



K. R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

SCHOOL OF EDUCATION

(SOED)



Bachelor of Education

B.Ed.

Programme Code: 27

2021-23

**Approved in the 26th Meeting of Academic Council Held
on 11 August 2021**



Registrar

K.R. Mangalam University
Sohna Road, Gurgaon, Haryana



K. R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

**SCHOOL OF EDUCATION
(SOED)**



Bachelor of Education

B.Ed.

Programme Code: 27

2021-23

**Approved in the 26th Meeting of Academic Council Held on 11
August 2021**

PREFACE

K.R. Mangalam University is currently undergoing a transformation to align with contemporary needs. To ensure this, the Academic Council, in collaboration with Deans, Faculty Members, Industry Experts, and University Alumni, has formed departmental committees to design the curriculum for the B.Ed. programme, adhering to the guidelines of the National Council for Teacher Education (NCTE). The respective Head of Committees, Faculty members along with Industry Experts and Alumni discussed the existing system prevalent in various universities, industry requirements and employability, problem solving approach, need for life-long learning, and after due deliberations, the scheme and syllabus of the B.Ed. has been formalized.

Salient features of this model curriculum are enumerated below:

1. Curriculum has been designed in such a way that it encourages innovation and research as total numbers of credits have been reduced and many new courses have been incorporated in consultation with industry experts.
2. The revised curriculum has been designed where the students can understand the industry requirements and have hands-on experience. The students will develop a problem-solving approach and will meet the challenges of future.
3. Emerging areas in teacher education have been included.
4. Emphasis on hands-on training and experiential learning has been promoted by including School Internship in various renowned schools.
5. School of Education will ensure the revision of the curriculum to help students to achieve better employability, start-ups, and other avenues for higher studies.

CONTENT

S.No	Particulars	Page No.
1.	Introduction	4
2.	Objectives	4
3.	About The School of Education	5
3.1.	School of Education	5
3.1.1.	School Vision	5
3.1.2.	School Mission	5
3.1.3.	Aims of Bachelor Degree Programme	5
3.1.4.	Graduate Attributes	5
3.1.5.	Programme Educational Objectives (PEOs)	6
3.1.6.	Programme Outcomes (POs)	6
4.	Programme Offered by School of Education	8
4.1.	Bachelor of Education	8
4.1.1	Eligibility Criteria	8
4.1.2.	Programme Outline	8
4.1.3.	Career Avenues	8
4.1.4	Programme Specific Outcomes (PSOs)	9
5.	Class Timings	9
6.	Programme Duration	9
7.	Scheme & Syllabi of Bachelor of Education (B.Ed.)	10
8.	Annexure	189

1. INTRODUCTION

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

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

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

K. R. Mangalam University is unique because of its

1. Enduring legacy of providing education to high achievers who demonstrate leadership in diverse fields.
2. Protective and nurturing environment for teaching, research, creativity, scholarship, social and economic justice.

2. OBJECTIVES

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

3. ABOUT THE SCHOOL OF EDUCATION

3.1. School of Education

3.1.1. School Vision

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

3.1.2. School Mission

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

3.1.3. Aims of Bachelor Degree Programme

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

3.1.4. Graduate Attributes

The graduate attributes of School of Education are as follows:

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

GA 2: Communication Skills: Capable of communicating ideas, share views and express feelings by

using language skills which will help in preparing and demonstrating lesson plans.

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

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

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

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

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

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

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

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

3.1.5. Programme Educational Objectives (PEO)

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

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

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

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

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

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

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

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

3.1.6. Programme Outcomes (PO)

PO 1 Teaching Competencies: Describe teaching learning process in the classroom and various factors that influence and provide necessary competencies for organizing learning experiences, select and use of appropriate assessment strategies for facilitating learning.

PO 2 Effective Communication: Practice communication skills through various linguistic activities and applying it for better classroom communication.

PO 3 Critical Thinking: Analyze curriculum, selecting appropriate teaching methods, approaches and strategies and implement in teaching learning.

PO 4 Ethics: Understand values, morality, community service and responsibility towards the society.

PO 5 Life-long Learning: Identify the challenging and overcoming gender inequalities in school, classroom, curricula, textbook, social institutions, etc.

PO 6 Sensitive towards Inclusion: Create sensitivity about language diversity in classroom and its role in teaching learning process.

PO 7 Self Development and Community Attachment: Engage student-teachers with self, child, community and school to establish close connections between different curricular areas.

PO 8 Technology Skills: Enable student-teachers to integrate and apply ICT in facilitating teaching-learning process and in school management.

PO 9 Professional Competencies: Systematize experiences and strengthening the professional competencies of student teachers.

PO 10 General and Specific Need & Problems: Understand various level learners, their needs, and interest and peculiar problems and motivate them for learning.

PO 11 Pedagogical Content Analysis: Conduct pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.

4. PROGRAMMES OFFERED BY SCHOOL OF EDUCATION

4.1. Bachelor of Education (B.Ed.)

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

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

4.1.1 Eligibility Criteria

1. Candidates with at least 50% marks either in the Bachelor's Degree and/or in the Master's degree in Sciences/ Social Sciences/ Humanity, Bachelor's in Engineering or Technology with specialization in science and mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
2. The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.
- 3.

4.1.2 Programme Outline

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

4.1.3 Career Avenues

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

4.1.4 Programme Specific Outcomes (PSO)

PSO 1 Classroom Management: Enable to comprehend the development in physical, cognitive, social and emotional areas, contemporary issues and educational policies of education system in India, teaching-learning methods, strategies, epistemological basis of education, school management, professional ethics and observation of school activities by school internship.

PSO 2 Hands on Experience: Enable to understand the developmental task of different age groups, providing hands on experiences to interact with children, developing understanding about individual differences among children in the class and organize teaching learning process accordingly, to comprehend teaching competencies and skills through various teaching pedagogies and internship and facilitating the learners to become friendly user of ICT.

PSO 3 Research and Entrepreneurial Skills: Enable to understand different research methods, conducting research work, prepare research papers and develop entrepreneurial skills.

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

5. Class Timings

The class will be held from Monday to Friday from 9.10 A.M. to 4.10 P.M.

6. Programme Duration

The programme duration of Bachelor of Education is

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

7. Syllabi

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

**TWO YEAR B.Ed. PROGRAMME AT
A GLANCE**

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

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

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

Semester II			
S.No.	Course Code	Course Title	Credits
1	SEED502A	Contemporary India and Education	4
2	SEED554A	Assessing Learners and Learning	4
3	SEED506A	Knowledge and Curriculum	4
4	SEED508A	Communication in Teaching Learning Process	3
5	SEED510A	EPC 2: Arts in Education	2
6	SEED512A	School Attachment Programme and Community Living	2
7		VAC	0
*The Student has to choose one each from Pedagogy of School Subject-I & Pedagogy of School Subject-II			
8	SEED514A SEED516A SEED518A	Pedagogy of School Subject-I Pedagogy of English Pedagogy of Hindi Pedagogy of Physical Science	4

	SEED520A	Pedagogy of Commerce	
9	SEED522A SEED524A SEED526A SEED528A SEED550A SEED552A	<i>Pedagogy of School Subject-II</i> Pedagogy of Economics Pedagogy of Social Sciences Pedagogy of Mathematics Pedagogy of Biological Science Pedagogy of Computer Science Pedagogy of Home Science	4
		TOTAL	27

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

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

***EPC: Enhancement of Professional Capacity**

SEMESTER-I

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

Course Objectives

The course will enable the student-teacher to :

- Facilitate a complete understanding of the development, learning and uniqueness of the growing child in diverse socio-cultural contexts.
- Understand the role of heredity and environment in the development of learner
- Understand the critical role of learning environment
- Acquaint with various psychological attributes of a learner
- Analyze the importance of adjustment and its strategies in their day to day life.

Course Outcomes

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

CO1 Understand children of different ages by interacting & observing them in diversified social, economic and cultural context rather than through an exclusive focus on psychological theories of child development.

CO2 Study of childhood, child development and adolescence.

CO3 Understand learning as divergent process.

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

CO5 Understand psychological attributes of individuals.

Catalogue Description

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

in the context of diversity. The socio-cultural perspective of Indian societies would form the context in which teaching, practicum, and course transaction would be placed.

Course Content

Unit I:

15 Contact Hours

Development of Child at Different Stages

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

Unit II:

12 Contact Hours

Heredity and Environment

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

Unit III:

15 Contact Hours

Learning to Learn

- Concept of Learning
- Memory and Forgetting

-
- Behaviouristic Learning Theories (Thorndike, Skinner, Pavlov)
 - Gagne's Learning Theory
 - Concept of Motivation
 - Maslow Theory of Motivation
 - Murray Theory of Motivation

Unit IV:

15 Contact Hours

Psychological attributes of an Individual

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

Assignment/Practicum (Do any one)

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

Suggested Text Books

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

Advanced Readings

1. Chauhan, S. S. (2000). Psychology of Adolescence. New Delhi: Vikas Publishers.

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

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

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

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

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

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

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO11	PSO 1	PSO 2	PSO 3
CO 1	3											3		
CO 2	3												3	
CO 3			3									3		
CO 4										3			3	
CO 5			3									3		
1=lightly mapped 2= moderately mapped 3=strongly mapped														

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

Course Objectives

The course will enable the student-teacher to :

- Promote reflective thinking among students with relation to the philosophical and sociological perspectives of Education.
- Sharpen their perception of the concepts involved in educational practice.
- Enhance their capacity to formulate responses to the reality of education.
- Critically evaluate and systematically reflect upon general theories of Education.

Course Outcomes

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

CO1 Understand the relationship between Philosophy and Education.

CO2 Evolve a deeper understanding of Constitutional Perspective.

CO3 Understand the classroom in social context.

CO4 Critically analyse pedagogic practices of various thinkers.

Catalogue Description

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

Course Content

Unit I:

15 Contact Hours

Basic Concepts in Philosophy of Education

- Teaching, training, learning and education in relationship to the child's nature, growth and development.
- Relationship between Philosophy and Education. Branches of Philosophy: Metaphysics, Epistemology & Axiology with special reference to school subjects
- Indian Philosophies: Sankhya, Vedanta
- Western Philosophies: Idealism, Naturalism, Realism, and Pragmatism
- Pedagogical Alternatives to Behaviorism with reference to Activity, Discovery and Dialogue based teaching-learning.
 1. **Activity:** With reference to Dewey's ideas on learning and Gandhi's Nai Talim
 2. **Discovery:** With reference to Montessori's description of children's intellectual growth and Dewey's concept of inquiry
 3. **Dialogue:** With reference to Plato (Allegory of the Cave), the Upanishads (The Nachiketa-Yama dialogue) and Buber's idea of a dialogue between teacher and student ('I and Thou') along with a discussion on the role of a teacher

Unit II:

15 Contact Hours

Basic Concepts in the Sociology of Education

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

Unit III:**15 Contact Hours**

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

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

Unit IV:**5 Contact Hours****Practicum**

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

Suggested Text Books

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

Advanced Readings

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

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

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

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

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

Course Code	Course Title	Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self-Development and Community	Technology Skills	Professional Competencies	General and Specific Need &	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED503A	BASIC CONCEPTS AND THOUGHTS IN EDUCATION	3		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	P O 1 0	PO1	PS O 1	PS O 2	PSO 3
CO 1	3											3		
CO 2			2									3		
CO 3						2						3		
CO 4											3		3	
<p style="text-align: center;">1=lightly mapped 2= moderately mapped 3=strongly mapped</p>														

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

Course Objectives

The course will enable the student-teacher to:

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

Course Outcomes

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

CO1 Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.

CO2 Provide the participants with hands on experience of classroom practices which can be replicated in their specific contexts.

CO3 Understand the complementarity of language skills and subject knowledge of teachers through language across the curriculum.

Catalogue Description

The role of languages across the curriculum is being increasingly documented, it is important for all teachers to understand the importance of language across the curriculum and develop approaches that will help share the responsibility for the development of learners and the

development of languages. We need to understand that language education is not confined to the language classroom. A science, social science or mathematics class is necessarily a language class also. Learning the subject means learning the terminology, understanding the concepts, and being able to discuss and write about them critically. Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's faculty in the language of instruction is thus a vital need of student-teachers, irrespective of the subject areas that they are going to teach. In India, language and literacy are generally seen as the concern of only the language teachers. However, no matter what the subject, teaching cannot take place in a language-free environment. This course is visualized to develop understanding about the nature and importance of classroom discourses, developing reading for information. This will strengthen the ability to 'read', 'think', 'discuss and communicate' as well as 'write' in the language of content. All possible efforts will be made to *build networks across different subjects and language* in order to enhance levels of language proficiency. Therefore, student-teachers will need to be familiar with theoretical issues and pedagogical issues of this course. The students will develop competence in analysing current school practices and coming up with appropriate alternatives for language teaching and learning across school subjects.

Course Content

Unit I:

15 Contact Hours

Nature of Classroom Discourse

- Varied language contexts of the Learners:
 - Dialect
 - Regional Varieties
 - Standard Language
- Understanding Multilingualism in the Classroom: Challenges and Strategies.
- Consequences of using Multilingualism as Resource
- Home Language and School Language
- Classroom Discourse- Strategies for using oral language in the classroom.
- Discussion as a Tool for Learning.

-
- The nature of Questioning in the Classroom — types of questions and teacher's role.
 - Language in Contact- Diglossia, Code-switching and Code-mixing, Pidgins and Creoles.

Unit II:

15 Contact Hours

Developing Language Skills Grammar in English

- Language Skills
 - Listening and Speaking
 - Sub skills of Listening and Speaking Skills: Tasks
 - Materials and Resources for developing the Listening and Speaking skills:
 - Story- Telling
 - Dialogues
 - Situational conversations
 - Role plays
 - Simulations
 - Speech, Games and Contexts
 - Language Laboratories
 - Pictures
 - Authentic Materials and
 - Multi-media Resources
 - Reading
 - Importance Sub Skills of Reading
 - Reading Aloud and Silent Reading.
 - Extensive and Intensive Reading.
 - Study Skills including using thesauruses, dictionary, encyclopedia etc.
 - Writing
 - Stages of Writing.
 - Process of Writing.

