Curriculum for

Two–Year B.Ed. Programme

Academic Session: **2024-2026**

Department of Education

Guru Ghasidas Vishwavidyalaya

(A Central University)

Bilaspur, Chhattisgarh

PROGRAMME OUTCOMES:

Following are the outcomes expected from the Teacher Education Programmes run by the Department of Education, GGV:

The Prospective Teachers will be able to

PO-1 Function as globally and professionally competent teachers and practitioners of education

PO-2Engage themselves in the noble professionals Humane teachers laden with traditional and constitutional values

PO-3Contribute towards sustainable development for futuristic society

PO-4Function as sensitive and responsive teachers and researchers with multidisciplinary and multicultural perspectives

PO-5Develop themselves holistically through lifelong learning for professional excellence

PROGRAMME SPECIFIC OUTCOMES:

At the end of the *Two-Year Bachelor of Education* degree Programme:

PSO1.**Knowledge:** The Prospective School Teachers will demonstrate (i) systematic and extensivecontentknowledgeandunderstandingoftheacademicfieldofEducationalong the philosophical, sociological, psychological, historical foundations as well as along the disciplinary and policy perspectives including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues in the field of School Education and Teacher Education; (ii) procedural knowledge that creates teaching professionals in their respective subject area including Pedagogic knowledge and Technological knowledge and(iii) Meta cognitive knowledge for continuous self-development for professional excellence

PSO2.**Skills:** The Prospective School Teachers will demonstrate(i)Pedagogical and technological skills in one's specialization area and an ability to use established and recent methods, techniques and strategies of teaching, analysis of content and learning conditions, enquiry into the learners' mind and creation of learning situations and materials to design effective teaching-learning environment for school children within the subject are of Specialization. (ii) skills to design equitable and inclusive strategies of evaluation for learning, of learning and as learning (iii) skills for mentoring and counseling the stakeholders

PSO3.**Ethics and Inclusiveness:** The Prospective School Teachers will demonstrate (i)ability to Plan and adapt educational activities & manage resources in a culturally, socially, constitutionally and psychologically conscious and responsive way, (ii) empathy and respect for people of diverse abilities,

opinions, faiths, cultural background and an attitude to treat them in fair and just way in the educational context, (iii) a reasonable degree of professional ethics and(iv)ability to design teaching-learning environments for value inculcation

PSO4.**Critical and creative thinking:** The Prospective School Teachers will demonstrate(i) a high degree of analytical thinking to pursue the interpretive, normative and critical questions of education for improving the learners, learning environments as well as the education policies and practices of school education (ii) ability to pursue novel approaches in teaching-learning and establish new benchmarks for school and school education

PSO5.**Communication:** The Prospective School Teachers will demonstrate skills of effective reading, writing, speaking and listening, in personal, instructional as well as in digital context to establish meaningful relationship with stakeholders within and outside the school

PSO6.**Lifelong learning:** The Prospective School Teachers will demonstrate committed efforts in understanding of their'self' and also the skills of self-paced and self-regulated learning aimed at professional development and at achieving a balanced professional life.

PSO7.**Collaboration:** The Prospective School Teachers will demonstrate ability to work effectively and respectfully with diverse peer teams or student groups, facilitate cooperative or coordinated effort on the part of a group and or a team in the interests of a common cause and work efficiently as a Teacher

PSO8.**Management and Leadership:** The Prospective School Teachers will demonstrate capacity of identifying or mobilizing appropriate physical or human resources required for organizing fruitful learning activities within and outside the classroom, as well as that of developing a sustainable and self-reliant school eco-system.

PSO9.**Social Responsibility:** The Prospective School Teachers will demonstrate capacity of extending their understanding of social dynamics for designing need-based community- reach services

Objectives of B.Ed. Programme:

The Bachelor of Education Programme is a professional course that prepares teachers for upper-primary up to senior secondary level. The objectives of B.Ed. programme are to provide a various input to student teachers that are following-

- Developing an understanding about teacher's in social and historical perspectives.
- Developing an understanding of classroom learners in respect to individual differences and learning process.
- Developing an understanding of school subjects with respect to their nature, content, methods, media and assessment.
- To develop basic competence in instructional skills, identifying and utilising resource materials within the school for the purpose of teaching.

- Developing the self–concept and self-esteem of the prospective teachers and empower them with some necessary skills so as to enhance their professional capacity for a balanced professional life.

Duration of B.Ed. Programme:

The B.Ed. programme is a two–year (four semesters) full time professional programme. The attendance of the students in the Department of Education during all the semesters shall be minimum 80% for all course work and practicum and 90% for school internship (as per NCTE Regulation, 2014)

Curriculum Framework:

The details of the curriculum framework along with the aims of the course, course outlines, modes of learning engagement as well as modes of assessment for each course are presented hereunder.

The B.Ed. curriculum shall comprise of five groups of courses as depicted below:

Group I –	Core Courses	:	*Courses in Group I shall provide a conceptual understanding of the concepts of education, teaching and learning and as also situate them in the broader perspective of society and development.*
Group II –	Pedagogy Courses	:	*Courses in Group II shall enable the prospective teachers become effective teachers. They shall help in understanding the nature of the various disciplines and school subjects, setting achievable goals, developing competencies to envision and design learning situations for learners, and enter into the learners' mind to assess the learning.*
Group III –	Optional courses	:	*Courses in Group III shall provide choices to the prospective teachers to be acquainted with some key issues in school education.*
Group IV –	Enhancing Professional	:	*The skill-oriented courses under the Group IV visualize a set of experiences that shall help the prospective teachers to develop an appropriate self–concept, enhance their self–esteem, and also to enhance their professional capacity.*
Group V –	Practicum &Engagement	:	*The Group V provides the prospective teachers a context of hands on experience to practice their professional skills in the real school situation and to get a holistic understanding of various complexities in the process*

with Field *of school education.*

B.Ed.-DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER I							
GROUPS	**COURSES**	**PAPER CODE**	**CREDITS**	**TOTAL MARKS**	**INTERNAL MARKS**	**EXTERNAL MARKS**	**MINIMUM PASS MARKS**
Group-I Core courses	Childhood & growing up	EDBATT1	4	100	30	70	50
	Contemporary India & Education	EDBATT2	4	100	30	70	50
	School management & leadership	EDBATT3	2	50	15	35	25
Group-II Pedagogy courses	Understanding the discipline–A Physical Science Social Science	 EDBATY1 EDBATY2	2	50	15	35	25
	Understanding the discipline–B Biology Mathematics English Hindi	 EDBATY3 EDBATY4 EDBATY5 EDBATY6	2	50	15	35	25
Group-III Optional courses	*Any one from* – Value education OR Physical and health education OR Guidance and counseling OR MOOCs	EDBATD1 EDBATD2 EDBATD3	2	50	15	35	25
Group –IV Enhancing Professional Capacities courses	Teaching & Learning in Digital Age	EDBAGA1	2	50	50		25
Group –V Engagement with Field	School visit–I (Upper Primary to Higher Secondary)	EDBAEF1	1	50	50		25
	TOTAL		**19**	**500**	**220**	**280**	**250**

Co- Curricular Activities (CCA) Any one from the following -
Subject Club- EDBAGS1(Internal 100 marks)
Campus Development- EDBAGS2(Internal 100 marks)
Organizing Cultural Programmes- EDBAGS3(Internal 100 marks)

SEMESTER II							
GROUPS	**COURSES**	**PAPER CODE**	**CREDITS**	**TOTAL MARKS**	**INTERNAL**	**EXTERNAL**	**MINIMUM PASS MARK**
Group-I Core courses	Learning and teaching	EDBBTT1	4	100	30	70	50
	Creating an inclusive school	EDBBTT2	2	50	15	35	25
Group-II Pedagogy courses	Pedagogy– (A) Physical Science Social Science	EDBBTY1 EDBBTY2	4	100	30	70	50
	Pedagogy–(B) Biology Mathematics English Hindi	EDBBTY3 EDBBTY4 EDBBTY5 EDBBTY6	4	100	30	70	50
Group –IV Enhancing Professional Capacities courses	Understanding the self	EDBBGA1	2	50	50		25
Group –V Engagement with Field	School visit–II (Upper Primary to Higher Secondary)	EDBBEF1	3	50	50		25
	Practicing teaching skills	EDBBGF2	2	100	100		50
	TOTAL		**21**	**550**	**305**	**245**	**275**

SEMESTER III							
GROUPS	**COURSES**	**PAPER CODE**	**CREDITS**	**TOTAL MARKS**	**INTERNAL**	**EXTERNAL**	**MINIMUM PASS MARK**
Group-I Core courses	Assessment and evaluation	EDBCTT1	4	100	30	70	50
	Knowledge and curriculum	EDBCTT2	4	100	30	70	50
	Language across the curriculum	EDBCTT3	2	50	15	35	25
	Gender, school and society	EDBCTT4	2	50	15	35	25
Group –IV Enhancing Professional Capacities courses	Reading & reflecting on text	EDBCGA1	2	50	50		25
	Drama & Art in Education	EDBCGA2	2	50	50		25
Group –V	Psychological testing	EDBCEF1	2	50	50		25
	School internship–I (Upper Primary to Higher Secondary)	EDBCEF2	2	100	100		50

Engagement with Field	*Teaching Subject –I (50 marks)*						
	Teaching Subject –II (50 marks)						
	TOTAL		**20**	**550**	**340**	**210**	**275**

SEMESTER IV

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group –V Engagement with Field	E-Content Development	EDBDEF1	2	50	50		25
	Case Study for community engagement	EDBDEF2	2	50	50		25
	School Internship–II (Upper Primary to Higher Secondary)	EDBDEF3	16	300	300		150
	Individual Portfolio						
	School participation						
	Teaching and Subject assessment						
	Action Research						
	Administrative Assignment						
	Conducting morning assembly & CCA						
	Preparation of TLM						
	TOTAL		**20**	**400**	**400**		**200**
	TOTAL CREDITS FOR TWO YEAR		**80**	**2000**	**1265**	**735**	**1000**

Flexibility Elements in the curriculum:

As alternatives to some of the courses offered as above, 2 credits may be flexibly allowed to be earned from the MOOC programs approved by the UGC as available in the appropriate semester of program duration. The availability of buckets of courses shall be announced at the beginning of semester. The credits will be reflected in the final progress report of the candidates. The total credit required for the programme will not be disturbed.

Value Added Courses:

Students may earn at least 2 credits from a bucket of courses offered by the ONLINE courses/MOOCs approved by UGC within the total duration of the programme which shall be reflected at the final progress report of the candidates. The availablity of the courses will be announced at the beginning of I and II semesters so that the students may take courses as per their choice in whichever semester as suitable to them. The credit of the value-added course taken by the students shall be extra to the requirement of the total minimum credits for the particular programme.

