Trade: Transport and communication Roads, railways, waterways and airways; oil and gas pipelines, national electric grids.
- Communication networking-radio, television, satellite and Internet.
- International Trade- Basis and components, trade balance, major trading organizations, changing pattern of India's foreign trade, sea-routes, inland water-ways, sea ports and their hinter-land.

**Unit II: Human Settlements (15 hours)**

- Human settlements (World and India): Unstable and stable settlements, rural settlements: origin, types and patterns;
- Urban settlements: Origin and growth of towns; functional classification of towns.
- Problems of urbanization in the world; urbanization in India; Urban slums and squatters. Morphology of cities;
- Distribution of Mega-cities, problems of human settlements in Developing countries.

**Unit III: Geographical Perspective on National Issues (15 hours)**

- Geographical perspective on selected issues and problems: Environmental pollution-Land, Water, Air, Noise, Global Warning, Poverty, Food Security;
- Sustainable Development.

**Unit IV: Practical Geography (15 hours)**

- Processing of Data, Thematic mapping, representing statistical data by various diagrams-Bar, Histogram, Pie etc.

- Spatial Information technology: GIS, GPS, Computers-Software and Hardware components, Data format, Raster and Vector, editing and topology etc.
- Spatial Analysis; Overlay, Buffer and Proximity analysis.

**Learning Experience**

The course promotes experiential learning through:

- Thematic group projects and field-based surveys
- Spatial data analysis using GIS and mapping tools
- Urban planning and environment-based simulations
- Collaborative creation of educational materials and school maps

**Textbooks**


1. Johnes, Hue (1989). Population Geography, Harper and Harper, London.
2. Johnson, J. H. (1972). Urban Geography, An Introductory Analysis, Pergamon Press, Oxford.
3. Jones, C. F. and Darkenwald, G. G. (19820. Principles of Economic Geography, Surjeet Publications, Delhi.
4. Mitchell, B. (1988). Geography and Resource Analysis, Longman, London.
5. Strahler, A. H. and Strahler, A. N. (1984). Exercises in Physical Geography, John Wiley, New York.
6. Tikkha, R. N. (1989). Bhautik Bhugaol, Kedar Nath Ram Nath, Meerut.
7. Zimmerman, E. W. (1964). Introduction to World Resources, Harper and Row, New York.


**Suggested Readings**


1. Adger, W. N., Paavola, J., & Huq, S. (Eds.). (2006). Fairness in Adaptation to Climate Change. The MIT Press.
2. Brunn, S. D., Cutter, S. L., & Harrington Jr, J. W. (Eds.). (2001). Geography and Technology. Springer.
3. Davis, M. (2006). Planet of Slums. Verso.
4. Knox, P. L., & McCarthy, L. (2019). Urbanization: An Introduction to Urban Geography (4th ed.). Pearson.
5. Korte, G., & Huisman, O. (2017). Understanding GIS: An ArcGIS Pro Project Workbook (4th ed.). Esri Press.
6. Longley, P. A., Goodchild, M. F., Maguire, D. J., & Rhind, D. W. (2015). Geographic Information Science & Systems (4th ed.). Wiley.
7. Taylor, P. J., & Hoyler, M. (Eds.). (2011). Global Transport Networks: The Geography

of Connectivity and Spatial Systems. Wiley-Blackwell.
8. Wood, P. (2018). Transport Geography (3rd ed.). Routledge.

**Open Educational Resources (OER)**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. www.ignou.ac.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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Projects** · Field report on transportation networks in a local area · GIS-based project on environmental degradation hotspots
2. **Quizzes** · MCQs on trade routes, settlement types, and pollution issues · Labeling maps for global communication and trade patterns
3. **Assignments and Essays** · Essay on "Role of GIS in Urban Planning" · Assignment on impact of globalization on local settlements
4. **Presentations** · Group presentation on urban problems in India · Poster presentation on spatial technologies (GIS, GPS)
5. **Participation** · In-class peer-teaching on thematic mapping tools · Role-play as planners proposing sustainable solutions
6. **Reflective Journals** · Weekly reflections on human-environment interactions · Entry on application of spatial analysis in real-world planning

| EDELEC613 | Economics IV | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **3** | 1 | **0** | 4 |
| **Category of Course** | Theory | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Economics III | | | | |

**Course Perspective**

This course provides student-teachers with an in-depth understanding of India's economic structure and development trajectory. It explores the evolution and challenges of the Indian economy through themes like economic planning, demographic trends, poverty and inequality, and the state of agriculture. The course encourages critical analysis of economic reforms, policy measures, and sustainable development strategies, enabling learners to contextualize macroeconomic realities within pedagogical frameworks.

**Key Skills and Knowledge Gained**

- Understanding of structural features of Indian economy and planning models
- Analysis of poverty, unemployment, and income distribution in India
- Insight into demographic features and their socio-economic impact
- Evaluation of agricultural policies, reforms, and rural development initiatives

**Real-World Application Examples**

- Designing lesson plans on poverty alleviation schemes and employment programs
- Interpreting data from Census and NSSO to understand population growth patterns
- Teaching land reform history using case studies from various Indian states
- Analyzing the implications of economic policies like LPG reforms or MSP in classroom debates

**Course Objectives:**

The course will enable the student-teachers to:

1. Understand the nature and structure of Indian economy and economic planning in India.
2. Create awareness about Demographic Features of India’s Population.
3. Understand the concepts, incidence and extent of poverty in India.
4. Understand the features of Indian agriculture and land reforms in India.

**Course Outcomes**

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

**CO1.** Examine the causes and remedies of various problems faced by the Indian economy like poverty, inequality, unemployment etc.

**CO2.** Critically Examine the issues related to growth of Indian economy, its planning and economic reforms.

**CO3.** To develop a perspective on the different problems and approaches to economic planning and development in India

**CO4.** Describe the agriculture system in India and give better suggestion to improve further.

**Course Content**

**Unit I: Nature and Structure of Indian Economy (15 hours)**

- Basic characteristics and features of Indian economy.
- Changes in structure of Indian Economy (Primary Sector, Secondary Sector & Tertiary Sector). Economic Planning in India
- Features
- Objectives and Assessment of Indian Planning. Employment policy

**Unit II: Demographic Features of India's Population (15 hours)**

- Inter-state disparities in the pattern of development
- Structural Change in the distribution of Income and Workforce in India National Income
- Growth and composition
- Contribution of different sector & growth pattern

**Unit III: Poverty in India (15 hours)**

- Concepts, incidence & extent of poverty in India
- Inequality and Social Justice
- Human Development Index
- Gender Development Indices
- Poverty and unemployment in India.
- Programmes for eradication of poverty and unemployment with special reference to the post – reform era

**Unit IV: Agriculture (15 hours)**

- Features of Indian Agriculture
- Land relations and land reforms

- Technological aspects, rural credit
- Pricing of agricultural produce
- Impact of Green Revolution on Indian Agriculture
- Recent Trends in Agricultural Development -- Causes of Deceleration
- Future Challenges. New Agricultural strategy

**Learning Experience**

This course integrates economic theory with current events, policy analysis, and grassroots-level observations. Student-teachers will engage with:

- Data interpretation from government sources
- Policy evaluation through debates and essays
- Rural economic simulations and field visits
- Designing classroom activities based on real-world economic issues

**Textbooks**


1. Brahmananda, P. R. and Panchmukhi (1987). The Development Process of Indian Economy, V. R. (Eds.) Himalaya Publishing House, Bombay.
2. Byres, T. J. (Ed.) (1998). The Indian Economy: Major Debate since Independence, Oxford University Press, New Delhi.


**Open Educational Resources (OER)**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. www.ignou.ac.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 |

*Note: A minimum of 40% marks must be secured separately in Internal and End-Term to pass the course.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Projects** · Create an economic profile of a village/town focusing on employment, income, and poverty · Comparative study of Indian agriculture pre and post Green Revolution
2. **Quizzes** · MCQs on planning, demographic trends, and national income · Data interpretation from NSSO or Census reports
3. **Assignments and Essays** · Essay: "Challenges and strategies for achieving inclusive growth in India" · Assignment on analyzing NITI Aayog's development plans
4. **Presentations** · Group presentation: Rural employment schemes (MGNREGA, PMGSY) · Poster presentation: India's demographic dividend and its implications
5. **Participation** · In-class discussions on economic reforms · Peer evaluation of rural development policies
6. **Reflective Journals** · Weekly reflections on budget updates and their classroom relevance · Reflection on personal experiences with local economic challenges

# SEMESTER VII

| S.No. | Course Code | Course Title | Course Type | L | T | P | C |
|---|---|---|---|---|---|---|---|
| 1 | EDELGE701 | Gender Education | Theory | 3 | 1 | 0 | 4 |
| 2 | EDELIE702 | Inclusive Education | Theory | 3 | 1 | 0 | 4 |
| 3 | EDELCS703 | Curriculum Studies | Theory | 3 | 1 | 0 | 4 |
| 4 | EDELOC | Optional Course | Theory | 1 | 1 | 0 | 2 |
| 5 | EDELPR751 | Professional Readiness for Teaching Careers | Practical | 0 | 0 | 4 | 2 |
| 6 | EDELRC752 | Developing Educational Resource Centres | Practical | 0 | 0 | 4 | 2 |
| 7 | EDELCP753 | Field-Based Case Study Project | Practical | 0 | 0 | 0 | 3 |
| | | TOTAL | | 10 | 4 | 8 | 21 |

| EDELGE701 | Gender 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 Gender | | | | |

**Course Perspective**

This course explores how gender, as a social and cultural construct, influences schooling processes, educational structures, and learner experiences. Student-teachers are introduced to feminist thought, gender-related educational policies, and the intersection of gender with class, caste, religion, and region. With a critical approach to curriculum, textbooks, classroom practices, and teacher attitudes, the course aims to build a strong foundation for creating gender-inclusive classrooms and school cultures that challenge bias and inequality.

**Course Objectives**

The course will enable the student-teachers to:

1. Develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and trans gender.
2. Know about policies, plans and schemes of the government for addressing all forms of disparities and inequalities existing in the society
3. Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
4. Understand the need to address gender-based violence in all social spaces and evolve strategies for addressing it.

**Course Outcomes**

Upon completion of this course, the student-teacher will be able to:
**CO1.** Explain key concepts and feminist perspectives related to gender and schooling.
**CO2.** Analyze how social institutions and educational structures shape gendered experiences.
**CO3.** Examine gender representation in curriculum, textbooks, pedagogy, and school processes.
**CO4.** Evaluate legal frameworks and policies related to gender, safety, and equity.