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

Practicum (Any Two)

- Discussion on role and importance of dialect and standard language.
- Conduct an interview with various professional persons to find out the reasons for their preference of usage of a particular language.
- Record the conversation with stranger in three intervals. Check the variations in their language variety.
- Write your reflection on medium of instruction as barrier in understanding the texts by the students? Give suggestions on different ways of helping students overcoming these challenges.
- Comprehending and analyzing the texts.
- Narrating / describing a related account from one's life experience.
- Writing-based on the text, e.g. summary of the text, extrapolation of story, converting a situation into a dialogue, etc.
- Choose a few words from different text of content areas and give examples how similar word / language used in different context for convey the meaning.
- Ask the students to describe a scientific/mathematical/environmental concept in their language and then in the language that they are learning in school.
- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and / or statistical representations, etc. (guided working in pairs)
- Take different types of texts from content areas. Analyze the language and develop a thematic lesson design.
- Use texts from content areas in the language classroom to develop reading comprehension and reading strategies.

Suggested Text Books

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

Advanced Readings

1. Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). *Second language acquisition*. New Delhi: Sage Publications.
2. Mason, J. M. and Sinha, S. (1992). *Emerging Literacy in the Early Childhood Years*.
3. https://onlinecourses.nptel.ac.in/noc19_hs33/preview
4. <https://www.coursera.org/lecture/wharton-communication-skills/active-listening-wPEgL>
5. <https://www.coursera.org/learn/tesol-writing#syllabus>

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

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

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

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

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

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO1	PS 1	PS 2	PSO 3
CO 1			3									3		
CO 2	3												3	
CO 3		3												3
<p style="text-align: center;">1=lightly mapped 2= moderately mapped 3=strongly mapped</p>														

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

Course Objectives

The course will enable the student-teacher to:

- Understand and explain: knowledge and how it differs from information.
- Know the process of acquisition of knowledge;
- Acquaint with the Structure of knowledge as reflected in different disciplinary streams and subjects;
- Identify the process of evolution of disciplines and also the inter-relationships with their distinctive identities;
- Establish linkages between and among different disciplines and school subjects;
- Know the nature of various school subjects and curricular materials, inter- relationships between curriculum and syllabus;
- Delineate content of various subjects and its organization in school curricula.

Course Outcomes

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

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

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

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

Course Description

From time to time different documents on School and Teacher Education curriculum have stressed the need of understanding the perspectives of various disciplines by school teachers. It is also equally important for teachers to understand how knowledge within and among the disciplines are framed; what is the nature of content included in school curriculum; and what pedagogical strategies are employed to transact school curriculum.

Focusing on the above concern, the National Curriculum Framework (NCF), 2005, has highlighted the nature of discipline of subjects by making connections across disciplines and bringing out the interrelatedness of knowledge for school experiences of the children. The present Course will enable the students to reflect on the nature and role of disciplinary knowledge and its processes to acquire knowledge in the school curriculum with discussion on various perspectives (Historical, Philosophical, and Socio-cultural) of teaching subject areas in schools.

Course Content

Unit I:

15 Contact Hours

Concept of Knowledge

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

-
- Implications of Knowledge for Teaching and Learning

Unit II

15 Contact Hours

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

Assignment/Practicum (Any Two)

- Project on nature of different disciplines like natural sciences, humanities, social sciences, earth science, Bio sciences etc.
- Critical readings of specific texts to develop conceptual clarity.
- Analysis of school text books to construct and discuss nature and types of knowledge and pedagogic elements.
- Collating and analyzing child and adult conceptions of social and natural phenomena.
- Developing concept maps to design subject-based and thematic-based curriculum materials
- Observing, documenting and interpreting classroom discourse (teaching-learning episodes) Investigating perspectives in children's literature and other teaching-learning materials.

Suggested Text Books

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

Advanced Readings

1. Batra, P. (Ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage.

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED507A	UNDERSTANDING DISCIPLINES AND SUBJECTS	3	2	3									3	3	

1=lightly mapped

2= moderately mapped

3=strongly mapped

C O	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	P O10	PO 11	PS O 1	PS O 2	PS O 3
C O1	3											3		
C O2		2											3	
C O3			3											3

1=lightly mapped

2= moderately mapped

3=strongly mapped



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

Course Objectives

The course will enable the student-teacher to:

- Develop proficiency in reading and responding to written texts.
- Examine and appreciate authentic literary and non-literary texts.
- Develop study and reference skills.
- Reflect on the ideas expressed in the texts.
- Plan, draft, edit and present a piece of writing related to their understanding of a text.

Course Outcomes

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

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

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

Course Description

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

teaching the course in the light of its objectives listed below.

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

Course Content

Unit I:

15 Contact Hours

One or more stories from the following collection

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

Excerpts from the following:

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

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

Unit II:

15 Contact Hours

Essays /Excerpts from Educational and Scientific Texts

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

Foundation.

- RTE Act, 2009.
- National Curriculum Framework 2005, NCERT

Transaction Mode

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

Suggested Text Books

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

Advanced Readings

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

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

Examination Scheme:

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

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

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

		Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self - Development and	Technology Skills	Professional Competencies	General and Specific Need &	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED509 A	READING AND REFLECTING ON TEXTS	3	3											3	

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1		3												3
CO 2	3												3	3
1=lightly mapped 2= moderately mapped 3=strongly mapped														

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

Course Objectives

The course will enable the student-teacher to:

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

Course Outcomes

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

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

CO2. Understand classroom management skills during teaching learning.

CO3. Prepare and use teaching learning materials.

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

Course Content

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

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

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

school observation; and orient the student-teachers to the process of school observation as well as to the use of guidelines.

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

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

Examination Scheme:

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

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

Mapping between COs and POs		
	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
CO3	Prepare and use teaching learning materials.	PO8
CO4	Prepare a detailed report and submit it in the institute.	PO9

		Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self-Development and	Technology Skills	Professional Competencies	General and Specific Need & Problems	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial
Course Code	Course Title	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED511A	SCHOOL EXPOSURE	3		3					3	3			3	3	

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO11	PSO 1	PSO 2	PSO 3
CO 1	3											3		
CO 2			3										3	
CO 3								3				3		
CO 4									3					3
1=lightly mapped					2= moderately mapped					3=strongly mapped				

SEMESTER-II

Course Objectives

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

The course will enable the student-teachers to:

- appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc.
- Acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities
- Develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.
- Appraise about the policy initiatives taken in education reform during pre- and post-independent India.
- Develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.
- Appreciate Innovations and new measures towards universalization of education including the role of Panchayati Raj Institutions.
- Familiarize with various incentive schemes like mid-day meal, support to economically, socially and educationally backward communities
- Develop understanding of the issues, and challenges faced by Indian contemporary Society.

Course Outcomes

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

CO1 Contextualize contemporary India and education.

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

CO3 Understand the classroom in social context.

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

Catalogue Description

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

Course Content

UNIT I:

15 Contact Hours

Contemporary India

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

UNIT II:

15 Contact Hours

Constitutional Provisions and Education

- Constitutional provisions on education that reflect National ideals: Democracy and the values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and rights.

- India as an evolving Nation: Vision, Nature and Salient Features – Democratic and Secular polity, Federal structure: Implications for educational system.
- Aims and purposes of education drawn from constitutional provision.
- Fundamental Rights & Duties of Citizens.
- Constitutional interventions for universalization of education and RTE Act 2009.
- Decentralization of Education and Panchayati Raj (specifically through 7^{3rd} and 7^{4th} amendment)
- Role of Central and State governments in the development of education.

UNIT III:

15 Contact Hours

Policy Framework for Development of Education in India

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

UNIT IV:

15 Contact Hours

Contemporary Indian Education: Concerns, Issues and Initiatives

- Challenges in Implementation of RTE Act 2009
- Right to Education and Universal Access

-
- Issues of a) Universal Enrolment b) Universal Retention c) Universal Success
 - Issues of Quality and Equity
 - School Safety

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

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

- Samagra Shiksha Abhiyan
- Mid-day Meal
- Schemes for girls, SC, ST and Marginalized Group
- ICT In School Education- National Repository of Open Educational Resources (NROER)
- Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)
- Equality of Educational Opportunity
- Meaning of equality and constitutional provisions

- Prevailing nature and forms of inequality, including dominant and minor groups and related issues
- Inequality in schooling: Public-private schools, rural-urban Schools, single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities

Assignment/Practicum (Any One)

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

- Survey of nearby locality to find out the causes of low literacy

Suggested Text Books

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

Advanced Readings

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

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

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

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

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

		Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self-Development and	Technology Skills	Professional Competencies	General and Specific Need & Problems	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial
Course Code	Course Title	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED502A	CONTEMPORARY INDIA AND EDUCATION	3		2				3				3	3	2	

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	3													
CO 2			3									3		
CO 3							3						2	
CO 4											3			
1=lightly mapped 2= moderately mapped 3=strongly mapped														

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

Course Objectives

The course will enable the student-teachers to:

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

Course Outcomes

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

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

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

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

CO4 Apply various statistical methods to interpret the data.

Catalogue Description

This Course – as its title suggests – The course proposes that student-teachers become

conscious of the distinction between assessment *for* learning and assessment *of* learning. Whereas both have their place in school education, a constructivist paradigm indicates a shift in emphasis towards the former. The course intends to enlarge current perspectives on assessment and evaluation, and enable student-teachers to view student learning along multiple dimensions. It brings a specific focus on assessment of subject-based learning, as well as processes of feedback and reporting, which are among the core competencies needed by teachers. A critical review of the examination system and the assessment practices that derive from this is also felt to be a necessary component of the course; so that student-teachers may learn to evolve more flexible and richer forms of assessment, even as they respond to current examination practices.

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

Course Content

Unit I:

12 Contact Hours

Assessment, Measurement, Evaluation and Revised Bloom's Taxonomy

- Concept of Assessment, Measurement, Evaluation and Examination.
- Importance and Principles of Assessment.
- Difference among Assessment, Measurement and Evaluation.
- Examination as a tool for Assessment.
- NCF's 2005 vision of Assessment for Learning.
- Revised Bloom's Taxonomy for Instructional Objectives.
- Teacher as a facilitator in Assessment

Unit II:

15 Contact Hours

Tools and Techniques of Assessment

- Characteristics of a good Assessment tool
- Assessment Approaches: Formative (Assessment for Learning) and Summative

(Assessment of Learning)

- Quantitative and Qualitative
- Tools of Evaluation: Observation, Interview, Questionnaire, Rating scale, Checklist and Cumulative Record
- Self-assessment and Feedback
- Planning and Preparation of an Achievement test (Including blue print)
- Objective Type Test
- Subjective Type Test

Unit III:

15 Contact Hours

New Trends and Issues in Assessment:

- Semester System, Grading System, Credit system
- Online Examination System, Question Bank, Open Book System
- Flexibility in Examination, Exam on Demand
- Diagnostic and Remedial Teaching for Qualitative Assessment.
- Using ICT for Innovation in Examination: Administration and Execution.

Unit IV:

15 Contact Hours

Statistical Methods and Interpretation of Scores

- Meaning, Need and Importance of Statistics in Educational Assessment.
- Organization and Graphical Presentation of Data
- Scales of Measurement.
- Measures of Central Tendency: Mean Median and Mode.
- Measures of Variability: Range, Quartile Deviation and Standard Deviation.
- Normal Probability Curve: Concept and Characteristics.
- Co-efficient of Correlation: Spearman's Rank Difference Method.
- Percentile and Percentile Rank.

Assignment/Practicum (Do Any One)

- Analysis of a range of assessment tools collected from different schools
- Developing worksheets and other tasks/tools for learning and assessment in one's specific subject area
- Maintaining a portfolio related to the course-work of students during practice teaching and devising rubrics for assessment

- Constructing a test or an examination paper in one's subject area and collecting feedback from fellow teachers on the same.
- Observing, interviewing and writing comprehensive profile of a student.
- Project on: Online Exam and On Demand Exam.
- Preparation of Diagnostic Test.
- Preparation of Achievement Test and Its Analysis

Suggested Text Books

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

Advanced Readings

- 1 Aggarwal, Y.P. (2002). Statistical Methods: Concepts, Applications and Computation. New Delhi: Sterling Publishers Pvt. Limited.
2. Asthana, B. (2008). Measurement and Evaluation in Psychology and Education. Agra: Agrawal Publications.
3. Bhatia, S.K (2017). Assessment for Learning, Paragon International Publishers.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

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

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Acquaint with basic concepts and practices of assessment and evaluation in teaching learning.	PO1
CO2	Examine different dimensions of learning and related assessment procedures, tools and techniques.	PO3
CO3	Develop different tools and task to assess learners'	PO8

	performance.	
CO4	Apply various statistical methods to interpret the data.	PO5

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

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	3													2
CO 2			3									3		
CO 3								3					3	
CO 4					3									
1=lightly mapped 2= moderately mapped 3=strongly mapped														

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

Course Objectives

The course will enable the student-teachers to:

- Understand epistemological and social bases of education to equip them to consciously decide about the educational and pedagogical practice(s) with increased awareness and clarity.
- Make distinctions between ‘knowledge and information’, and ‘reason and belief’ based on epistemological basis of education, to engage with the enterprise of education.
- Comprehend the basic concepts and process of curriculum planning, preparation of syllabi and development of text books at different levels.
- Analyze text books and related educational material in the context of aims and objectives of education and learning outcome.
- Impart understanding about the activities inside and outside the class room and the commonplace rituals of school, its celebrations, and its notions of rules, discipline, or the time-table etc.
- Understand the gaps in the curriculum as enacted and curriculum as process and practiced and to understand the role of ideology and power in influencing curriculum.
- Infuse dynamism in interpreting and transacting curriculum in the school, so that it becomes culturally sensitive in selection of knowledge, symbols and values, and child-friendly in pedagogy.

Course Outcomes

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

CO1 Explain the process of construction of knowledge.