Weightage of Evaluation:

Weightage for Internal and External evaluation for every component in Group I to Group V will be as stated below:

Group		Internal	External
Group I	–Core Courses	30%	70%
Group II	–Pedagogy Courses	30%	70%
Group III	–Optional Courses	30%	70%
Group IV	–Enhancing Professional Capacities courses	100%	
Group V	–School Internship& Field Experience	100% (As per University guidelines)	

Internal Examination Scheme:

*Internal and external examination schemes will be decided by the University which is subjected to change from time to time

Mapping of Curriculum in terms of Course out comes, Programme Specific Outcomes and Programme Outcomes:

COURSE_CODE	COURSE_NAME	CO	PSO.1	PSO.2	PSO.3	PSO.4	PSO.5	PSO.6	PSO.7	PSO.8	PSO.9	PO.1	PO.2	PO.3	PO.4	PO.5
EDBATT1	Childhood & growing up	CO.1	3.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0
		CO.2	2.0	1.0	2.0	3.0	1.0	1.0	2.0	1.0	3.0	3.0	1.0	2.0	1.0	2.0
		CO.3	2.0	1.0	2.0	2.0	1.0	3.0	1.0	2.0	1.0	3.0	2.0	2.0	3.0	2.0
		CO.4	3.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	3.0	2.0	2.0	1.0	2.0
		CO.5	3.0	1.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0	1.0	3.0	2.0	3.0
			2.6	**1.4**	**2.4**	**2.6**	**1.8**	**2.2**	**2.4**	**1.8**	**2.2**	**2.6**	**1.6**	**2.2**	**2.0**	**2.2**
EDBATT2	Contemporary India &education	CO.1	3.0	3.0	2.0	2.0	1.0	2.0	1.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0
		CO.2	3.0	2.0	2.0	2.0	2.0	2.0	1.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0
		CO.3	3.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0
		CO.4	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0
		CO.5	3.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	2.0	2.0	2.0
		CO.6	3.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	3.0	3.0	2.0	2.0	3.0
		CO.7	3.0	3.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0	2.0	1.0	1.0	2.0
			3.0	**2.6**	**2.4**	**2.4**	**2.3**	**2.4**	**1.9**	**2.4**	**2.6**	**3.0**	**2.4**	**2.1**	**2.1**	**2.4**
EDBATT3	School management & leadership	CO.1	3.0	2.0	2.0	3.0	2.0	1.0	2.0	2.0	1.0	3.0	2.0	2.0	2.0	2.0
		CO.2	2.0	3.0	2.0	2.0	2.0	2.0	1.0	1.0	2.0	2.0	2.0	3.0	1.0	2.0
		CO.3	3.0	2.0	3.0	2.0	1.0	1.0	2.0	2.0	1.0	2.0	3.0	2.0	3.0	1.0
		CO.4	2.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
		CO.5	2.0	2.0	2.0	3.0	1.0	2.0	1.0	1.0	2.0	2.0	3.0	3.0	2.0	2.0
		CO.6	3.0	3.0	3.0	2.0	1.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0
		CO.7	1.0	2.0	2.0	2.0	1.0	1.0	1.0	2.0	1.0	3.0	2.0	3.0	2.0	1.0
		CO.8	2.0	3.0	3.0	1.0	2.0	3.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0
		CO.9	2.0	2.0	2.0	2.0	2.0	2.0	1.0	1.0	2.0	3.0	3.0	3.0	2.0	2.0
		CO.10	3.0	3.0	3.0	3.0	2.0	2.0	2.0	1.0	1.0	2.0	2.0	2.0	2.0	1.0
			2.3	**2.5**	**2.5**	**2.2**	**1.6**	**1.8**	**1.6**	**1.5**	**1.5**	**2.3**	**2.3**	**2.4**	**2.0**	**1.7**
EDBATY1	Understanding the discipline–A: Physical Science	CO.1	3.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	2.0	1.0	1.0	1.0	1.0
		CO.2	3.0	2.0	2.0	1.0	1.0	0.0	0.0	0.0	1.0	2.0	3.0	2.0	2.0	1.0
		CO.3	3.0	3.0	2.0	3.0	2.0	1.0	1.0	1.0	1.0	2.0	3.0	2.0	2.0	1.0
		CO.4	3.0	2.0	2.0	3.0	2.0	1.0	1.0	1.0	1.0	2.0	2.0	1.0	2.0	1.0
			3.0	**2.0**	**1.8**	**2.0**	**1.3**	**0.5**	**0.5**	**0.5**	**0.8**	**2.0**	**2.3**	**1.5**	**1.8**	**1.0**

EDBATY2	Understanding the discipline–A: Social Science	CO.1	3.0	1.0	1.0	2.0	1.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	3.0	0.0
		CO.2	3.0	2.0	1.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	1.0	0.0	3.0	1.0
		CO.3	1.0	3.0	2.0	1.0	1.0	0.0	0.0	1.0	2.0	2.0	2.0	0.0	3.0	1.0
		CO.4	3.0	0.0	0.0	3.0	0.0	1.0	0.0	0.0	0.0	3.0	2.0	2.0	3.0	2.0
		CO.5	2.0	3.0	1.0	3.0	2.0	2.0	0.0	0.0	0.0	2.0	1.0	3.0	3.0	2.0
		CO.6	3.0	3.0	2.0	1.0	2.0	1.0	0.0	1.0	1.0	3.0	3.0	1.0	2.0	2.0
		CO.7	1.0	3.0	3.0	2.0	2.0	2.0	0.0	1.0	2.0	3.0	2.0	0.0	3.0	2.0
		CO.8	3.0	3.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0	3.0	2.0	2.0	2.0	2.0
			2.4	**2.2**	**1.5**	**2.0**	**1.2**	**.87**	**.12**	**0.5**	**.75**	**2.3**	**1.6**	**1.0**	**2.7**	**1.5**
EDBATY3	Understanding the discipline–B: Biology	CO.1	3.0	2.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0
		CO.2	2.0	3.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0	3.0
		CO.3	3.0	2.0	2.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0
		CO.4	2.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	3.0	3.0
		CO.5	2.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0
		CO.6	3.0	2.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0
		CO.7	2.0	3.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	3.0
			2.4	**2.6**	**2.7**	**2.7**	**2.9**	**2.6**	**2.6**	**2.4**	**2.9**	**2.7**	**2.4**	**2.3**	**3.0**	**2.9**
EDBATY4	Understanding the discipline–B: Mathematics	CO.1	3.0	2.0	2.0	1.0	3.0	1.0	2.0	2.0	2.0	3.0	2.0	1.0	1.0	2.0
		CO.2	2.0	3.0	3.0	2.0	2.0	3.0	3.0	1.0	3.0	1.0	2.0	2.0	2.0	3.0
		CO.3	1.0	2.0	1.0	3.0	2.0	3.0	3.0	2.0	3.0	1.0	1.0	3.0	1.0	3.0
		CO.4	1.0	2.0	1.0	2.0	1.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0	1.0	2.0
			1.8	**2.3**	**1.8**	**2.0**	**2.0**	**2.3**	**2.5**	**1.8**	**2.8**	**1.8**	**1.8**	**2.3**	**1.3**	**2.5**
EDBATY5	Understanding the discipline–B: English	CO.1	3.0	0.0	1.0	0.0	1.0	1.0	0.0	0.0	0.0	3.0	2.0	2.0	2.0	1.0
		CO.2	2.0	1.0	2.0	3.0	2.0	1.0	0.0	0.0	0.0	2.0	2.0	1.0	2.0	2.0
		CO.3	2.0	2.0	1.0	3.0	1.0	1.0	0.0	0.0	0.0	2.0	2.0	1.0	2.0	1.0
		CO.4	2.0	1.0	1.0	2.0	2.0	2.0	0.0	0.0	0.0	1.0	1.0	2.0	2.0	1.0
		CO.5	2.0	1.0	1.0	1.0	3.0	2.0	0.0	0.0	0.0	1.0	0.0	1.0	2.0	1.0
		CO.6	0.0	0.0	0.0	0.0	1.0	2.0	0.0	0.0	0.0	2.0	1.0	1.0	2.0	2.0
		CO.7	2.0	3.0	1.0	2.0	1.0	2.0	1.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0
		CO.8	2.0	2.0	1.0	2.0	1.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0
		CO.9	2.0	3.0	1.0	2.0	1.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0
		CO.10	3.0	2.0	2.0	1.0	1.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0
			2.2	**1.6**	**1.2**	**2.4**	**1.7**	**1.5**	0.0	0.0	0.0	**1.8**	**1.4**	**1.4**	**2**	**1.2**
EDBATY6	Understanding the discipline–B: Hindi	CO.1	3.0	3.0	2.0	1.0	2.0	1.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0
		CO.2	3.0	1.0	1.0	1.0	3.0	1.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	2.0
		CO.3	3.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0
		CO.4	3.0	1.0	3.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0	3.0	1.0	2.0
		CO.5	3.0	1.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	2.0	2.0	3.0	3.0
			3.0	**1.7**	**2.0**	**1.7**	**2.4**	**1.8**	**2.2**	**2.8**	**2.4**	**3.0**	**2.0**	**2.6**	**2.2**	**2.4**
EDBATD1	Value education	CO.1	3.0	1.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	2.0	2.0
		CO.2	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	2.0
		CO.3	3.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	3.0
		CO.4	2.0	3.0	3.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0
			2.8	**2.0**	**2.8**	**2.3**	**2.0**	**2.0**	**2.0**	**2.3**	**2.5**	**2.3**	**2.8**	**2.5**	**2.3**	**2.5**
EDBATD2	Physical and health education	CO.1	3.0	3.0	2.0	1.0	3.0	2.0	3.0	3.0	2.0	3.0	2.0	1.0	2.0	3.0
		CO.2	3.0	2.0	2.0	2.0	2.0	1.0	1.0	2.0	2.0	3.0	1.0	3.0	2.0	2.0
		CO.3	3.0	1.0	2.0	1.0	1.0	2.0	2.0	1.0	3.0	2.0	3.0	2.0	1.0	3.0
		CO.4	3.0	2.0	3.0	2.0	1.0	2.0	3.0	3.0	1.0	3.0	1.0	2.0	1.0	3.0
			3.0	**2.0**	**2.3**	**1.5**	**1.8**	**1.8**	**2.3**	**2.3**	**2.0**	**2.8**	**1.8**	**2.0**	**1.5**	**2.8**

EDBATD3	Guidance and counselling	CO.1	3.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	3.0	3.0
		CO.2	3.0	2.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	1.0
		CO.3	2.0	3.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0
		CO.4	3.0	2.0	2.0	2.0	1.0	3.0	1.0	3.0	2.0	3.0	2.0	2.0	2.0	2.0
		CO.5	3.0	2.0	3.0	2.0	2.0	2.0	1.0	1.0	2.0	3.0	2.0	3.0	3.0	2.0
			2.8	**2.4**	**2.6**	**2.4**	**2.0**	**2.6**	**1.8**	**2.4**	**2.0**	**2.8**	**2.2**	**2.6**	**2.6**	**2.0**
EDBAGA1	Teaching and learning in digital age															
		CO.1	3.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	1.0
		CO.2	2.0	3.0	1.0	1.0	1.0	0.0	0.0	1.0	0.0	3.0	1.0	1.0	1.0	1.0
		CO.3	3.0	3.0	2.0	3.0	1.0	1.0	1.0	2.0	1.0	3.0	1.0	2.0	2.0	1.0
		CO.4	3.0	3.0	2.0	3.0	1.0	0.0	1.0	2.0	1.0	3.0	2.0	2.0	3.0	1.0
		CO.5	3.0	3.0	2.0	3.0	1.0	0.0	1.0	2.0	1.0	3.0	2.0	2.0	3.0	1.0
			2.8	**2.6**	**1.6**	**2.2**	**1.0**	**0.2**	**0.6**	**1.4**	**0.6**	**3.0**	**1.4**	**1.6**	**2.0**	**1.0**
EDBAEF1	School visit–I (Upper Primary to Higher Secondary)															
		CO.1	3.0	0.0	0.0	2.0	0.0	0.0	0.0	2.0	0.0	3.0	2.0	0.0	0.0	0.0
		CO.2	3.0	1.0	3.0	0.0	1.0	0.0	2.0	3.0	0.0	3.0	1.0	1.0	2.0	2.0
		CO.3	3.0	3.0	3.0	3.0	2.0	0.0	3.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0
			3.0	**2.0**	**3.0**	**2.5**	**1.5**	0.0	**2.5**	**2.7**	**3.0**	**3.0**	**1.7**	**1.5**	**2.0**	**2.0**
EDBGS1 EDBGS2 EDBGS3	Subject Club Campus Development Organizing Cultural Programmes															
		CO.1	3.0	3.0	3.0	3.0	2.0	1.0	1.0	2.0	0.0	3.0	3.0	2.0	2.0	2.0
		CO.2	3.0	3.0	3.0	3.0	3.0	2.0	1.0	2.0	1.0	3.0	3.0	2.0	2.0	2.0
		CO.3	3.0	3.0	2.0	3.0	2.0	1.0	1.0	1.0	1.0	3.0	3.0	2.0	2.0	2.0
		CO.4	3.0	3.0	2.0	3.0	3.0	1.0	1.0	2.0	1.0	3.0	3.0	2.0	2.0	2.0
			3.0	**3.0**	**2.5**	**3.0**	**2.5**	**1.3**	**1.0**	**1.8**	**0.8**	**3.0**	**3.0**	**2.0**	**2.0**	**2.0**
EDBBTT1	Learning and teaching															
		CO.1	3.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0
		CO.2	3.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	2.0	2.0
		CO.3	3.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	2.0
		CO.4	3.0	2.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0
		CO.5	3.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0
		CO.6	3.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0
			3.0	**2.3**	**2.3**	**2.1**	**2.6**	**2.5**	**2.1**	**2.6**	**2.6**	**3.0**	**3.0**	**2.5**	**2.3**	**2.1**
EDBBTT2	Creating an inclusive school	CO.1	3.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0
		CO.2	2.0	2.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0
		CO.3	2.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0	2.0	3.0	2.0	2.0	3.0	2.0
		CO.4	3.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0
		CO.5	3.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	3.0	2.0
			2.6	**2.0**	**2.6**	**2.6**	**2.0**	**2.2**	**2.6**	**2.6**	**2.0**	**2.6**	**2.4**	**2.2**	**2.6**	**2.2**
EDBBTY1	Pedagogy (A): Physical Science															
		CO.1	3.0	3.0	3.0	3.0	2.0	1.0	1.0	2.0	0.0	3.0	3.0	2.0	2.0	2.0
		CO.2	3.0	3.0	3.0	3.0	3.0	2.0	1.0	2.0	1.0	3.0	3.0	2.0	2.0	2.0
		CO.3	3.0	3.0	2.0	3.0	2.0	1.0	1.0	1.0	1.0	3.0	3.0	2.0	2.0	2.0
		CO.4	3.0	3.0	2.0	3.0	3.0	1.0	1.0	2.0	1.0	3.0	3.0	2.0	2.0	2.0
			3.0	**3.0**	**2.5**	**3.0**	**2.5**	**1.3**	**1.0**	**1.8**	**0.8**	**3.0**	**3.0**	**2.0**	**2.0**	**2.0**
EDBBTY2	Pedagogy (A): Social Science															
		CO1	3.0	2.0	3.0	2.0	3.0	1.0	1.0	1.0	1.0	3.0	1.0	2.0	2.0	2.0
		CO2	3.0	3.0	2.0	1.0	3.0	1.0	1.0	2.0	2.0	3.0	2.0	1.0	2.0	3.0
		CO3	3.0	1.0	2.0	2.0	3.0	1.0	1.0	2.0	1.0	3.0	2.0	1.0	2.0	3.0
		CO4	3.0	1.0	3.0	1.0	3.0	2.0	0.0	0.0	1.0	3.0	1.0	1.0	1.0	3.0
		CO5	3.0	2.0	2.0	1.0	2.0	0.0	0.0	2.0	1.0	3.0	1.0	2.0	2.0	3.0