**CO5.** Design strategies for developing gender-inclusive and equitable classroom environments.

**Course Content**

**Unit I: Gender Issues (15 hours)**

- Definitions and clarity on: gender, patriarchy, sexuality, masculinity, femininity, feminism, transgender, empowerment
- Social construction of gender and gender roles
- Gender discrimination across institutions: social, cultural, religious, economic, political, educational
- Gender bias and stereotyping
- Shift from Women's Studies to Gender Studies
- Constitutional provisions related to gender equality, equity, and girls' rights

**Unit II: Gender, Socialization, and Curriculum (20 hours)**

- Socialization processes: Role of family, school, media, peers
- Gender identity, socialization in different family settings
- Gender concerns: access, enrolment, retention, achievement
- Gender and intersectionality: Class, caste, religion, region
- Gender in curriculum: Textbooks, hidden curriculum, learning processes
- Legal and policy frameworks: Vishakha Guidelines, POCSO Act, Domestic Violence Act (2005), Reservation, Transgender Rights (Section 377 verdict)

**Unit III: Creating Gender Inclusive Classrooms (15 hours)**

- Strategies for building positive self-concept and self-esteem among girls
- Classroom management with a gender lens
- Analyzing teaching-learning materials, language use, outcomes, assessments
- Using ICT for gender-sensitive pedagogy
- Role of the teacher as a change-maker

**Unit IV: Practicum (10 hours)**

*(Any Two Activities)*

- Analyze textbooks (VI–X) for gender bias
- Conduct debates on equity across gender, caste, class, disability
- Document violations of girls'/women's rights through group discussion
- Analyze media portrayals of women through video clips or print
- Collect and present folklores showing socialization and identity formation
- Observe participation in co-curricular activities in different types of schools
- Compile a report on women in unconventional roles or professions
- Gather and present thoughts of notable Indians on girls' education and empowerment
- Organize a poster competition on gender equality

**Learning Experience**

Student-teachers will participate in:

- Critical textbook and curriculum analysis
- Observational visits to schools and public institutions
- Classroom debates and thematic presentations
- Role-plays and poster-making activities
- Journal writing and reflections on personal gender experiences
- Peer-led research and group discussions on case laws and policy

**Textbook**

1. NCERT (2006). *National Curriculum Framework 2005: Position Paper – National Focus Group on Gender Issues in Education*, New Delhi.

**Advanced Readings**

1. Desai, Neera & Thakkar, Usha. (2001). *Women in Indian Society*. National Book Trust.
2. Dunne, M. et al. (2003). *Gender and Violence in Schools*. UNESCO.
3. Kirk, Jackie (Ed). (2008). *Women Teaching in South Asia*. SAGE Publications.

**Open Educational Resources (OER)**

1. SWAYAM Portal
2. NCTE
3. eGyankosh

4. IGNOU

**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**
   · Gender audit of school spaces or curriculum
   · Case study of a girl child's educational journey
2. **Quizzes**
   · Key concepts and legislation related to gender
   · Historical milestones in girls' education
3. **Assignments and Essays**
   · Essay: "The Role of Teachers in Promoting Gender Equality"
   · Assignment on analyzing hidden curriculum from textbooks
4. **Presentations**
   · Group presentations on gender-based violence
   · Thematic poster on gender and schooling
5. **Participation**
   · Class debates on intersectionality and discrimination
   · Role-play on gender-inclusive teaching
6. **Reflective Journals**
   · Weekly journal entry on "My gendered experiences in school"
   · Reflection on classroom observations related to gender dynamics

| EDELIE702 | 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 | Understanding of Diverse Needs | | | | |

**Course Perspective**

This course enables student-teachers to understand inclusive education as a transformative approach rooted in the values of equity, justice, and human rights. The course traces the shift from segregation to inclusion, explores policy and legislative frameworks, and focuses on understanding learner diversity in schools. It emphasizes inclusive pedagogy, curriculum adaptation, use of assistive technologies, and collaborative practices. The aim is to equip student-teachers with the skills, knowledge, and attitudes to create inclusive, learner-friendly classrooms that support all children, especially those with diverse needs.

**Course Objectives**

The course will enable the student-teachers to:

1. Understand the meaning and significance of Inclusive education
2. Gain knowledge on Policy and legislative frameworks promoting inclusion
3. Learn to create inclusive classrooms using inclusive pedagogy – (teaching strategies, CCE)
4. Understand the linkages and collaborations for resource mobilization.

**Course Outcomes**

Upon completion of the course, the student-teacher will be able to:
**CO1.** Analyse the paradigm shift of Inclusive Education in terms of policies, facilities, and provisions.
**CO2.** Summarise the diverse needs of children at physical, psychological, and socio-cultural levels.
**CO3.** Apply inclusive teaching strategies to create learner-friendly classrooms.
**CO4.** Design and implement adapted curriculum and assessment methods to support inclusive education.
**CO5.** Engage critically with the social realities and systemic challenges around inclusion and diversity in education.

**Course Content**

**Unit I: Understanding Inclusion in Education (20 Hours)**

- History of inclusion – paradigm shift from segregation to inclusion
- Policy perspectives: Initiatives to promote inclusive education
- International focus: Salamanca Statement (1994), UNCRPD, EFA (MDG)
- National focus:
    - Constitutional obligations for education of diverse groups
    - NPE 1986–92, PWD Act 1995, RCI Act
    - National Policy for PWD 2006
    - RPWD Act, 2016
    - SSA, RMSA, NCF 2005, NCMEI
- Educational concessions, facilities and provisions

**Unit II: Understanding Physical, Psychological, and Social-Cultural Diversity (15 Hours)**

- Nature and characteristics of disabilities:
    - Sensory (visual and hearing)
    - Cognitive (learning difficulties, autism, intellectual disability)
    - Physical disabilities
- Girls with disabilities: issues, challenges, and support programs
- Diversity due to socio-cultural and economic factors
- Discrimination, language barriers, violence, abuse

**Unit III: Addressing Learners' Diversity (15 Hours)**

- Curricular issues in inclusive education
- Curriculum adaptation/modifications
- Content contextualization
- Assessment and evaluation:
    - CCE
    - Alternative assessments
- Learning support systems:
    - Assistive and adaptive devices
    - ICT tools
- Universal Design for Learning (UDL)
- Introduction to Artificial Intelligence (AI): Application in inclusive pedagogy

**Unit IV: Practicum (10 Hours)**

*Any two of the following:*

- Visit a school and assess inclusive practices in infrastructure and pedagogy

- Prepare need profiles of children and analyze learning needs
- Study and reflect on current assessment practices in light of inclusive philosophy
- Compare inclusive practices in special, integrated, and regular schools
- Conduct interviews with teachers to identify challenges in inclusive teaching
- Trace evidence of inclusion from ancient to modern times and reflect on it
- Organize classroom debates on diversity and equity
- Prepare a comparative chart of educational provisions for CWSN
- Analyze the accessibility of teaching materials and school environments

**Learning Experience**

This course integrates experiential learning through:

- School visits and field reports
- Debates and group discussions
- Case studies and interviews
- Use of digital tools for curriculum adaptation
- Reflective journals and research-based inquiry
  Student-teachers are encouraged to co-create inclusive strategies and collaborate with diverse stakeholders.

**Textbooks**

1. Julka, A. (2006). *Meeting Special Needs in Schools: A Manual*. NCERT, New Delhi
2. Julka, A. (2014). *Teachers Creating Inclusive Classrooms: Issues and Challenges* – A Research Study
3. NCERT (2006). *Position Paper: National Focus Group on Education of Children with Special Needs*

**Advanced Readings**

1. Ainscow, M., Dyson, A., & Booth, T. (2006). *Improving Schools, Developing Inclusion*. Routledge
2. Hegarty, S. & Alur, M. (2002). *Education and Children with Special Educational Needs: Segregation to Inclusion*. Sage
3. Jha, M. (2002). *Inclusive Education for All: Schools without Walls*. Heinemann
4. UNICEF (2003). *Examples of Inclusive Education*. UNICEF ROSA
5. World Bank (2003). *Achieving Education for All: Inclusive Education and Special Needs*

**Open Educational Resources (OER)**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. www.ignou.ac.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**
    a. Case study of an inclusive school or student with special needs
    b. Survey on teacher perceptions towards inclusion
2. **Quizzes**
    a. Quiz on legislative frameworks (RPWD, UNCRPD)
    b. MCQs on types of disabilities and assistive technologies
3. **Assignments and Essays**
    a. Reflective essay on challenges in implementing inclusive education
    b. Comparative analysis of traditional vs inclusive classrooms
4. **Presentations**
    a. Group presentation on UDL
    b. Poster on AI tools to support CWSN
5. **Participation**
    a. Group debates on inclusive policy reforms
    b. Peer-review of inclusive lesson plans
6. **Reflective Journals**
    a. Weekly observations from internship visits
    b. Reflections on teacher role in inclusive classrooms

| EDELCS703 | Curriculum Studies | 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 education and teaching-learning processes | | | | |

**Course Perspective**

This course explores the meaning, development, implementation, and evaluation of curriculum in school education. It provides a conceptual framework to understand how curriculum embodies the aims and values of education, and how it is constructed and translated into practice. The course introduces student-teachers to the theoretical foundations of curriculum design, types of curricula, approaches to development, and the roles of various stakeholders in curriculum planning. Emphasis is placed on the alignment of curriculum with contemporary educational needs as envisioned in policies such as the NEP 2020.

**Course Objectives**

The course will enable the student-teachers to:

1. Develop a conceptual understanding of curriculum as a dynamic and evolving construct rooted in educational aims and sociocultural contexts.
2. Familiarize themselves with the basic types, principles, and theoretical foundations of curriculum development.
3. Understand the processes involved in planning, designing, implementing, and evaluating school curricula.
4. Critically examine national curriculum frameworks and education policies, including NEP 2020, to assess their pedagogical implications.
5. Reflect on the role of teachers, schools, and institutions in operationalizing curriculum and ensuring its alignment with learner needs and societal goals.
6. Build practical skills in analysing curriculum materials such as syllabi, textbooks, teaching aids, and classroom processes from a learner-centred perspective.

**Course Outcomes**

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

**CO1.** Explain the aims, scope, and significance of curriculum in the context of school education.

**CO2.** Analyze different types, components, and development principles of school curriculum.

**CO3.** Evaluate curriculum planning and implementation processes using current national

frameworks.

**CO4.** Reflect on the role of teachers and institutions in operationalizing curriculum for diverse learners.

**Course Content**

**Unit I: Education and Curriculum (15 Hours)**

- Meaning, need and significance of curriculum
- Relationship between education and curriculum
- Types of curriculum: subject-centred, activity-centred, environmental-centred, community-centred
- Differences among curriculum, curriculum framework, syllabus, and textbooks

**Unit II: Curriculum Development (15 Hours)**

- Basic principles of curriculum development
- Key concerns: aims of education, disciplinary nature, learning perspectives, value transitions
- Socio-cultural, environmental, gender, and inclusivity concerns
- Technological advancements and the impact of globalization on curriculum

**Unit III: Approaches, Planning and Implementation (15 Hours)**

- Approaches: learner-centred, activity-based, constructivist, knowledge-construction
- Curriculum planning as a cyclical and dynamic process
- Implementation strategies: converting curriculum to syllabus and learning experiences
- Institutional roles at school, regional, state and national levels
- Role of the teacher in curriculum enactment: textbooks, manuals, kits, media, community resources

**Unit IV: Practicum and Curriculum Reflection (15 Hours)**

- Review of NCFs (1975, 1988, 2000, 2005) and NEP 2020
- Observation of curriculum implementation infrastructure in schools
- Interviews with teachers on curriculum planning, delivery and assessment
- Analysis of "Learning without Burden" report and Position Papers (2005–2006)
- Evaluate curriculum from selected B.Ed. programmes and their alignment with NEP goals

**Learning Experience**

The course will use interactive lectures, small group discussions, multimedia presentations, seminar-based learning, case study analysis, curriculum document reviews, field visits, and reflective writing. Opportunities for collaborative learning and contextual application will be prioritized.