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

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

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

Catalogue Description

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

Course Content

Unit I:

15 Contact Hours

Knowledge and Knowing

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

Unit II:**10 Contact Hours****Forms of Knowledge and its Organization in Schools**

- Meaning of curriculum, perspectives of curriculum- Traditionalist
- Understanding the meaning and nature of curriculum: need for curriculum in schools.
- Concept of Core curriculum, Hidden curriculum, and Spiral curriculum School knowledge and its reflection in the form of curriculum, syllabus and Textbooks.
- Curriculum framework, curriculum and syllabus; their significance in school education

Unit III:**12 Contact Hours****Curriculum Determinants and Considerations**

- Broad determinants of curriculum making:(At the nation or state-wide level)
 - Socio-political aspirations, including ideologies and educational vision
 - Cultural orientations;
 - National priorities;
 - System of governance and power relations
 - International contexts.
- Considerations in curriculum development:(At school level)
 - Forms of knowledge and its characterization in different school subjects
 - Socio-cultural context of students – multi-cultural, multilingual aspects
 - Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

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

- Understanding different approaches to curriculum development: Subject-centered; environmentalist (incorporating local concerns); behaviorist; competency-based (including 'minimum levels of learning'); learner-centered and constructivist.
- Process of curriculum making
- Formulating aims and objectives (based on overall curricular aims and syllabus)

-
- Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects
 - Construction of curriculum visa-a-vie teachers' role and support in transacting curriculum, developing curriculum, researching curriculum
 - Teachers' role in generating dynamic curricular experiences through flexible interpretation of curricular aims; and contextualization of learning; varied learning experiences.
 - Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school – local environment, community and media)
 - Process of curriculum evaluation and revision
 - Feedback from learners, teachers, community, and Administrators
 - Models of Curriculum Development-
 - Ralph Tyler's Model
 - Administrative Model
 - Hilda Taba's Curriculum Development Model
 - Demonstrative Model
 - Grass Root Model
 - System Analysis Model

Practicum (Any One)

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

Group I

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

-
- How curriculum is evaluated and revised

Group II

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

Suggested Text Books

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

Advanced Readings

1. Agarwal, V. & Bhatnager, R. P. (1997). Educational Administration. Meerut: R. Lall Book Depot.
2. Moore, Kenneth D. (2005); Effective Instructional Strategies: From Theory to Practice; Sage Publications India Pvt. Ltd.; New Delhi.
3. Kelly, A.V.; (2006) The Curriculum: Theory and Practice- Fifth Edition; Sage Publications; London.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

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

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

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

		Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self-Development and Community Attachment							
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED506A	KNOWLEDGE AND CURRICULUM	3		3			3				2		3	3	

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	3													
CO 2			3									3		
CO 3										3			3	
CO 4						3								
1=lightly mapped 2= moderately mapped 3=strongly mapped														

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

Course Objectives

The course will enable the student-teacher to:

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

Course Outcomes

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

CO1 Develop language and ethics of communication in the classroom.

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

CO3 Improve language Proficiency in oral and written mode.

Catalogue Description

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

Course Content

Unit I:

10 Contact Hours

Teacher as Communicator

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

Unit II:

8 Contact Hours

Reading as Resource

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

Unit III:

12 Contact Hours

Writing Skills for Teachers

- Writing letters, applications, reports, minutes, and essays;
- Writing about research;
- Writing annotations,
- References and Bibliography;
- Writing journals and Reflective diaries, etc.

-
- Improving one's own language proficiency in oral and written modes: narrating, describing, analyzing;

Advanced Readings

1. Rose, D. & Martin, J. (2012). Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney school. Sheffield, United Kingdom: Equinox Publishing.
2. Wood, E., Woloshyn, V. E., & Willoughby, T. (1995). Cognitive strategy instruction for middle and high schools. Cambridge: Brookline Books.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

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

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

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

Course Code	Course Title	Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self-Development and Community	Technology Skills	Professional Competencies	General and Specific Need & Problems	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED508A	COMMUNICATION IN TEACHING LEARNING PROCESS	3	3		3								3	3	

Programme and Course Mapping														
C O	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	PO 10	PO 11	PS O1	PS O2	PS O3
C O1				3								3		
C O2		3											3	
C O3	3													
1=lightly mapped					2= moderately mapped					3=strongly mapped				

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

Course Objectives

The course will enable the student-teachers to

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

Course Outcomes

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

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

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

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

Catalogue Description

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

In the Bachelor of Education programme, students will be exposed to different art forms

where they will develop basic skills of the art forms through hands on experience and integration of arts as pedagogy in different subject areas. They will also use these skills in practice teaching during school internship. Arts education also helps in enhancing analytical and critical thinking among students and learning through the arts and its related skills will help the student-teachers in developing their communication and inter-personal skills as well as presentational skills by bringing these in their teaching practice. For this, not only Art teachers but every teacher in the school system needs to be sensitized to understand and experience the Arts, for holistic development of the learner, as a teacher as well as an individual.

Course Content

Unit I:

10 Contact Hours

Appreciation of Arts

- Identification of different performing styles and its artists; dance, music, theatre, puppetry, etc. (based on a set of slides, selected for the purpose).
- Understanding Craft Traditions of India and its relevance in education (based on a set of slides, selected for the purpose); traditional crafts as a pedagogy assimilating all sciences and social sciences. Knowledge of Indian Art – from earliest to the contemporary; Visual Arts (based on a set of slides, selected for the purpose), looking at paintings, sculptures, architecture/ monuments as sources and indicators to know the historical, political, social, scientific and technological development perspectives during different periods.
- Indian festivals and fairs, the traditions and their significance, the spirit of celebrations as a social phenomenon.

Unit II:

10 Contact Hours

Practicum

Visual Arts and Crafts

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

- Exploring arts in education as a pedagogy across school curriculum and identifying themes and concepts for integrated learning for arts.
- Preparation and presentation techniques for effective classroom learning by developing aids and making the school environment aesthetically viable using artifacts and displays.

Performing Arts: Dance, Music, Theatre and Puppetry

- Listening/viewing and exploring regional music, dance, theatre and puppetry will help student-teachers in contextualizing different art forms and relating them with various concepts across the curriculum.
- Drama in education; learning is enhanced through drama in education; it enhances communication skills and develop personality and self. Adaptation of different texts and concepts or themes from the curricular areas to be practiced by student-teachers.
- Planning a stage-setting for a performance, presentation and participation by the student-teachers in any one of the regional performing art forms keeping integrated approach of all art forms with other subjects is recommended.

Text Book

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

Advanced Readings

1. National Art Education Association (1999). Standards for art teacher preparation. Reston, va: National Art Education Association.
2. Gailbraith, Lynn. (1993). "Familiar, interactive, and collaborative pedagogy: changing practices in preservice art education." Art Education 46 (5):6–11.

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

Examination Scheme:

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

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Programme

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

		Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self-Development and Community Attachment	Technology Skills	Professional Competencies	General and Specific Need & Problems	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO 8	PO 9	PO1 0	PO1 1	PSO 1	PSO 2	PSO3
SEED510A	EPC 2: ARTS IN EDUCATION	3	3							3				3	

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
C	P	P	P	P	P	P	P	P	P	PO	PO	PS	PS	PS
O	O1	O2	O3	O4	O5	O6	O7	O8	O9	10	11	O1	O2	O3
C01	3											3		
C02		3											3	
C03									3					

1=lightly mapped

2= moderately mapped

3=strongly mapped

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

Course Objectives

The course will enable the student-teachers to:

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

Course Outcomes

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

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

CO2. Implement classroom management skills during teaching learning.

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

Course Content

A. School Attachment Programme

Duration: 1 week

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

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

Community Living

Duration: 1 week

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

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

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

Examination Scheme:

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

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

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

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PSO 1	PSO 2	PSO 3
CO 1							3					3		
CO 2	3												3	
CO 3			3											
1=lightly mapped 2= moderately mapped 3=strongly mapped														

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

Course Objectives

The course will enable the student-teachers to:

- Understand the different roles of language.
- Appreciate authentic literary, non- literary (media) and translated texts.
- Understand the use of language in context such as grammar and vocabulary.
- Identify methods, approaches and materials for teaching English at various levels in the Indian context.
- Develop activities and tasks for learners including audio-video materials, ICT and Internet.
- Develop an insight into the symbiotic relationship between curriculum, syllabus and textbooks.

Course Outcomes

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

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

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

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

CO4 Develop and design appropriate teaching learning material

Catalogue Description

The two year B.Ed. syllabus for pedagogy of English language has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the teacher to look at school education in a holistic manner. The present syllabus for English language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. English needs to be learned in the multilingual context and not in isolation. It is important that English language teaching and learning is not situated in an entirely western framework, but rather is taught through a contextually rich local perspective. The teacher has

been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the teacher is well versed not only with the subject content but also with the pedagogy of learning.

Course Content

Unit I: 12 Contact Hours

Language, Linguistic System and Society

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

Unit II: 12 Contact Hours

Role and Position of Languages

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

Unit III: 15 Contact Hours

Approaches, Methods and Techniques in English Language Teaching

- The Grammar Translation Method
- The Direct Method

-
- The Reading Method
 - The Behaviorist – Structuralism Paradigm
 - The Structural Approach
 - The Audio-Lingual Method
 - Another Paradigm Shift: Communicative Language Teaching
 - Communicational Teaching
 - The Humanistic Approach
 - Community Language Learning
 - Total Physical Response
 - The Constructivist Paradigm
 - Discourse Perspective in Constructivism
 - Vygotsky’s Theory of Social Constructivism
 - The Post Modern Era
 - Other Pedagogical Approaches
 - Constructivist Approach (7E’s)
 - Communicative Approach (Concept & Procedure)
 - Inductive-Deductive Approach
 - Other Techniques of Teaching-
 - Expository (Narration, Dramatization, Concept Mapping)
 - Interactive Techniques (Discussion, Questioning, Brainstorming)
 - Ways of Appreciation of Poems
 - Maxims of Teaching

Unit- IV

15 Contact Hours

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

- Lesson Planning- Format and Construction
- Micro Teaching

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

.Practicum (Any One)

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

- How the different registers of language have been introduced?
- Do a survey of five schools in your neighborhood to find out-
 - Level of Introduction of English]
 - Materials (textbooks) used in the classroom.
 - Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.
- Prepare a report on the status of languages given in the constitution of India and language policies given in Kothari Commission, NPE-1986, and POA-1992.
- Visit 5 schools in the neighborhood and prepare a report on the three-language formula being implemented in the schools.
- Discussion on the topic 'Mother Tongue and Other Tongue'

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

- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the English classroom.
- On the basis of the English textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language & Gender (ii) Language & Values. Write a report on their reflection in the textbooks.
- Prepare 4 activities keeping in view 'Constructivism in a Language Classroom'.
- Have a discussion on the topic 'Difference Between Spoken and Written Language'
- Prepare activities for listening, speaking, reading and writing. (5Each)
- Prepare 3 activities to develop the reading skills of class VI students.
- Make Phonemic Chart of your own language and find out the different sounds available in the phonemic chart in other classmates.

Suggested Text Books

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

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

Advanced Readings

- A.L. Kohli (2013). Techniques of Teaching English, Dhanpat Rai Publishing Company Private Limited, New Delhi.
- Jeremy Harmer (1998). The Practice of English Language Teaching, Longman Handbooks for Language Teachers.
- M.L. Tikoo (2003). Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers, Orient Black Swan.
- National Curriculum Framework (2005). Position Paper, National Focus Group on Teaching of English; NCERT, 2006.
<https://www.coursera.org/learn/teaching-verb-tenses-modals>
https://onlinecourses.swayam2.ac.in/cec20_ed03/preview

Modes of Evaluation: Students' Performance Based on Written Examination Examination Scheme:

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

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

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

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

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
C	P	P	P	P	P	P	P	P	P	PO	PO	PS	PS	PS
O	O1	O2	O3	O4	O5	O6	O7	O8	O9	10	11	O1	O2	O3
C01	3											2		
C02			3										3	
C03											3			
C04								3						
1=lightly mapped 2= moderately mapped 3=strongly mapped														

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

Course Objectives

इस पाठ्यक्रम का उद्देश्य है,

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

Course Outcomes

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

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

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

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

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

Catalog Description

वर्तमान समय में हिंदी के क्षेत्र में रोजगार की अपार संभावनाएं सृजित हुई हैं जैसे विज्ञापनों में हिंदी के प्रयोग में वृद्धि, अन्य भाषा के चलचित्रों का हिंदीभाषा में अनुवाद होना, विभिन्न कार्यक्रमों में हिंदी उद्घोषकों की बढ़ती मांग, हिंदी में ऑनलाइन सामग्री में वृद्धि होना इत्यादि। इसके अतिरिक्त विभिन्न क्षेत्रों में हिंदी अधिकारी, अनुवादकों और हिंदीभाषा सीखने वाले

शिक्षकों की मांग बढ़ती जा रही है। सुचना प्रौद्योगिकी की घर गांव तक पहुंच ने हिंदीको आज जन भाषा बना दिया है। इसके कारण हिंदी भाषा को सीखने बोलने वालों का नया वर्ग उभरकर सामने आ रहा है, जो हिंदी को ज्ञान संधान की भाषा मानने के प्रति गंभीर है। इसी कारण हिंदी शिक्षक को भी हिंदी भाषा के क्षेत्र में हो रहे इन परिवर्तनों और सम्भावनाओंको दृष्टिगत रखकर ही अध्ययन - अध्यापन करना होगा। इसी सम्बन्ध में इस पठन - विषय की रचनाकी गयी है। इस पठन - विषय के निर्माणमें यह प्रयास सश्लिस्ट है की इस विषयको पढ़ाकर विद्यार्थी हिंदी शिक्षणशास्त्र की सम्यक आवश्यकताओं, विधियों, प्रविधियों, कौशलों, ऐतिहासिक तथ्यों, नवचारों, शिक्षण - अधिगम त्रुटियों, निदानों, व समुचित रूप से परिचित होकर विद्यालयों में हिंदीभाषा को आसानीसे सीखने में शिक्षार्थियों की सहायता कर सकेंगे।

Course Content

Unit I:

12 Contact Hours

हिन्दी भाषा-शिक्षण: सैद्धांतिक परिप्रेक्ष्य

- भाषा: अर्थ, महत्त्व एवं प्रकार्य, हिन्दी भाषा की प्रकृति,
- भाषा और सम्प्रेषण, भाषा और विचार, भाषा और सृजन
- हिन्दी की व्याकरणिक व्यवस्था – ध्वनि विचार, वर्ण विचार, शब्द विचार, वाक्य विचार,
- हिन्दी शिक्षण के उद्देश्य-

प्रथम भाषा एवं अन्य भाषा के रूप में, संपर्क भाषा एवं राजभाषा के रूप में, विद्यालयी पाठ्यचर्या में हिन्दी का स्थान, विभिन्न शिक्षा आयोगों एवं समितियों की संस्तुतियाँ, विद्यालयों में हिन्दी की यथार्थ स्थिति

Unit II:

12 Contact Hours

भाषा कौशलों का विकास

- भाषा कौशलों से अशभप्राय, भाषा शिक्षण में उनका स्थान एवं महत्त्व
- श्रवण कौशल – तात्पर्य, महत्त्व, उद्देश्य, प्रकार, शिक्षण विधियाँ, कौशल विकासक क्रियाएँ, मूल्यांकन
- मौखिक अभिव्यक्ति कौशल –
तात्पर्य, महत्त्व, उद्देश्य, प्रकार, मौखिक रचना की विशेषताएँ, उच्चारण संबंधी सामान्य दोष, कारण एवं निराकरण, कौशल विकासक क्रियाएँ, मूल्यांकन
- पठन कौशल –
तात्पर्य, महत्त्व, उद्देश्य, पठन की विशेषताएँ, उद्देश्यों के संदर्भ में पठन के प्रकार, सस्वर तथा मौनपठन