		CO6	3.0	3.0	2.0	2.0	3.0	2.0	1.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0
		CO7	3.0	3.0	1.0	2.0	2.0	1.0	0.0	1.0	1.0	3.0	2.0	1.0	2.0	3.0
		CO8	3.0	3.0	1.0	2.0	2.0	0.0	2.0	2.0	3.0	3.0	2.0	1.0	2.0	3.0
			3.0	**2.2**	**2.0**	**1.6**	**2.5**	**1.0**	**.75**	**1.5**	**1.5**	**3.0**	**1.6**	**1.3**	**1.9**	**2.9**
EDBBTY3	Pedagogy(B): Biology	CO.1	3.0	3.0	2.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0
		CO.2	2.0	3.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0
		CO.3	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	2.0
		CO.4	2.0	2.0	3.0	3.0	2.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	2.0
		CO.5	2.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0
		CO.6	2.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0
		CO.7	2.0	2.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0
		CO8	2.0	3.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0
			2.1	**2.6**	**2.5**	**3.0**	**2.0**	**2.2**	**2.6**	**2.2**	**2.6**	**2.0**	**2.6**	**2.4**	**2.2**	**2.0**
EDBBTY4	Pedagogy(B); Mathematics															
		CO.1	2.0	3.0	3.0	3.0	2.0	1.0	1.0	2.0	3.0	2.0	2.0	3.0	1.0	2.0
		CO.2	2.0	2.0	2.0	2.0	1.0	2.0	2.0	3.0	1.0	1.0	2.0	2.0	2.0	2.0
		CO.3	3.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	1.0	2.0	2.0	2.0	1.0	1.0
		CO.4	3.0	1.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	1.0	2.0
			2.5	**2.4**	**2.5**	**2.5**	**2.1**	**2.3**	**2.4**	**2.5**	**2.2**	**2.3**	**2.4**	**2.5**	**1.8**	**2.2**
EDBBTY5	Pedagogy(B): English															
		CO.1	3.0	3.0	2.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0
		CO.2	2.0	3.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0
		CO.3	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	2.0
		CO.4	2.0	2.0	3.0	3.0	2.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	2.0
		CO.5	2.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0
		CO.6	2.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0
		CO.7	2.0	2.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0
			2.1	**2.6**	**2.5**	**3.0**	**2.0**	**2.2**	**2.6**	**2.2**	**2.6**	**2.0**	**2.6**	**2.4**	**2.2**	**2.0**
EDBBTY6	Pedagogy(B): Hindi															
		CO.1	3.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0
		CO.2	3.0	1.0	2.0	1.0	2.0	1.0	2.0	3.0	2.0	3.0	1.0	2.0	2.0	2.0
		CO.3	3.0	2.0	1.0	2.0	1.0	2.0	3.0	3.0	2.0	3.0	1.0	2.0	2.0	3.0
		CO.4	3.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0	3.0	2.0	2.0	2.0	3.0
		CO.5	3.0	1.0	2.0	3.0	1.0	2.0	1.0	2.0	2.0	3.0	2.0	1.0	2.0	2.0
		CO.6	3.0	1.0	1.0	2.0	3.0	1.0	2.0	2.0	2.0	3.0	2.0	1.0	2.0	2.0
		CO.7	3.0	1.0	3.0	1.0	2.0	2.0	1.0	1.0	1.0	3.0	1.0	1.0	2.0	1.0
		CO.8	3.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0
		CO-9	3.0	1.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0
			3.0	**1.3**	**1.9**	**1.9**	**2.0**	**1.8**	**2.0**	**1.8**	**1.9**	**3.0**	**1.6**	**1.6**	**2.1**	**2.3**
EDBBGA1	Understanding the self															
		CO.1	3.0	3.0	2.0	3.0	0.0	0.0	0.0	0.0	0.0	2.0	3.0	3.0	3.0	2.0
		CO.2	3.0	3.0	2.0	3.0	0.0	0.0	0.0	0.0	0.0	3.0	2.0	3.0	3.0	2.0
		CO.3	3.0	3.0	2.0	3.0	0.0	0.0	0.0	0.0	0.0	2.0	2.0	3.0	3.0	2.0
		CO-4	3.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0
			3.0	**3.0**	**2.2**	**2.7**	**0.5**	**0.6**	**0.5**	**0.6**	**0.5**	**2.5**	**2.5**	**2.7**	**3.0**	**2.2**
EDBBEF1	School visit–II(Upper Primary to Higher Secondary)															
		CO.1	3.0	3.0	2.0	1.0	3.0	1.0	2.0	2.0	0.0	3.0	3.0	0.0	0.0	1.0
		CO.2	2.0	3.0	1.0	2.0	3.0	2.0	1.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0
		CO.3	3.0	1.0	2.0	3.0	3.0	1.0	3.0	3.0	3.0	2.0	2.0	0.0	1.0	0.0
		CO.4	2.0	2.0	2.0	2.0	3.0	1.0	3.0	3.0	3.0	3.0	0.0	1.0	0.0	3.0
			2.7	**2.6**	**2.3**	**2.3**	**2.9**	**1.9**	**2.6**	**2.7**	**3.0**	**2.8**	**2.5**	**2.4**	**2.5**	**2.6**
EDBBGF2	Practicing teaching skills															
		CO.1	3.0	1.0	0.0	1.0	1.0	3.0	0.0	0.0	0.0	2.0	2.0	2.0	2.0	3.0
		CO.2	3.0	3.0	1.0	1.0	2.0	3.0	0.0	1.0	0.0	3.0	2.0	3.0	2.0	3.0
		CO.3	2.0	3.0	0.0	3.0	3.0	3.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0

			2.7	**2.3**	**0.3**	**1.7**	**2.0**	**3.0**	**0.7**	**1.0**	**0.7**	**2.7**	**2.0**	**2.3**	**2.3**	**3.0**
EDBCTT1	Assessment and evaluation	**CO.1**	3.0	3.0	1.0	3.0	2.0	0.0	0.0	0.0	1.0	3.0	2.0	1.0	1.0	2.0
		CO.2	3.0	3.0	1.0	3.0	2.0	1.0	1.0	1.0	1.0	3.0	2.0	1.0	2.0	2.0
		CO.3	3.0	3.0	1.0	3.0	2.0	1.0	1.0	1.0	1.0	3.0	2.0	1.0	2.0	2.0
		CO.4	3.0	3.0	1.0	3.0	2.0	1.0	1.0	2.0	1.0	3.0	2.0	1.0	2.0	2.0
		CO.5	3.0	3.0	1.0	3.0	2.0	1.0	1.0	1.0	1.0	3.0	2.0	1.0	2.0	2.0
			3.0	**3.0**	**1.0**	**3.0**	**2.0**	**0.8**	**0.8**	**1.0**	**1.0**	**3.0**	**2.0**	**1.0**	**1.8**	**2.0**
EDBCTT2	Knowledge and curriculum	**CO.1**	3.0	0.0	1.0	1.0	3.0	2.0	0.0	0.0	0.0	3.0	2.0	0.0	2.0	2.0
		CO.2	3.0	0.0	1.0	2.0	1.0	1.0	0.0	1.0	0.0	3.0	2.0	0.0	2.0	2.0
		CO.3	3.0	0.0	2.0	3.0	0.0	1.0	0.0	1.0	0.0	3.0	1.0	2.0	2.0	1.0
		CO.4	3.0	3.0	2.0	3.0	2.0	0.0	0.0	2.0	0.0	3.0	2.0	2.0	2.0	2.0
			3.0	**2.4**	**1.9**	**2.2**	**2.2**	0.0	**2.1**	**1.9**	**2.6**	**3.0**	**2.2**	**2.2**	**2.2**	**1.9**
EDBCTT3	Language across the curriculum	**CO.1**	3.0	2.0	1.0	1.0	3.0	1.0	1.0	1.0	2.0	2.0	1.0	2.0	2.0	2.0
		CO.2	3.0	3.0	3.0	2.0	3.0	1.0	1.0	1.0	3.0	3.0	3.0	3.0	2.0	2.0
		CO.3	3.0	3.0	3.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	2.0	2.0
		CO.4	3.0	3.0	3.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	3.0	2.0	3.0
		CO.5	3.0	3.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0
		CO.6	2.0	3.0	3.0	3.0	3.0	2.0	1.0	1.0	3.0	2.0	3.0	3.0	2.0	2.0
			2.9	**2.8**	**2.6**	**2.0**	**2.7**	**1.6**	**1.7**	**1.6**	**2.8**	**2.4**	**2.5**	**2.6**	**2.2**	**2.3**
EDBCTT4	Gender, school and society	**CO.1**	3.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0	3.0	2.0	2.0	2.0	1.0
		CO.2	3.0	1.0	3.0	1.0	2.0	3.0	3.0	2.0	1.0	2.0	2.0	3.0	2.0	2.0
		CO.3	3.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0	2.0	3.0	2.0	1.0	1.0
		CO.4	3.0	3.0	2.0	1.0	3.0	2.0	2.0	1.0	1.0	3.0	2.0	2.0	3.0	2.0
		CO.5	2.0	2.0	3.0	1.0	2.0	2.0	3.0	2.0	1.0	2.0	2.0	3.0	2.0	1.0
		CO.6	2.0	2.0	2.0	1.0	2.0	2.0	2.0	1.0	2.0	2.0	3.0	2.0	2.0	1.0
		CO.7	1.0	1.0	2.0	1.0	2.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	1.0
		CO.8	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0
			2.4	**1.9**	**2.3**	**1.4**	**2.1**	**2.3**	**2.3**	**1.5**	**1.6**	**2.3**	**2.4**	**2.3**	**1.9**	**1.4**
EDBCGA1	Reading & reflecting on text	**CO.1**	2.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	3.0	3.0	2.0	2.0	2.0	3.0
		CO.2	3.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0
		CO.3	3.0	2.0	3.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0
		CO.4	2.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0
		CO.5	2.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	3.0
			2.4	**2.6**	**2.8**	**2.8**	**2.2**	**2.6**	**2.0**	**2.6**	**2.6**	**2.2**	**2.4**	**2.0**	**2.0**	**2.4**
EDBCGA2	Drama &Art in Education	**CO.1**	2.0	3.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0
		CO.2	2.0	3.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0
		CO.3	3.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0
		CO.4	3.0	3.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0
		CO.5	3.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0
		CO.6	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
		CO.7	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
		CO.8	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
			2.8	**3.0**	**3.0**	**2.8**	**2.4**	**2.6**	**3.0**	**2.4**	**3.0**	**2.9**	**2.9**	**2.8**	**3.0**	**3.0**
EDBCEF1	Psychological testing	**CO.1**	3.0	3.0	2.0	3.0	0.0	0.0	0.0	0.0	0.0	2.0	3.0	3.0	3.0	2.0
		CO.2	3.0	3.0	2.0	3.0	0.0	0.0	0.0	0.0	0.0	3.0	2.0	3.0	3.0	2.0
		CO.3	3.0	3.0	2.0	3.0	0.0	0.0	0.0	0.0	0.0	2.0	2.0	3.0	3.0	2.0
			3.0	**3.0**	**2.0**	**3.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**2.3**	**2.3**	**3.0**	**3.0**	**2.0**
	School internship–I (Upper Primary	**CO.1**	3.0	2.0	2.0	0.0	2.0	0.0	0.0	0.0	0.0	3.0	2.0	0.0	2.0	1.0
		CO.2	3.0	2.0	1.0	3.0	1.0	0.0	0.0	0.0	0.0	3.0	2.0	0.0	2.0	1.0