**Textbooks and Suggested Readings**


1. NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT
2. NCERT (2006). *Position Paper: National Focus Group on Curriculum, Syllabus, and Textbooks*
3. NCERT (2000). *National Curriculum Framework for School Education*
4. NCERT (1988). *National Curriculum for Elementary and Secondary Education*
5. Yashpal Committee (1993). *Learning without Burden*, MHRD
6. Sharma, R.A. (2002). *Curriculum Development and Instructional Technology*. Meerut: R. Lall Book Depot
7. Ornstein, A. C., & Hunkins, F. P. (2017). *Curriculum: Foundations, Principles, and Issues*. Pearson
8. NCERT & NEP 2020 documents


**Open Educational Resources (OER)**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. http://www.ignou.ac.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**
    a. Compare two curriculum frameworks (e.g., NCF 2005 and NEP 2020)
    b. Develop a curriculum outline for a primary grade topic
2. **Quizzes**
    a. MCQs on curriculum principles and types
    b. Timeline quiz on national curriculum frameworks
3. **Assignments and Essays**
    a. Essay: “Relevance of Curriculum in Building National Identity”

b. Analysis: “Curriculum and Inclusion in NEP 2020”

4. **Presentations**
    a. Group presentation: “Constructivist Curriculum Approaches”
    b. Case study presentation: Teacher’s role in curriculum implementation
5. **Participation**
    a. Curriculum planning workshops
    b. Peer evaluation and group discussions on curriculum concerns
6. **Reflective Journals**
    a. Weekly reflections on curriculum transactions observed in schools
    b. Critique of textbooks from a curriculum design perspective

**OPTIONAL COURSES**

| **EDBEOC315** | **Montessori Pedagogy** | **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 understanding of child development and early education concepts | | | | |

**Course Perspective**

This course explores the educational philosophy and practice developed by Dr. Maria Montessori, emphasizing child-centered, experiential, and self-directed learning. It introduces teacher-students to Montessori principles such as the prepared environment, auto-education, and respect for the child's natural development. Aligned with NEP 2020's focus on foundational learning and joyful classrooms, this course fosters critical understanding of the Montessori method's relevance in contemporary education.

**Course Objectives**

The course will enable student-teachers to:

1. Understand the core principles of Montessori philosophy and methodology.
2. Analyze the role of the teacher, environment, and materials in Montessori classrooms.
3. Examine the stages of child development according to Montessori.
4. Reflect on Montessori pedagogy in comparison with other early childhood approaches.

**Course Outcomes (COs)**

Upon completion of the course, the learner will be able to:
**CO1**. Explain the key tenets of Montessori philosophy and the nature of the Montessori classroom.
**CO2**. Demonstrate understanding of Montessori developmental stages and sensitive periods.
**CO3**. Evaluate the role of freedom, discipline, and self-correction in child learning.
**CO4**. Design learning activities and materials based on Montessori methods.

**Course Content**

**Unit I: Foundations of Montessori Philosophy ( 7.5 hours)**

- Life and work of Maria Montessori
- Key principles: Respect for the child, Absorbent mind, Sensitive periods

- Human tendencies and planes of development
- The Montessori teacher: Observer and guide

**Unit II: The Prepared Environment and Montessori Materials ( 7.5 hours)**

- Characteristics of the prepared environment
- Importance of order, beauty, and accessibility
- Didactic materials: Sensorial, Practical life, Language, and Math
- Role of movement and hands-on learning

**Unit III: Learning Process and Pedagogical Approaches ( 7.5 hours)**

- Auto-education and self-directed learning
- Role of freedom and discipline in Montessori
- Multi-age grouping and peer learning
- Observational techniques and record-keeping

**Unit IV: Montessori in Contemporary and Indian Context (7.5 hours)**

- Comparison with Froebel, Dewey, and Indian thinkers like Gandhi & Tagore
- Relevance to NEP 2020 and ECCE framework
- Montessori and inclusion: Differently-abled, multilingual children
- Challenges and adaptations in Indian schools

**Suggested Readings**


1. Montessori, M. (1967). *The Absorbent Mind*.
2. Montessori, M. (1964). *The Montessori Method*.
3. Lillard, A. (2005). *Montessori: The Science Behind the Genius*.
4. Duckworth, E. (2006). *The Having of Wonderful Ideas*.
5. NEP 2020 (Chapters on ECCE and Foundational Literacy & Numeracy)
6. NCERT Position Papers on Early Childhood Education


**Open Educational Resources (OER):**

1. Association Montessori Internationale (AMI) resources: https://montessori-ami.org
2. Indian Montessori Centre (IMC) resources

**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**

   a.Prepare a Montessori-based learning module for ages 3–6.

   b. Design a classroom layout with Montessori materials.

2. **Quizzes & Assignments**

   a. Quizzes on Montessori principles and materials.
   b. Comparative essay on Montessori vs. other ECCE pedagogies.

3. **Reflective Journals**

   a. Weekly reflection: "What I observed in a child today."
   b.Journal entry: "How Montessori changed my view of teaching."

4. **Presentations and Debates**

   a. Seminar: “Is Montessori feasible in Indian public schools?”
   b. Debate: “Freedom in learning – A Montessori gift or challenge?”

5. **Field/Virtual Learning**

   a. Visit or virtual tour of a Montessori preschool.
   b. Guest talk by a trained Montessori educator.

| EDBEOC316 | Foundation of Early Childhood Care and Education | 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 understanding of child development is desirable. | | | | |

**Course Perspective**

This course provides foundational knowledge of Early Childhood Care and Education (ECCE), drawing on developmental psychology, educational philosophy, and policy frameworks. It emphasizes the critical importance of the early years in human development and prepares student-teachers to engage with diverse aspects of care, learning, and holistic development in early childhood. It aligns with the **NEP 2020** vision for universal, inclusive, and quality early childhood education rooted in Indian contexts.

**Course Objectives**

The course will enable student-teachers to:

1. Understand the nature, objectives, and significance of ECCE.
2. Explore the developmental needs and rights of young children (0–8 years).
3. Analyze various theoretical perspectives on child development and learning.
4. Examine the role of family, community, and institutions in early care and education.

**Course Outcomes (COs)**

Upon completion of the course, the learner will be able to:
**CO1**.Describe the principles, aims, and components of ECCE.
**CO2**. Understand developmental milestones and domains of early childhood.
**CO3**. Analyze the contribution of various theories (Piaget, Vygotsky, Erikson, etc.) to ECCE practices.
**CO4**. Evaluate the role of caregivers, teachers, and institutions in ECCE settings.

**Course Content**

**Unit I: Understanding ECCE – Meaning and Scope (7.5 hours)**

- Concept, nature, and importance of ECCE
- Aims and objectives of early education and care

- Principles of child development and learning (developmentally appropriate practices)
- ECCE in NEP 2020 and global frameworks (UNCRC, SDGs)

**Unit II: Child Development in Early Years (7.5 hours)**

- Physical, cognitive, language, emotional, and social development (0–8 years)
- Developmental needs and individual differences
- Play and activity-based learning
- Nutrition, health, and well-being in early childhood

**Unit III: Theoretical and Pedagogical Foundations (7.5 hours)**

- Theories: Piaget's cognitive stages, Vygotsky's socio-cultural theory, Erikson's psychosocial stages
- Importance of attachment, relationships, and environment
- Role of play, storytelling, art, and music

**Unit IV: ECCE Programmes, Policies, and Institutional Practices (7.5 hours)**

- Types of ECCE institutions: Anganwadis, Balwadis, Private Preschools
- Role of ICDS, NCERT, SCERTs, and NGOs
- Curriculum frameworks: NCF 2005, NCF-ECCE 2022
- Parental and community engagement; transition to primary school

**Suggested Readings**


1. NCERT (2022). *NCF for Foundational Stage*
2. Ministry of Women and Child Development. *National ECCE Curriculum Framework (2013)*
3. Shukla, S. (2017). *Early Childhood Education*
4. Govinda, R. (2011). *Who Goes to School?*
5. TISS. *Early Literacy and Learning in India* (Reports)
6. UNESCO. *Global Education Monitoring Report on ECCE*
7. NEP 2020 – Chapters related to foundational stage


**Open Educational Resources (OER):**

1. UNICEF India ECCE Reports: https://www.unicef.org/india

**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**
    a. Develop a week-long activity plan for 3–5 year-olds
    b. Analyze an ECCE center's curriculum through observation or secondary data
2. **Assignments & Quizzes**
    a. Milestone tracker chart
    b. Quiz on child development theories and ECCE principles
3. **Reflective Journals**
    a. Weekly reflection on interactions with young children
    b. Journal entry: “My ECCE philosophy as a future teacher”
4. **Presentations and Debates**
    a. Seminar: “The importance of play in early childhood”
    b. Debate: “Formal education should begin after age 6 – Agree/Disagree?”
5. **Field/Virtual Learning**
    a. Visit to ICDS/Anganwadi center
    b. Interaction with an ECCE practitioner or curriculum developer

| EDBEOC317 | Education for Global Citizenship and Sustainable Development | 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 awareness of environmental and social issues is desirable. | | | | |

**Course Perspective**

This course engages student-teachers with the interconnected goals of **global citizenship education (GCE)** and **education for sustainable development (ESD)**. It equips future educators to foster values of peace, justice, equity, environmental responsibility, and global interconnectedness in learners. The course responds to the **UNESCO SDGs (especially SDG 4.7)** and **NEP 2020's emphasis on constitutional values, global awareness, and sustainability**.

**Course Objectives**

The course will enable student-teachers to:

1. Understand key concepts and frameworks of global citizenship and sustainable development.
2. Analyze global interdependence, inequalities, and environmental challenges.
3. Explore the role of education in promoting sustainability, peace, and human rights.
4. Critically engage with pedagogies for transformative learning and action.

**Course Outcomes (COs)**

Upon completion of the course, the learner will be able to:
**CO1.** Explain the goals and values of global citizenship and sustainable development.
**CO2**. Critically analyze global challenges including poverty, conflict, climate change, and gender inequality.
**CO3**. Reflect on interdependence between local and global actions and their ethical implications.
**CO4**. Apply inclusive, participatory pedagogies for sustainability and global citizenship.