, गहन अध्ययन निष्ठ पठन तथा व्यापक पठन, पठन कौशल विकासक क्रियाएँ, पठन दोष-कारण तथा निराकरण

- लेखन कौशल – तात्पर्य, महत्त्व, शिक्षण-उद्देश्य, प्रभावी लेखन की विशेषताएँ, लिखित अभिव्यक्ति के विविधरूप, लेखन कौशल विकासक क्रियाएँ, लिखित कार्य का मूल्यांकन, संशोधन कार्य, रचनाशिक्षण-निर्देशित लेखन, स्वतंत्र लेखन
- उच्चस्तरीय भाषिक कौशलों का विकास

Unit III:

15 Contact Hours

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

Unit IV:

15 Contact Hours

हिन्दी-शिक्षण: साधन, सामग्री और मूल्यांकन

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

प्रायोगिकपक्ष (कोई एक)

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

Suggested Text Books

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

Advanced Readings

- अग्रवाल, पुरुषोत्तम
एवंकुमार, संजय (2000), हिन्दी: नईचालमेंढली: एकपुनर्विचार, देशकालप्रकाशन, नईदिल्ली
- अज्ञेय, सच्चिदानंद हीरानंद वात्स्यायन (2010), वत्सल निधि प्रकाशन माला: संवित्ति, सस्ता साहित्य मण्डल प्रकाशन, नईदिल्ली
- कुमार, कृष्ण (2004), बच्चे की भाषा और अध्यापक, राष्ट्रीय पुस्तकन्यास, नई दिल्ली
- कौशिक, जयनारायण (1987), हिन्दीशिक्षण, हरियाणा साहित्य अकादमी, चंडीगढ़
- गुप्ता, मनोरमा (1984), भाषा अधिगम, केंद्रीय हिन्दी संस्थान, आगरा
- गोस्वामी, कृष्ण कुमार शुक्ल एवं देवेन्द्र (1992), साहित्यशिक्षण, उच्चशिक्षा और शोधसंस्थान, मद्रास
- जोसेफ, जेस्सी(1997), भाषा की जैविकता, ज्ञानोदय प्रकाशन, धारवाड़

- तिवारी, पुरुषोत्तम(1992), हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी
- पाण्डेय, रामशकल (1993), हिन्दी शिक्षण, विनोद पुस्तकमंदिर, आगरा
- पांडेय, हेमचन्द्र (2001), भाषिक सम्प्रेषण और उसके प्रतिदर्श
- प्रसाद, केशव (1976), हिन्दी शिक्षण, धनपतराय एंड संस, दिल्ली
- बाछोटियाहीरलाल (2011), हिन्दी शिक्षण: संकल्पना और प्रयोग, किताब घर प्रकाशन, दिल्ली
- नागोरी, शर्मा एवं शर्मा (1976), हिन्दी भाषा एवं साहित्य शिक्षण, राजस्थान प्रकाशन
- लहरी, रजनीकान्त (1975), हिन्दी शिक्षण, रामप्रसाद एंड संस, आगरा
- व्यागात्सकी (2009), विचार और भाषा(अनू०), ग्रंथशिल्पी प्रकाशन, नई दिल्ली
- श्रीवास्तव, रवीन्द्रनाथ (2009), भाषाई अस्मिता और हिन्दी, वाणी प्रकाशन, नई दिल्ली
- शर्मा, रामविलास (1978), भारत की भाषा समस्या, राजकमल प्रकाशन, नई दिल्ली
- सिंह, निरंजनकुमार (1981), माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
- कुमार, सुरेश (2001), शैलीविज्ञान, वाणी प्रकाशन, नई दिल्ली

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

Examination Scheme:

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

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	हिंदी शिक्षण शास्त्र के सम्यक अध्ययन के पश्चात् विद्यार्थी हिंदी भाषा और साहित्य के विभिन्न आयामों से विधिवत रूप से परिचित हो पाएंगे।	PO1, PO3, PO11
CO2	इस पठन विषय के अंतर्गत विद्यार्थी शिक्षा के क्षेत्र में वैदिक काल से लेकर वर्तमान काल तक आए परिवर्तनों के सन्दर्भ में ऐतिहासिक परिपेक्ष्य से लेकर वर्तमान वस्तुस्थिति का समुचित ज्ञान अर्जित कर सकेंगे।	PO5, PO7

CO3	इस शिक्षण से वे व्याकरण के विभिन्न आयामों जैसे- ध्वनि विचार, वर्ण विचार, शब्द विचार और वाक्य विचार के अध्यवसाई बन पाएंगे।	PO5, PO9,
CO4	इस पठन विषय को पढ़कर विद्यार्थी भाषा कौशलों , भाषा और साहित्य में साम्य साहित्य के विभिन्न अंगों , यथा गद्य और पद्य शिक्षण व्याकरण आदि का ज्ञान अर्जित कर सकेंगे। उन्हें हिंदी शिक्षण में सूचना प्रद्योगिकी और संचार माध्यमों का ज्ञान होगा और वे विभिन्न शिक्षण उपकरणों तथा प्रविधियों के ज्ञान को आत्मसात कर सकेंगे।	PO2, PO8

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

1=lightly mapped,

2= moderately mapped,

3=strongly mapped

Programme and Course Mapping														
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PSO 1	PSO 2	PSO 3
CO 1	3		3								3			
CO 2					3		3					2		
CO 3					3				3				3	
CO 4		3						3						

1=lightly mapped

2= moderately mapped

3=strongly mapped

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

Course Objectives

The course will enable the student-teachers to :

- Gain insight on the meaning and nature of physical science for determining aims and strategies of teaching-learning
- Appreciate the fact that every child possess natural curiosity about her natural surroundings
- Appreciate that science is a dynamic and expanding body of knowledge
- Understand the process of science and role of laboratory in teaching- learning situation
- Appreciate various approaches of teaching-learning of physical science
- Use effectively different activities/ experiments / laboratory experiences for teaching-learning of physical science
- Identify the concepts of physical science that are alternatively conceptualized by teachers and students in general
- Explore different ways of creating learning situations considering learning needs and context of the learner and the relevant concept
- Integrate knowledge in physical science with the other school subject.
- Facilitate development of scientific attitudes in learners
- Construct appropriate assessment tools for evaluating leaning of physical science.
- Examine the different pedagogical issues in the content of learning physical science

Course Outcomes

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

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

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

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

CO4 Develop and design appropriate teaching learning material

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

Course Description

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

Course Content

Unit I

15 Contact Hours

Meaning, Nature and significance of Physical Science

- Meaning and nature of Physical Science,
- Scope of physical science and rationale of teaching physical science as a compulsory subject at secondary level

-
- Aims and objectives of teaching physical science at secondary stage
 - Framing objectives in behavioral terms according to Bloom's taxonomy
 - Significance of physical science in daily life and its relevance to social and environmental issues major contributions and landmarks of Indian scientists in the field of science.
 - Promotion of Science Education in India

Unit II

15 Contact Hours

Approaches, Methods and Techniques of Teaching Physical Science

- Critical evaluation of the science curriculum at the secondary stage with reference to NCF-2005
- Approaches and methods of teaching physical science: activity-based approach: investigatory approach, laboratory method, project method and constructivist approach
- Concept mapping approach: meaning of concept, concept formation with reference to concept maps
- Development of lesson plan.

Unit III

15 Contact Hours

Instructional Teaching Learning Material

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

Unit IV

15 Contact Hours

Evaluation in Teaching of Physical Science

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

Practicum (Any One)

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

Suggested Text Books

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

Advanced Readings

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

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Attendance	End Term Examination

Weightage (%)	20	20	10	50
----------------------	-----------	-----------	-----------	-----------

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

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

		Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self - Development and Community	Technology Skills	Professional Competencies	General and Specific Need & Interest	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED518A	PEDAGOGY OF PHYSICAL SCIENCE	3		3					3	3		3	3	3	

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
C O	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	PO 10	PO 11	PS O1	PS O2	PS O3
C O1	3											3		
C O2			3										3	
C O3											3			
C O4								3						
C O5									3					
1=lightly mapped 2= moderately mapped 3=strongly mapped														

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

Course Objectives

The course will enable the student-teachers to:

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

Course Outcomes

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

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

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

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

CO4 Develop appropriate teaching learning material

CO5 Understand the application of appropriate evaluation techniques in commerce.

Course Description

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

Unit I

15 Contact Hours

Meaning and Nature of Commerce

- Foundation and context of commerce,
- Meaning of commerce as a discipline under social sciences and humanities, reflection upon nature, relevance and interrelationship among different core subjects (business studies, accountancy, economics and mathematics) taken by commerce stream students in school,
- Aims and objectives of teaching commerce: expectations of school, parents and the students, life of a commerce student: (aspirations, capabilities, opportunities and stress).

Unit II

15 Contact Hours

Lesson Planning and Pedagogical Analysis

- Understanding terminology of commerce,
- Meaning, importance and steps of pedagogical analysis in commerce subject at senior secondary level,
- Micro teaching skills, lesson planning in commerce,
- Relationship between lesson planning and pedagogical analysis, innovative practices in teaching of commerce with reference to NCF-2005 & its preparation, meeting the demands of school and students.

Unit III

15 Contact Hours

Teaching learning material

- Teaching learning material, its meaning and importance,
- Importance and principles of designing a good curriculum of commerce, critical appraisal of the existing commerce curriculum with reference to NCF-2005,
- Teaching learning material: textbook & reference books and their dynamics of in teaching,
- Learning and evaluation, business documents, newspapers and e-resources (Blog, World Wide Web, and Social Networking).

Approaches and Evaluation in Teaching

- Meaning, importance of evaluation and types of evaluation in commerce,
- Classroom processes and evaluation in commerce,
- Educational broadcasting and telecasting, e-tutoring, problem solving and heuristic method, continuous and comprehensive evaluation: meaning, importance & process,
- Development of test items: essay, short answer and objective types,
- New approaches to assessment: question bank, open book examination & grading,
- Construction of an achievement test: concept and steps.

Practicum (Any One)

1. Visits to Banks, Insurance houses, Warehouse, Trade-Centers, Companies and other Business Houses.
2. Collection of business documents, newspaper and magazines articles (cuttings), business forms, Collection of e-learning resources in Commerce.
3. Exploring how currency, newspapers, magazines, documentaries etc. be used in teaching of commerce.
4. Developing a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

Suggested Text Books

1. Aggarwal, J.C. (1996) Teaching of Commerce: A Practical Approach. New Delhi Vikas Publishing House Pvt. Ltd.
2. Umesh (2009) Teaching of Commerce. New Delhi: Tandon Publications.

Advanced Readings

1. Kochhar, S. K. (1992). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Private Ltd.
2. Rao, S. (2000). Teaching of Commerce. New Delhi: Anmol Publications Pvt. Ltd.

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED520A	PEDAGOGY OF COMMERCE	3		3					3	3		3	3	3	

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
C O	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	PO 10	PO 11	PS O1	PS O2	PS O3
C O1	3											3		
C O2			3										3	
C O3								3			3			
C O4														
C O5									3					
1=lightly mapped 2= moderately mapped 3=strongly mapped														

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

Course Objectives

The course will enable the student-teachers to:

- Understand the nature and purpose of economics courses introduced in schools for Indian children.
- Develop the required competencies to present the subject matter of economics from a social science perspective.
- Understand pedagogical analysis of the subject matter they are to teach at different levels.
- Acquire knowledge and understanding to establish the cross curricular linkages while teaching economics.
- Identify basic economic concepts, as integral in the syllabus and plan the suitable methodology to teach.
- Analyze critically on the economic issues, problems, policies and solutions from the local, national and international perspective.

Course Outcomes

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

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

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

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

CO4 Develop and design appropriate teaching learning material.

CO5 Understand the application of appropriate evaluation techniques in economics.

Course Description

Economics has gained enormous relevance post Liberalization, Privatization and Globalization (LPG), and the merging of the world economy. The purpose of economic education is to create responsible citizens and effective decision makers. The importance of

economic education goes far beyond the goal of improving an understanding of the basic principles of supply and demand and the working of the economy. Economics can be taught by generating new knowledge with the help of exposing students to real life learning environments and experiences. Teaching economics in this twenty –first century requires teachers to implement effective technology –integrated teaching and assessment strategies not only to achieve cross critical outcomes, but providing on-going support to digital natives .The programme has been designed to impart advanced learning in economics and business, analysis of economic problems, and evaluation of the implications of economic policy and business planning and strategy.

Course Content

Unit I:

15 Contact Hours

Economics: Context and Concerns

- Historical development of Economics as a school subject
- Meaning, Nature and Scope and Values of Teaching Economics in present scenario
- Understanding Economics in relation to Commerce, History, Geography, Mathematics and Agriculture.
- Aims and Objective of teaching of Economics at Secondary Level in light of NCF-2005
- Comparative analysis of prescribed syllabus of Economics by CBSE & ICSE

Unit II:

12 Contact Hours

Methods & Skills of Teaching Economics

Methods of teaching:

- Lecture method
- Discussion method
- Inductive- deductive method
- Project method
- Survey method

-
- Co-operative learning method

Techniques of teaching:

- Supervised study
- Dramatization
- Brain-storming
- Field trip and simulation

- Challenges of teaching economics and role of economics teacher in teaching of social science and in current affairs
- Use of ICT in economics and designing resource plans for effective transaction

Unit III:

12 Contact Hours

Instructional Media & Co-curricular Activities

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

Unit IV:

15 Contact Hours

Approaches and Evaluation in Teaching

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

- Continuous and Comprehensive evaluation (CCE)

Practicum (Any One)

- Critical study of any one Economics book.
- Preparation of achievement test report.
- Development and organization of co-curricular activities.
- Identifying and Evaluating ICT resources suitable for teaching Economics.
- Develop a Multi-Media lesson using appropriate ICT resources and transact the same.

Suggested Text Books

1. Aggarwal, J.C. (2005). Teaching of Economics: A Practical Approach, Vinod Pustak Mandir: Agra.
2. Siddiqi, M.H. (1998). Teaching of Economics: New Delhi; Ashish Publishing House.

