

School of Education, B.Ed. (Scheme of Studies) Batch 2018-20

Semester I (ODD)

| S.No. | Course Code | Course Title | L | T | S | P | C |
|-------|-------------|---|-----------|---|---|-----------|-----------|
| 1 | SEED501 | Childhood and Growing up | 4 | 0 | 0 | 0 | 4 |
| 2 | SEED503 | Contemporary India and Education | 4 | 0 | 0 | 0 | 4 |
| 3 | SEED505 | Understanding Discipline and Subjects | 3 | 0 | 0 | 0 | 3 |
| 4 | SEED507 | Reading and Reflecting on Texts | 0 | 0 | 0 | 4 | 2 |
| 5 | SECS102 | Information Technology and Fundamentals | 3 | 0 | 0 | 0 | 3 |
| 6 | SECS152 | Information Technology and Fundamentals Lab | 0 | 0 | 0 | 2 | 1 |
| 7 | SEEL217 | Personality Grooming and Communication Skills | 3 | 0 | 0 | 0 | 3 |
| 8 | SEED509 | School Contact-I | 0 | 0 | 0 | 4 | 2 |
| | | TOTAL | 17 | | | 10 | 22 |

Semester II (EVEN)

| | | | | | | | |
|----|----------|---|-----------|---|---|----------|-----------|
| 1 | SEED502 | Learning and Teaching | 4 | 0 | 0 | 0 | 4 |
| 2 | SEED504 | Knowledge and Curriculum-I | 2 | 0 | 0 | 0 | 2 |
| 3 | SEED506 | Language Across Curriculum | 3 | 0 | 0 | 0 | 3 |
| 4 | SEED508 | Philosophical and Sociological Foundations of Education | 4 | 0 | 0 | 0 | 4 |
| 5 | SEED510 | Drama and Art in Education | 0 | 0 | 0 | 2 | 1 |
| 6 | SEED512 | School Contact-II | 0 | 0 | 0 | 4 | 2 |
| 7 | SEED514 | Pedagogy of English | 4 | 0 | 0 | 0 | 4 |
| 8 | SEED518 | Pedagogy of Economics | 4 | 0 | 0 | 0 | 4 |
| 9 | SEED520 | Pedagogy of Social Sciences | | | | | |
| 10 | SEED540 | Pedagogy of Mathematics | | | | | |
| 11 | SEED542 | Pedagogy of Physical Science | | | | | |
| 12 | SEED 544 | Pedagogy of Biological Science | | | | | |
| 13 | SEED 546 | Pedagogy of Commerce | | | | | |
| | | TOTAL | 21 | | | 6 | 24 |

Semester III (ODD)

| | | | | | | | |
|---|---------|---------------|----------|----------|----------|----------|-----------|
| 1 | SEED511 | Internship- I | 0 | 0 | 0 | 0 | 9 |
| 2 | SEED513 | Internship-II | 0 | 0 | 0 | 0 | 9 |
| | | TOTAL | 0 | 0 | 0 | 0 | 18 |


Semester IV(EVEN)

| | | | | | | | |
|---|----------|-------------------------------------|-----------|---|---|---|-----------|
| 1 | SEED522 | Gender, School and Society | 4 | 0 | 0 | 0 | 4 |
| 2 | SEED524 | Knowledge and Curriculum-II | 2 | 0 | 0 | 0 | 2 |
| 3 | SEED526 | Creating an Inclusive School | 4 | 0 | 0 | 0 | 4 |
| 4 | SEED528 | Health, Yoga and Physical Education | 5 | 0 | 0 | 0 | 5 |
| 6 | SEED530 | Assessment for Learning | 4 | 0 | 0 | 0 | 4 |
| 5 | VAC | VAC | 4 | 0 | 0 | 0 | 0 |
| | | Optional Courses | | | | | |
| 1 | SEED532* | Environmental Education | 4 | 0 | 0 | 0 | 4 |
| 2 | SEED534 | School Leadership | | | | | |
| 3 | SEED536 | Peace Education | | | | | |
| 4 | SEED538 | Guidance and Counselling | | | | | |
| | | TOTAL | 23 | | | | 23 |

Total Credits


87


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| SOED Scheme of Studies, B.Ed. Batch 2019-21 as per Choice Based Credit System(CBCS) | | | | | | | | |
|---|-------------|--|---|---------------|--------|--------------|--|---|
| Odd Semester | | | | Even Semester | | | | |
| S.No. | Course Code | Course Title | Credi | S.No | Course | Course Title | Credits | |
| First Year | 1 | SEED501A | Human Development, Learning, Cognition And Diversity In Education | 4 | 1 | SEED502A | Contemporary India and Education | 4 |
| | 2 | SEED503A | Basic Concepts and Thoughts in Education | 4 | 2 | SEED504A | Assessment for Learning | 4 |
| | 3 | SEED505A | Language Across the Curriculum | 4 | 3 | SEED506A | Knowledge and Curriculum | 4 |
| | 4 | SEED507A | Understanding Disciplines and Subjects | 4 | 4 | SEED508A | Communication in Teaching-Learning Process | 4 |
| | 5 | SJDJ151A | Gender, Media and Society(Open Elective) | 4 | 5 | SEED510A | EPC 2: Art in Education | 2 |
| | 6 | SEED509A | EPC 1: Reading and Reflecting on Texts | 2 | 6 | SEED512A | School Attachment Programme and Community Living | 2 |
| | 7 | SEED511A | School Exposure | 1 | 7 | | <i>Pedagogy of School Subject-I</i> | 4 |
| | | | | | 8 | | <i>Pedagogy of School Subject-II</i> | 4 |
| | | TOTAL | 23 | | | TOTAL | 28 | |
| Second Year | S.No. | Course Code | Course Title | ts | Code | Course Title | Credits | |
| | 1 | SEED530A | Gender, School and Society | 4 | 1 | SEED513A | Pre-internship | 2 |
| | 2 | SEED532A | Creating an Inclusive School | 4 | 2 | SEED515A | Pedagogy of School Subject -I | 7 |
| | 3 | SEED534A | Environmental Education | 4 | 3 | SEED517A | Pedagogy of School Subject -II | 7 |
| | 4 | SEED536A | EPC 3: Yoga Education | 2 | 4 | SEED519A | Engagement with the Field: Tasks and Assignments related to internship | 2 |
| | 5 | SEED538A | EPC 4: Understanding the Self | 2 | | | | |
| | 6 | SEED540A | EPC 5 :Understanding ICT and Its Application | 4 | | | | |
| | 7 | SEED 542A | Disaster Management | 4 | | | | |
| 8 | SEED544A | Gandhian Philosophy: Theory and Practices (Value Added Course) | 0 | | | | | |
| | | Total | 24 | | | Total | 18 | |