**Course Content**

**Unit I: Understanding Global Citizenship and Sustainable Development (7.5 hours)**

- What is Global Citizenship? Rights, responsibilities, and identity

- Concept of Sustainable Development and its three pillars: Environmental, Economic, Social
- SDG 4.7 and role of education
- Interconnectedness and global-local linkages

**Unit II: Education for Justice, Peace, and Equity (7.5 hours)**

- Education for human rights and democracy
- Gender equity and inclusive development
- Peace education: conflict resolution, tolerance, and empathy
- Cultural diversity and mutual respect

**Unit III: Environmental Education and Sustainable Practices (7.5 hours)**

- Environmental issues: pollution, climate change, resource depletion
- Ecological footprint and sustainable lifestyles
- Role of education in climate action
- Community participation and eco-initiatives

**Unit IV: Pedagogical Strategies and Curriculum Integration (7.5 hours)**

- Transformative learning and participatory approaches
- Curriculum and co-curricular integration of GCE and ESD
- Project-based, inquiry-based, and value education approaches
- Challenges and opportunities for implementing ESD in Indian schools

**Suggested Readings**


1. UNESCO (2015). *Global Citizenship Education: Topics and Learning Objectives*
2. UNEP (2020). *Youth Guide to Sustainable Development Goals*
3. NCERT. *Position Paper on Environmental Education*
4. NCF 2005 and NEP 2020 (chapters related to citizenship and sustainability)


**Open Educational Resources (OER):**

1. United Nations SDG Resources: https://sdgs.un.org/goals
2. Oxfam (2015). *Education for Global Citizenship: A Guide for Schools*
3. UNESCO MGIEP: https://mgiep.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.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Projects**

   a.Create a school awareness campaign for SDGs

   b. Local-global issue analysis: e.g., water crisis in India and global implications

2. **Quizzes & Assignments**

   a.SDG mapping exercises

   b. Reflective essay on "How I contribute to a better world"

3. **Reflective Journals**

   a. Weekly entry: "What I learned as a global citizen this week"
   b.Journal: "My ecological footprint and how to reduce it"

4. **Presentations and Debates**

   a. Presentation: "Youth for Climate Action"
   b. Debate: "Development vs. Sustainability – Can we have both?"

5. **Field/Virtual Learning**

   a. Virtual tour of UNESCO World Heritage eco-sites
   b. Interview or interaction with local environmental activist or NGO

| EDBEOC318 | Entrepreneurship in Education | 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 understanding of educational practices, learner needs, and school functioning | | | | |

**Course Perspective**

This course explores the intersection of entrepreneurial thinking and education. It aims to cultivate an entrepreneurial mindset among student-teachers and empower them to innovate within the field of education whether as classroom leaders, school innovators, educational startup founders, or social change agents. In alignment with **NEP 2020's emphasis on creativity, critical thinking, and self-reliance**, the course promotes education as both a foundation and a field for entrepreneurial engagement that is ethical, inclusive, and sustainable.

**Course Objectives**

1. Understand the core concepts of entrepreneurship and its relevance to education.
2. Analyze the role of innovation and creativity in transforming educational practices.
3. Identify opportunities for educational entrepreneurship in both formal and non-formal settings.
4. Examine case studies of successful educational enterprises and edu-leaders.

**Course Outcomes (COs)**

**CO1.** Explain the concept and scope of entrepreneurship in the context of education.
**CO2.** Identify qualities and competencies of educational entrepreneurs.
**CO3**. Analyze successful models and practices of innovation in education.
**CO4**.Develop entrepreneurial strategies for addressing educational challenges.

**Course Content**

**Unit I: Introduction to Entrepreneurship and Its Educational Relevance (7.5 hours)**

- Concept and types of entrepreneurships: business, social, educational
- Need for entrepreneurship in 21st-century education
- Characteristics and competencies of an entrepreneur
- NEP 2020 and entrepreneurial thinking in education

**Unit II: Innovation and Creativity in Education (7.5 hours)**

- Creative problem-solving in schools
- Design thinking and educational innovation
- Role of ICT, digital tools, and ed-tech startups
- Barriers and enablers to innovation in educational institutions

**Unit III: Models of Educational Entrepreneurship (7.5 hours)**

- Case studies of educational entrepreneurs (India and global)
- Social enterprises in education: inclusive and community-based approaches
- NGOs, learning centers, and alternative schools

**Unit IV: Planning and Managing an Educational Enterprise (7.5 hours)**

- Elements of a business/venture plan: idea, mission, team, funding, operations
- Budgeting and resource mobilization
- Marketing and community engagement strategies
- Ethical, legal, and sustainability considerations

**Suggested Readings**


1. Kuratko, D. F. (2016). *Entrepreneurship: Theory, Process, and Practice*
2. Robinson, K. (2011). *Out of Our Minds: Learning to be Creative*
3. Sharma, A., & Choudhary, P. (2020). *Edupreneurship: A New Frontier in Education*
4. NCERT. *Position Paper on Work and Education*
5. NEP 2020 – Chapters on creativity, innovation, and vocational education


**Open Educational Resources**

1. https://www.startupindia.gov.in
2. https://www.inc42.com – EdTech startup insights

**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.*

| | | | | | |
|---|---|---|---|---|---|
| **EDBEOC319** | Indian Knowledge Systems and the Idea of Bharat | **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 understanding of historical and cultural concepts is desirable. | | | | |

**Suggested Activities for Continuous Internal Assessment (CIA)**

1. **Projects**

   a.Create a proposal for a school-based innovation or educational startup

   b.Field research/interview of a local educational entrepreneur

2. **Assignments & Quizzes**

   a.Quiz on entrepreneurial terms, NEP directives, and innovation models

   b.Reflective essay: “Am I an Edupreneur? Why or why not?”

3. **Presentations**

   a. Present a case study of a successful educational venture
   b.Group project: Create and pitch an educational product or service

4. **Journals**

   a. Weekly journal: “My entrepreneurial journey as a teacher”
   b.SWOT analysis of a personal or peer project idea

5. **Field/Virtual Learning**

   a. Virtual visit to an EdTech company or innovative school
   b. Webinar participation with educational entrepreneurs

**Course Perspective**

This course introduces learners to the depth and diversity of the Indian Knowledge System (IKS), including its philosophical, scientific, educational, literary, and cultural dimensions. It seeks to instill an appreciation for India's civilizational contributions, foster critical engagement with indigenous knowledge frameworks, and explore how these ideas can inform contemporary education and nation-building. It aligns with NEP 2020's call to rediscover Bharat's intellectual traditions and integrate them with global knowledge systems.

**Course Objectives**

The course will enable the student-teachers to:

1. Understand the foundational concepts of the Indian Knowledge System across disciplines.
2. Appreciate the holistic, integrated, and sustainable worldview of Bharat's intellectual traditions.
3. Explore the educational, scientific, and philosophical contributions of ancient and medieval India.
4. Analyze how Indian ideas of nation, society, and education evolved over time.

**Course Outcomes (COs)**

Upon completion of the course, the learner will be able to:
**CO1.** Describe key concepts and domains of the Indian Knowledge System and their historical development.
**CO2.** Analyze the contribution of ancient Indian thinkers, texts, and institutions to global knowledge.
**CO3.** Reflect on the relevance of Indian philosophical traditions in modern educational thought.
**CO4.** Examine the evolution of Bharat's identity, culture, and educational ethos through the lens of IKS.

**Course Content**

**Unit I: Foundations of Indian Knowledge Systems (7.5 hours)**

- What is IKS? Domains and Characteristics
- Holistic and Integrated Approaches to Knowledge
- Shruti, Smriti, and Oral Traditions
- Purusharthas (Goals of Life) and Panchakosha (Five Layers of Being)

**Unit II: Education, Sciences, and Technologies in Ancient India (7.5 hours)**

• Ancient Indian Education: Gurukul, Nalanda, Takshashila, Bhasha and Literacy
• Contributions in Mathematics (Zero, Geometry), Astronomy (Aryabhata, Bhaskaracharya)
• Metallurgy, Ayurveda, Environmental Ethics and Agriculture

**Unit III: Philosophical and Literary Traditions (7.5 hours)**

• Major Schools: Nyaya, Vaisheshika, Samkhya, Yoga, Vedanta
• Bhakti and Sufi Movements and their Educational Influence
• Epics and Classical Texts: Ramayana, Mahabharata, Vedas, Upanishads

**Unit IV: Ideas of Bharat: Culture, Identity, and Nationhood (7.5 hours)**

• Evolution of the Idea of Bharat: From Janapadas to Modern India
• Unity in Diversity: Language, Art, Religion, Festivals
• IKS and NEP 2020: Integrating Tradition with Modernity

**Suggested Readings**


1. Subhash Kak (2014). *The Indian Mind: Essentials of Indian Philosophy and Culture*
2. Michel Danino (2010). *The Lost River: On the Trail of the Sarasvati*
3. IGNCA Resources on Indian Knowledge Systems
4. NCERT. *Position Paper on IKS and Curriculum Integration*


**Open Educational Resources (OER):**

1. UGC IKS Cell Portal – https://iksindia.org
2. NEP 2020 (Chapters on IKS)
3. Ministry of Education's IKS modules and MOOCS

**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**

a. Prepare a multimedia presentation on the legacy of Nalanda or Takshashila
b. Design a curriculum unit integrating IKS themes in school education

**2. Quizzes & Assignments**

a. MCQ/Short quizzes on IKS concepts, thinkers, and texts
b. Write an assignment on the influence of IKS in modern disciplines (e.g., environment, medicine)

**3. Reflective Journals**

a. Weekly reflections on "What I learned about Bharat this week"
b. Journal entry on connecting one's personal values with IKS principles

**4. Presentations and Debates**

a.Seminar: "Why IKS matters in today's classrooms"
b. Debate: "Modern science vs. Traditional Indian Knowledge – Conflict or Complement?"

**5. Field/Virtual Learning**

a.Virtual tour of ancient Indian universities or museums of science and heritage
b. Interactions with Sanskrit scholars or IKS experts (guest sessions)

| | | | | | |
|---|---|---|---|---|---|
| **EDBEOC320** | Guidance and Counselling in Education | **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 understanding of educational psychology and learner needs is desirable | | | | |

**Course Perspective**

This course introduces student-teachers to the principles and practices of guidance and counselling within the educational framework. It emphasizes a holistic understanding of learners' needs personal, academic, social, emotional, and vocational. The course fosters empathy, listening skills, and reflective practices while equipping pre-service teachers with the competencies to support students' overall development in inclusive and diverse learning contexts.

**Course Objectives**

The course will enable the student-teachers to:

1. Understand the meaning, nature, and scope of guidance and counselling in educational settings.
2. Differentiate between various types of guidance and approaches to counselling.
3. Recognize the role of the teacher as a facilitator of student growth and mental well-being.
4. Develop basic counselling and communication skills.

**Course Outcomes (COs)**

Upon completion of the course, the learner will be able to:
**CO1.**Describe the foundational concepts of guidance and counselling in relation to educational practice.
**CO2.** Identify student concerns that require academic, personal-social, or career guidance.
**CO3.** Demonstrate basic counselling techniques, including active listening, empathy, and questioning.
**CO4.** Design school-based guidance programs and interventions.