Advanced Readings

1. Bawa M. S. (ed.) (1998). Source Book on Strategies of Teaching Social Sciences, IASE, Dept. of Education, Delhi University.
2. Chakravorty, S. (1987). Teaching of Economics in India, Bombay, Himalaya Publishing.
3. Sidhu, H.S. (2000): Teaching of Economics. Ludhiana: Tondon Publications.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

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

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

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

	economics.	
--	------------	--

		Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self-Development and Community Attachment	Technology Skills	Professional Competencies	General and Specific Need & Problems	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
Course Code	Course Title	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO 8	PO 9	PO1 0	PO1 1	PSO 1	PSO 2	PSO3
SEED522 A	PEDAGOGY OF ECONOMICS	3		3					3	3		3	3	3	

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
C	P	P	P	P	P	P	P	P	P	PO	PO	PS	PS	PS
O	O1	O2	O3	O4	O5	O6	O7	O8	O9	10	11	O1	O2	O3
C O1	3											3		
C O2			3										3	
C O3											3			
C O4								3						
C O5									3					

1=lightly mapped

2= moderately mapped

3=strongly mapped

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

Course Objectives

The course will enable the student-teachers to:

- Get an insight into the nature of social science curriculum and its pedagogical issues.
- Enquire critically the aims and objectives of social science education.
- Explore and establish the Inter-disciplinarily in social science.
- Comprehend the uniqueness of teaching-learning process of social science at secondary level.
- Engage with the classroom processes and its transactional implications in terms of different strategies and techniques.
- Develop appropriate evaluation mechanisms in social science.
- Understand the needs and processes for professional development of social science teachers as researchers.

Course Outcomes

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

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

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

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

CO4 Construct and design appropriate teaching learning material.

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

Course Description

This course in the teaching of social sciences introduces student-teachers to matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many student-teachers may not be having sufficient exposure to four major disciplines of

social sciences. In fact, the pedagogy of a field of enquiry cannot be separated from its content. This course will help student-teachers understand key concepts of the various social sciences as well as related pedagogical issues. Furthermore, student-teachers should be encouraged to see interconnections between the different Social Sciences, i.e. see Social sciences as an integrated area of study.

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

Course Content

Unit I:

10 Contact Hours

Aims and Objectives of Teaching Social Science

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

Unit II:

15 Contact Hours

Pedagogical Strategies in Social Science

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

-
- Development of Lesson Plan

Unit III:

12 Contact Hours

Resources in Social Science

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

Unit IV:

10 Contact Hours

Evaluation and Assessment in Social Science

- Formative assessment: Strategies and tools in Continuous and Comprehensive Assessment
- Summative assessment: Objective and subjective strategies
- Assessment at different stages: secondary level.
- Assessment of Social Science as an integrated subject.
- Achievement Test

Practicum (Any One)

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

Suggested Text Books

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

Advanced Readings

1. Kochhar, S.K. (1985), Methods and Techniques for teaching History, Sterling Publishers Pvt. Ltd, New Delhi.
2. Mehta, D.D. (2004), Teaching of Social Studies, Ludhiana: Tandon Publications.
3. Mittal, H.C., Teaching of Social Studies, New Delhi: Dhanpat Rai & Chandna R.N. Sons.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

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

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

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

		Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self-Development and	Technology Skills	Professional Competencies	General and Specific Need &	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED524A	PEDAGOGY OF SOCIAL SCIENCES	3		3					3	3		3	3	3	

Programme and Course Mapping														
C	P	P	P	P	P	P	P	P	P	PO	PO	PS	PS	PS
O	O	O	O	O	O	O	O	O	O	10	11	O1	O2	O3
	1	2	3	4	5	6	7	8	9					
C01	3											3		
C02													3	
C03			3								3			
C04								3						
C05									3					
1=lightly mapped 2= moderately mapped 3=strongly mapped														

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

Course Objectives

The course will enable the student-teachers to:

- Develop insight into the meaning, nature, scope and objective of mathematics education
- Describe mathematics as a tool to engage the mind of every student
- Use mathematics to strengthen the student's resource
- Understand the process of developing a concept
- Understand the role of mathematics in day-to-day life
- Understand that mathematics is more than formulas and mechanical procedures
- Channelize, evaluate, explain and reconstruct students thinking
- See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on
- Pose and solve meaningful problems
- explain the importance of mathematics laboratory in learning mathematics

Course Outcomes

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

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

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

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

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

CO5 Apply appropriate evaluation techniques in mathematics.

Course Overview

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

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

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

Course Content

Unit I

15 Contact Hours

Meaning, Nature and History of Mathematics

- Meaning, scope and nature of mathematics (axioms, postulates, patterns, mathematical propositions, different methods of proofs: direct proof, indirect proof, use of quantifiers and Venn diagrams)
- Need and importance of mathematics at secondary stage
- Aims and objectives of teaching mathematics at secondary stage
- Framing objectives according to New Bloom's taxonomy

-
- Historical developments in mathematics, socio-cultural, economic and political factors in the development of mathematics, everyday mathematics, multicultural mathematics; its use in decision making, at the workplace.

Unit

15 Contact Hours

Methods and approaches of teaching Mathematics

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

Unit III

15 Contact Hours

Recreational Activities and Instructional Material Development

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

Unit IV

12 Contact Hours

Evaluation and Assessment in Mathematics

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

-
- Professional development of mathematics teachers.

Assignment/ Practicum (Any One)

1. Organizing Mathematical Activities in School.
2. Developing at least five Instructional Aids.
3. Development of an Achievement test in Mathematics.
4. Developing a Multi-media Lesson in Mathematics.

Suggested Text Books

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

Advanced Readings

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

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

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

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

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

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

Programme and Course Mapping														
C	P	P	P	P	P	P	P	P	P	PO	PO	PS	PS	PS
O	O1	O2	O3	O4	O5	O6	O7	O8	O9	10	11	O1	O2	O3
C	3											3		
O1			3										3	
C											3			
O2								3						
C									3					
O3														
C														
O4														
C														
O5														
1=lightly mapped 2= moderately mapped 3=strongly mapped														

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

Course Objectives

The course will enable the student-teachers to:

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

Course Outcomes

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

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

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

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

CO4 Develop and design appropriate and innovative teaching learning material.

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

Course Description

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

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

Course Content

Unit I

15 Contact Hours

Meaning Nature and Scope of Biological Science

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

Unit II

15 Contact Hours

Methods and Approaches of Teaching Biological Science

- Methods and approaches of teaching biological science with reference to NCF 2005

-
- Activity based approach: enquiry approach
 - Laboratory method
 - Project method and constructivist approach
 - Cooperative learning
 - Team teaching and peer- learning
 - Concept mapping approach: meaning of concept, concept formation with reference to concept maps
 - Development of lesson plan and unit plan.

Unit III

15 Contact Hours

Instructional Teaching Learning Material

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

Unit IV

12 Contact Hours

Evaluation in Biological Science

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

Assignment/ Practicum (Any One)

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

Suggested Text Books

1. Ahmad, J. (2011). Teaching of Biological Sciences, Second Edition, PHI Learning, New Delhi.
2. Sharma, R.C. (2006). Modern Science Teaching .New Delhi: Dhanpat Rai Publications.
3. Mangal, S.K. (2007). Teaching of life Science, New Delhi: Arya Book Depot.

Advanced Readings

1. Aggarwal, D. D. (2008). Modern Method of Teaching Biology, Karan paper Books. New Delhi.
2. Kulshreshtha, S.P. (2016). Pedagogy of Science, R Lall Publications.
3. Yadav, M.S. (2003) Teaching of Science. New Delhi: Anmol Publications.

Modes of Evaluation: Students' Performance Based on Written Examination**Examination Scheme:**

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

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

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

		Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Diversity	Self - Development and Community	Technology Skills	Professional Competencies	General and Specific Need & Problems	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED528A	PEDAGOGY OF BIOLOGICAL SCIENCE	3		3					3	3		3	3	3	

Programme and Course Mapping														
C O	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	PO 10	PO 11	PS O1	PS O2	PS O3
C O1	3											3		
C O2			3										3	
C O3											3			
C O4								3						
C O5									3					
<p style="text-align: center;">1=lightly mapped 2= moderately mapped 3=strongly mapped</p>														

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

Course Objectives

The course will enable the student-teachers to:

- Acquire the knowledge of nature and scope of Computer Science.
- Acquire the knowledge of history of Computer Science.
- Develop an understanding of content of Computer Science at the secondary and senior secondary school level.
- Develop an understanding of aims and objectives of teaching computer science.
- Develop an understanding of the various methods, approaches and techniques of teaching computer science.
- Develop the skills required in preparing daily lesson plans and unit lesson plans using various methods and approaches.
- Develop among students the skills required to critically analyse the syllabus of secondary and senior secondary school computer science curriculum.
- Develop the appreciation towards the contributions of great personalities who contributed for the development of computer science.
- Develop the appreciation towards the role of computer science in daily life.
- Enable students to Use the knowledge of computers in classroom teaching.

Course Outcomes

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

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

CO2 Understand the aims and objectives of teaching Computer Science.

CO3 Prepare lesson plans for different classes.

CO4 Apply the knowledge of computer in teaching.

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

Course Content

Unit I:

10 Contact Hours

Introduction to Teaching of Computer Sciences

a) Nature of Computer Science

– Meaning and Characteristics

- Basic concepts, facts and generalizations in Computer Science.

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

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

d) Role of ICT in Teacher Education

Unit II:

15 Contact Hours

Methods and Strategies

a) Methods of Teaching

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

b) Strategies

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

Unit III

15 Contact Hours

Lesson Planning of Teaching Computer Sciences

- Blooms Taxonomy of Educational Objectives
- Lesson Planning
- Preparation of Lesson Plan
- Teaching Learning Material
- Text Books & Reference Books
- Characteristics and criteria for selection of computer books with special reference to theory and

practical books of computer subject

- Computer Assisted Instructional Material
- Computer Science Laboratory: Planning, Organization and its importance

Unit IV:

10 Contact Hours

Evaluation and Assessment

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

Practical Assignments/Field Engagement (Anyone)

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

Suggested Textbooks

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

Advanced Readings

1. Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers.
2. Singh, Y.K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.
3. Intel (2003): Intel Innovation in Education, Intel, Teach to the Future-Students Work Book.
4. Krishnamurthy, R. C. (2003). Educational Technology: Expanding our vision. Delhi: Authors Press.
5. Mohanty, L. (2006). ICT Strategies of Schools. New Delhi: Sage Publication.

6. Stone, E. (1996). How to use Microsoft access. Californi: Emery ville.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

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

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

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

		Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self - Development and	Technology Skills	Professional Competencies	General and Specific Need &	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED550A	PEDAGOGY OF COMPUTER	3		3					3	3		3	3	3	

	SCIENCE														
--	---------	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Programme and Course Mapping														
C O 1	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PS O1	PS O2	PS O3
C O 1	3											3		
C O 2			3										3	
C O 3											3			
C O 4								3						
C O 5									3					
<p style="text-align: center;">1=lightly mapped 2= moderately mapped 3=strongly mapped</p>														

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

Course Objectives:

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

- Develop an understanding of the meaning and nature of Home Science for determining the aims and strategies of Teaching Learning.
- Integrate Home Science knowledge with other school subjects.
- Identify and formulate aims and objectives of Home science Teaching.
- Critically evaluate the existing home science curriculum at secondary level.
- Apply various approaches and methods of teaching home science.
- Analyze different pedagogical issues in teaching home science.

Course Outcomes

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

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

CO2 Explain the aims and objectives of teaching Home Science.

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

CO4 Develop appropriate and innovative teaching learning material.

CO5 Utilize effectively the instructional material in teaching Home Science.

Course Content

Unit I

15 Contact Hours

Meaning and Nature of Home Science

- Home Science as a dynamic body of knowledge; Home Science as Science and art, its nature and its application to the needs of the society.
- Uniqueness of Home Science and its inter disciplinary linkages and applications for human development.
- Aims and objectives of Teaching of Home Science- Bloom's Taxonomy of Educational Objectives (revised from also), Instructional Objectives, formulation of specific objectives in behavioral terms (Magers approach and RCEM approach).

-
- Curriculum construction- principles and evaluation of existing school curriculum of home science at secondary level using different evaluation models.

Unit II

12 Contact Hours

Approaches and Methods of Teaching Home Science

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

Unit III

15 Contact Hours

Learning resources in Home Science

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

Unit IV

12 Contact Hours

Instructional aids in Home Science

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

- Reflection on Recent Advancements in Home Science
- Home Science and Sustainable Development
- Innovative Approaches in Home Science

Practical Assignments/Field Engagement (Any One)

- Flower arrangement and Rangoli
- Visit to an industry related to food processing/home decoration and report writing.
- Activities for aesthetic development.
- Analysis of Mid-Day Meal in a School
- Develop any two print materials or design on a piece of cloth.
- Organize a talk in a rural/ slum setting on conservation of fuel, water and electricity at home and write a report of the same.

Suggested Text Books

1. Sharma, B.L. and Saxena , B.M(2012) Teaching of Home Science. R. Lall Book Depot, Meerut.
2. Yadav, Seema (1994) Teaching of Home Science. Anmol Publications, New Delhi.

Advanced Readings

1. Kapoor, Ritu (1994) Teaching of Home Science. Parkash Book Depot, Ludhiana.
2. Mago, Neelam: Teaching of Home Science. Tandon Publications, Ludhiana

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

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

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

Mapping between COs and POs					
	<table border="1"> <thead> <tr> <th>Course Outcomes (COs)</th> <th>Mapped Programme</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Course Outcomes (COs)	Mapped Programme		
Course Outcomes (COs)	Mapped Programme				

		Outcomes
CO1	Discuss the pedagogic challenges posed by the subject comprising of a broad disciplinary stream.	PO1
CO2	Explain the aims and objectives of teaching Home Science.	PO3
CO3	Discuss the importance, purpose and basic element of unit planning and lesson planning	PO11
CO4	Develop appropriate and innovative teaching learning material.	PO8
CO5	Utilize effectively the instructional material in teaching Home Science.	PO9

		Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self-Development and	Technology Skills	Professional Competencies	General and Specific Need &	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED552A	PEDAGOGY OF HOME SCIENCE	3		3					3	3		3	3	3	

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
CO 1	3												3	
CO 2			3										3	
CO 3											3			
CO 4								3						
CO 5									3					
1=lightly mapped 2= moderately mapped 3=strongly mapped														

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

SEMESTER-III

Course objectives

The course will enable the student-teachers to:

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

Course Outcomes

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

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

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

CO3. Demonstrate the ability to effectively handle individual student.

CO4. Demonstrate involvement in all school activities.