| | |
|----------|--------------------------------------|
| | <i>Pedagogy of School Subject-I</i> |
| SEED514A | Pedagogy of English |
| SEED516A | Pedagogy of Hindi |
| SEED518A | Pedagogy of Physical Science |
| SEED520A | Pedagogy of Commerce |
| | <i>Pedagogy of School Subject-II</i> |
| SEED522A | Pedagogy of Economics |
| SEED524A | Pedagogy of Social Sciences |
| SEED526A | Pedagogy of Mathematics |
| SEED528A | Pedagogy of Biological Science |


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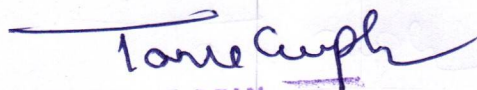
| SOED Scheme of Studies B.Ed. Batch 2020-22 as per Choice Based Credit System (CBCS) and Learning Outcome Based Framework (LOCF) | | | | | | | | |
|---|-------------|--------------|--|---------------|-------------|--------------|--|-----------|
| Odd Semester | | | | Even Semester | | | | |
| S.No. | Course Code | Course Title | Credits | S.No. | Course Code | Course Title | Credits | |
| First Year | 1 | SEED503A | Basic Concepts and Thoughts in Education | 4 | 1 | SEED502A | Contemporary India and Education | 4 |
| | 2 | SEED505A | Language Across the Curriculum | 2 | 2 | SEED546A | Assessment for Learning | 4 |
| | 3 | SEED507A | Understanding Disciplines and Subjects | 2 | 3 | SEED506A | Knowledge and Curriculum | 4 |
| | 4 | SEED508A | Communication in Teaching-Learning Process | 4 | 4 | SEED510A | EPC 2: Arts in Education | 2 |
| | 5 | SEED521A | Childhood and Growing Up | 4 | 5 | SEED 525A | Value Education | 6 |
| | 6 | | OPEN ELECTIVE | 6 | 6 | | <i>Pedagogy of School Subject-I</i> | 4 |
| | 7 | SEED534A | Environmental Education | 3 | 7 | | <i>Pedagogy of School Subject-II</i> | 4 |
| | 8 | SEED542A | Disaster Management | 3 | | | | |
| | | | Total | 28 | | | TOTAL | 28 |
| Second Year | 1 | SEED513A | Pre-internship | 2 | 1 | SEED530A | Gender, School and Society | 4 |
| | 2 | SEED515A | Pedagogy of School Subject -I | 7 | 2 | SEED532A | Creating an Inclusive School | 4 |
| | 3 | SEED517A | Pedagogy of School Subject -II | 7 | 3 | SEED536A | EPC 3: Physical, Health and Yoga Education | 2 |
| | 4 | SEED519A | Engagement with the Field: Tasks and Assignments related to internship | 2 | 4 | SEED538A | EPC 4: Understanding the Self | 2 |
| | | | | | 5 | SEED540A | EPC 5 :Understanding ICT and Its Application | 4 |
| | | | | | 6 | SEED544A | Gandhian Philosophy: Theory and Practices (Value Added Course) | 0 |
| | | | Total | 18 | | | TOTAL | 16 |


| <i>Pedagogy of School Subject-I</i> | |
|--------------------------------------|--------------------------------|
| SEED514A | Pedagogy of English |
| SEED516A | Pedagogy of Hindi |
| SEED518A | Pedagogy of Physical Science |
| SEED520A | Pedagogy of Commerce |
| <i>Pedagogy of School Subject-II</i> | |
| SEED522A | Pedagogy of Economics |
| SEED524A | Pedagogy of Social Sciences |
| SEED526A | Pedagogy of Mathematics |
| SEED528A | Pedagogy of Biological Science |
| SEED550A | Pedagogy of Computer Science |
| SEED552A | Pedagogy of Home Science |


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SOED Scheme of Studies B.Ed. Batch 2021-23 as per Choice Based Credit System (CBCS) and Learning Outcome Based Framework (LOCF)