EDBCEF2	to Higher Secondary)	CO.3	3.0	2.0	3.0	3.0	3.0	0.0	0.0	2.0	0.0	3.0	3.0	1.0	3.0	2.0
		CO.4	3.0	2.0	0.0	2.0	1.0	0.0	2.0	2.0	0.0	3.0	3.0	0.0	3.0	2.0
			3.0	**2.0**	**2.0**	**2.7**	**1.8**	**0.0**	**2.0**	**2.0**	**0.0**	**3.0**	**2.5**	**1.0**	**2.5**	**1.5**
EDBDEF1	E-Content Development	CO.1	3.0	3.0	1.0	2.0	1.0	2.0	1.0	2.0	0.0	3.0	1.0	2.0	2.0	2.0
		CO.2	3.0	3.0	1.0	2.0	2.0	2.0	1.0	2.0	0.0	3.0	1.0	2.0	2.0	2.0
		CO.3	3.0	3.0	1.0	2.0	2.0	2.0	1.0	2.0	0.0	3.0	1.0	2.0	2.0	2.0
		CO.4	3.0	3.0	1.0	2.0	3.0	2.0	1.0	2.0	2.0	3.0	1.0	2.0	2.0	2.0
			3.0	**3.0**	**1.0**	**2.0**	**2.0**	**2.0**	**1.0**	**2.0**	**0.5**	**3.0**	**1.0**	**2.0**	**2.0**	**2.0**
EDBDEF2	Case Study for Community Engagement	CO.1	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	1.0	3.0	3.0	2.0	2.0
		CO.2	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	1.0	3.0	3.0	2.0	2.0
			3.0	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**	**1.0**	**3.0**	**3.0**	**2.0**	**2.0**
EDBDEF3	School internship–II (Upper Primary to Higher Secondary)	CO.1	3.0	2.0	2.0	3.0	1.0	3.0	0.0	0.0	0.0	2.0	1.0	1.0	0.0	1.0
		CO.2	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	1.0	3.0	3.0	2.0	2.0
		CO.3	3.0	3.0	1.0	3.0	1.0	3.0	1.0	1.0	0.0	1.0	1.0	2.0	0.0	1.0
		CO.4	2.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
			2.8	**2.8**	**2.0**	**3.0**	**2.0**	**3.0**	**1.8**	**1.8**	**1.5**	**1.8**	**2.0**	**2.3**	**1.3**	**1.8**
EDBAMDT1	GENDER AND SOCITY MDC (Multidisciplinary Course)	CO.1	0	0	0	0	2.0	3.0	2.0	1.0	2.0	3.0	3.0	2.0	2.0	3.0
		CO.2	0	0	0	0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0
		CO.3	0	0	0	0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0
		CO.4	0	0	0	0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0
		CO.5	0	0	0	0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0	2.0	2.0
		CO.6	0	0	0	0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0
		CO.7	0	0	0	0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0
		CO.8	0	0	0	0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0	2.0	3.0
		CO.9	0	0	0	0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0
		CO.10	0	0	0	0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0
			0	**0**	**0**	**0**	**2.2**	**2.5**	**2.5**	**2.5**	**2.2**	**2.9**	**2.6**	**2.7**	**2.1**	**2.8**
EDBAVAT1	PEACE EDUCATION (Value Added Course)	CO.1	3.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0
		CO.2	2.0	2.0	3.0	3.0	1.0	2.0	2.0	1.0	3.0	3.0	3.0	2.0	3.0	2.0
		CO.3	2.0	3.0	3.0	3.0	1.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0
		CO.4	2.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0
		CO.5	2.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	2.0	3.0
			2.2	**2.6**	**3.0**	**2.8**	**1.8**	**2.8**	**2.6**	**1.8**	**2.8**	**2.8**	**1.3**	**1.2**	**2.8**	**2.2**
EDBAMDT2	Guidance and Counseling	CO.1	**2**	**3**	**2**	**1**	**2**	**1**	**2**	**2**	**3**	**3**	**3**	**2**	**2**	**2**
		CO.2	**3**	**1**	**3**	**3**	**2**	**2**	**3**	**3**	**1**	**3**	**2**	**1**	**2**	**3**
		CO.3	**3**	**2**	**2**	**3**	**1**	**3**	**1**	**3**	**3**	**3**	**2**	**2**	**3**	**2**
		CO.4	**3**	**3**	**2**	**2**	**3**	**3**	**3**	**2**	**3**	**1**	**2**	**3**	**2**	**3**
		CO.5	**2**	**2**	**2**	**3**	**2**	**2**	**2**	**3**	**2**	**2**	**1**	**1**	**2**	**2**
			2.3	**2.2**	**2.2**	**2.5**	**2**	**2.2**	**2.2**	**2.4**	**2.4**	**2.4**	**2**	**1.8**	**2.2**	**2.4**
EDBAMDT3	Communicatio n through Braille	CO.1	2.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0
		CO.2	2.0	2.0	3.0	3.0	1.0	2.0	2.0	1.0	3.0	3.0	3.0	2.0	3.0	2.0
		CO.3	2.0	3.0	3.0	3.0	1.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0
		CO.4	2.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0
		CO.5	2.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0
			2.0	**2.6**	**3.0**	**2.8**	**1.8**	**2.8**	**2.6**	**1.8**	**2.8**	**2.8**	**1.3**	**1.2**	**3.0**	**2.2**
	Understanding Teaching and Learning Process	CO.1	**3**	**2**	**2**	**3**	**1**	**3**	**1**	**2**	**2**	**3**	**3**	**2**	**3**	**2**
		CO.2	**3**	**2**	**1**	**2**	**2**	**2**	**1**	**1**	**2**	**3**	**3**	**2**	**2**	**2**
		CO.3	**3**	**3**	**2**	**2**	**1**	**3**	**2**	**2**	**2**	**3**	**3**	**2**	**2**	**2**
		CO.4	**3**	**2**	**3**	**3**	**2**	**1**	**2**	**1**	**2**	**3**	**3**	**1**	**2**	**2**

		CO.5	**3**	**3**	**2**	**2**	**1**	**2**	**1**	**1**	**2**	**3**	**3**	**1**	**1**	**2**
		CO.6	**3**	**3**	**1**	**3**	**1**	**2**	**1**	**1**	**1**	**3**	**3**	**2**	**1**	**2**
		CO.7	**3**	**3**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**3**	**3**	**1**	**2**	**2**
		CO.8	**3**	**1**	**2**	**2**	**1**	**1**	**1**	**1**	**1**	**3**	**3**	**2**	**1**	**2**
		CO.9	**3**	**1**	**1**	**2**	**1**	**1**	**1**	**1**	**1**	**3**	**3**	**2**	**1**	**2**
		CO.10	**3**	**2**	**2**	**2**	**2**	**2**	**1**	**1**	**1**	**3**	**3**	**1**	**1**	**2**
			3	**2.2**	**1.7**	**2.2**	**1.3**	**1.8**	**1.2**	**1.2**	**1.5**	**3**	**3**	**1.6**	**1.6**	**2**

SEMESTER I

COURSE EDBATT1: CHILDHOOD & GROWING UP

COURSE OUTCOME **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

B.Ed. First Semester Students will be able to:

CO 1. explain various aspects of child development and factors affecting it
CO 2. generate suitable environment helping students to develop a positive identity and realistic self–concept
CO 3. differentiate critically on the issues of gender and marginalization in development of sense of identity
CO 4. interpret how gender caste and social class may impact the lived experience of children.
CO 5. demonstrate knowledge of different perspectives in the area of education of children with disabilities

UNIT I: CONCEPT OF CHILD DEVELOPMENT

- Child Development: Meaning, nature; Principles of development
- Heredity: Meaning, and its role in development.
- Environment: Physical, Social – Family, School, Community (Neighborhood) and their role in Child development. Impact of urbanization and economic conditions
- Role of heredity and environment in individual differences

UNIT II: DEVELOPMENT: VARIOUS DIMENSIONS

- Physically and cognitively developing individual: from Infancy, Childhood to Adolescence expected roles and developmental tasks (referring to theories of Jean Piaget and Bruner), challenges to the school learners
- Emotionally and socially developing individual: from Infancy, Childhood to Adolescence expected roles and developmental tasks (referring to theories of Erickson, Bandura and Kohlberg), challenges to the school learner

UNIT III: DEVELOPMENT OF SELF AND IDENTITY: VARIOUS ISSUES

- Fully functional self (referring Maslow and Rogers), self–concept and identity; education for self-realization
- Gender and identity, Sense of identity among socially disadvantaged and marginalized groups, Role of stereotyping,
- Understanding adolescent learners: characteristics, problems and concerns, need of counseling

UNIT IV: ISSUES IN DEVELOPMENT OF THOUGHT AND ABILITIES

- Development of language and thought, role of culture and social context
- Multiple abilities: multiple intelligence; supporting gifted and slow learners
- Inclusive Education: Process of inclusion and issues across disabilities

Process of inclusion: Concerns and issues across disabilities **COURSE WORK/FIELD**

ENGAGEMENT/PRACTICUM:

- Presentation on effect of environment on education from Government reports
- Data based Presentation (oral/written) on education in relation to gender identity and gender sensitivity
- Data based Presentation (oral/written) on the problems of adolescent learners in India

-Study of the tools of measuring multiple abilities and Self Concept
-Presentation (oral/written) on the Counselling services given by CBSE and schools

MODE OF TRANSACTION: Lectures, discussion, video clips, Group Presentation

Suggested Reading/Learning Reference-

- *Agarwal, Kanika (1991). Mother Craft and Child Development, Rajeev Publication, Meerut.*
- *Aswal G.S. (2009). IIed Educational Psychology, VaniPrakashan, Patna*
- *Elizabeth B. Hurlock (1997) Child Development (VI Ed.). Tata Mcgrow Hilt Publishing Company Limited, Noida.*
- *Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher.*
- *Mishra, Bhawna (1999). Education and child Development.Mohit Publications, New Delhi*
- *Kumar R.(2009): Child Development (VOLI,II)APH Publishing Corporation,New Delhi.*
- *Pandey Ram Shakal (2007). Education Psychology, Surya Publication, Meerut*
- *Sharma, Kamlesh, ManavBikas, syar publication, Agra.*
- *Woolfolk, A. Misra, G. Jha, A. (2012), Fundamental Educational Psychology, Delhi: Pearsons*
- https://www.education.gov.in/shikshakparv/docs/Anita_Julka.pdf
- YouTube Channel/ Moocs/OER
- Books- Disability Inclusion and Inclusive Education-Sujata Chhenat
- Creating An Inclusive School -S.K. Mangal

COURSEEDBATT2: CONTEMPORARY INDIA AND EDUCATION

COURSE OUTCOME **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

B.Ed. First Semester Students will be able to:

CO 1. Interpret the meaning of CIE
CO 2. Construct understanding about the Nature of CIE
CO 3. Develop understanding about the nature of different disciplines under CIE
CO 4. Construct CIE curriculum
CO 5. Develop and apply concepts, generalization and hypothesis
CO 6. Connect CIE teaching with life outside class
CO 7. Became aware of the social responsibilities of a CIE Structure

UNIT I: UNDERSTANDING EDUCATION

- Meaning and the nature of Education
- Types of education and their relevance
- Different Aims of Education
- Evolution aims of education in India
- Determinants of Education system in India (Mainly on Aims, Methods, Curriculum etc.)