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

Course Content

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

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

- a. Planning and Facilitating Teaching Learning
 - i. Unit/ Lesson planning
 - ii. Classroom teaching
 - iii. Lesson observation
 - iv. Developing and Using Teaching Learning Resources
 - v. ICT integration
- b. Understanding School Context
 - i. Prepare Profile of the school (Type of School/infrastructure, facilities, teachers, students and community information)
 - ii. Analyze Learner Performance (One class)
- c. Understanding Learner
 - i. Collecting information about a student (Case Study)
- d. Participation in School Activities
 - i. Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting

e. Interaction with stakeholders of school

i. Interaction with SDMC/SMC members

ii. Interacting with parents, teachers and principal of the schools

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

(i) Pre-internship

(ii) Internship

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

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

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

Student-teachers shall perform the following during internship:

School Internship

18 Credits

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

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

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

Maintaining the respective records

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

Records to be submitted -

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

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

Examination Scheme: (Same for Both Subjects)

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

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

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

CO4	Demonstrate involvement in all school activities.	PO1
CO5	Demonstrate professional responsibility with 'self- classroom- school' management and proper documentation.	PO9

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

Programme and Course Mapping														
C	P	P	P	P	P	P	P	P	P	PO	PO	PS	PS	PS
O	O1	O2	O3	O4	O5	O6	O7	O8	O9	10	11	O1	O2	O3
C		3										3		
C	3												3	
C									3			3		
C	3												3	
C									3			3		3
1=lightly mapped 2= moderately mapped 3=strongly mapped														

SEMESTER-IV

SEED530A	GENDER, SCHOOL AND SOCIETY	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Inclusive classroom				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
- Know about policies, plans and schemes of the government for addressing all forms of disparities and inequalities existing in the society.
- Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- Understand the need to address gender based violence in all social spaces and evolve strategies for addressing it.

Course Outcomes

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

CO1 Understand gender issues in educational contexts; curriculum, textual materials across disciplines, pedagogical process and its intersection with class, caste, religion, and region.

CO2 Gain a critical perspective on the ways in which education maintains and legitimates gender relations in society.

CO3 Explore the complex relationship of gender and education and understand how gender, power and sexuality relate to education.

Catalogue Description

Gender is a social construct that impacts attitudes, roles, responsibilities and behaviour patterns of boys and girls, men and women in all societies. Gender determines power relations in multicultural societies like India. It deals with human concerns encompassing diversities and differences. It has been the most visible form of discrimination operating across cultures in developing societies. When one analyses the present context of gender

discourse, the prime concern is how gender functions as a determinant of construction of knowledge in different disciplines. This course is crucial for addressing gender bias and stereotypes that operate in all social spaces in textual materials and print media accessed by students and other stakeholders. It would make the teachers reflect on her /his socialization and analyze critically the processes that shape masculinity and femininity. Further, it is hoped that teachers as agents of change would encourage students to reflect on their socialization and critique all those practices that perpetuate stereotypes and biases.

Course Content

Unit I:

12 Contact Hours

Gender Issues: Key Concepts

- Gender, Social construction of Gender
- Paradigm Shift in Gender Roles
- Feminism and Waves of Feminism
- Gender socialization and Gender Roles
- Gender discrimination at different levels of institutions (institutions related to social, cultural, religious, economic, political and educational settings).

Unit II:

15 Contact Hours

Socialization Processes in India: Family, School and Society

- Gender Identities and socialization practices in different types of families in India.
- Gender Concerns related to access, enrolment, retention, participation and overall achievement.
- Gender Issues in Curriculum
- Gender, Culture and Institution: Intersection of class, caste, religion and region
- Construction of gender in curriculum frameworks since Independence: An Analysis
- Gender and the hidden curriculum
- Gender in text and classroom processes
- Life skills and sexuality

-
- Vishakha Guidelines
 - Domestic Violence Act 2005
 - Constitutional Provisions for Women in India (Reservation for Women)
 - Supreme Court Verdict about transgender (**Section 377** of the Indian Penal Code (IPC))

Unit III:

12 Contact Hours

Creating Gender Inclusive Classroom

- Developing positive self-concept and self-esteem among girls
- Teaching Learning Materials
- Classroom transaction and processes
- Teacher as an agent of change

Unit IV:

10 Contact Hours

Practicum (Any two)

- Analyze Textbooks of Class VI to X (of your State) from the Perspective of Gender Bias and Stereotypes.
- Organize Debates in Class on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region.
- Debates and Discussions on Violation of Rights of Girls and Women in our society.
- Analysis of Video Clipping on Portrayal of Women in Print and Audio-Video Media.
- Collection of Folklores reflecting Socialization Processes and its Influence on Identity formation.
- Observe Participation of Boys and Girls in different Activities in Heterogeneous Schools- Public and Private-Aided and managed by Religious Denominations and prepare a report.
- Collect material related to Women Role Models in various fields with Emphasis on Women in Unconventional Roles and prepare a brief report
- Collect thoughts of Eminent Men and Women of India on Girls Education and Women's Empowerment.

-
- Organize Poster Competition on Gender Equality And Empowerment.

Suggested Text Books

1. Desai, Neera and Thakkar, Usha (2001). *Women in Indian Society*. National Book Trust, New Delhi

Advanced Readings

1. NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, New Delhi.
2. Srivastava Gouri (2012), *Gender and Peace in Textbooks and Schooling Processes*, Concept Publishing Company Pvt. Ltd, New Delhi.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

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

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Understand gender issues in educational contexts; curriculum, textual materials across disciplines, pedagogical process and its intersection with class, caste, religion, and region.	PO1
CO2	Gain a critical perspective on the ways in which education maintains and legitimates gender relations in society.	PO3
CO3	Explore the complex relationship of gender and education and understand how gender, power and sexuality relate to education.	PO6

Course Code	Course Title	Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards	Self - Development and	Technology Skills	Professional Competencies	General and Specific Need	Pedagogical Content	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED530A	GENDER, SCHOOL AND SOCIETY	3		3			3						3	2	

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping

C O	P O	P O	P O	P O	P O	P O	P O	P O	P O	PO	PO	PS	PS	PS
	1	2	3	4	5	6	7	8	9	10	11	O1	O2	O3
C O 1	3											3		
C O 2			3										2	
C O 3						3								
<p align="center">1=lightly mapped 2= moderately mapped 3=strongly mapped</p>														

SEED532A	CREATING AN INCLUSIVE SCHOOL	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Education of Children with Special Needs				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Understand the meaning and significance of Inclusive education
- Gain knowledge on Policy and legislative frameworks promoting inclusion
- Learn to create inclusive classrooms using inclusive pedagogy – (teaching strategies, CCE)
- Understand the linkages and collaborations for resource mobilization.

Course Outcomes

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

CO1 Describe diversities with reference to culture, language, gender and abilities in class and develop conviction that all children can learn and grow.

CO2. Use teaching strategies & technology in the education of children with special needs.

CO3. Develop evaluation techniques in inclusive classroom.

Course Description

The diversity in the society is a fact and the reflection of it in the school is natural. Traditionally these diversities were considered as inability of the individual to be able to meet the requirement of the school/classroom. Now diversities are considered as imposed by the hurdles created by the society. Similarly the difficulties of students to learn in the classroom are due to the expectation of the system, architecture of the building and classroom, design of teaching and many other related factors. The philosophy underlying this course is that every student is unique and each one has the potentiality to learn. The management of individual difference is a social responsibility which a school has to accept. Creating a learning environment to provide opportunity to participate fully in the process of learning is the task for a teacher. This is a short course with an intention to develop a thought in the teacher which results in accepting all children in the class as his/her responsibility. This is a small beginning to a teacher towards a major change in the system and society. With this

course it is expected that the teacher will reflect on the student who is deviant in the class as different who needs the input and attention like other students. Include case studies and interactions with eminent speaker, group discussions, book reviews, self-learning, ICT based teaching learning, visits to various schools (special, integrated and inclusive) and institutions (national and regional centres), viewing relevant documentaries and films, critical analysis and reflections.

Course Content

Unit I:

15 Contact Hours

Understanding Inclusion in Education

- History of inclusion –paradigm shift from segregation to inclusion
- Policy perspective: Initiatives to promote inclusive education
- International Focus: Salamanca 1994, UNCRPD, EFA(MDG)
- National Focus: Constitutional obligations for education of diverse groups, NPE, 1986-92, PWD Act 1995, National Policy for PWD, 2006, revised PWD Bill 2012, RCI Act, NCF 2005 and NFG paper, SSA, RMSA, National Commission on Minority, NEP2020
- Education Institutions (NCMEI), National Commission for Education of SC,ST
- Educational concessions, facilities and provisions.

Unit II:

12 Contact Hours

Understanding Physical, Psychological and Social-Cultural Diversity

- Diversity due to disability (Nature, Characteristic and Needs)
- Special needs of children with sensory disabilities,
- Special needs of children with cognitive disabilities
- Special needs of children with physical disabilities
- Girls with disabilities- Issues, Challenges, and Supportive Programmes
- Diversity due to socio- cultural and economic factors
- Discrimination, language attitudes, violence and abuse.

Unit III:

15 Contact Hours

Addressing Learners' Diversity

- Curricular Issues
- Curriculum adaptation/modifications
- Content contextualization
- Assessment and Evaluation-- Continuous Comprehensive Evaluation (CCE),
- Alternative means for assessment and evaluation in inclusive classrooms,
- Learning and learner support--assistive and adaptive devices, ICT
- Universal Design in Learning (UDL)

Unit IV:

8 Contact Hours

Practicum (Any Two)

- During the internship period visit a nearby school. Observe the teaching learning processes, infrastructure available and assess the nature of inclusive practice. List the existing challenges and factors that promote inclusive practices. Please give justifications.
- Prepare the need profile of all children in a class. Critically analyze the profile thus prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socio- economic and educational status.
- Study the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education.
- Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and parental support. Compare the practices.
- Carry out interaction with the regular teachers and ascertain the current challenges for promoting inclusive education. Try to collect their opinion on the subject. Talk to at least 25 teachers.

- Is inclusion a new concept? Find evidence of inclusion in Vedic era and trace the journey to modern times. Think. Reflect and Discuss.

Suggested Text Books

1. Jaswant K. Virk. (2016) Creating an Inclusive School. Twenty First Century Books Publications.Limited.
2. Mangal, S.K. (2011). Educating Exceptional Children. New Delhi. PHI Learning Private.
3. Panda. K.C. (1997). Education of exceptional children. New Delhi: Vikas Publishing House.

Advanced Readings

1. Giuliani, G.A. and A.M. (2002). Education of Children with Special Needs: From Kanishka Publications.
2. Hegarty, S. and Mithu Alur (2002). Education and Children with Special Educational Needs- Segregation to Inclusion, New Delhi: Sage Publication India Pvt. Ltd.
3. Mathew, S. (2004). Education of Children with Hearing Impairment. RCI, New Delhi:
Segregation to Inclusion. New Delhi: Sage Publications.
4. <http://14.139.60.153/bitstream/123456789/4082/1/Gearing%20Up%20for%20Inclusive%20Education%20SCERT.pdf>

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

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

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Describe diversities with reference to culture, language,	PO6

	gender and abilities in class and develop conviction that all children can learn and grow.	
CO2	Use teaching strategies & technology in the education of children with special needs.	PO8
CO3	Develop evaluation techniques in inclusive classroom.	PO1

		Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self - Development and Community Attachment	Technology Skills	Professional Competencies	General and Specific Need & Problems	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED532A	CREATING AN INCLUSIVE SCHOOL	3					3		3				3	3	

1=lightly mapped

2= moderately mapped

3=strongly mapped

	P	P	P	P	P	P	P	P	P	P	P	PS	PS	PS
C	O	O	O	O	O	O	O	O	O	O	O	O1	O2	O3
	1	2	3	4	5	6	7	8	9	10	11			
C						3						3		
O1								3					3	
C	3													
O2														
C														
O3														
	1=lightly mapped					2= moderately mapped					3=strongly mapped			

SEED534A	ENVIRONMENTAL EDUCATION	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Environmental Science				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to :

- Understand and reflect on the concept and characteristics of environmental education from various aspects.
- Develop awareness understanding and concern about environment and associated problems, and to develop knowledge, skills, attitudes, motivation and commitment to work individually and collectively towards their solutions and prevention of new ones.
- Do teaching learning about the environment, through the environment and for the environment.
- Develop special skill needed to link theoretical understanding with practical/applied aspects.

Course Outcomes

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

- CO1.** Aware towards the environment and its problems.
- CO2.** Acquire values and feelings of concern for the improvement and protection of environment.
- CO3.** Identify environmental related issues.
- CO4.** Utilize environmental education (EE) curriculum, teaching methods and evaluation procedures for students at various levels of school education.

Catalogue Description

The quality of our lives is increasingly depending on our environment where we are. However, along with the development of the economy, science and technology environmental problems appear more and more with a higher frequency in everywhere and every time in the global. And so people have cared more and more about environment and given many solutions to solve environmental problems, Environmental Education (EE) being one of them. EE was born by the demands to protect the environment and by the higher understanding about the environment. EE helps everyone to learn about the environment and adjust their attitudes to a more environmentally friendly way of living and EE became a part of the educational system. The term

“Environmental Education” appeared at the first time at the first IUCN conference in Paris in, but it was defined and recognized officially in 1962 by Rachel Carson. And through the last over 50 years, EE has been defined and redefined. Over a period of time the concept of EE has evolved. EE is defined as the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelatedness among man, his/her culture and his/ her biophysical surroundings. Environmental Education also entails practice in decision making and self- formulation of a code of behaviour about issues concerning environmental quality”. EE is a way forward for Sustainable Development. In recent time EE for Sustainable Development is reemphasized (EESD). EESD has four major focuses: (1) improving the quality of and access to basic education, (2) reorienting existing education to address sustainability, (3) improving public awareness, and (4) providing training for business, industry, and government.