| Odd Semester | | | | Even Semester | | | | |
|--------------|-------------|--------------|--|---------------|-------------|--------------------------------------|--|-----------|
| S.No. | Course Code | Course Title | Credits | S.No. | Course Code | Course Title | Credits | |
| First Year | 1 | SEED521A | Childhood and Growing up | 4 | 1 | SEED502A | Contemporary India and Education | 4 |
| | 2 | SEED503A | Basic Concepts and Thoughts in Education | 4 | 2 | SEED546A | Assessing Learners and Learning | 4 |
| | 3 | SEED505A | Language Across the Curriculum | 2 | 3 | SEED506A | Knowledge and Curriculum | 4 |
| | 4 | SEED507A | Understanding Disciplines and Subjects | 2 | 4 | SEED508A | Communication in Teaching-Learning Process | 3 |
| | 5 | | OPEN ELECTIVE | 4 | 5 | SEED510A | EPC 2: Arts in Education | 2 |
| | 6 | SEED509A | EPC 1: Reading and Reflecting on Texts | 2 | 6 | SEED512A | School Attachment Programme and Community Living | 2 |
| | 7 | SEED511A | School Exposure | 2 | 7 | | <i>Pedagogy of School Subject-I</i> | 4 |
| | | | | | 8 | | <i>Pedagogy of School Subject-II</i> | 4 |
| | | | TOTAL | 20 | 9 | | VAC | 0 |
| | | | | | | TOTAL | 27 | |
| Second Year | 1 | SEED553A | School Internship -I | 9 | 1 | SEED530A | Gender, School and Society | 4 |
| | 2 | SEED555A | School Internship -II | 9 | 2 | SEED532A | Creating an Inclusive School | 4 |
| | | | | | 3 | SEED534A | Environmental Education | 4 |
| | | | | | 4 | SEED556A | EPC 3: Physical, Health and Yoga Education | 2 |
| | | | | | 5 | SEED538A | EPC 4: Understanding the Self | 2 |
| | | | | | 6 | SEED540A | EPC 5 :Understanding ICT and Its Application | 2 |
| | | | | | 7 | SEED542A | Disaster Management | 4 |
| | | | | | 8 | SEED544A | Gandhian Philosophy: Theory and Practices (Value Added Course) | 0 |
| | | | TOTAL | 18 | | | TOTAL | 22 |
| | | | | | | <i>Pedagogy of School Subject-I</i> | | |
| | | | | | SEED 514A | Pedagogy of English | | |
| | | | | | SEED516A | Pedagogy of Hindi | | |
| | | | | | SEED518A | Pedagogy of Physical Science | | |
| | | | | | SEED520A | Pedagogy of Commerce | | |
| | | | | | | <i>Pedagogy of School Subject-II</i> | | |
| | | | | | SEED522A | Pedagogy of Economics | | |
| | | | | | SEED524A | Pedagogy of Social Sciences | | |
| | | | | | SEED526A | Pedagogy of Mathematics | | |
| | | | | | SEED528A | Pedagogy of Biological Science | | |
| | | | | | SEED550A | Pedagogy of Computer Science | | |
| | | | | | SEED552A | Pedagogy of Home Science | | |
| | | | | | | Total Credits | 87 | |


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SOED Scheme of Studies B.Ed. Batch 2022-24 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 | SEED521A | Childhood and Growing up | Theory | 4 | 0 | 0 | 4 | 1 | SEED502A | Contemporary India and Education | Theory | 4 | 0 | 0 | 4 | | | |
| | 2 | SEED503A | Basic Concepts and Thoughts in Education | Theory | 4 | 0 | 0 | 4 | 2 | SEED554A | Assessing Learners and Learning | Theory | 4 | 0 | 0 | 4 | | | |
| | 3 | SEED505A | Language Across the Curriculum | Theory | 2 | 0 | 0 | 2 | 3 | SEED506A | Knowledge and Curriculum | Theory | 4 | 0 | 0 | 4 | | | |
| | 4 | SEED507A | Understanding Disciplines and Subjects | Theory | 2 | 0 | 0 | 2 | 4 | SEED508A | Communication in Teaching-Learning Process | Theory | 4 | 0 | 0 | 3 | | | |
| | 5 | | Open Elective | Theory | 4 | 0 | 0 | 4 | 5 | SEED510A | EPC 2: Arts in Education | Practical | 0 | 0 | 4 | 2 | | | |
| | 6 | SEED509A | EPC1: Reading and Reflecting on Texts | Practical | 0 | 0 | 4 | 2 | 6 | SEED512A | School Attachment Programme and Community Living | Practical | 0 | 0 | 4 | 2 | | | |
| | 7 | SEED511A | School Exposure | Practical | 0 | 0 | 4 | 2 | 7 | VAC | VAC | Theory | 0 | 0 | 0 | 0 | | | |
| TOTAL | | | | | 16 | 0 | 8 | 20 | 8 | | <i>Pedagogy of School Subject-I</i> | Elective | 4 | 0 | 0 | 4 | | | |
| ODD SEMESTER (III) | | | | | EVEN SEMESTER (IV) | | | | | 9 | | <i>Pedagogy of School Subject-II</i> | Elective | 4 | 0 | 0 | 4 | | |
| TOTAL | | | | | 16 | 0 | 8 | 20 | TOTAL | | | | | 24 | 0 | 8 | 27 | | |
| SECOND | 1 | SEED533A | School Internship-I | Practical | 0 | 0 | 0 | 9 | 1 | SEED530A | Gender, School and Society | Theory | 4 | 0 | 0 | 4 | | | |
| | 2 | SEED555A | School Internship-II | Practical | 0 | 0 | 0 | 9 | 2 | SEED532A | Creating an Inclusive School | Theory | 4 | 0 | 0 | 4 | | | |
| | | | | | | | | | 3 | SEED534A | Environmental Education | Theory | 4 | 0 | 0 | 4 | | | |
| | | | | | | | | | 4 | SEED556A | EPC3: Physical, Health and Yoga Education | Practical | 0 | 0 | 4 | 2 | | | |
| | | | | | | | | | 5 | SEED538A | EPC4: Understanding the Self | Practical | 0 | 0 | 4 | 2 | | | |
| | | | | | | | | | 6 | SEED540A | EPC5: Understanding ICT and Its Application | Practical | 0 | 0 | 4 | 2 | | | |
| | | | | | | | | | 7 | SEED542A | Disaster Management | Theory | 4 | 0 | 0 | 4 | | | |
| TOTAL | | | | | 0 | 0 | 0 | 18 | 7 | SEED544A | Gandhian Philosophy: Theory and Practices (Value Added Course) | Theory | 4 | 0 | 0 | 0 | | | |
| TOTAL CREDITS | | | | | TOTAL CREDITS | | | | | TOTAL | | | | | 20 | 0 | 12 | 22 | |
| TOTAL | | | | | TOTAL | | | | | TOTAL | | | | | 87 | | | | |