UNIT II: THE INDIAN SOCIETY AND THE CLASSROOM

- Nature of Indian Society: its effect on the process of education
- Social Stratification (Meaning, Forms, Bases, Impact of education and on education)
- Socialization of children in India and role of different agencies (school, teachers, family, religion, community)
- Social Discrimination, Social Exclusion and Exploitation, Social and cultural capital

UNIT III: INDIAN CONSTITUTION AND THE EDUCATIONAL CONCERNS AFTER INDEPENDENT

- The British education system and The National Education movement
- The Indian constitution and Education
- Education for National Development: Mudaliar and Kothari Commission on Education
- The New Education Policy 1986

UNIT IV: MODERN EDUCATIONAL DEBATES IN INDIA

- Development of Scheduled Tribe/Scheduled Caste and Education
- Development of Women and Education
- Universalization v/s Quality of education
- PPP and Privatization of education: Meaning and its Impact
- Uniformity of structure of education, curriculum, language, schools (common school)

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Field based surveys of status of marginalized social groups like SC, ST, migrant workers, rural and urban poor, etc. and their educational prospects.
- Surveys of study condition of different kinds of schools and teachers and other staff working in them
- Status report of a village of Bilaspur
- Comparative report of learning style of students from different communities
- Ethnographic profiling of some communities of India

MODE OF TRANSACTION: Lecture cum demonstration, project, and observation

Suggested Reading/Learning References:

- AzimPremjiFoundationthe Social Context of Elementary Education in Rural India, AzimPremji Foundation, Bangalore, 2004
- Danda, A. K. [edit.] Chhattisgarh: An Area Study, Calcutta 1977. Anthropological Survey of India.
- Danda, A. K. [edit.]Tribal Situation in Northeast Surguja. Anthropological Survey of India, Calcutta 1977
- Dubey, S.C.Indian Society (Also available in Hindi) NBT, Delhi
- F. Haimendorf Tribes in India, OUP
- Govinda, R.Who Goes to School? OUP, New Delhi, 2010
- Govt. of India Education policy documents and Commission Reports (Mudaliar Commission, Kothari Commission, National Commission on Teachers, Yashpal Commission, National Policy on Education 1965, 1988 & 1992, NCF 2005 etc.)
- Jha, P Withering commitments and Weakening Progress, State and Education in the Era of Neo liberal reforms, EPW, Aug 2005
- Naik, JP &Nurullah, SA Students' History of Education in India, Macmillan (available in Hindi)
- Nambissan, G. Exclusion and Discrimination in Schools: Experiences of Dalit Children, UNICEF, 2009
- NCERTPosition Paper of Focus Group on Education of SC and STs, NCERT, New Delhi
- NCERTSociology, (Text books for class XI and XII) NCERT, New Delhi
- Russel&HiralalTribes and Castes of CP & Berar
- Thorat, S.Dalits in India, 2009
- Veerbhadranaika, P. et al'The Education Question' from the Perspective of Adivasis: Conditions, Policies and Structures, NIAS, Bangalore 2011
- World BankPoverty and Social Exclusion in India, World Bank, 2011

- Films & Documentaries
    - ShyamBenegal, Making of the Constitution (12 parts)
    - ShyamBenegal, Bharat EkKhoj (relevant parts on National movement)
    - India Untouched.
    - Buddha Weeps at Jadugoda

COURSE EDBATT3: SCHOOL MANAGEMENT AND LEADERSHIP

COURSE OUTCOMES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

B.Ed. First Semester students will be able to –

CO 1. Explain the meaning, nature and concept of school leadership in a school complex.
CO 2. Classify the human and material resources in the given school.
CO 3. Compare the different types of school management i.e. CBSC and State Board schools.
CO 4. Summarize the role, duties, personal and professional qualities of school principals and teacher.
CO 5. Plan the steps of decision making in the given situation
CO 6. Compare the leadership styles of given school principals.
CO 7. Implement the theories of school leader in given situation.
CO 8. Implement distributed leadership in given situation.
CO 9. Explain the meaning, nature and concept of financial management in schools.
CO 10. Implement financial management process in their preparation of an annual budget.

UNIT I: SCHOOL MANAGEMENTAND DECISION MAKING

- Concept of Management; functions of management-planning, organizing, coordinating, staffing, directing, and controlling.
- Managing Time-school timetable; types, needs, and importance.
- Steps and types of the decision-making process.
- Need and importance of democratic decision-making.

UNIT II: FINANCIAL MANAGEMENT IN SCHOOLS

- What is financial management and why is it important for schools?
- Financial Management Act 1999
- School Funding: Agencies and sources
- Financial record keeping: its need and importance
- Financial planning, Distribution and Evaluation

UNIT III: ORGANISATIONAL COMMUNICATION

- Meaning, component, and concept of organizational communication and participants involved in the school management process.
- Importance ofcommunication; essentials of effective communication for school managers and teachers.
- Models of communication
- Barriers of communication

UNIT III: LEADERSHIP IN EDUCATIONAL ORGANIZATION

- Meaning, concept and nature of leadership.
- Different styles of leadership.
- Teacher as a leader, innovator and social change agent.
- Leadership roles, duties and personal and professional qualities of head mater andschool teacher.
- Encouraging the distribution of leadership in the school management process.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Identifying leadership qualities through inventories
- Designing an effective school time-table and academic calendar in a given situation
- Developing fund planning and infrastructure development for a school building

- Observation and maintain different types of registers for record maintaining
- Organizational communication in a simulated condition on a given issue
- Prepare the annual budget for the school.

Suggested Readings/Learning References:

- Agrawal J. C. (2002). *Organization and practice of modern education*, Shipra Publication, Delhi.
- Anand W. P. *General principles of management for educational planner and administrators*, Paris, UNESCO.
- Burns, J. M. (1978). *Leadership*. New York: Harper and Row.
- Fred Luthens (1996). *OrganisationalBehaviou*r, Tokyo, McGraw Hill, International Book Co.
- Goel, S. D. (1987). *Modern Management Techniques*, New Delhi: Deep and Deep, Publication.
- Kaushik, V.,& S.R. Sharma (2004). *Education and Human Resources Development*, Anmol Publication Pvt., New Delhi.
- NIEPA (1971). *Modern Management Techniques in Educational Administration.* New Delhi: Asian Institute of Educational Planning and Administration.
- NIEPA (1986). *Educational Management in India*. NIEPA, New Delhi.
- Northhouse, P. G. (2010). *Leadership (5th Edition).* New Delhi: Sage Publication.
- Middlehurst, R. (2012). *Leadership and management in higher education: A research perspective Maastricht school of management*. Kingston University UK.
- SeemaYadav (2005) *School Management and Pedagogics of Education*, Anmol Publication Pvt.., New Delhi.
- Sharma, R. A. (2008). *Educational Administration and Management*. Meerut: R. Lall Book Depot.
- Snowden, P. & Gorton, R (2002) *School Leadership and Administration* (6th ed.) Bostan: McGra-Hill.
- OECD (2005), Improving Financial Literacy: Analysis of Issues and Policies, ISBN 92-64-01256-7,
- OECD (2005), Recommendation on Principles and Good Practices for Financial Education and Awareness, available free on the OECD Web site: www.oecd.org/dataoecd/7/17/35108560.pdf.
- SWAYAM Course Materials: **1) Leadership And Governance In Higher Education**

COURSE EDBATY1: UNDERSTANDING THE DISCIPLINE (A): PHYSICAL SCIENCE

COURSE OUTCOMES:

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

To facilitate the prospective teachers to:

CO 1. Explain the nature of science and its structure as a discipline and area of knowledge, trace the nature of science education and its changing nature across time as well as critically analyse the epistemological relation of science with other disciplines

CO 2. Defend the place of physical science in school curriculum as a compulsory subject in the context of the challenges of modern Indian Society and explain its nature of inclusion in the context of present educational policy

CO 3. Elaborate and frame various aims and objectives of teaching Physical Science in school curriculum of modern India as well as identify & include objectives of teaching Physical Science to meet existing challenges in Indian context

CO 4. Appreciate and evaluate various structure, and elements of physical science curriculum and various designs of syllabus in the context of the present National Curriculum Frameworks

UNIT I: NATURE OF SCIENCE & PHYSICAL SCIENCE

- Nature of science: Product and process nature, Interdisciplinary nature of science
- Scientific Method as an attitude to work rationally
- Epistemological differences and Relation among Science, Social Science and Humanities
- Structure of knowledge of science (in reference with Physical science): Fact, concept, principle, theory, and law; assumption and hypothesis; generalisations;
- Revisiting the big ideas or Unifying concepts of physical science: system, order and organization, evidence, model and explanation, change, constancy and measurement, scale, form and function, evolution and equilibrium, causality, energy, force, pressure, motion

UNIT II: PHYSICAL SCIENCE AS A SCHOOL SUBJECT

- Physical Science as a Discipline and as a part of School Subject;
- Nature and rationale of placing Physical Science in School Curriculum in the context of present education policy
- Specific challenges or Goals of teaching Physical Science in the context of modern Indian Society (including need for Scientific literacy, aptitude, scientific communication, democratic values, etc.)

UNIT III: SCIENCE LEARNING AND TEACHING

- Broad aims of teaching-learning Physical science in schools at different levels (acquiring knowledge and understanding, development of process and problem-solving skills, attitude, democratic social skills, curiosity, creativity and aesthetic sense, appreciating role of science, imbibing scientific values, etc.)

UNIT IV: PHYSICAL SCIENCE CURRICULUM

- Curriculum framework, curriculum, and syllabus
- Understanding the structure of school curriculum and syllabus in the context of Physical Science (Designs: thematic, conceptual and topical, etc.; Elements of subject content, skills, attitudes; integrated curriculum, cross curricular scope, and other issues)
- Critical study of the School Curriculum of Science and syllabus in reference with Physical sciences at Secondary level as per NCF-2005 & NCFSE 2023

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical Study of aims of teaching science in school curricula of various nations/states/boards for comparative analysis
- Analysis of content areas and framing objectives for promotion of Scientific literacy, aptitude, scientific communication, democratic values, and for eradicating superstitions and myths
- Analysis of content to find scope of relating Science, Technology, Society and learners' real life
- Identification of unifying concepts in any theme of physical science
- Identification of various knowledge dimensions in a given topic of physical science
- Critical analysis of the CBSE, state board and international school science curriculum

MODE OF TRANSACTION: Lectures, Video clips, Discussion, Small group activity/projects, Demonstration, Workshop, Interaction with resource persons in the field, Assignment, Collaborative readings on identified topics, through online learning management systems (blended mode) if required

Suggested Readings:

- Abell, Sandra K. & Lederman, Norman G. (2007) Handbook of Research on Science Education, Volume 1**,** Psychology Press,
- Angela Di Michele Lalor (2016) Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success, Alexandria: Virginnia: ASCD,
- Braund, Martin. (2012). Performing Science: Teaching physics, chemistry and biology through drama..
- Das, R.C. (2007) *Science Teaching in Schools.* New Delhi: Sterling Publishers Private Limited.
- Department of Gender Studies, NCERT () Analysis of the Textbooks of Assam, Bihar, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Odisha, Maharashtra, Manipur and Rajasthan: An Overall Report
- Driver, R., Squires, A., Rush worth, P. and Wood- Robinson, V. (2006) Making Sense of Secondary Science: Research into Children's Ideas, London: Rutledge Palmer.
- Eilam, B. & Gilbert, John K. (Eds.) (2014) Science Teachers' Use of Visual Representations. Switzerland : Springer International Publishing
- Gibbs, K. (2011) The New Resourceful Physics Teacher: Creative Ideas and Experiments for Physics Teaching, Schoolphysics Publications
- Gupta, A. (1978) New UNESCO source book for science teaching . New Delhi: Oxford & IBH Publishing house. http://www.arvindguptatoys.com/arvindgupta/unesco-source-new.pdf
- Heywood, D. & Parker, J. (2010) The Pedagogy of Physical Science (Contemporary Trends and Issues in Science Education) Springer
- Kalra, R. M. (2008) Science Education for Teacher Trainees and In-service Teachers: Learning to Learn Modern Science, New Delhi: PHI Learning Pvt. Ltd.,
- Kerkhoven, A.H., Russo,P. Land-Zandstra, A.M., Saxena, A and Rodenburg, F. J. (2016) Gender Stereotypes in Science Education Resources: A Visual Content Analysis. PLoS One. 11(11). doi: 10.1371/journal.pone.0165037
- Lagu, R. G. (Eds.) (2007) Experiments are fun, Oxford University Press.
- Lagu, R. G. (Eds.) (2009) How and why in Science : Senior series Book 2, Oxford University Press
- Lalor, Angela Di, M. (2016) Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success, Alexandria: Virginnia: ASCD,
- Lattery, M. J. (2016) Deep Learning in Introductory Physics: Exploratory Studies of Model-Based Reasoning (Science & Engineering Education Sources), Charlotte NC: Information Age Publishing
- Liu, X. (2010) Essentials of Science Classroom Assessment: SAGE Publications, 2010
- Mangal, S. K. (2019) P*edagogy of Physical science*, New Delhi: Arya Book Depot
- Mishra, K. K. (2004) Vigyan: Maanav kii Yashogatha, the Hindi version of Science:" A Human Saga" , Mumbai: HBCSE (TIFR)
- Mishra, K. K. (2006) Lok-Vigyan: Samakaleen Shaikshik Rachanayen, HBCSE (TIFR), 152pp.
- Mohan, Radha, (2019) *Innovative Science Teaching: For Physical Science Teachers.* New Delhi: PHI Learning Pvt. Ltd.
- National Council of Educational Research &Training (2013), Pedagogy of Science: Physical science (Part-I & II) – Textbook of B.Ed., New Delhi: NCERT, http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf
- National Council of Educational Research &Training NCERT (2006) National Curriculum Framework : 2005, New Delhi: NCERT
- National Council of Educational Research &Training NCERT, (2005). Position Paper: National Focus Group on Teaching Science, NCERT: New Delhi
- National Council of Educational Research &Training NCERT, (2006) Position Paper: National Focus Group on Exam Reforms, New Delhi: NCERT. http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/examination_reforms.pdf
- National Council of Educational Research &Training NCERT, (2006) Position Paper: National Focus Group on Teaching of Science, New Delhi: NCERT http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/executive_summary.pdf

- National Research Council. (1997) *Science Teaching Reconsidered: A Handbook*. Washington, DC: The National Academies Press. https://doi.org/10.17226/5287
- Neidorf, T. (2019) Student Misconceptions and Errors in Physics and Mathematics. Springer Nature ISBN 3030301885, 9783030301880
- Osborne, J.& Dillon, J. (Eds.) (2010). Good practice in science teaching: What research has to say, Philadelphia: Open University Press
- Park, Y. (2004) Teaching and Learning of Physics in Cultural Contexts: Proceedings of the International Conference on Physics Education in Cultural Contexts : Cheongwon, South Korea, 13-17 August 2001**,** Korea: World Scientific
- Parkinson, J. (2002). Chapter-1. Learning to Become an Effective Science Teacher. In Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory. New York: Continuum. pp. 1-12.
- Rogers, B. (2018) The Big Ideas in Physics and How to Teach Them: Teaching Physics 11–18. Routledge,
- Ronen, I. (2018) Misconceptions in Science Education: Help Me Understand, Cambridge Scholars Publishing,
- Science curriculum resource handbook: a practical guide for K-12 science, Kraus International Publications, 1992 NCE curriculum
- Sharma, R.C. (2013). Modren Science Teaching .Dhanpat Rai Publishing Company Ltd. New Delhi, pp.168-250
- Sunal, D.W. (2019) Physics Teaching and Learning: Challenging the Paradigm, Charlotte NC: Information Age Publishing
- Tobin, K. (Ed.). (1993). The Practice of Constructivism Science Education. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.
- Trostli, R. (1995) Physics is Fun: A Sourcebook for Teachers Spiral-bound – Import, Octavo Editions
- Turner, T. & Dimatea, W. (1998) Learning to Teach Science in Secondary School, Routledge Publication, USA.
- UNESCO (1966) Source Book for Science Teaching: UNESCO: Paris.
- UNESCO (2015) UNESCO SCIENCE REPORT: Towards 2030, Paris: UNESCO Publishing
- UNESCO (December 2010) Guidelines for textbook review and analysis from a gender perspective. Geneva : UNESCO Publishing. https://docs.iiep.unesco.org/peic/2748.pdf
- UNESCO Institute for Statistics. (2015) Women in Science.. Available: http://www.uis.unesco.org/ScienceTechnology/Documents/fs34-2015-women%20in%20science-en.pdf
- Vaidya N. (1999) Science Teaching for the 21st Century, Deep and Deep Publishers.
- Wellington, J. & Osborne, J. (2001) Language and literacy in science education. Philadelphia: Open University Press
- Wellington, J. (2004) Teaching and Learning Secondary Science – Contemporary Issues and Practical Approaches, London: Routledge
- Yadav, M.S. (2002) Teaching of Science, Amol Publications.
- http://unesdoc.unesco.org/images/0019/001914/191425e.pdf
- http://cbseacademic.nic.in/web_material/CurriculumMain20/SrSecondary/Physics.pdf
- https://www.youtube.com/watch?v=wcf0pZzUjEs
- https://www.youtube.com/watch?v=rLJ16LQ2t5c
- https://www.youtube.com/watch?v=MYuh5yErdfA
- https://www.youtube.com/watch?v=FbaXQ8u6IP8http://phys205.physics.tamu.edu/WebPageDocuments/Article_UsingInquiry.pdf
- http://sbcf.fr/docs/The_Teaching_of_Science-Ch_7_march2011-Bybee.pdf
- http://unesdoc.unesco.org/images/0019/001914/191425e.pdf
- https://www.youtube.com/watch?v=5gdSZorjKSQ
- https://www.youtube.com/watch?v=4-1JvVCWtIg
- https://www.youtube.com/watch?v=BnlCQ45f7KM
- http://www.wisd.org/users/0001/docs/GVC/5E%20Model.pdf

COURSE EDBATY2: UNDERSTANDING THE DISCIPLINE (B): SOCIAL SCIENCE

COURSE OUTCOMES:

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

B. Ed. first semester students will be able to:
CO1: understand the concept of social science
CO2: establish History, Geography, Political Science, Economics etc. as social science
CO3: identify misconception and devise means to address pre-conceptions about social science
CO4: evaluate the aims and objectives of social science education
CO5: understand the nature of concepts, facts, generalization of social science
CO6: develop strategy to teach concepts and generalization of social science
CO7: get an insight into the nature of social science curriculum and its pedagogical issues
CO8: derive content for social science curriculum

UNIT-I UNDERSTANDING THE CONCEPT: SOCIAL SCIENCES

- Overview of the Concept and Nature of Disciplines of Social Science: History, Geography, Political Science and Economics etc.
- Concept of Social Science and Social Studies
- Nature of Social Science

UNIT-II UNDERSTANDING PEDAGOGIC PRACTICES IN THE SCHOOL

- Pre-conceptions about Social Science
- Aims of Teaching Social Science in the school
- Approaches to Teaching Social Science
- Pedagogic Practices in Social Science

UNIT-III UNDERSTANDING, DEVELOPING AND APPLYING CONCEPTS AND GENERALISATION

- Concepts in the Social Science
- Methods of Teaching Concepts in Social Science
- Facts and Generalizations in the Social Science Curriculum
- Approaches in Teaching Generalization in Social Science

UNIT-IV UNDERSTANDING SOCIAL SCIENCE CURRICULUM

- Nature of Social Science Curriculum
- The Present Concerns in Social Science Curriculum (Developing Social Concern in a Globally and Culturally Diverse World: Nationalism, Internationalism, Marginalization, Diversity, Violence, Environmental Problems etc.)
- Challenges in the development of Social Science Curriculum
- Approaches in the construction of social science curriculum

PRACTICUM-

- Students will critically analyze the current social studies book at secondary level.
- Field Trip (Historical Places)
- Social Responsibilities- visit to post office, hospital, school, bus stand etc. to understand how the functioning of the institution is organized
- Establishment and Enrichment of Social Science Resource Centre

MODE OF TRANSACTION: lectures, discussion, small group activity

Suggested Reading:

- Batra, P. (2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications
- Beal, C. and Bolick, C. M. (2013). Teaching Social Studies in Middle and Secondary Schools. Pearson Education, Inc. New York
- Bining, A. C. and Bining, D. H. (1941): Teaching of Social Studies in Secondary School, McGraw Hill Book co.

- Farris, P. J. (2015). Elementary and Middle School Social Studies: An Interdisciplinary, Multicultural Approach. Waveland Press, Inc. Long Grove
- Forrester, I. F. (1956). Introduction Social Studies, Orient Longman, Bombay.
- Gallanvan& Kottler, Ellen (2008), Secrets to success for social studies teachers. Crowing Press, Sage Publication, Thousand Oaks, CA 91320.
- George, A., M. & Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
- Hamm, B. (1992). Europe – A Challenge to the Social Sciences. International Social Science Journal (vol. 44).
- Haydn, T.; Arthur, J. and Hunt, M. (2002), Learning to Teach History in the secondary school: A companion to school experience, Routledge, Falmer, (Taylor and Francis group), London, New York.
- Hollis, M. (2011). The Philosophy Social Science: An introduction. Cambridge University Press
- Hunt, L. E. Maurice, P. & Metcalf, (1955). Teaching High School Social Studies. Harper & Row
- Jarvie, I. C. and Bonilla, J. Z. (eds). (2011). The SAGE Handbook of The Philosophy of Social Sciences. Sage Publications Ltd
- Kochar, S. K. (2000). The Teaching of Social Studies, Sterling Publishers, Delhi.
- Martorella, P. H. (1994). Social Studies for Elementary School Children: Developing Young Citizens. Macmillan College Publishing Company.
- Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International S Science Journal (vol.44)
- Misra, S. and Ranjan, A. (2012). Teaching of Social Sciences: History, Context and Challenges in Vandana Saxena (ed.), Nurturing the Expert Within, Pearson, New Delhi
- NCERT (2005): National Curriculum Frame work 2005, NCERT, New Delhi.
- NCERT (2005): Position Paper National Focus Group on Teaching of Social Sciences. NCERT, New Delhi.
- Rosenberg, A. (2016). Philosophy of Social Science. Westview Press
- Singer, A. J. (2003) Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach. Lawrence Erlbaum Associates, Inc
- UNESCO-World Social Science Report (2013)

COURSE EDBATY3: UNDERSTANDING THE DISCIPLINE (B): BIOLOGY

COURSE OUTCOMES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

B. Ed. first semester students will be able to:

CO 1. Appreciate that biological science is a dynamic and expanding body of knowledge.
CO 2. Identify and relate everyday experiences with learning biological science; integrate the biological science knowledge with other school subjects.
CO 3. Recognize the different professions and scope of biology.
CO 4. Analyze the contents of biological science with respect to its branches, process skills, knowledge organisation and other critical issues.
CO 5. Examine different pedagogical issues in learning biological science.
CO 6. Develop ability to use biological science concepts in daily life

CO7- Stimulate creativity and inventiveness in the area of biological science

UNIT I: UNDERSTANDING BIOLOGY

- Pedagogical shift in nature of science, knowledge, learners, learning and teachers, assessment, science curriculum and planning teaching -learning experiences
- Biology as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge; understanding scientific method - observation, enquiry, hypothesis, experimentation, data collection, generalization.
- History of biological science; (brief) Contributions of eminent scientist in biology*