**Course Content**

**Unit I: Foundations of Guidance and Counselling (7.5 hours)**

- Meaning, Need, and Scope of Guidance and Counselling
- Principles and Functions of Guidance in Education

- Counselling: Definition, Goals, and Process
- Differences between Guidance, Counselling, and Psychotherapy
- Role of Teacher as a Guide and Counsellor

**Unit II: Types and Areas of Guidance (7.5 hours)**

- Educational Guidance: Addressing academic needs, underachievement, learning difficulties
- Vocational and Career Guidance: Decision-making, career development stages
- Personal and Social Guidance: Adjustment issues, peer relations, self-concept
- Group vs. Individual Guidance
- Case Study: Reading student profiles and intervention planning

**Unit III: Counselling Approaches and Skills (7.5 hours)**

- Major Approaches: Directive, Non-directive, Eclectic
- Basic Skills: Attending, Questioning, Empathy, Paraphrasing
- Characteristics of an Effective Counsellor
- Ethics in Counselling
- Practice Session: Role-plays and peer feedback

**Unit IV: Guidance in Contemporary Educational Contexts (7.5 hours)**

- Mental Health and Well-being in Schools
- Inclusive Guidance for Children with Special Needs
- Addressing Gender and Socio-cultural Issues
- School Counselling Services: Planning and Management
- Collaboration with Families and Referral Services

**Suggested Readings**


1. Kochhar, S.K. (1985). *Guidance and Counselling in Colleges and Universities*
2. Gibson, R.L. & Mitchell, M.H. (2003). *Introduction to Counselling and Guidance*
3. Rao, N. (2011). *Counselling and Guidance*
4. Chauhan, S.S. (2008). *Principles and Techniques of Guidance*


**Open Educational Resources (OER):**

1. NCERT (2008). *Guidance and Counselling: A Manual*
2. NEP 2020 – Chapters on Well-being, Inclusion, and Holistic Development
3. WHO and UNESCO resources on School Mental Health

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Theory)** | |

| | |
|---|---|
| I) Continuous Assessment- All the Components to be evenly spaced<br>(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**

a. Develop a model guidance program for a secondary school

b. Prepare a case profile of a hypothetical learner and suggest counselling strategies

**2. Assignments and Essays**

a. Essay on "The Role of Teachers in Addressing Adolescent Concerns"

b.Reflective write-up: My experience with guidance or mentorship

**3. Role-plays & Simulations**

a. Peer-led counselling role-plays on common classroom concerns

b. Mock parent-teacher meeting addressing behavioural/academic issues

**4. Field Engagement (if possible)**

a.Visit to a school counsellor or wellness center

b. Interview with a practicing school counsellor or psychologist

**5. Reflective Journals**

a.Weekly reflection on student concerns and possible guidance strategies

b. Personal growth journal: Building my counselling identity as a future teacher.

| | | | | | |
|---|---|---|---|---|---|
| **EDBEOC321** | Education for Mental Health | **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 knowledge of psychology and an interest in well-being and emotional development is desirable. | | | | |

**Course Perspective**

This course is designed to sensitize student-teachers to the importance of mental health in education. It emphasizes the promotion of mental well-being in learners and educators, identification of early warning signs, and the development of emotionally safe and supportive learning environments. Grounded in NEP 2020's holistic vision, the course equips educators to build resilience, empathy, and social-emotional competencies in school contexts.

**Course Objectives**

The course will enable the student-teachers to:

1. Understand the meaning, scope, and significance of mental health and emotional well-being in education.
2. Identify factors affecting mental health among children and adolescents in school settings.
3. Explore the role of teachers in promoting positive mental health and preventing psychological distress.
4. Learn strategies for social-emotional learning, stress management, and creating safe classroom environments.

**Course Outcomes (COs)**

Upon completion of the course, the learner will be able to:
**CO1.**Describe the basic concepts, determinants, and indicators of mental health in educational contexts.
**CO.** Analyze the relationship between school environment, curriculum, and students' emotional well-being.
**CO3.**Apply life skills, SEL, and mindfulness-based strategies to classroom practice.
**CO4.** Identify and respond to stress, anxiety, and common behavioral issues among students.

**Course Content**

**Unit I: Foundations of Mental Health and Education (7.5 hours)**

- Meaning and Dimensions of Mental Health

- Characteristics of a Mentally Healthy Individual
- Importance of Mental Health in Childhood and Adolescence
- WHO and NCERT Frameworks on School Mental Health
- Mental Health in NEP 2020 and SDG 3

**Unit II: Factors Affecting Mental Health (7.5 hours)**

- Home, Peer, and School Influences
- Impact of Caste, Class, Gender, and Trauma
- Bullying, Body Image, and Social Media
- Role of Teacher-Student Relationships and Classroom Climate

**Unit III: Promoting Positive Mental Health in Schools (7.5 hours)**

- Social-Emotional Learning (SEL)
- Life Skills Education (UNESCO, WHO Models)
- Mindfulness, Gratitude, and Positive Psychology
- Role of Co-curricular Activities, Yoga, and Art

**Unit IV: Identifying and Addressing Mental Health Challenges (7.5 hours)**

- Early Signs of Stress, Anxiety, Depression, and Burnout
- Responding to Behavioral and Emotional Problems
- Teacher's Role in Counselling and Referral
- School-based Mental Health Programs and Collaborations

**Suggested Readings**


1. NCERT (2012). *Guidelines for Promoting Mental Health in Schools*
2. World Health Organization (WHO). *Mental Health: Strengthening Our Response*
3. Mangal, S.K. (2007). *Essentials of Educational Psychology*
4. Aggarwal, J.C. (2011). *Essentials of Educational Psychology*


**Open Educational Resources (OER):**

1. https://www.unicef.org/mental-health
2. https://www.who.int/teams/mental-health-and-substance-use
3. https://ggia.berkeley.edu/\
4. https://epathshala.nic.in
5. https://www.nimh.nih.gov
6. https://casel.org/resources/

**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. **Reflective Journal:**
   Weekly reflections on personal mental health awareness and classroom emotional experiences.
2. **School Mental Health Audit:**
   Conduct an audit of school policies and practices on mental health, bullying, or inclusivity.
3. **Awareness Campaign Project:**
   Design a poster, video, or skit to raise awareness about mental health in schools.
4. **Case Study Analysis:**
   Analyze a hypothetical case of a student showing emotional distress and suggest appropriate strategies.
5. **Role-Play and Simulation:**
   Enact teacher-student scenarios around stress, peer conflict, or learning pressure and practice effective responses.
6. **Essay or Term Paper:**
   Write an essay on “Building Emotionally Safe Classrooms in the Post-Pandemic Era” or “Mental Health and NEP 2020.”

| | | | | | |
|---|---|---|---|---|---|
| **EDBEOC322** | Peace Education | **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 awareness of social issues and interest in values-based education is desirable | | | | |

**Course Perspective**

This course aims to empower student-teachers to become peacebuilders by exploring the concepts of inner peace, social harmony, conflict resolution, and global citizenship. Drawing from Gandhian thought, constitutional values, and the frameworks of NEP 2020 and SDG 4.7, the course encourages critical reflection, empathy, and transformative pedagogy.

**Course Objectives**

The course will enable the student-teachers to:

1. Understand the meaning and significance of peace in personal and societal contexts.
2. Explore causes of conflict and strategies for non-violent conflict resolution.
3. Develop emotional intelligence, empathy, and values essential for peaceful co-existence.
4. Reflect on local-global issues of violence, discrimination, and justice.

**Course Outcomes**

Upon completion of the course, the learner will be able to:
CO1. Define key concepts of peace, violence, and non-violence in educational contexts.
CO2. Demonstrate emotional awareness, empathy, and active listening in interpersonal relationships.
CO3. Apply conflict resolution and peer-mediation techniques in school settings.
CO4. Reflect on global peace issues using case studies and visual media.

**Course Content**

**Unit I: Understanding Peace and Non-Violence (7.5 hours)**

- Meaning and dimensions of peace: personal, social, global
- Violence: direct, structural, cultural
- Gandhi's philosophy of peace and non-violence
- Activities: Mind-map on peace, role-play on conflict, reflective journaling

**Unit II: Inner Peace and Emotional Competency (7.5hours)**

- Emotional intelligence, empathy, and mindfulness
- Managing anger, stress, and aggression
- Role of silence, breathing, and meditation
- Activities: Emotional mapping, peer listening circles, mindfulness walks

**Unit III: Conflict, Justice, and Social Harmony ( 7.5 hours)**

- Understanding conflicts: causes and resolution techniques
- Human rights, justice, and equity
- Peace education and SDG 4.7
- Activities: Group debate, mock mediation, value storytelling

**Unit IV: Pedagogy and Practice of Peace (7.5 hours)**

- Integrating peace values in curriculum and school culture
- Multicultural education, tolerance, and diversity
- Case studies on peacebuilding from India and abroad
- Activities: Poster campaign, classroom simulation, school peace action plan

**Textbooks and Readings**

1. UNESCO. (1998). *Learning to Live Together in Peace and Harmony*
2. NCERT. (2006). *Education for Peace: Position Paper*
3. Gandhi, M. K. (2002). *The Story of My Experiments with Truth*

**Suggested Readings:**

1. Harris, I. & Morrison, M. (2013). *Peace Education*
2. Krishnamurti, J. (2002). *Education and the Significance of Life*

**Open Educational Resources (OER):**

1. https://unesdoc.unesco.org
2. https://ncert.nic.in
3. https://egyankosh.ac.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**

a. Peace Diary: Maintain a personal peace journal for 2 weeks
b. Story Compilation: Collect and present folk tales or real stories of peacebuilding

**2. Quizzes**

a. Peace Concepts Quiz: Basic terms and definitions
b.Gandhian Quiz: Ideals of Satyagraha, Ahimsa, and Sarvodaya

**3. Assignments and Essays**

a.Essay: “The Role of Teachers as Peacebuilders”
b. Reflection Paper: Experience of a conflict and how it was resolved

**4. Presentations**

a.Role-play: Classroom conflict resolution scenario
b. Group presentation: Peace traditions in world religions

**5. Participation**

a. Circle Time: Reflective sharing on emotions and reactions
b. Dialogue Circles: Discuss equity, fairness, and social justice

**6. Case Studies**

a. School Case Study: Peace practices in school assemblies or peer mediation programs
b. Film Review: Analyze a peace-focused film (e.g., “Gandhi”, “Children of Heaven”)

| | | | | | |
|---|---|---|---|---|---|
| **EDBEOC323** | Human Rights Education | **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 understanding of civics and social justice is desirable. | | | | |

**Course Perspective**

This course aims to develop awareness, sensitivity, and responsibility among student-teachers regarding human rights and social justice. Aligned with constitutional values and international frameworks such as the UDHR and SDG 4.7, the course enables learners to integrate human rights education into the school curriculum and classroom ethos. Through critical analysis, case-based learning, and participatory activities, it nurtures reflective, empathetic, and justice-oriented educators.

**Course Objectives**

The course will enable student-teachers to:

1. Understand the philosophy, history, and importance of human rights in education.
2. Explore constitutional values, rights, and duties as foundational to democratic citizenship.
3. Critically analyze contemporary human rights issues, especially in the school context.
4. Design pedagogical tools to promote human rights awareness and practice in classrooms.