Course Content

Unit I:

12 Contact Hours

Nature and Scope of Environmental Education

- Nature, need and scope of environmental education and its conservation
- Environmental education: a way of implementing the goals of environmental protection.
- Present status of environmental education at various levels
- India as a mega biodiversity Nation, Different ecosystems at national and global level.
- Role of individual in conservation of natural resources: water, energy and food
- Role of individual in prevention of pollution: air and water
- Equitable uses of resources for sustainable livelihoods
- Environmental legislation: awareness and issues involved in enforcement
- Role of information technology and media in environment awareness/consciousness

Unit II:**12 Contact Hours****Community Participation and Environment**

- Community participation in natural resource management – water, forests, etc.
- Change in forest cover over time.
- Deforestation in the context of tribal life
- Sustainable land use management
- Traditional knowledge and biodiversity conservation
- Developmental projects, including Government initiatives and their impact on biodiversity conservation
- Issues involved in enforcement of environment legislations
- Role of media and ecotourism in creating environmental awareness
- Role of local bodies in environmental management
- Shifting cultivation and its impact on environment

Unit III:**12 Contact Hours****Environmental Issues and Concerns**

- Consumerism and waste generation and its management
- Genetically-modified crops and food security: Impacts positive and negative
- Water consumption pattern in rural and urban settlement
- Ethno-botany and its role in the present day world
- Environmental degradation and its impact on the health of people
- Economic growth and sustainable consumption
- Organic farming
- Agricultural waste: Their impact and management
- Rain water harvesting and water resource management
- Biomedical waste management

-
- Changing patterns of energy and water

Unit IV:

12 Contact Hours

Initiatives by various Agencies for Environment Education

- Environmental conservation in the globalized world in the context of global problem
- Alternative sources of energy
- Impact of natural-disaster/man-made disaster on environment
- Biological control for sustainable agriculture
- Heat production and greenhouse gas emission
- Impact of industry/mining/transport on environment
- Sustainable use of forest produces.
- Governmental and non-government initiatives.
- Supreme Court order implementation of Environmental Education (EE)

Practicum (Any One)

1. A study of major initiatives taken by NCERT regarding environmental education.
2. Study of Development of slum area and their inhabitants in a nearby area/institute
3. A critical study of school habitat in the context of drinking water, sanitation paper, energy, Garbage management etc.
4. Develop a road map for implementation of Environmental Education as suggested by NCF2005.
5. Develop a list of investigatory environmental problems (stage specific) work on the Problem in a group of 2-3. Prepare a report.

Suggested Text Books

1. Gupta & Singh (2002). Ecology Environmental Science and Conservation. S Chand Publications.
2. Sharma, R. A (2019). Environmental Education. New Delhi. Anu Publications.

Advanced Readings

1. NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
2. NCERT (2008). Source Book on Assessment for Classes I–V, Environmental Studies, New Delhi: NCERT.

Modes of Evaluation: Students’ Performance Based on Written Examination

Examination Scheme:

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

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Aware towards the environment and its problems.	PO1
CO2	Acquire values and feelings of concern for the improvement and protection of environment.	PO3
CO3	Identify environmental related issues.	PO5
CO4	Utilize environmental education (EE) curriculum, teaching methods and evaluation procedures for students at various levels of school education.	PO11

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

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED534A	ENVIRONMENTAL EDUCATION	3		2		3						3	3	3	2

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
C	P	P	P	P	P	P	P	O	P	PO	PO	PS	PS	PS
O	O	O	O	O	O	O	O	8	O	10	11	O1	O2	O3
	1	2	3	4	5	6	7		9					
C	3											3		
O			3										2	
1					3									2
2											3			
3														
4														

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

SEED556A	EPC3: PHYSICAL, HEALTH AND YOGA EDUCATION	L	T	P	C
Version 2.0		0	0	4	2
Pre-requisites/Exposure	Yoga Education				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Record a brief history and development of Yoga through the ages.
- Discuss how Yoga and Yoga practices are important for healthy living.
- Explain some important principles of Yoga.
- State the different types of Yoga.
- Explain the different limbs of Astanga Yoga of Patanjali & Haṭha Yoga.
- Name the Saṅkarma and describe their use in cleansing the psycho-physical body.
- Demonstrate & explain some important asanas, and praṇayama.

Course Outcomes

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

CO1 State the importance of health and physical education.

CO2 Perform various types of asanas and pranayama.

CO3 Become aware about road safety and implement it in daily life.

Catalogue Description

Yoga Education has become as an essential component in all teacher education curriculum. Yoga has its roots in ancient Indian culture and civilization aiming at a fuller development of human personality, impacting upon its different dimensions and facets – the individual and social, emotional, cognitive, psychomotor, behavioral, and eventually moral and spiritual. Yoga, if regularly and properly practised, can transform an individual into a vibrant personality, full of energy and enthusiasm. It can be a source of peace, poise and tranquility. It can also build resistance against diseases, improve holistic health, and can also help us to sharpen our memories, thus resulting in better concentration and a creative mind. It is for this

reason that the teachers and teacher educators need to be initiated into the field of Yoga, which is recognized, accepted and practiced the entire world over as a way of life. Second, it is a truism that for spreading the messages of Yoga and making it a mass movement, no other agency except that of teachers can be most effective; therefore, inclusion of Yoga education in teacher education cannot be over emphasized. So, in view of the educational significance of Yoga education, it is incorporated in teacher education curriculum. The curriculum lays emphasis on practical aspects of the Yoga i.e. Asanas, Pranayamas, Bandhas and Mudras. It also includes time spent on performing other cognitive or practical activities as mentioned the text.

Course Content

Unit I

10 Contact Hours

Health and Physical Education

Health Education

- Concept
- Aims and objectives of Health Education
- Factors influencing health.
- Role of the Teacher in School Health Programme

Physical Education

- Concept
- Misconception
- Aims and Objectives
- Relation with General Education

Unit II

8 Contact Hours

Yoga and Yogic Diet

- Yoga: meaning and initiation
 - Definitions of Yoga
 - Misconceptions about Yoga
 - Basis of Yoga
- Origin and history of development of Yoga
 - Psychological aspects leading to origin of Yoga

- Yoga in medieval times
- Yoga in modern times
- The two schools of Yoga: Raja Yoga and Hatha Yoga, Yogic practices for healthy living.
- Components of Patanjali's Ashtang Yoga

Yogic Diet

- Concept and types of diet / food
- Its application in modern context

Unit III

5 Contact Hours

Understanding Road Safety

- Concept of Road Safety
- Importance of Road Safety
- Role of Govt. and Pvt. Sector in Road Safety
- Road safety Tips
- Safety Devices
- Road Signs and Traffic Signs (Parking Signs, Speed Limit and Vehicle control Signs)
- Driving License and its types

Practicum

1. General guidelines for performance of the practice of Yoga for the beginners

- Guidelines for the practice of satkriyas
- Guidelines for the practice of asanas
- Guidelines for the practice of pranayama
- Guidelines for the practice of kriya Yoga
- Guidelines for the practice of meditation

2. Select Yoga practices for persons of average health for practical Yoga sessions

- Standing position
- Sitting position
- Prone position
- Supine position
- Kriyas
- Mudras

- Prāṇayamas

3. Aware school students about road safety rules and campaigns

Suggested Text Books

1. Goel, A. (2007). Yoga Education, Philosophy and Practice. New Delhi: Deep and Deep Publications.

Advanced Readings

1. Nath, S.P. (2005). Speaking of Yoga. New Delhi: Sterling Publishers.
2. Yadav, Y.P. & Yadav, R. (1998). Art of Yoga. Friends Publications, India.

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

Examination Scheme:

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

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	State the importance of health and physical education.	PO3
CO2	Perform various types of asanas and pranayama	PO7
CO3	Become aware about road safety and implement it in daily life.	PO5

Course Code	Course Title	Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self - Development and	Technology Skills	Professional Competencies	General and Specific Need &	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED556A	EPC3: PHYSICAL, HEALTH AND YOGA EDUCATION			3		3		3						3	

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping

C O O	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PS O1	PS O2	PS O3
C O 1			3											
C O 2							3						3	
C O 3					3									
<p align="center">1=lightly mapped 2= moderately mapped 3=strongly mapped</p>														

SEED538A	EPC4: UNDERSTANDING THE SELF	L	T	P	C
Version 2.0		0	0	4	2
Pre-requisites/Exposure	Self-Development				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Gain an understanding of the central concepts in defining self and identity
- Reflect critically on factors that shape the understanding of self
- Build an understanding about themselves, i.e. the development of self as a person as well as a teacher.
- Reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher
- Develop effective communication skills including the ability to listen, observe etc.
- Build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings
- Appreciate the critical role of teachers in promoting self and students' well-being.

Course Outcomes

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

CO1 Identify their own potential

CO2 Develop the capacity for self-reflection and personal integration.

Catalogue Description

What is self? Is self the experience of internal talk? What characterizes-self-ness? Can identities change? Will the identity of a first generational learner belonging to a family of migrant labourer change when she is identified as a gifted child? What are the influences of parents and peers on the identity of a learner?

The above questions and many more similar questions trigger the exploration and need to

understand the self. This course provides opportunity to the student-teachers to gain an understanding about their own self both as an individual and as a student-teacher.

Developing an understanding of the self is essential for an individual to utilize her/his optimal potential for the benefit of one's own self as well for the society. As individuals in the society student-teachers are integral part of it. As an integral member of the society an individual has various identities – gender, relational, linguistic, cultural etc. and it is essential to understand and address one's implicit beliefs, stereotypes and prejudices resulting from these identities. The student-teachers need to become aware of their own selves and their identities as well as the political, historical, and socio-cultural forces that shape them. The course thus provides an interdisciplinary view in the development of the understanding of one's own self. This exploration and understanding will enable the student-teachers to develop sensibilities, dispositions, and skills that will help in their personal and professional development and facilitate the personal growth of their students.

□ □ □

Course Content

Unit I:

10 Contact Hours

Understanding of Self

- Reflections and critical analysis of one's own self and identity
- Identifying factors in the development of self and in shaping identity
- Building an understanding about philosophical and cultural perspectives of Self and
- Developing an understanding of one's own philosophical and cultural perspectives as a teacher

Unit II:

10 Contact Hours

Development of Professional Self and Ethics

- Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity
- Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher
- Reflections on experiences, efforts, aspirations, dreams etc. of peers

- Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings
- Understanding the role of teacher as facilitator and partner in well-being among learners

Unit III:

10 Contact Hours

Role of Teacher in Developing Understanding of Self among Learners

- Reflecting on one's own childhood and adolescent years of growing-up
- Facilitating development of awareness about identity among learners
- Developing skills of effective listening, accepting, positive regard etc. as a facilitator
- Personality, Types and Theories
- Emotional Intelligence and Theories

Practicum (Any two)

- Developing self-awareness as a teacher (individual/group activity)
- Exploring the known and unknown self in relation to what one and others know about one self and what others do not know (individual activity)
- Reflecting , recording and sharing of critical moments in one's life (individual activity and presentations)
- Reflections on critical moments in the lives of peers (small group activity)
- Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis)
- Reflecting on likes, hopes, fears and pleasures through sentence completion exercises (individual activity)
- Group activities involving community participation
- Practising selected *asanas, pranayam, meditation and yogic kriyas* as prescribed in class VI to X syllabus of Health and Physical Education, NCERT.

Mode of Transaction

- The course will be transacted in workshop mode through individual and group experiential activities such as
- Personal narratives and storytelling, life stories, group interactions, film reviews to help explore one's self and identity. Student-teachers to engage in varied forms of self-expression such as poetry, painting and creative movements, humour, aesthetic representations, etc.
- Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation.
- Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/his potential Development of reflective journals/diaries by the student-teachers.
- Introduction of Yoga, meditation as one of the important component to enhance student-teachers understanding of body and mind.

Suggested Text Books

1. Ahmad, J. (2017). Understanding the Self, V.L. Media Solutions, New Delhi.
2. Pant, D. and Gulati, S. (2010). *Ways To Peace – A Resource Book for Teachers*. NCERT, New Delhi.

Advanced Readings

1. Venkateshamurthy, C. G., and Rao, A.V.G (2005). *Life Skills Education Training Package*. R.I.E. Mysore.

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

Examination Scheme:

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

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Identify their own potential	PO3
CO2	Develop the capacity for self-reflection and personal integration.	PO7

Course Code	Course Title	Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self - Development and	Technology Skills	Professional Competencies	General and Specific Need &	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED538A	EPC4: UNDERSTANDING THE SELF			3				3					3		

Programme and Course Mapping

C O	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	O 8	P O 9	PO 10	PO 11	PS O1	PS O2	PS O3
C O 1			3											
C O 2							3					3		

1=lightly mapped

2= moderately mapped

3=strongly mapped

SEED540A	EPC 5: UNDERSTANDING ICT AND ITS APPLICATION	L	T	P	C
Version 2.0		0	0	4	2
Pre-requisites/Exposure	Basics of Computers				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Appreciate the historical development of various educational media.
- Demonstrate understanding of the main components of the computer hardware in use.
- Use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled).
- Use various ICTs for project based/problem-based constructivist learning environment.
- Explain the role of ICT in authentic and alternative assessment.
- Understand the social, economic, and ethical issues associated with the use of ICT.

Course Outcomes

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

CO1 Apply ICT tools and effectively integrates them in teaching learning.

CO2 Use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled).

CO3 Implement ICT to assess students' performance.

Catalogue Description

Preparing teachers to use technology in a classroom is an important step for ICT

enabled education in the country. The present course focuses on moving beyond computer literacy and ICT-aided learning, to help student-teachers interpret and adapt ICTs in line with educational aims and principles. It explores ICTs along three broad strands: teaching- learning, administrative and academic support systems, and broader implications for society. The course will help student-teachers reflect critically and act responsibly to prevent use of ICTs to support centralization of larger knowledge structures; it will show student-teachers how ICTs can be adapted to support decentralized structures and processes; as well as build the 'digital public' to make education a participatory and emancipatory process.

Course Content

Unit I:

12 Contact Hours

Introduction to Information and Communication Technology

- Use of Technology in Education: In Retrospect.
- Information and Communication Technology: Meaning, nature and advantages.
- Hardware and Software Fundamentals
 - *Hardware Fundamentals*

Anatomy, block-diagram and overview of components, CPU, main memory, input & output devices, storage devices), types of computers.

 - Use of digital camera, recorder, scanner, printer, interactive white board, visualizer, and multimedia projector for creating and using multimedia resources
 - *Software Fundamentals*

Software - Meaning and types; System software: Operating systems such as Windows, Linux, Mac OS; Application software: Work, communication and other productivity tools.

 - Introduction to office applications (Word processing, Spreadsheet Presentations, Databases, Drawing tools, Multimedia tools, File formats and conversion, utility tools
- Computer Networks- Internet, Intranet & applications. Network fundamentals.

Unit II:**12 Contact Hours****ICT and Pedagogy**

- Approaches to integrating ICT in teaching and learning:
 - Technological Pedagogical Content Knowledge (TPC)
 - Subject specific ICT tools for creating pedagogical innovations, facilitating and integrated learning.
 - Assistive technology for children with special needs: Tools and processes; Universal Design for Learning (UDL)
- Flipped Classrooms: Meaning and Possibilities.
- ICT Platform for Learning- Swayam, Swayam Prabha, Nishtha
- Mobile learning and related applications
- Open Educational Resources - Meaning and importance, various OER initiatives.
 - Massive Open Online Courses (MOOC)-Concept and Use
- Project/Problem Based Learning (PBL): Role of ICT in developing technology integrated PBL unit.
- Web Quest and Virtual Field Trips: Concept, process, and use in the classroom.