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| | |
|----------|--------------------------------------|
| SEED514A | <i>Pedagogy of School Subject-I</i> |
| SEED516A | Pedagogy of English |
| SEED518A | Pedagogy of Hindi |
| SEED520A | Pedagogy of Physical Science |
| SEED522A | Pedagogy of Commerce |
| SEED524A | <i>Pedagogy of School Subject-II</i> |
| SEED526A | Pedagogy of Economics |
| SEED528A | Pedagogy of Social Sciences |
| SEED530A | Pedagogy of Mathematics |
| SEED532A | Pedagogy of Biological Science |
| SEED534A | Pedagogy of Physical Science |
| SEED536A | Pedagogy of Chemistry |
| SEED538A | Pedagogy of Computer Science |
| SEED540A | Pedagogy of Home Science |

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Bachelor of Education (B.Ed.)

(2018-23)

| S.No. | Course Code | Course Title | Year of Introduction |
|-------|-------------|---|----------------------|
| 1. | SEED509 | School Contact I | 2016 |
| 2. | SEED512 | School Contact II | 2016 |
| 3. | SEED511 | Internship I | 2016 |
| 4. | SEED513 | Internship I | 2016 |
| 5. | SEED513A | Pre-internship | 2019 |
| 6. | SEED515A | Pedagogy of School Subject -I | 2019 |
| 7. | SEED517A | Pedagogy of School Subject -II | 2019 |
| 8. | SEED519A | Engagement with the Field: Tasks and Assignments related to internship. | 2019 |
| 9. | SEED511A | School Exposure | 2019 |
| 10. | SEED512A | School Attachment Programme and Community Living | 2019 |
| 11. | SEED553A | School Internship-I | 2021 |
| 12. | SEED555A | School Internship-II | 2021 |

Jmf

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Tania Gupta

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Course Objectives:

- To develop conceptual understandings about teaching and learning in school environment.
- To understand the learner, learning behavior and learning situations
- To validate the theoretical understandings developed through various foundation and pedagogy courses.
- To understand and develop meaningful learning sequences appropriate to the different levels of learning.
- To mobilize appropriate resources for learning.
- To initiate the student teachers towards the practical process of teaching and learning.
- To participate in co-curricular and extra-curricular activities organized in the schools.
- To have feel of total experience of teachers in the school.
- To enable the Pupil teacher to critically analyze the gained teaching experiences in actual school environment.

Unit I: Organisation of Co-curricular activities by pupil teachers by assisting and participating in the organisation of the same and recording experiences of the same in a reflective journal.

Unit II: Writing a reflective journal on the problems faced by teachers in assessment through the scheme of Continuous and Comprehensive Evaluation(CCE) by observing the teachers evaluating students and engaging with them to know their problems with respect to implementation of the scheme in their school.

Unit III: Record maintenance: Observing record maintenance in schools; preparing records and maintaining them

Unit IV: School Contact: Choosing a school, preparing for the visit, conducting the scheduled activities and maintaining the records

Activity 1: Morning Assembly-everyday with Prayer, thought for the day, speech on a relevant topic, News reading & National Anthem

Activity 2: 10 Minutes Meditation everyday

Activity 3: Simulation Class-once in a week

Activity 4: Class observation and report-one on each day by observing a planned class by a teacher or teacher trainee

Activity 5: Indoor game-one per day by one student, and keeping record on its utility, effectiveness and application

Activity 6: Discussion on any relevant topic to education-one per week

Activity 7: Reviewing one journal from Education: discipline

Activity 8: Discussion, referencing and preparing a report on CCE system

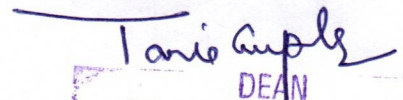
Activity 9: Discussion and preparing a report on the latest trends in teaching

Activity 10: School Contact program



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Course Objectives:

- To develop conceptual understandings about teaching and learning in school environment.
- To understand the learner, learning behavior and learning situations.
- To validate the theoretical understandings developed through various foundation and pedagogy courses.
- To understand and develop meaningful learning sequences appropriate to the different levels of learning.
- To mobilize appropriate resources for learning.
- To initiate the student teachers towards the practical process of teaching and learning.
- To participate in co-curricular and extra-curricular activities organized in the schools.
- To have feel of total experience of teachers in the school.
- To enable the Pupil teacher to critically analyze the gained teaching experiences in actual school environment.

Unit I: Organisation of co-curricular activities by pupil teachers by assisting and participating in the organisation of the same and recording experiences of the same in a reflective journal.

Unit II: Writing a reflective journal on the problems faced by teachers in assessment through the scheme of continuous and comprehensive evaluation by observing the teachers evaluating students and engaging with them to know their problems with respect to implementation of the scheme in their school.