**Course Outcomes (COs)**

Upon completion of the course, the learner will be able to:
CO1.Define the concept and evolution of human rights in global and Indian contexts.
CO2. Analyze the constitutional provisions and legal frameworks related to human rights and education.
CO3. Identify and address rights-based concerns and discriminations in educational spaces.
CO4. Integrate human rights education into classroom practices and co-curricular activities.

**Course Content**

**Unit I: Foundations of Human Rights (7.5 hours)**

- Meaning, nature, and classification of human rights
- Historical development: UDHR, UN Conventions, Global Charters

• Relevance of human rights in a democratic society
• Activities: Timeline creation, reading UDHR articles, reflective journal

**Unit II: Human Rights in the Indian Constitution (7.5 hours)**

• Preamble, Fundamental Rights, and Duties
• Directive Principles of State Policy
• Educational implications of RTE Act (2009), RPWD Act (2016)
• Activities: Constitution reading circle, rights poster creation, group quiz

**Unit III: Human Rights and the School System (7.5 hours)**

• Child rights and protection in school
• Gender, caste, class, and disability-based discrimination
• Creating safe, inclusive, and rights-respecting school environments
• Activities: School policy critique, role-play on school discrimination, peer mediation

**Unit IV: Pedagogy of Human Rights Education (7.5hours)**

• Human rights education as per NCF 2005, NEP 2020, and SDG 4.7
• Integrating rights themes in subjects: social science, language, science
• School as a site for democracy, participation, and justice
• Activities: Developing HRE lesson plans, simulation of classroom dialogue, awareness campaign

**Suggested Readings**


1. NCERT. (2006). *Position Paper: National Focus Group on Human Rights Education*
2. United Nations. (1948). *Universal Declaration of Human Rights*
3. Government of India. (2009). *Right to Education Act*


**Additional Readings:**


1. Bajaj, M. (2011). *Human Rights Education: Theory, Research, Praxis*
2. Tibbitts, F. (2002). *Understanding What We Do: Emerging Models for Human Rights Education*


**Open Educational Resources (OER):**

1. https://ncpcr.gov.in
2. https://unicef.org
3. https://udhr.un.org
4. https://sdgs.un.org/goals/goal4

**Evaluation Scheme**

| Evaluation Components | Weightage |
|---|---|

| **Internal Marks (Theory)** | |
|---|---|
| I) Continuous Assessment- All the Components to be evenly spaced<br>(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**

a. Prepare a Human Rights Reader for upper primary students
b. Conduct a school rights audit (analyze inclusivity, grievance redressal, etc.)

**2. Quizzes**

a. Quiz on Fundamental Rights and Duties
b. Match-the-document: UDHR articles with classroom implications

**3. Assignments and Essays**

a. Reflective Essay: "Education as a Human Right"
b. Assignment: Analyze one national policy and its commitment to human rights

**4. Presentations**

a. Case Study Presentation: Real-life violation of child rights in schools
b. Group Presentation: Rights of minorities and marginalized groups in India

**5. Participation**

a.Structured Debates: “Do schools practice human rights in spirit?”
b. Role-play: Teaching a rights-based issue to children

**6. Case Studies**

a. Case review: Mid-Day Meal Scheme, RTE implementation, POSCO Act cases
b. Media analysis: Depiction of children’s rights in films and newspapers

**Suggested Readings**


1. NCERT. (2006). *Position Paper: National Focus Group on Human Rights Education*
2. United Nations. (1948). *Universal Declaration of Human Rights*

3. Government of India. (2009). *Right to Education Act*

**Additional Readings:**

1. Bajaj, M. (2011). *Human Rights Education: Theory, Research, Praxis*
2. Tibbitts, F. (2002). *Understanding What We Do: Emerging Models for Human Rights Education*

**Open Educational Resources (OER):**

1. https://ncpcr.gov.in
2. https://unicef.org
3. https://udhr.un.org
4. https://sdgs.un.org/goals/goal4

| | | | | | |
|---|---|---|---|---|---|
| **EDBEOC324** | Tribal Education | **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 awareness of social diversity and interest in inclusive education is desirable. | | | | |

**Course Perspective**

This course explores the educational challenges, aspirations, and cultural richness of tribal communities in India. It critically examines the impact of mainstream education systems on tribal learners and focuses on inclusive, equitable, and context-sensitive approaches to tribal education. Emphasis is placed on recognizing tribal identities, knowledge systems, languages, and pedagogies that affirm the rights and dignity of tribal learners, in line with NEP 2020 and constitutional mandates.

**Course Objectives**

The course will enable the student-teachers to:

1. Understand the socio-cultural and linguistic contexts of tribal communities in India.
2. Analyze educational policies and programs for tribal development.
3. Examine the barriers to access, equity, and learning outcomes among tribal children.
4. Explore the role of tribal knowledge systems and language in education.

**Course Outcomes (COs)**

Upon completion of the course, the learner will be able to:
CO1. Explain the historical, cultural, and educational status of tribal communities in India.
CO2. Critically review policies and schemes related to tribal education and empowerment.
CO3. Identify systemic challenges faced by tribal learners in formal education.
CO4. Integrate indigenous knowledge, languages, and community practices into school pedagogy.

**Course Content**

**Unit I: Understanding Tribal Communities and Culture (7.5hours)**

• Definition of tribes and scheduled tribes in India
• Geographical distribution and major tribal communities
• Cultural heritage, values, social structure, and livelihoods
• Tribal languages, oral traditions, and identity

**Unit II: Status of Tribal Education in India (7.5 Hours)**

• Literacy trends, dropout rates, and gender disparities
• Medium of instruction and linguistic exclusion
• Challenges in tribal areas: infrastructure, teachers, curriculum mismatch

**Unit III: Policy Frameworks and Educational Interventions (7.5hours)**

• Constitutional safeguards and rights of STs
• Educational schemes: EMRS, Ashram Schools, ST Hostels, DPEP, SSA, Samagra Shiksha
• Role of NGOs, TRIs, and local governance in tribal education

**Unit IV: Inclusive and Contextual Pedagogies (7.5 hours)**

• Mother tongue-based multilingual education (MTB-MLE)
• Tribal knowledge systems in curriculum and classroom
• Teacher preparation for tribal contexts
• Community participation and school governance

**Suggested Readings**


1. Xaxa, V. (2005). *Politics of Identity and Tribal Education in India*
2. Ministry of Tribal Affairs (GoI). Annual Reports & Policy Documents
3. NCERT. (2006). *Position Paper on Education of Scheduled Tribes*


**Supplementary Readings:**


1. Agrawal, S. P. (2000). *Development of Scheduled Tribes in India*
2. Kumar, K. (1991). *Political Agenda of Education*
3. UNESCO (2020). *Global Education Monitoring Report on Inclusion*


**Open Educational Resources (OER):**

1. https://tribal.nic.in
2. https://ncert.nic.in
3. https://samagra.education.gov.in

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Theory)** | |
| I) Continuous Assessment- All the Components to be evenly spaced | 30 Marks |

| | |
|---|---|
| (Project/ Quiz/ Assignments and 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.*

**Suggested Activities for Continuous Internal Assessment (CIA)**

**1. Projects**

a. Documentation of local tribal knowledge and practices
b. Design a multilingual storybook for early graders
c. Analysis of a tribal school: challenges and best practices

**2. Assignments & Essays**

a. Essay: "Why tribal children drop out from schools"
b. Reflective paper: My perception of tribal identity before and after this course

**3. Quizzes & Tests**

a.MCQs on tribal policies and education schemes
b. Map quiz: Identify major tribal belts and languages

**4. Presentations**

a.Group presentation: Tribal women and education
b.Seminar: Role of education in preserving tribal identity

**5. Field Work & Participation**

a.Visit to a tribal school or community (if feasible)
b. Community-based dialogue or interview with tribal educator

**6. Reflective Journals**

a. Weekly journal entries: Learnings from texts, visits, and peer discussions
b.. Personal action plan: What can I do for inclusive tribal education?

| EDELPR751 | Professional Readiness for Teaching Careers | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | **0** | 0 | 4 | 2 |
| **Category of Course** | Practical | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Basic understanding of Economics and its concepts | | | | |

**Course Objectives**

The course will enable the student-teachers to:

1. Develop key professional competencies and soft skills required for a successful teaching career.
2. Enhance communication, collaboration, and presentation skills in educational settings.
3. Prepare for professional roles through resume building, mock interviews, and reflective teaching practices.
4. Understand teaching as a profession in the context of ethics, responsibilities, and continuous professional development.
5. Build confidence in engaging with stakeholders such as students, parents, peers, and school leadership.

**Course Perspective**

This practice-based course is designed to enhance the professional preparedness of student-teachers by focusing on critical career-readiness competencies such as communication, teamwork, time management, digital literacy, ethics, and reflective practices. Through simulations, workshops, role plays, and real-world exposure, this course bridges the gap between academic training and professional expectations in the teaching profession. It supports students in cultivating a teacher identity, engaging in school culture, and preparing for interviews and teaching positions.

**Course Outcomes**

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

**CO1.** Demonstrate effective verbal and non-verbal communication skills in professional and classroom contexts.

**CO2.** Create and present professional documents such as teaching portfolios, resumes, and lesson plans.

**CO3.** Practice ethical responsibilities and cultivate a reflective teaching identity.

**CO4.** Exhibit teamwork, problem-solving, and leadership skills relevant to school

environments.

**CO5.** Prepare confidently for interviews and public speaking in educational domains.

**Suggested Practicum Activities**

1. **Resume and Portfolio Building**
    a. Prepare a detailed teaching resume and a professional teaching portfolio (including cover letter, credentials, photographs of classroom work, sample lesson plans, etc.).
2. **Mock Interviews and Group Discussions**
    a. Participate in structured mock interview sessions for teaching positions.
    b. Group discussion on key educational issues (e.g., NEP 2020, inclusive classrooms, digital education).
3. **Public Speaking and Anchoring Practice**
    a. Prepare and deliver short speeches (welcome note, vote of thanks, anchoring a school event).
    b. Peer and faculty feedback on voice modulation, language, and presence.
4. **Microteaching and Peer Feedback**
    a. Deliver two short teaching demonstrations (micro-lessons) and receive structured peer feedback on classroom presence, clarity, and student engagement.
5. **Time Management and Professional Conduct Workshop**
    a. Engage in simulation exercises for managing teaching schedules, maintaining records, and setting professional boundaries.
6. **Teacher's Code of Conduct and Ethics**
    a. Prepare a presentation/report on NCTE/NCERT guidelines and reflect on ethical dilemmas in classroom and school practices.
7. **Digital Skills for Teachers**
    a. Create a digital classroom resource (interactive PPT, infographic, Google Form quiz).
    b. Practice basic tools like email etiquette, using LMS, and maintaining student data.
8. **Parent–Teacher Meeting (PTM) Simulation**
    a. Role play of conducting PTMs: Discussing student progress, managing difficult conversations, offering solutions for learning challenges.
9. **Reflective Journaling**
    a. Maintain a reflective journal documenting learning experiences, challenges faced during practicum, and personal growth as a teacher.