Unit III:**12 Contact Hours****ICT for Assessment and Management**

- Electronic Assessment Portfolio - Concept and types of e-portfolio tools
- Creating and use of electronic rubrics for assessment.
 - Online and offline assessment tools - Rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank
- ICT applications for CCE

Unit IV:**12 Contact Hours****Practicum (Any Two)**

- A critical study of any e-learning course.
- Completing any free e-learning course.
- Creating a simple 2D animation using pencil or Tupi.
- Creating account in teacher tube/ slide share and sharing video/presentation.
- Creating account in wikispace /Wikipedia/mediawiki and adding/editing content.

- Creating and editing various graphics.
- Creating digital concept maps, flow charts, timelines for a particular content.
- Creating resources for flipped classroom for teaching practice.
- Creating social bookmarking account using any social bookmarking tools (diigo, delicious, stumble upon, Shelfari).
- Creating, sharing and evaluating OER materials.
- Creating, Evaluating and Uploading RLO repositories in the support of instruction and learning.
- Developing an e-content on any topic using eXe Learning.
- Developing an educational blog in www.blogger.com, www.wordpress.com or www.edublog.com
- Developing an electronic assessment portfolio.
- Developing an electronic teaching portfolio.
- Developing technology integrated unit/lesson plans for trying out in schools.
- Field visit to the EDUSAT center and take part in teleconferencing.
- Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices.
- Hands on experience on subject specific software tools like Geogebra, PhET, Stellarium, etc.
- Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and upgradation.
- LMS Experience- hands on various features of LMS - the ICT course may be provided through LMS.
- Locating internet resources - navigating, searching, selecting, saving and evaluating (use

standard internet evaluation criteria).

- Organize web conferencing using Skype/Yahoo Messenger/Google+
- Planning and creating digital rubrics for any topic.
- Practice in installing various system and application software.
- Practicing word processing using Indian language software.
- Readings on emerging ICT trends in education.
- Review of ICT Labs (plans and equipments/resources) of school from internet.
- Review of national education policy 2020 with regards to ICT and its interventions in curriculum.
- Shooting, editing, and sharing of videos segment on any educational topic.
- Taking part in an ICT integrated online project based or problem-based learning activity.
- Using FOSS tools for developing timetable, grade sheet, etc.
- Using word processor, spread sheet, and presentation software to produce various teaching learning resources and sharing it online.

Textbooks

1. Dash, Manoj Kumar (2010). ICT in Teacher Development. Neel Kamal Publications, New Delhi.

Advanced Readings

1. Mohanty, Laxman and Vora, Neharika (2008). ICT Strategies for Schools - A Guide for School Administrators. Sage Publications, New Delhi.
2. NCERT (2013). National Repository of Open Educational resources (NROET), CIET-NCERT, NCERT, New Delhi

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

Examination Scheme:

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

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Programme

		Outcomes
CO1	Apply ICT tools and effectively integrates them in teaching learning.	PO1
CO2	Use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled).	PO2
CO3	Implement ICT to assess students' performance.	PO8

Course Code	Course Title	Teaching Competencies	Effective	Critical thinking	Ethics	Life-long Learning	Sensitive towards	Self - Development and	Technology Skills	Professional	General and Specific	Pedagogical Content	Classroom	Hands on Experience	Research and
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED540A	EPC 5: UNDERSTANDING ICT AND ITS APPLICATION	3	3						3				3	3	

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
C	P	P	P	P	P	P	P	P	P	P	P	PS	PS	PS
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
	1	2	3	4	5	6	7	8	9	10	11	1	2	3
C	3											3		
O		3											3	
1														
2														
3								3						

SEED542A	DISASTER MANAGEMENT	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	Response management of different disasters				
Co-requisites	--				

Course Objectives:

The course will enable the student-teachers to:

- provide basic conceptual understanding of disaster
- understand approaches of Disaster Management
- acquaint with causes and effects of disasters
- build skills to respond to disaster
- understand role of govt. in disaster management
- understand post disaster effects and remedial measures
- understand role of educational institutes

Course Outcomes

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

CO1 Understand the concept of Disaster.

CO2 Discuss the cause and effects of disasters

CO3 Apply various approaches of Disaster Management.

Catalogue Description:

The Programme has been framed with an intention to provide a general concept in the dimensions of disasters caused by nature beyond human control as well as the disasters and environmental hazards induced by human activities with emphasis on Natural disaster, Man-

made disaster, Application of GIS and ICT in Preparedness, Response, Rehabilitation and Recovery. This course objective is to meet the needs of people involved in disaster management for both sudden-onset natural disasters (i.e., earthquakes, floods, hurricanes) and slow-onset disasters (i.e., famine, drought). This course is innovative, skill and employment oriented to attract bright students to the discipline of Disaster Management.

Unit I:

12 Contact Hours

Introduction on Disaster

- Different Types of Disaster
 - Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc
 - Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc.
- Causes, effects and practical examples for all disasters.

Unit II:

10 Contact Hours

Risk and Vulnerability Analysis

- Risk: Its concept and analysis
- Risk Reduction
- Vulnerability: Its concept and analysis
- Strategic Development for Vulnerability Reduction

Unit III:

12 Contact Hours

Disaster Preparedness and Response Preparedness

- Disaster Preparedness: Concept and Nature
- Disaster Preparedness Plan
- Prediction, Early Warnings and Safety Measures of Disaster.
- Role of Information, Education, Communication, and Training,

Response

- Disaster Response: Introduction
- Disaster Response Plan
- Communication, Participation, and Activation of Emergency Preparedness Plan
- Search, Rescue, Evacuation and Logistic Management
- Role of Government, International and NGO Bodies
- Psychological Response and Management (Trauma, Stress, Rumour and Panic)
- Relief and Recovery
- Medical Health Response to Different Disasters

Rehabilitation, Reconstruction and Recovery

- Reconstruction and Rehabilitation as a Means of Development.
- Damage Assessment
- Post Disaster effects and Remedial Measures
- Creation of Long-term Job Opportunities and Livelihood Options
- Disaster Resistant House Construction
- Sanitation and Hygiene
- Education and Awareness
- Dealing with Victims' Psychology
- Long-term Counter Disaster Planning
- Role of Educational Institute

Assignment/ Practicum (Do any One)

- Case Studies in Cyclone Amphan (May, 2020) in Odisha
- Case study in Uttarakhand Flash Floods and Kashmir Floods
- Case study in Drought Management in Gujarat & Rajasthan
- Landslides in Shiwalik Hills: Case Study
- China floods 2016 and Thailand floods 2017
- Corona Virus Disease Management in India: Case Study
- Any topic relevant to either Natural Disaster or Man-Made Disaster

Suggested Text Books

1. Kumar, Nitesh (2013). Textbook of Disaster Management. Satish Seral Publishing House.
2. Pandey, Mrinalini Disaster management. Wiley Publications.

Advanced Readings

1. Gupta A.K., Niar S.S and Chatterjee S. (2013) Disaster management and Risk Reduction, Role of Environmental Knowledge, Narosa Publishing House, Delhi.
2. J. P. Singhal Disaster Management Laxmi Publications.
3. Jagbir Singh. Disaster Management : Future Challenges and Opportunities K W Publishers Pvt. Ltd.
4. Murthy D.B.N. (2012) Disaster Management, Deep and Deep Publication PVT. Ltd. New Delhi.

Modes of Evaluation: Students' Performance Based on Written Examination

Examination Scheme:

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

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Understand the concept of Disaster.	PO5
CO2	Discuss the cause and effects of disasters	PO3
CO3	Apply various approaches of Disaster Management.	PO7

Course Code	Course Title	Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self - Development and	Technology Skills	Professional Competencies	General and Specific Need &	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED542A	DISASTER MANAGEMENT			3		3		3						3	

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping

C O	P O	P O	P O	P O	P O	P O	P O	O	P	PO	PO	PS	PS	PS
	1	2	3	4	5	6	7	8	9	10	11	O1	O2	O3
C O 1					3									
C O 2			3										3	
C O 3							3							

SEED544A	GANDHIAN PHILOSOPHY: THEORY AND PRACTICES	L	T	P	C
Version 2.0		2	0	0	0
Pre-requisites/Exposure	Life of Mohandas Karamchand Gandhi				
Co-requisites	--				

Course Objectives

The course will enable the student-teachers to:

- Develop an understanding of Gandhi's life and his philosophy.
- Acquaint the students with the concept of Swaraj as viewed by Mahatma Gandhi.
- Understand the role of Satyagrah in the independence movement of India.
- Familiarize the students with Political, Economical & Social philosophy of Gandhi.
- Emphasize the importance of Charkha and Khadi in the contemporary time.

Course Outcomes

The course will enable the student-teachers to:

CO1 understand the Philosophy of Mahatama Gandhi

CO2 understand Gandhian perspectives on education.

Catalogue Description

Mahatma Gandhi and his principles have great relevance in this era of Globalisation. Violent conflict and instability disrupt markets and societies. A peaceful environment is a pre requisite for successful business. Inclusive Growth is necessary for sustainable development. This course is designed to inculcate strong values in students and sensitise the youth to the problems of the marginalized. It aims at training the students in the art of participatory management and peaceful methods of conflict resolution. Through an interesting and well-planned mix of lectures, presentations, skits, films, social outreach programmes and other activities it aims at developing the overall personality of students by helping them discover their latent talents and instilling leadership qualities. True education is not just coming out with a degree. It is how you change and what your values are when you finish. Peace is

definitely good business and efforts to promote it certainly makes good business sense. With increasing number of Companies going in for Corporate Social Responsibility students who have completed this Course will definitely have an edge over others as the job market may prefer those who have executed some social sector responsibilities in addition to academics.

Course Content

Unit I:

15 Contact Hours

Gandhi's Life and Central Philosophy (based on My Experiments with Truth)

- Life of Gandhi
- Childhood, Student life, Lawyer, Satyagrahi, Social reformer, Revolutionary leader
- What Gandhi absorbed from the Gita - Anasakti – Karmayoga - Idea of Yajna
- Central Philosophy
- Ashrams
- Truth as God
- Truth and Love
- Meaning and Power of Non-violence
- Sarva dharma samabhava/ Equality of religions and equal respect for all religions
- Satyagraha as a weapon of social change/revolution
- Satyagraha and constructive work or service
- Major Satyagrahas led by Gandhi
- Satyagraha in South Africa
- Champaran Satyagrahi
- Kheda Satyagraha
- Ahmedabad Satyagraha
- Salt Satyagraha
- Individual Civil Disobedience
- Quit India 1942

Thoughts of Gandhi - Political, Economical & Social

- Gandhi's concept of politics - goals and methods of action
- Equality - Extent of equality - Rights and Duties
- Gandhi's Concept of Swaraj - Decentralized Administration
- Gram Swaraj - Ram Rajya - Panchayati Raj
- Village industries and crafts including small scale industries
- Gandhi's critique of Industrialism - Evils and consequences
- Distribution - Ownership - Trusteeship
- Swadeshi - Khadi & Charkha - Village industries
- Concept of Gramswaraj
- Varanshram system and its distinction from caste system
- Untouchability and the method of struggle against it - Harijan welfare
- Place of hygiene, sanitation and safayi
- Work against leprosy
- Empowerment of Women
- Gandhian Perspectives on Education
- Communal harmony–National Unity, ideals of casteless and classless society
- Self-reliance

Suggested Text Books

1. Gandhi, M. K. (2006). *An Autobiography or The story of my experiments with truth*. New Delhi: Penguin Books.

Advanced Readings

1. Garg, M., & Segal, S. (2010). *Anitya: halfway to nowhere*. New Delhi: Oxford University Press.
2. Kosambi, M. (2013). *Mahatma Gandhi and Prema Kantak: exploring a relationship exploring history*. New Delhi; Oxford: Oxford University Press.

Modes of Evaluation: As per university guidelines.

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Understand the Philosophy of Mahatama Gandhi	PO5
CO2	Understand Gandhian perspectives on education.	PO3

		Teaching Competencies	Effective Communication	Critical thinking	Ethics	Life-long Learning	Sensitive towards Inclusion	Self - Development and Community Attachment	Technology Skills	Professional Competencies	General and Specific Need & Problem Solving	Pedagogical Content Analysis	Classroom Management	Hands on Experience	Research and Entrepreneurial Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
SEED544A	GANDHIAN PHILOSOPHY: THEORY AND PRACTICES			3		3							3		

1=lightly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
C	P	P	P	P	P	P	P	P	P	PO	PO	PS	PS	PS
O	O1	O2	O3	O4	O5	O6	O7	O8	O9	10	11	O1	O2	O3
C01					3							3		
C02			3											

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

ANNEXURE

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

Programme Scheme for B.Ed. (2021-23)									
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	SEED554A	Assessing Learners and Learning	4	
	3	SEED505A	Language Across the Curriculum	2	3	SEED506A	Knowledge and Curriculum	4	
	4	SEED507A	Understanding Disciplines and Subjects	2	4	SEED508A	Communication in Teaching-Learning Process	3	
	5	Open Elective		4	5	SEED510A	EPC 2: Arts in Education	2	
	6	SEED509A	EPC1:Reading and Reflecting on Texts	2	6	SEED512A	School Attachment Programme and Community Living	2	
	7	SEED511A	School Exposure	2	7		<i>Pedagogy of School Subject-I</i>	4	
					8		<i>Pedagogy of School Subject-II</i>	4	
					9		VAC	0	
			TOTAL	20			TOTAL	27	
Second Year		S.No.	Course Code	Course Title	Credits	S.No.	Course Code	Course Title	Credits
	1	SEED553A	School Internship-I	9	1	SEED530A	Gender, School and Society	4	
	2	SEED555A	School Internship-II	9	2	SEED532A	Creating an Inclusive School	4	
					3	SEED534A	Environmental Education	4	
				4	SEED556A	EPC3:Physical, Health and Yoga	2		

						Education	
				5	SEED538A	EPC4:Understanding the Self	2
				6	SEED540A	EPC5:Understanding ICT and Its Application	2
				7	SEED542A	Disaster Management	4
				8	SEED544A	Gandhian Philosophy: Theory and Practices (Value added course)	0
		TOTAL	18			TOTAL	22