Unit III: Record maintenance: observing record maintenance in schools; preparing records and maintaining them

Unit IV: School Contact: choosing a school, preparing for the visit, conducting the scheduled activities and maintaining the records

Activity 1: Morning Assembly-everyday with Prayer, thought for the day, speech on a relevant topic, News reading & National Anthem

Activity 2: 10 Minutes Meditation everyday

Activity 3: Simulation Class-once in a week

Activity 4: Class observation and report-one on each day by observing a planned class by a teacher or teacher trainee

Activity 5: Indoor game-one per day by one student, and keeping record on its utility, effectiveness and application

Activity 6: Discussion on any relevant topic to education-one per week

Activity 7: Reviewing one journal from Education discipline

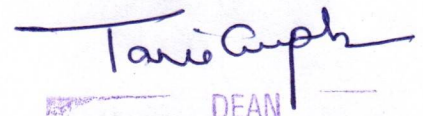
Activity 8: Discussion, referencing and preparing a report on CCE system

Activity 9: Discussion and preparing a report on the latest trends in teaching

Activity 10: School Contact programme and the report submission



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| S.No | COURSE CODE | COURSE TITLE | L | T | S | P | C |
|------|-------------|----------------|---|---|---|---|-----------|
| 1 | SEED511 | INTERNSHIP- I | 0 | 0 | 0 | 0 | 9 |
| 2 | SEED513 | INTERNSHIP- II | 0 | 0 | 0 | 0 | 9 |
| | | TOTAL | 0 | 0 | 0 | 0 | 18 |

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

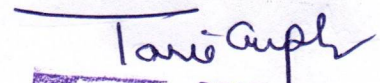
In the next 15 weeks of internship the student teacher shall be engaged in teaching experience wherein the aim shall be meaningful and holistic engagement including the writing of reflective journals. This shall be enriched through extended discussions with peers and faculty on different aspects of the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

School Internship

| S.No | Components | 18 Credits | Marks |
|------|---|------------|------------|
| 1. | Simulated Teaching | | 20 |
| 2. | Discussion Lessons (2 Lessons in each pedagogy course) Total 4 Discussion Lessons (10x4) | | 40 |
| 3. | 50 Lesson Plans (in each pedagogy course) (25x2) | | 50 |
| 4. | Achievement Test Report (ATR)(In one subject) | | 20 |
| 5. | Two Lessons to be Delivered in each pedagogy course through the use of Multimedia (10x4=40) | | 40 |
| 6. | Use of Teaching Learning Material in Classroom Discourse (including teaching aids and reference material) | | 20 |
| 7. | Peer Group observation | | 10 |
| | Total | | 200 |



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| S.No. | Course Code | Course Title | Credits |
|-------------------|-------------|--|-----------|
| 1 | SEED513A | Pre-internship | 2 |
| Internship | | | |
| 2 | SEED515A | Pedagogy of School Subject -I | 7 |
| 3 | SEED517A | Pedagogy of School Subject -II | 7 |
| 4 | SEED519A | Engagement with the Field: Tasks and Assignments related to internship | 2 |
| TOTAL | | | 18 |

SCHOOL INTERNSHIP PROGRAMME

Course Overview

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

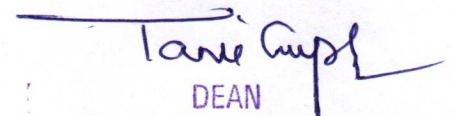
In the next 15 weeks of internship the student teacher shall be engaged in teaching experience wherein the aim shall be meaningful and holistic engagement including the writing of reflective journals. This shall be enriched through extended discussions with peers and faculty on different aspects of the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

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

- I. Planning and Facilitating Teaching Learning
 - Unit/ Lesson planning
 - Classroom teaching
 - Lesson observation
 - Developing and Using Teaching Learning Resources
 - ICT integration
- II. Understanding School Context
 - Prepare Profile of the school (Type of School/infrastructure, facilities teachers, students and community information)
 - Analyze Learner Performance(One class)
- III. Understanding Learner
 - Collecting information about a student(Case Study)
- IV. Participation in School Activities



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- Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting
- V. Interaction with stakeholders of school
- Interaction with SDMC/SMC members
 - Interacting with parents, teachers and principal of the schools

The 16 week school internship will be organized in two phases:

- Pre-internship
- Internship

| COURSE CODE | COURSE TITLE | L | T | P | C |
|-------------|----------------|---|---|---|---|
| SEED513A | PRE-INTERNSHIP | 0 | 0 | 7 | 2 |

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

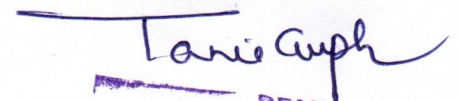
- Discussion on unit planning, lesson planning, blueprint and unit tests, achievement test, CCE etc.
- Discussion on records to be maintained by student-teachers during internship.
- Demonstration of lessons in each subject by the experts/supervising teacher followed by discussion
- Demonstration of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

INTERNSHIP

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



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etc.). Student-teachers shall engage with students of Upper Primary/ Secondary/ senior secondary classes during internship.

| | | | | | |
|----------|-------------------------------|---|---|---|---|
| SEED515A | PEDAGOGY OF SCHOOL SUBJECT -I | 0 | 0 | 0 | 7 |
| SEED517A | PEDAGOGY OF SCHOOL SUBJECT -I | 0 | 0 | 0 | 7 |

Student-teachers shall perform the following during internship:

| S.No. | Components |
|-------|--|
| 1. | Simulated Lesson Plan (5 Lesson Plans each in pedagogy of School Subject I and pedagogy of School Subject II) |
| 2. | Discussion Lessons Plan (2 Lesson Plans each in pedagogy of School Subject I and pedagogy of School Subject II) (best of the two lessons in each pedagogy course will be evaluated) |
| 3. | Total 52 Lesson Plans (25 lesson plans in each pedagogy course and 1 lesson plan through the use of multimedia in each pedagogy course) |
| 4. | Achievement Test Report (ATR) (In one pedagogy subject only) |
| 5. | Use of Teaching-Learning Material in Classroom Discourse (including teaching aids and reference material) (5 teaching aids each in pedagogy of School Subject I and pedagogy of School Subject II) |
| 6. | Peer Group Observation (10 observations) |
| 7. | Preparing Portfolios |
| 8. | Organising and maintaining the records of school activities. |
| 9. | Maintaining a Reflective Diary |

| | | | | | |
|-----------|--|---|---|---|---|
| SEED519 A | ENGAGEMENT WITH THE FIELD: TASKS AND ASSIGNMENTS RELATED TO INTERNSHIP | 0 | 0 | 0 | 2 |
|-----------|--|---|---|---|---|