**Assessment Criteria**

Evaluation will be continuous and based on the quality of engagement, submission of practical files, communication and presentation skills, and overall demonstration of professional readiness.

**Evaluation Scheme:**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Practical)** | |
| Portfolio and Resume | 10 |
| Participation in Activities | 20 |
| Microteaching and Peer Feedback | 20 |
| End-term Viva Voce | |
| End Term Practical Exam and Viva Voce | 50 Marks |
| Total | 100 Marks |

**Recommended Resources**


1. NCERT (2021). *Guidelines for Teachers' Professional Development*
2. NCTE (2010). *Teacher Education Curriculum Framework*
3. Rao, V. K. (2008). *Teacher Education*. APH Publishing
4. Day, C., & Sachs, J. (2004). *International Handbook on the Continuing Professional Development of Teachers*
5. SWAYAM Portal: Soft Skills and Communication Courses

| EDELRC752 | Developing Educational Resource Centres | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | 0 | 0 | 4 | 2 |
| **Category of Course** | Practical | | | | |
| **Total Contact Hours** | 60 hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Designing Learning Material | | | | |

**Course Perspective**

This course aims to translate the experiences of the school internship into a collaborative and sustainable Resource Center for elementary education. Through reflective practice, student-teachers will curate, design, and contribute to a physical or digital repository of teaching-learning materials. The course promotes professional engagement, peer collaboration, and innovation in classroom practices that extend beyond the internship and can benefit future cohorts.

**Course Objectives**

The student- teacher will be able to:

1. Culminate the process of school internship into a center for resources.
2. Develop the skill of collecting resource material from different capacity for their teaching learning process.

**Course Outcome**

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

**CO1**. Develop Resource Centre in the vicinity of the University

**CO2**. Collate varied teaching learning resources to serve for elementary school teacher

**CO3.** Record the reflective insight through the process of developing resource centre.

**Course Content**

The objective of this course for students is to culminate the process of school internship into a center for resources. It is envisioned that the subsequent batches of students would build the resources further. This would initiate the process of innovation in the internship schools, thus creating possible changes in teaching –learning practices.

All student-teachers, in a given school, would collate resources they have used during their teaching. Such resources would include the description of activities designed, material

required, teaching aids, supplementary learning material, and a record of reflective insight into the transaction process.

Student-teachers will be required to collate teaching-learning material that they have used, including books, children's literature, problem-solving tasks and games. In addition, students need to spend time on identifying children's literature and other educational material that could serve well for elementary school teacher. The resource center needs to be set-up under the facilitation and guidance of faculty supervisors.

**Evaluation Scheme:**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Practical)** | |
| Organization, presentation, and reflective summary | 10 |
| Active engagement in setting up the Resource Centre | 20 |
| Demonstration of teaching strategies using resources & peer feedback | 20 |
| **End-term Viva Voce** | |
| **End Term Practical Exam and Viva Voce** | **50 Marks** |
| **Total** | **100 Marks** |

| EDELCP753 | Field-Based Case Study Project | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | 0 | 0 | 0 | 3 |
| **Category of Course** | Practical | | | | |
| **Total Contact Hours** | -- hours | | | | |
| **Pre-Requisites/ Co-Requisites** | Research and Methodology | | | | |

**Course Perspective**

This course introduces student-teachers to classroom-based inquiry through the methodology of case studies. It enables reflective engagement with teaching-learning contexts by identifying real classroom problems and systematically investigating them. The course nurtures the development of analytical skills, observation, documentation, and research thinking necessary for evidence-based teaching practice.

**Course Objectives**

The course will enable the student-teachers to:

1. Do reflective enquiry through classroom-based research.
2. Enhance the skills of systematic observation and documentation.
3. Equip the intern for reflective teaching.

**Course Outcomes**

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

**CO1.** Develop knowledge, Understanding and an insight of the various underlying concepts of research.

**CO2.** Understand Research designs, tools and techniques of gathering data.

.**CO3.** Analyze qualitative and quantitative data, and explain how evidence gathered supports or refutes an initial hypothesis.

**CO4.** Explore educational research problems and prepare and present a research proposal

**CO5.** Analyze qualitative and quantitative data, and explain how evidence gathered supports or refutes an initial hypothesis.

**Course Content**

**Project Work** **(20 hours)**

1. Every student is required to take up project work in specific area of interest .Project work is designed to initiate students into a process of scientific enquiry, through

classroom-based research, Small projects on specific themes such as miscue analysis, gender stereotypes, error analysis ,children's understanding of specific concepts and so on can be taken up.

2. Student intern may use their experience of teaching in identifying project theme, and undertake the task of data-collection during internship. Each individual project will be conducted under the guidance of a faculty member.
3. Each Student expected to understand two or three small projects. These could be related to pedagogy subject to language or may be based on any of the foundation and specialized courses of fourth year.
4. It is expected that the research undertaken will enable students to cultivate skills of systematics observation, documentation, critical analysis and interpretation. This will create a teacher oriented towards probing into children's learning processes with objective of improving classroom practices. Students will be expected to submit a short report on each project.

**Advanced Readings**


1. Best & Kahn (2006). *Research in Education*. Pearson Education.
2. Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International.
3. Bryman, A. & Bell, E. (2015). *Business Research Methods*. Oxford University Press.
4. Kerlinger, F. N. (1986). *Foundations of Behavioral Research*.
5. Bausell, R. B. & Li, Y-F. (2002). *Power Analysis for Experimental Research*. Cambridge University Press.
6. Wilcox, R. R. (2010). *Fundamentals of Modern Statistical Methods*. Springer.


**Open Educational Resources (OER)**

1. https://swayam.gov.in
2. http://www.ncte.nic.in
3. http://egyankosh.ac.in
4. www.ignou.ac.in

- **Evaluation Scheme:**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Practical)** | |
| Identification of classroom-based research problem | 10 |

| | |
|---|---|
| Classroom observation and data collection | 20 |
| Case analysis and interpretation | 20 |
| **End-term Viva Voce** | |
| **End Term Practical Exam and Viva Voce** | **50 Marks** |
| **Total** | **100 Marks** |

## SEMESTER VIII

| S.No. | Course Code | Course Title | Course Type | L | T | P | C |
|---|---|---|---|---|---|---|---|
| 1 | EDELRP851 | Educational Research Project | Practical | 0 | 0 | 0 | 4 |
| 2 | EDELSI852 | School Internship Programme | Practical | 0 | 0 | 0 | 20 |

| EDELRP851 | Educational Research Project | L | T | P | C |
|---|---|---|---|---|---|
| Version | 1.0 | 0 | 0 | 0 | 4 |
| Category of Course | Theory | | | | |
| Total Contact Hours | -- hours | | | | |
| Pre-Requisites/ Co-Requisites | Research And Methodology | | | | |

**Course Perspective**

Educational research is a more formal, focused and an intensive process of carrying out a scientific method of analysis. The main purpose of educational research is focused upon scientific investigation and provides solutions to the problems in the field of education. Research in education represents an activity, directed towards the development of an organized body of scientific knowledge about the events with which educators are concerned. Educational research is the part of behavioural sciences, in which, emphasis has been put upon understanding, explaining, predicting and to some degree controlling human behaviour. Research in education is use of the methods of scientific analysis to produce information, needed to make improvements in educational planning, decision making, teaching and learning, curriculum development, understanding of children and youth, use of instructional media, school organization and education management

**Course Objectives**

The course will enable the student-teachers to:

1. Undertake reflective enquiry through classroom-based research.
2. Enhance the skills of systematic observation and documentation.
3. Pursue reflective teaching classroom-based research.

**Course Outcomes**

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

**CO1.** Develop knowledge, Understanding and an insight of the various underlying concepts of research.

**CO2.** Understand Research designs, tools and techniques of gathering data.

.**CO3.** Analyze qualitative and quantitative data, and explain how evidence gathered supports or refutes an initial hypothesis.

**CO4.** Explore educational research problems and prepare and present a research proposal

**CO5.** Analyze qualitative and quantitative data, and explain how evidence gathered supports or refutes an initial hypothesis.

**Course Content**

**Project Work**

1. Every student is required to take up project work in specific area of interest .Project work is designed to initiate students into a process of scientific enquiry, through classroom based research, Small projects on specific themes such as miscue analysis, gender stereotypes, error analysis, children's understanding of specific concepts and so on can be taken. Students will be acquainted on Basics of Research.
2. Student intern may use their experience of teaching in identifying project theme, and undertake the task of data-collection during internship. Each individual project will be conducted under the guidance of a faculty member.
3. Each Student expected to understand two or three small projects. These could be related to pedagogy subject to language or may be based on any of the foundation and specialized courses of fourth year.
4. It is expected that the research undertaken will enable students to cultivate skills of systematics observation, documentation, critical analysis and interpretation. This will create a teacher oriented towards probing into children's learning processes with objective of improving classroom practices.
5. Students will be expected to submit a short report on each project.

**Each project will be assessed by the supervisors using the following basis and criteria**

| S. No. | Basis | Criteria |
|---|---|---|
| 1 | Introduction of the concept | • Theoretical and research status |

| | | |
|---|---|---|
| | undertaken for research | • Methodology |
| 2 | Data collection | • Authenticity<br>• Richness and detail in records |
| 3 | Analysis and Interpretation | • Framework used<br>• Link with theory<br>• Presentation<br>• Comprehensiveness<br>• Use of Examples from raw-data |
| 4 | Implications | • Inferences<br>• How do the research findings inform Practice? |

**Advanced Readings:**


1. Best and Kahn, Research Methodology, PHI Limited.
2. Business Research Methods – Alan Bryman & Emma Bell, Oxford University Press.
3. Design of Experience: Statistical Principles of Research Design and Analysis, by Robert
4. Fundamentals of modern statistical methods by Rand R.wilcox.
5. Kerlinger, Foundation of Research.
6. Kothari, C.R. Research Methodology (Methods and Techniques), New Age Publisher.
7. Power Analysis for Experimental research A Practical Guide for the Biological, Medical and social Sciences by R. Barker Bausell, Yi-Fang Li Cambridge University Press.


**Modes of Evaluation: Conduct of Experiment/ Viva Voce/ Project Work/ Lab Record**

**Evaluation Scheme:**

| **Evaluation Components** | **Weightage** |
|---|---|
| **Internal Marks (Practical)** | |
| Conduct of study | 10 |
| Project report | 10 |
| Discussion | 10 |
| End-term Viva Voce | 20 |
| End Term Practical Exam and Viva Voce | 50 Marks |

| EDELSI852 | School Internship Programme | L | T | P | C |
|---|---|---|---|---|---|
| **Version** | 1.0 | 0 | 0 | 0 | 20 |
| **Category of Course** | Practical | | | | |
| **Total Contact Hours** | 16 weeks | | | | |
| **Pre-Requisites/ Co-Requisites** | Pedagogy and school readiness | | | | |

**Course Perspective**

The first school internship in the B.El.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. Student-teachers will be required to collate teaching-learning material that they have used, including books, children's literature, problem-solving tasks and games. In addition, students need to spend time on identifying children's literature and other educational material that could serve well for elementary school teacher. The resource center needs to be set-up under the facilitation and guidance of faculty supervisors.