UNIT2: BRANCHES OF BIOLOGICAL SCIENCES AND THEIR SCOPE

- Biological Science for environment, health, peace and development.(importance of Biology in daily life)
- *Branches/professions in the area of biological sciences
- Biology as a subject satisfying various needs:(Vocational needs, social needs, Educational needs and future needs)

UNIT 3: BIOLOGY THE SCIENCE OF LIFE

- Principles of biology
- Foundations of modern biology, cell theory, evolution, genetics, homeostasis, etc.
- Problem solving relating to biological sciences.
- ***** Path tracking landmarks in biology

UNIT 4: BIOLOGY AND SOCIETY

- Place of biology in school curriculum, correlation of Biology with other subjects.
- ***** Interdependence of science, technology and society
- Stimulation of creativity and inventiveness in the area of biological science among learners

MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits

PRACTICUM

- Illustration of a biological process using scientific method.
- Preparation of a scrap book on landmarks in biology.
- Collage preparation through collection of Newspaper cuttings/clippings, Journal Articles related to Biology. (* topics will be dealt under practicum)

Suggested readings/Learning Outcomes:

- Bremmer, J. Teaching Biology
- Carin, R.A. Teaching Science through discovery
- Green, T.L. Teaching of Biology in Tropical Secondary Schools
- Miller, D.F. and Blaydes, G.W. Methods and Materials for Teaching Biological Sciences
- UNESCO New Trends in Biology Teaching
- Mangal, S.K. Teaching of Biological Sciences, Agra book Depot.
- Sounders The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
- Kulshrestha, S. P JeevVigyanShikshan ,Lyall Book Depot, Meerut
- Rawat, D. S. Vigyanshikshan, Vinod PustakMandir, Agra.
- UNESCO Essential of learning in Environment.
- NCERT, (2006). *National Curriculum Framework*- 2005, NCERT. New Delhi.
- NCERT, (2005). *'Focus Group Report' Teaching of Science* NCERT New Delhi.
- WWW- As per required websites for concern topic.
- YouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSE EDBATY4: UNDERSTANDING THE DISCIPLINE–B: MATHEMATICS

COURSE OUTCOMES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

B.Ed. first semester students will be able to:

- **CO 1.** Explain the nature of mathematics in a holistic way
- **CO 2.** Elaborate the methods of validation of mathematical knowledge
- **CO 3.** Evaluate the structure and principles of the Curriculum of mathematics
- **CO 4.** Reflect upon various aims of teaching mathematics as a compulsory subject in local as well as global context

UNIT- I- STRUCTURE OF KNOWLEDGE OF MATHEMATICS

- Nature of Mathematics as discipline of study as a body of knowledge, thinking process and broader contexts
- Pure and applied mathematics
- Mathematics knowledge validation: hypothesis, conjectures, counter examples, proof, generalizations, fallacies

UNIT-II- MATHEMATICS IN SCHOOL CURRICULLUM

- Place of mathematics as a compulsory part in school curriculum
- Aims of teaching mathematics in School Curriculum and designing learning outcomes
- Quality of effective mathematics teacher

UNIT- III- CURRICULUM OF MATHEMATICS

- Mathematics curriculum: its concept and principles
- Integrating mathematics with other subjects
- Values in Mathematics

UNIT- IV- UNDERSTANDING THE CONTENT

- Revisiting the concerns and concepts in the fundamental areas of mathematics: Arithmetic, Algebra, Trigonometry, Geometry and Mensuration
- Zero, infinity, number system, decimals

PRACTICUM:

1- Generating learning outcomes from a given content of mathematics
2- Presentation on ancient Indian mathematics and mathematicians
3- Analysis of curriculum to integrate numeric and mathematical abilities in other subject areas
4- Identifying values and scope of value development in a given content of mathematics

Suggested Reading/Learning References

- Kulsheshtha, A.K. *Teaching of Mathematics,*Meerut.R L Book Depot
- Gakhar,S.C. *Teaching of Mathematics,*Haryana.N M Publication Panipat
- Bhatnagar, A.B.*Teaching of Mathematics,*Meerut. R L Book Depot
- Negi,J.S.*Teaching of Mathematics,*AgraVinodPustakMandhir
- Shaw &Wright*Discovering Mathematics,*
- V.N. Agrawal *The Teaching of Mathematics in India,*
- Chandha, B.N.*The teaching of Mathematics*
- Young,I.W.A. *Teaching of Mathematics*

- KuppuswamiAiyangar,N.K. *Teaching of Mathematics in the New Education*
- Sidu.K.S. *The Teaching of Mathematics*
- NCERT, (2005).*National Curriculum Framework*- 2005, New Delhi.
- NCERT, (2005).*'Focus Group Report' Teaching of Science,* New Delhi
- NCERT, (2008).*Mathematics textbook for class 8th*.New Delhi
- NCERT,(2006).*Mathematics textbook for class 9th*..New Delhi.
- NCERT,(2006).*Mathematics textbook for class 10th*.New Delhi
- SCERT,*Mathematics textbook for class 8th*.Raipur, C.G.
- SCERT,*Mathematics textbook for class 9th*..Raipur, C.G.
- SCERT*Mathematics textbook for class 10th*.Raipur, C.G.
- Go through the YouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSE EDBATY5: UNDERSTANDING THE DISCIPLINE (B): ENGLISH

COURSE OUTCOMES

MARKS: 50 |CREDITS: 2 | 2 Hrs./wk

B.Ed. First semester students will be able to:

CO 1. remember the chronology of events - old to modern English
CO2. explain and examine the historical development of English language as a discipline
CO 3. evaluate the role of disciplinary knowledge in school curriculum
CO 4. critically evaluate the policies of English language in India
CO 5. explain the historical context of English in India
CO 6. critique on theories on language acquisition
CO 7. justify the theories of language acquisition and language learning
CO 8. differentiate between language learning and language acquisition
CO 9. analyze the challenges of English language at school level
CO 10. describe the relation of English language with other subjects

UNIT – I: GENESIS OF ENGLISH AND ENGLISH LANGUAGE AS A DISCIPLINE

- Understanding theories of language origin
- Genesis of English language origin – brief understanding from Indo-European to modern English
- Concept of Discipline, History of English as a Discipline

UNIT – II: ENGLISH IN PRE AND POST INDEPENDENT INDIA

- Introduction of English in Pre-Independent India: Macaulay Minute; Socio, Political and Intellectual Context of English
- English language in post-independent India – language policy perspective (Mudaliar Commission 1952, Kothari Commission – 1964-66, NPE-1986, NEP-2020 & NCF 2023)

UNIT – III: LANGUAGE LEARNING AND ACQUISITION

- Language learning and language acquisition: concept and difference
- Theories of language acquisition: Behavioristic, Nativist, Cognitive and Social Interactionist perspective

UNIT – IV: LANGUAGE IN INDIAN SCHOOLS

- Language of home and language of School
- Language as a school subject and language as a medium of instruction
- Relation of language with other subjects

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Preparing list of English words having foreign and Indian origin
- Observation of process of language learning and acquisition of a child
- Critical analysis and preparing a report on recommendations of committees and commissions on English language in India (pre- and post-independence)

- Reflecting how English language is related with other subjects

MODE OF TRANSACTION:

- Discussion/lecture
- Group presentation/peer group discussion

Suggested Readings/Learning References:

- Alam, Z. Q. (1999) English Language Teaching In India Problems And Issues, , Atlantic Publisher and Distributor, New Delhi
- Brumfit, C. J. & Johnson, K. (1987) The communicative Approach to Language Teaching, English Language Book Society/ Oxford University Press.
- Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
- Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.
- Chaturvedi, M.C.(1995) Position of language in school curriculum in India, New Delhi, NCERT.
- Gupta, P.K. & et.al (2005) Teaching of English, R. Lal, Book Depot, Merrut.
- GoI(2020) National Education Policy 2020, MHRD, Govt. of India.
- Hughes, Arthur(1997) Testing for language Teachers, Cambridge Handbooks for Language Teachers, Cambridge University Press.
- Hornby, A. S. A guide to pattern and usage in English, oxford university press.
- Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
- Kohli, A.L. & Sharma L.M. (2002) Techniques of Teaching English (in the New Millannium), DhanpatRaiPublicating Co. (P) Ltd., New Delhi.
- NCERT (2006) Position Paper, National Focus Group Discussion on Teaching of Indian Languages, National Council of Educational and Research and Training, New Delhi.
- NCERT (2012) Teaching of English at Primary Level in Government Schools, National Council of Educational and Research and Training, New Delhi.
- NCERT (2023) National Curriculum Framework for School Education, National Council of Educational and Research and Training, New Delhi.
- Vijayalakshi, M &Manchi, S.B. (2014) A Brief History of English language Teaching in India, International Journal of Scientific and Research Publications, Volume 4, Issue 5, May 2014 1 ISSN 2250-3153

COURSE EDBATY6: UNDERSTANDING THE DISCIPLINE –B: HINDI

पाठ्यक्रम परिणाम MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

बीएड प्रथम सेमेस्टर के विद्यार्थी

CO 1 हिन्दी भाषा की ऐतिहासिक पृष्ठभूमि की विवेचना करेंगे
CO 2 हिन्दी भाषा संकाय के रूप में में मूल्यांकन करेंगे
CO 3 हिंदी भाषा की संरचनात्मक विशेषताओं की व्याख्या करेंगे
CO 4 शिक्षा नीतियों का मुल्यांकन करेंगे
CO 5 विद्यालय स्तर पर हिन्दी भाषा शिक्षण के उद्देश्यों का निर्धारण करेंगे

इकाईIहिन्दी भाषा की संकल्पना

- हिन्दीभाषाकी ऐतिहाषिक पृष्ठभूमी
- हिन्दीभाषासंकायकेरूप
- हिन्दी साहित्यकाकालविभाजन संक्षिप्त इतिहास एवं रचनाएँ

इकाई IIfgUnhHkk'kk dh lajpuk

- हिंदी भाषा की संरचनात्मक विशेषताएं
- हिन्दी भाषा के घटक
- हिंदी भाषा की प्रकृति एवं विशेषताएँ
- विद्यालय में हिन्दी विषय के रूप में महत्व

इकाईIIIहिंदीशिक्षण का संक्षिप्त इतिहास

- स्वतंत्रता पूर्व भाषा शिक्षण का संक्षिप्त इतिहास
- कोठारी आयोग में भाषा शिक्षण
- नई शिक्षा नीति 1986 में भाषा शिक्षण
- राष्ट्रीय शिक्षा नीति 2020 में भाषा शिक्षण

इकाईIV:हिन्दी भाषा शिक्षण मेंy{; , vfHkizk; ,oaeˆs";

- हिन्दी भाषा शिक्षण में उद्देश्यों की आवयश्यकता एवं महत्व
- प्राथमिक स्तर पर हिन्दी भाषा शिक्षण के उद्देश्य
- माध्यमिक स्तर पर हिन्दी भाषा शिक्षण के उद्देश्य
- उच्च माध्यमिक स्तर पर हिन्दी भाषा शिक्षण के उद्देश्य

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

क पाठ्य वस्तुओं में से किसी एक पर निबंध
ख Àहिंदी भाषा में एक पाठ गद्द रचना
गÀ सृजनात्मक ,सौन्दर्यात्मक अभिवृत्यात्मक उद्देश्यों का निर्माण
घ} हिंदी भाषा में एक पाठ पद्द रचना

MODE OF TRANSACTION: संदर्भानुसारउपयुक्त शिक्षण विधि का प्रयोग

Suggested Readings/Learning References lUnHkZlwph%&

- भाई योगेन्द्रजीत हिंदीभाषा शिक्षण ,विनोद पुस्तक मंदिर आगरा
- क्षत्रिय के मातृभाषा शिक्षण विनोद पुस्तक मंदिर आगरा
- रमन बिहारी लाल हिंदी शिक्षण राष्तोगी प्रकाशन मेरठ
- रघुनाथ , हिंदी शिक्षण विधि पंजाब घर जालंधर
- शर्मा लक्ष्मी नारायण ,भाषा शिक्षण की विधियाँ और पाठ नियोजन विनोद पुस्तक मंदिर आगरा
- "kqDyjkepUnz] fgUnhHkk'kk dk bfrgkl] DPH ubZfnYyh
- पाण्डेय श्रुतिकांत ,हिंदी भाषा और इसकी शिक्षण विधियाँ पब्लिक लर्निंग प्राइवेट दिल्ली

- WWW- As per required websites for concern topic.
- You -Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSE EDBATD1: VALUE EDUCATION

COURSE OUTCOMES **MARKS: 50 |CREDITS: 2 | 2 Hrs./wk**

B.Ed. First Semester students will be able to:

CO 1. explain the nature, and the concept of values.
CO 2. classify values under different types.
CO 3. appreciate the educational values like democratic, secular, and socialist.
CO 4. apply different teaching strategies for value education

UNIT I: UNDERSTANDING VALUE
- Value: concept and classification
- Morality and value – difference
- Value Education: concept and need.