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

- Organize and Participate in:
 - Morning assembly
 - Literary and cultural activities
 - Club activities
 - Exhibitions
 - Excursions and fieldtrip

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

- Mock parliament
- Quiz
- Games and sports
- PTA/SMC meetings
- Maintaining the respective records
- Maintaining a reflective diary
- Case study of a student
- Reflective Journal

Records to be submitted -

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

Course Objectives

The course will enable the student-teacher to:

- Observe classroom environment and its functioning.
- Observe various activities organized for school students.
- Understand the importance of teaching learning materials while teaching.

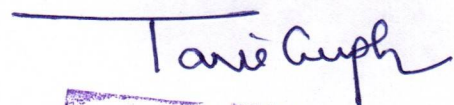
Course Outcomes

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

- CO1. Organize curricular and co-curricular activities for the students.
- CO2. Understand classroom management skills during teaching learning.
- CO3. Prepare and use teaching learning materials.
- CO4. Prepare a detailed report and submit it in the institute.



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Course Content

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

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

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

After completion of the field exposure programme, student-teachers shall be required to develop a detailed report and share the same in a seminar/meeting at the Institute.


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

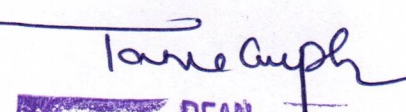
Examination Scheme:

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

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

| Mapping between COs and POs | | |
|-----------------------------|--|---------------------------|
| | Course Outcomes (COs) | Mapped Programme Outcomes |
| CO1 | Organize curricular and co-curricular activities for the students. | PO1 |
| CO2 | Understand classroom management skills during teaching learning. | PO3 |


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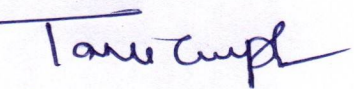
| | | |
|-----|---|-----|
| CO3 | Prepare and use teaching learning materials. | PO8 |
| CO4 | Prepare a detailed report and submit it in the institute. | PO9 |

| Course Code | Course Title | Pedagogical | Subject Matter | Curriculum | Assessment and | Technology | Inclusive | Classroom | Self Development | Collaboration and | Lifelong Learning | Research and | Professionalism | Pedagogical | Content Mastery | Classroom | Integration of | Professional and | Inclusive | Entrepreneurial |
|-------------|-----------------|-------------|----------------|------------|----------------|------------|-----------|-----------|------------------|-------------------|-------------------|--------------|-----------------|-------------|-----------------|-----------|----------------|------------------|-----------|-----------------|
| | | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
| SEE D51 1A | School Exposure | 3 | 2 | | 3 | | 3 | | | | 3 | | 2 | | 3 | 2 | | 3 | | |

| Programme and Course Mapping | | | | | | | | | | | | | | | | | | | |
|------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|------|------|------|
| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
| CO13 | | | | | | | | | | | 2 | | | | | | | | |
| CO2 | 2 | | 3 | | | | | | | | | | | 3 | | | | | |
| CO3 | | | | | 3 | | | | | | | | | | 2 | | | | |
| CO4 | | | | | | | | | 3 | | | | | | | | 3 | | |

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


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

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

Course Objectives

The course will enable the student-teachers to:

- Observe various curricular and co-curricular activities of the schools.
- Observe classroom management during teaching learning.
- Understand cultural practices of the community.

Course Outcomes

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

- CO1.** Organize curricular and co-curricular activities for the students.
CO2. Implement classroom management skills during teaching learning.
CO3. Prepare a detailed report and submit it in the institute.

Course Content

A. School Attachment Programme

Duration: 1 week

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

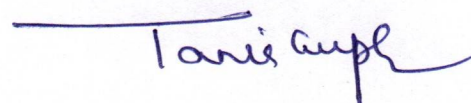
During this programme, the student-teachers shall observe: (i) various curricular activities, e.g. sports and games, dance, songs; and (ii) the teaching-learning process in the classroom, ICT use, student participation, classroom management. The student-teachers shall observe curricular activities for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

Community Living

Duration: 1 week



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Student-teachers shall be provided exposure to community life for at least one week during which they shall spend time with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programmes and gaining community's perception about and aspirations from formal education system.

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

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

Examination Scheme:

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

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

| | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | Pedagogical Content | | | | | | | | | | | | | | | | | |
| | | | | Subject Matter Competence | | | | | | | | | | | | | | | | | |
| | | | | Curriculum Planning and Assessment and Evaluation | | | | | | | | | | | | | | | | | |
| | | | | Technology Integration | | | | | | | | | | | | | | | | | |
| | | | | Inclusive Education | | | | | | | | | | | | | | | | | |
| | | | | Classroom Management | | | | | | | | | | | | | | | | | |
| | | | | Self Development and Collaboration and Lifelong Learning | | | | | | | | | | | | | | | | | |
| | | | | Research and Reflection | | | | | | | | | | | | | | | | | |
| | | | | Professionalism and Ethical | | | | | | | | | | | | | | | | | |
| | | | | Pedagogical Principles and Content Mastery | | | | | | | | | | | | | | | | | |
| | | | | Classroom Management and Integration of Technology | | | | | | | | | | | | | | | | | |
| | | | | Professional and Ethical | | | | | | | | | | | | | | | | | |
| | | | | Inclusive Education | | | | | | | | | | | | | | | | | |
| | | | | Entrepreneurial Skills | | | | | | | | | | | | | | | | | |