**Course Objectives**

The student- teacher will be able to:

1. Culminate the process of school internship into a center for resources.
2. Develop the skill of collecting resource material from different capacity for their teaching learning process.

**Course Outcome**

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

**CO1**. Develop Resource Centre in the vicinity of the University

**CO2**. Collate varied teaching learning resources to serve for elementary school teacher

**CO3.** Record the reflective insight through the process of developing resource centre.

**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.

**Modes of Evaluation: Conduct of Experiment/ Viva Voce/ Project Work/ Lab Record**

**Examination Scheme:**

| 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** |

## *Annexure*

### Scheme of Studies B.El.Ed. Batch 2025-29 as per Choice Based Credit System (CBCS) and Learning Outcome Based Framework (LOCF)

| YEAR | Odd Semester (I) | | | | | | | | Even Semester (II) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | S. No. | Course Code | Course Title | Course Type | L | T | P | C | S. No. | Course Code | Course Title | Course Type | L | T | P | C |
| FIRST | 1 | EDELCE101 | Evolution and Contemporary Indian Education | Theory | 3 | 1 | 0 | 4 | 1 | EDELCD201 | Child Development | Theory | 3 | 1 | 0 | 4 |
| | 2 | EDELNL102 | Nature of Language-I | Theory | 1 | 1 | 0 | 2 | 2 | EDELNL202 | Nature of Language II | Theory | 1 | 1 | 0 | 2 |
| | 3 | EDELCM103 | Core Mathematics-I | Theory | 1 | 1 | 0 | 2 | 3 | EDELCM203 | Core Mathematics II | Theory | 1 | 1 | 0 | 2 |
| | 4 | EDELCN104 | Core Natural Sciences-I | Theory | 1 | 1 | 0 | 2 | 4 | EDELCN204 | Core Natural Sciences II | Theory | 1 | 1 | 0 | 2 |
| | 5 | EDELCS105 | Core Social Sciences-I | Theory | 1 | 1 | 0 | 2 | 5 | EDELCS205 | Core Social Sciences II | Theory | 1 | 1 | 0 | 2 |
| | 6 | UNOE___ | Open Elective (Choose one course from university OE pool) | Theory | 3 | 0 | 0 | 3 | 6 | UNVAC_____ | VAC (Choose one course from university VAC pool) | Theory | 2 | 0 | 0 | 2 |
| | 7 | EDELFA151 | Performing and Fine Arts | Practical | 0 | 0 | 4 | 2 | 7 | EDELCW251 | Participatory Learning through Craft Work | Practical | 0 | 0 | 4 | 2 |
| | 8 | EDELSC152 | School Contact Programme-I | Practical | 0 | 0 | 0 | 2 | 8 | EDELSC252 | School Contact Programme-II | Practical | 0 | 0 | 0 | 2 |

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| | | | | | | | | | 9 | CS001* | Club/ Society | Practical | 0 | 0 | 0 | 1 |
| | | | **TOTAL** | | **9** | **6** | **4** | **19** | | | **TOTAL** | | **9** | **5** | **4** | **19** |
| | **Odd Semester (III)** | | | | | | | | **Even Semester (IV)** | | | | | | | |
| **SECOND** | 1 | EDELCL301 | Science of Cognition and Learning | Theory | 2 | 2 | 0 | 4 | 1 | EDELLC401 | Language and Curriculum Integration | Theory | 3 | 1 | 0 | 4 |
| | 2 | EDELLA302 | Language Acquisition and Multilingualism | Theory | 3 | 1 | 0 | 4 | 2 | EDELMC402 | Logico-Mathematics and Computational Thinking | Theory | 1 | 1 | 0 | 2 |
| | 3 | EDELSC303 | Interpersonal Skills and Communication | Theory | 1 | 1 | 0 | 2 | 3 | EDELVA403 | Environmental Education and Disaster Management | Theory | 1 | 1 | 0 | 2 |
| | 3 | EDELOC351 | Observing Children | Practical | 0 | 0 | 4 | 2 | 4 | EDELSL451 | Storytelling and Literature for Children | Practical | 0 | 0 | 4 | 2 |
| | 4 | EDELSW352 | Holistic Self-Development Workshops | Practical | 0 | 0 | 4 | 2 | 5 | EDELSC452 | School Contact Programme-III | Practical | 0 | 0 | 0 | 2 |
| | 5 | CS002* | Community Service | Practical | 0 | 0 | 0 | 1 | 6 | EDELPW453 | Physical Education and Well-Being | Practical | 0 | 0 | 4 | 2 |
| | 6 | **Optional Liberal Course-I (Choose Any One)** | | | | | | | **Optional Liberal Course-II** | | | | | | | |
| | | EDELEN304 | English I | Theory | 3 | 1 | 0 | 4 | 7 | EDELEN404 | English II | Theory | 3 | 1 | 0 | 4 |
| | | EDELHN305 | Hindi I | Theory | | | | | | EDELHN405 | Hindi II | Theory | | | | |
| | | EDELMT306 | Mathematics I | Theory | | | | | | EDELMT406 | Mathematics II | Theory | | | | |
| | | EDELPY307 | Physics I | Theory | | | | | | EDELPY407 | Physics II | Theory | | | | |

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| | | EDEL CH308 | Chemistry I | Theory | | | | | | EDELCH408 | Chemistry II | Theory | | | | |
| | | EDEL BL309 | Biology I | Theory | | | | | | EDELBL409 | Biology II | Theory | | | | |
| | | EDEL HS310 | History I | Theory | | | | | | EDEL HS410 | History II | Theory | | | | |
| | | EDEL PS311 | Political Science I | Theory | | | | | | EDELPS411 | Political Science II | Theory | | | | |
| | | EDEL GE312 | Geography I | Theory | | | | | | EDEL GE412 | Geography II | Theory | | | | |
| | | EDEL EC313 | Economics I | Theory | | | | | | EDELEC413 | Economics II | Theory | | | | |
| | | **TOTAL** | | | **9** | **5** | **8** | **19** | | | **TOTAL** | | **8** | **4** | **8** | **18** |
| | **Odd Semester (V)** | | | | | | | | **Even Semester (VI)** | | | | | | | |
| **THIRD** | 1 | EDEL FE501 | Foundational Concepts in Education | Theory | 3 | 1 | 0 | 4 | 1 | EDELPC601 | Pedagogy of Environmental Science | Theory | 3 | 1 | 0 | 4 |
| | 2 | EDEL AE502 | Competency-Based Assessment in Education | Theory | 3 | 1 | 0 | 4 | 2 | EDELCM602 | Classroom Culture and Management | Theory | 2 | 2 | 0 | 4 |
| | 3 | EDEL PS503 | Educational Planning and School Management | Theory | 1 | 1 | 0 | 2 | 3 | EDELIK603 | Basics of Research in Education | Theory | 1 | 1 | 0 | 2 |
| | 4 | EDEL DI551 | Digital Pedagogy and ICT Integration | Practical | 0 | 0 | 4 | 2 | **(Pedagogy Course -Choose any one)** | | | | | | | |
| | 5 | EDEL SC552 | School Contact Programme-IV | Practical | 0 | 0 | 0 | 2 | | | | | | | | |
| | 6 | EDEL EA553 | Curricular Enrichment | Practical | 0 | 0 | 4 | 2 | | | | | | | | |

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| | | | Activities | | | | | | | | | | | | | |
| | | | | | | | | | 4 | EDELPC614 | Pedagogy of Language | Theory | 3 | 1 | 0 | 4 |
| | **Optional Liberal Course-III** | | | | | | | | | EDELPC615 | Pedagogy of Mathematics | | | | | |
| | 7 | EDELEN504 | English III | Theory | 3 | 1 | 0 | 4 | | EDELPC616 | Pedagogy of Natural Science | | | | | |
| | | EDELHN505 | Hindi III | Theory | | | | | | EDELPC617 | Pedagogy of Social Science | | | | | |
| | | EDELMT506 | Mathematics III | Theory | | | | | 5 | EDELIM651 | Instructional Material Design and Evaluation | Practical | 0 | 0 | 4 | 2 |
| | | EDELPY507 | Physics III | Theory | | | | | **Optional Liberal Course-III** | | | | | | | |
| | | EDELCH508 | Chemistry III | Theory | | | | | 6 | EDELEN604 | English III | Theory | 3 | 1 | 0 | 4 |
| | | EDELBL509 | Biology III | Theory | | | | | | EDELHN605 | Hindi III | Theory | | | | |
| | | EDELHS510 | History III | Theory | | | | | | EDELMT606 | Mathematics III | Theory | | | | |
| | | EDELPS511 | Political Science III | Theory | | | | | | EDELPY607 | Physics III | Theory | | | | |
| | | EDELGE512 | Geography III | Theory | | | | | | EDELCH608 | Chemistry III | Theory | | | | |
| | | EDELEC513 | Economics III | Theory | | | | | | EDELBL609 | Biology III | Theory | | | | |
| | | | | | | | | | | EDELHS610 | History III | Theory | | | | |
| | | | | | | | | | | EDELPS611 | Political Science III | | | | | |
| | | | | | | | | | | EDELGE612 | Geography III | Theory | | | | |
| | | | | | | | | | | EDELEC613 | Economics III | Theory | | | | |
| | | | **TOTAL** | | **10** | **4** | **8** | **20** | | | **TOTAL** | | **12** | **6** | **4** | **20** |
| | **Odd Semester (VII)** | | | | | | | | **Even Semester (VIII)** | | | | | | | |
| **FOURTH** | 1 | EDELGE701 | Gender Education | Theory | 3 | 1 | 0 | 4 | 1 | EDELRP851 | Educational Research Project | Practical | 0 | 0 | 0 | 4 |
| | 2 | EDELIE702 | Inclusive | Theory | 3 | 1 | 0 | 4 | 2 | EDELSI852 | School Internship Programme | Practical | 0 | 0 | 0 | 20 |

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| | | | Education | | | | | | | | | | | | | |
| | 3 | EDEL CS703 | Curriculum Studies | Theory | 3 | 1 | 0 | 4 | | | | | | | | |
| | 4 | EDEL OC | Optional Course | Theory | 1 | 1 | 0 | 2 | | | | | | | | |
| | 5 | EDEL PR751 | Professional Readiness for Teaching Careers | Practical | 0 | 0 | 4 | 2 | | | | | | | | |
| | 6 | EDEL RC752 | Developing Educational Resource Centres | Practical | 0 | 0 | 4 | 2 | | | | | | | | |
| | 7 | EDEL CP753 | Field-Based Case Study Project | Practical | 0 | 0 | 0 | 3 | | | | | | | | |
| | | | **TOTAL** | | **10** | **4** | **8** | **21** | | | **TOTAL** | | **0** | **0** | **0** | **24** |
| | | | | | | | | | | | **TOTAL CREDITS** | | | | **160** | |