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| Course Code | Course Title | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|-------------|--|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| SEE D51 2A | SCHOOL ATTACHMENT PROGRAMME & COMMUNITY LIVING | | 3 | 2 | 3 | 3 | | 3 | 2 | 2 | 3 | | 3 | 2 | 2 | 3 | 3 | 3 | | |

1=lightly mapped

2=moderately mapped

3=strongly mapped

| CO | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|------|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | | 3 | | | 3 | | | | | 3 | | | 2 | 2 | 3 | 3 | 3 | | |
| CO 2 | | 3 | 2 | 3 | 3 | | 3 | 2 | 2 | 3 | | | 2 | 2 | 3 | 3 | 3 | | |
| CO 3 | | 3 | | | 3 | | | 3 | 3 | 3 | | | 3 | 3 | 3 | 3 | 3 | | |

| | |
|--------|--|
| Unit I | <p>One-week School Attachment Programme shall be carried out during the second semester in local/nearby school (s). The students will be allotted schools in the vicinity of the university. Care will be taken to identify various types of school for the programme, e.g. Government, Private, Urban, Rural, and Special Schools.</p> <p>During this programme, the student-teachers shall observe: (i) various curricular activities, e.g. sports and games, dance, songs; and (ii) the teaching-learning process in the classroom, ICT use, student participation, classroom management. The student-teachers shall observe curricular activities for which they may use observation</p> |
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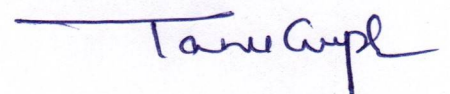
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|------------------------------|---|
| | schedules. The institute shall develop these schedules; and orient the student-teachers on the process of observation as well as use of the schedules. |
| Local | sports and games, dance, songs; and (ii) the teaching-learning process in the classroom, ICT use, student participation, classroom management |
| Regional | sports and games, dance, songs; and (ii) the teaching-learning process in the classroom, ICT use, student participation, classroom management |
| National | sports and games, dance, songs; and (ii) the teaching-learning process in the classroom, ICT use, student participation, classroom management |
| Global | the teaching-learning process in the classroom, ICT use, student participation, classroom management |
| Employability | classroom management |
| Entrepreneurship | |
| Skill Development | ICT use |
| Professional Ethics | teaching-learning process in the classroom |
| Gender | |
| Human Values | |
| Environment & Sustainability | |
| Unit II | <p>Community Living</p> <p>Student-teachers shall be provided exposure to community life for at least one week during which they shall spend time with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programmes and gaining community's perception about and aspirations from formal education system.</p> <p>At the end of this programme, the student-teachers shall prepare a detailed report of the programme, individually and/or in group.</p> |
| Local | spend time with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programmes and gaining community's perception about and aspirations from formal education system. |
| Regional | spend time with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programmes and gaining community's perception about and aspirations from formal education system. |
| National | spend time with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programmes and |



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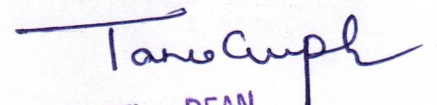


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|------------------------------|---|
| | gaining community's perception about and aspirations from formal education system. |
| Global | preparing school development plan, sharing cultural practices, holding cultural programmes |
| Employability | preparing school development plan |
| Entrepreneurship | |
| Skill Development | preparing school development plan |
| Professional Ethics | Gaining community's perception about and aspirations from formal education system. |
| Gender | |
| Human Values | |
| Environment & Sustainability | |
| SDG | SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all |
| NEP 2020 | 5.15. Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. 6.8 Community based interventions |
| POE/4 th IR | Skill Development and Employability |



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

Course objectives

The course will enable the student-teachers to:

- Prepare and demonstrate lesson plans of pedagogy subjects.
- Observe pupil teacher's teaching and provide feedback to improve teaching skills.
- Develop competence and professional identity as a reflective teacher.
- Inculcate and demonstrate necessary skills (communicative-administrative-managerial) in different roles to excel as a professional teacher.
- Develop skills and competencies for working diversities (individual, cultural, gender, special ability, etc.) In school and community hence learn to operate successfully and develop an inclusive setting.
- Demonstrate competence in facilitation and presentation skills using appropriate technology and with proper documentation.

Course Outcomes

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

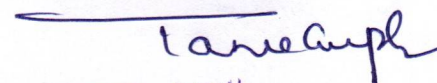
- CO1.** Demonstrate the ability to communicate as a teacher, administrator and manager of various activities in and outside the classroom.
- CO2.** Demonstrate knowledge of one's own limitations as a teacher, administrator and manager of various activities.
- CO3.** Demonstrate the ability to effectively handle individual student.
- CO4.** Demonstrate involvement in all school activities.
- CO5.** Demonstrate professional responsibility with 'self- classroom- school' management and proper documentation.

Course Content



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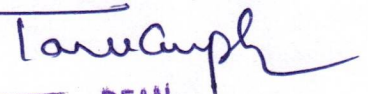
This semester shall entail a field engagement of 16 weeks wherein the first week will be exclusively dedicated to observing a regular classroom with a regular teacher and would include peer observations, teacher observations and observations of interns' lessons by faculty. In the next 15 weeks of internship the student teacher shall be engaged in teaching experience wherein the aim shall be meaningful and holistic engagement including the writing of reflective journals. This shall be enriched through extended discussions with peers and faculty on different aspects of the teaching experience accompanied by presentations post the internship in schools.

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

- a. Planning and Facilitating Teaching Learning
 - i. Unit/ Lesson planning
 - ii. Classroom teaching
 - iii. Lesson observation
 - iv. Developing and Using Teaching Learning Resources
 - v. ICT integration
 - b. Understanding School Context
 - i. Prepare Profile of the school (Type of School/infrastructure, facilities, teachers, students and community information)
 - ii. Analyze Learner Performance (One class)
 - c. Understanding Learner
 - i. Collecting information about a student (Case Study)
 - d. Participation in School Activities
 - i. Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting
 - e. Interaction with stakeholders of school
 - i. Interaction with SDMC/SMC members
 - ii. Interacting with parents, teachers and principal of the schools
- The 16 week school internship will be organized in two phases:
- (i) Pre-internship
 - (ii) Internship



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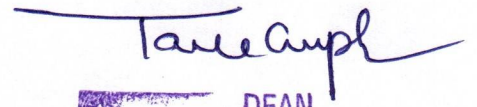
The pre-internship will be of one-week duration during which necessary orientation programmes towards school internship will be organized in the institute. The following activities shall be organized during pre-internship phase:

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

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



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Student-teachers shall perform the following during internship:

School Internship

18 Credits

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

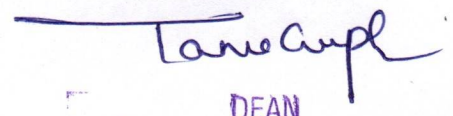
During School Internship period, in addition to teaching pedagogy subjects student-teachers will be required to engage in following activities and maintain a record of same

Organize and Participate in:

- Morning assembly
- Literary and cultural activities Club activities
- Exhibitions
- Excursions and fieldtrip
- Mock parliament
- Quiz
- Games and sports



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- PTA/SMC meetings
Maintaining the respective records
- Maintaining a reflective diary
- Case study of a student
- Reflective Journal

Records to be submitted -

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

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

Examination Scheme: (Same for Both Subjects)

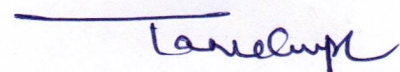
| Components | Internal Practical Examination | External Practical Examination |
|---------------|--------------------------------|--------------------------------|
| Weightage (%) | 50 | 50 |

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

| Mapping between COs and POs | | |
|-----------------------------|--|---------------------------|
| | Course Outcomes (COs) | Mapped Programme Outcomes |
| CO1 | Demonstrate the ability to communicate as a teacher, administrator and manager of various activities in and outside the classroom. | PO2 |



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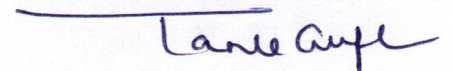
| | | |
|-----|---|-----|
| CO2 | Demonstrate knowledge of one's own limitations as a teacher, administrator and manager of various activities. | PO1 |
| CO3 | Demonstrate the ability to effectively handle individual student. | PO9 |
| CO4 | Demonstrate involvement in all school activities. | PO1 |
| CO5 | Demonstrate professional responsibility with 'self- classroom-school' management and proper documentation. | PO9 |

| Course Code | Course Title | Pedagogical Content | | | | | | | | | | | | | | | | | | | |
|-------------------|--------------------------|---------------------------|---|------------------------|---------------------|----------------------|--|-------------------------|-----------------------------|--|--------------------------|---------------------------|--------------------------|---------------------|------------------------|------|------|------|------|------|--|
| | | Subject Matter Competence | Curriculum Planning and Assessment and Evaluation | Technology Integration | Inclusive Education | Classroom Management | Self Development and Collaboration and Lifelong Learning | Research and Reflection | Professionalism and Ethical | Pedagogical Principles and Content Mastery | Classroom Management and | Integration of Technology | Professional and Ethical | Inclusive Education | Entrepreneurial Skills | | | | | | |
| SEED 5553A & 555A | School Internship I & II | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | |

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



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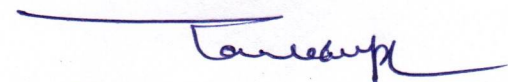
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|-------------|--|--|--|--|--|--|--|---|--|--|---|--|--|--|--|--|--|---|--|--|---|
| C O 3 | | | | | | | | | | | 3 | | | | | | | 3 | | | |
| C O 4 | | | | | | | | 3 | | | | | | | | | | | | | 3 |

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



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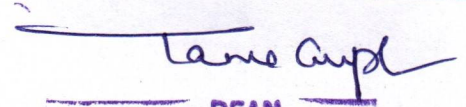


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| Employability | Prepare Profile of the school (Type of School/infrastructure, facilities, teachers, students and community information) |
| Entrepreneurship | |
| Skill Development | Analyze Learner Performance |
| Professional Ethics | Prepare Profile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



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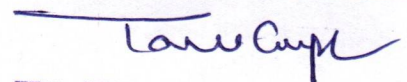


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| | |
|------------------------------|--|
| National | |
| Global | |
| Employability | Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting |
| Entrepreneurship | |
| Skill Development | Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting |
| Professional Ethics | |
| Gender | |
| Human Values | Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting |
| Environment Sustainability & | Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting |
| E | Interaction with stakeholders of school |
| Local | Interaction with SDMC/SMC members Interacting with parents, teachers and principal of the schools |
| Regional | Interaction with SDMC/SMC members |
| National | |
| Global | |
| Employability | Interacting with parents, teachers and principal of the schools |
| Entrepreneurship | Interacting with parents, teachers and principal of the schools |
| Skill Development | Interacting with parents, teachers and principal of the schools |
| Professional Ethics | Interaction with SDMC/SMC members Interacting with parents, teachers and principal of the schools |
| Gender | |
| Human Values | Interaction with SDMC/SMC members Interacting with parents, teachers and principal of the schools |
| Environment Sustainability & | Interaction with SDMC/SMC members Interacting with parents, teachers and principal of the schools |



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

Jmp

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