UNIT II: VIEWS OF VALUE DEVELOPMENT
- Psychological views on development of morality and personal values reference to Kohlberg and Freud; determinants of personal value
- Views of Vivekananda in inculcating values and developing Man of Character

UNIT III: DEVELOPING VALUES
- Role of school, family, society and mass media on development and erosion of values.
- Role of syllabi of different subjects and co-curricular activities in inculcating values

UNIT IV: METHODS
- Teaching Strategies for Value Education: Storytelling, Role-playing, and Discussion.
- Techniques for measurement of values: Rating Scales, Questionnaire, Observation, some standardized tools for measurement of values.

PRACTICUM
- Designing activities to inculcate various kinds of values
- Story telling & discussion
- Planning for a Cleanliness programme: self, class-room, campus.
- Preparation of a measure of value: Rating Scale

MODE OF TRANSACTION:
Lecture, Discussion, field work, Observation & rating.

Suggested Readings/Learning References:

- Harsh,R.N.,Miller,J.P.,&Eielding,G.B. Model of Moral Education:AnAppraisal,LongMan:NewYork
- PassiB.K,& Singh. Value Education, National Psychological Corporation, Agra.
- Rooths, I.E.Mearill Value and Teaching, McGraw-Hill, co.
- Rockeach, M.The nature of human values collier McMillan Publishers,London.
- Frankel, J.R How to teach value in analytical approach,PrenticeHall,New Jersey
- Pandey, Ramshukh Value Education, R.Lall Book, Meerut.
- Fraenkel, J.R How to teach about values.
- Gupta, N.L.Value Education

- Kishore,L.Value oriented Education.
- Rath,H.&Siomon Values and teaching.
- Ruhela,S.P.Human values and Education
- www- As per required websites for concern topic.
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point

COURSE EDBATD2: PHYSICAL AND HEALTH EDUCATION

COURSE OBJECTIVES

MARKS: 50 |CREDITS: 2 | 2 Hrs./wk

B.Ed. first semester students will be able to:-

- **CO 1.** analyze the concept and role of physical and health education
- **CO 2.** implement various types of Health Services particularly in schools
- **CO 3.** evaluate various issues related to health problems particularly among school children
- **CO 4.** create ways for maintaining safety and physical fitness

UNIT – I: HEALTH & PHYSICAL EDUCATION

- Health: its Concept, Dimensions and Determinants.
- Concepts of Physical and Health Education, Health Instruction, Health Supervision
- Aim, objective and Principles of Health Education

UNIT – II: HEALTH SERVICES IN SCHOOLS

- Objective of school health service, Role of health education in schools
- Health Service and guidance instruction in personal hygiene and care of skin, Nails, Eye, etc.
- Health service, Nutritional service, Health appraisal, Health record, Healthful school environment.

UNIT – III: DISEASES AND SAFETY ISSUES

- Communicable and Non-Communicable Diseases
- Personal and Environmental Hygiene for schools and society.
- Safety in Daily Life: Common Injuries and their Management.
- First Aid kit and Emergency Care services.

UNIT – IV: HEALTH AND LIFESTYLE

- Modern Life Style and problems related to food habits, sleeping habits, physical activity, and cyber activity.
- Issues of Malnutrition, Adulteration in food, and Environmental pollution.
- Management of lifestyle and Prevention of disease and disorders.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Study and group presentation on the health statistics of the school going children of India
- Study of the school environment in the perspective of health and hygiene
- Assessing awareness of personal safety/hygiene among students
- Quiz/Games/Aids on health issues
- Preparing journal on lifestyle diseases from newspaper/online news reports

MODE OF TRANSACTION:

Lecture, Discussion, Group presentation, audio-visuals, poster presentation, community work and field experience.

Suggested Readings/Learning References:

- Rama V Baru (2008) School Health Services in India: The Social and Economic Contexts SAGE Publications India,
- Victor R. Preedy Handbook of Growth & Growth Monitoring in Health & Disease, Springer Science & Business Media
- Laurette Dube, Antoine Bechara, Alain Dagher, Adam Drewnowski, Jordan LeBel, Philip James, Rickey Y. Yada, (2010) Obesity Prevention: The Role of Brain and Society on Individual Behavior, Academic Press,
- MeetaLall (n.d.) The Power of Nutrition For Our Times, Rupa Publications - Health & Fitness
- Usha S Nayar (2012) Child and Adolescent Mental Health, SAGE Publications India
- N. Taylor, F. Quinn, M. Littledyke& Richard K. Coll (2012) Health Education in Context: An International Perspective on Health Education in Schools and Local Communities, Springer Science & Business Media,
- Anil Kumar (2005) Health Education, Mittal Publications,
- M. Kumar & R. Kumar, (2004) Guide to Prevention of Lifestyle Diseases, Deep and Deep Publications,
- IIPS (2011) Key Indicators for India from NFHS-3 http://www.rchiips.org/nfhs/pdf/India.pdf
- MSPI, GOI (2012) CHILDREN IN INDIA 2012 - A Statistical Appraisal at http://mospi.nic.in/Mospi_New/upload/Children_in_India_2012.pdf
- UNICEF (2013) Statistics at http://www.unicef.org/infobycountry/india_statistics.html
- UNICEF (2011) The situation of children in India at
- http://unicef.in/Uploads/Publications/Resources/pub_doc36.pd
- WWW- As per required websites for concern topic.
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSE EDBATD3: GUIDANCE AND COUNSELLING

COURSE OUTCOMES **MARKS: 50 |CREDITS: 2 | 2 Hrs./wk**

The B.Ed. First semester students will be able to:

CO 1.explain theoretical background of guidance and counseling.
CO 2. implement the concept of guidance and counseling.
CO 3. draw the significance of vocational guidance.
CO 4. analyze the counseling and its process.
CO 5. implement the therapeutic techniques helpful in student's guidance & counseling.

UNIT I: CONCEPT AND NEED OF GUIDANCE &COUNSELING

- Guidance: Concept & Needs
- Types of Guidance
- Counseling: Concept & Needs; difference from guidance
- Types of Counseling
- Principles of Guidance and Counseling

UNIT II: TOOLS AND APPROACHES

- Tools for collecting information for Guidance and Counseling: records, rating scale and tests—their characteristics and effective use
- Approaches in Counseling; Psycho-analytical, Client-centered, and Behavioral.

UNIT III: GUIDANCE & COUNSELING IN EDUCATIONAL INSTITUTIONS.

- Nature and requirements of Guidance and counseling services in Elementary Schools and Secondary Schools; dealing with adjustment problems in school
- Nature and requirements of Guidance and counseling services in College & University
- Brief Introduction of – Job –Analysis, Job –description & Job –Specification

UNIT IV: GUIDANCE AND COUNSELING PROCESSES

- Brief introduction of Guidance Programmes: Orientation services, Information services, Appraisal service, Remedial service, follow-up Service
- Counseling Process: Preparatory Phase, Beginning Phase, Middle Phase& Terminal Phase; Role of a Counsellor

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- School visit: Assessment of Guidance need & providing guidance related to subject selection in further classes or for job selection in future. Or
- Planning for a counseling process for reducing Examination anxiety. Or
- Study of the guidance and counseling services by various boards and presenting a report.
- Preparing a tool for collecting information on a given issue

MODE OF TRANSACTION: Lecture, Discussion, Demonstration, School visit.

Suggested Readings/Learning References:

- Chauhan, S.S. (1982).Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.

- Crow & Crow (1994). Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.
- Donal, Super (1965).Counseling in the Secondary School, Harper, New Delhi.
- Kothar, S. K. (1983). Guidance & Counseling in College and Universities, Starling Publisher Green Park, New Delhi.
- Jaiswal, S. R. (1987). NirdeshanevamParamarsh, VinodPustakMandir, Agra.
- Verma&Upadhay, (1967).ShaikshikevamVyavshaikNirdeshan, VinodPustakMandir, Agra.
- Oberai, S. C. (5302). Educational; & Vocational Guidance & Counseling, Loyal Book Depot. Meerut.
- DhuveIbdu. (1959). Basic Essentials of Counseling, (1959), (Sterling).
- Cameron N. 1953, Personality Development and Psychopathology, Sifilin.
- Rothenberg E.R. 1968, Medical Dictionary and Health Manual, Signet Meridian Books, Chicago, U.S.A.
- Singh R.S. (1985).Correlates of Anxiety, National Psychological Corporation, Agra.
- Singh R.P. (1981).NaidanikManovigyan, V.PU.Mandir, Agra.
- Talent.N. (1978). Psychology of Adjustment, Nast and.
- Valan.R.W. (1958) . Clinical Psychology, (Macgrahill).
- Kapil .H.K., (1989). ApsamanyaManovigyaan, HarprasadBhargav, KachariGhat, Agra.

COURSE EDBAGA1: TEACHING AND LEARNING IN DIGITAL AGE

COURSE OUTCOMES **MARKS: 50| CREDITS: 2 | 4 Hrs./wk**

B.Ed. First Semester students will be able to -

CO1. Explain the concept, need, and importance of ICTs in teaching-learning process.
CO2. Identify and define the issues related to ICTs in teaching-learning process.
CO3. Plan and execute ICTs enabled learning tools & techniques inteaching-learning process.
CO 4. Develop ICTs based learning material and assessment tools.
CO 5. Sensitize the students toward judicious use of ICTs.

UNIT–I: UNDERSTANDING THE CONCEPT OF TECHNOLOGY

- Concept, Need and Importance of Information and Communication Technology.
- Role of technology in education, Impact of technological developments in education
- Teachers and learners in the digital age
- Challenges and Barriers in integrating Information and Communication Technology in school education

UNIT -II TEACHING AND LEARNING WITH TECHNOLOGY

- Technology integration in teaching, e-learning- the new trend of education,
- Teacher Vs technology
- New emerging concepts in teaching; blended, flipped learning,
- ODL & technology

UNIT -III APPROACHES AND MODES OF E-LEARNING

- Approaches and components of e-learning
- Learning Management System- concept, use, features
- modes of e-learning; synchronous and asynchronous
- e-Content Development through different ICT tools (Audio and Video Recording tools)

UNIT–IV: E-RESOURCES AND E- ASSESSMENT (USING TECHNOLOGY)

- OERs, ICT initiatives of GoI
- e-assessment; concept and nature, Difference between paper and e-assessment,
- Online tools for e-assessment.
- safety measures related to use of learning materials available on internet.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Developing an e-content related to methodology subject.
- Preparing Students record/Evaluation report with the help of ICT tools.
- Preparation of a brief educational video.
- Creating & managing (giving assignments/maintaining records) a course on an LMS.
- Preparing an OER.
- Delivering content in blended mode.

Mode of Transaction

Presentation, discussion, blended and flipped learning as and when required, focus will be to deliver the content by incorporating hands on experience.

Suggested Reading/Learning Reference-

- Arulswamy, S., Sivakumar, P. (2012). *Application of ICT in education.* Hyderabad: Neelkamal Publication.
- Simmons, C., & Hawkins, C. (2009). *Teaching ICT*. Sage Publications India Pvt. Ltd.
- Talsera, H., Marashdeh, W., &Nagda, M. L. (2005). *Web Based Learning*. New Delhi: Authors Press.
- Manoj, D. (2010). *ICT in teacher development.* Hyderabad: Neelkamal Publications.
- Mishra, R.C. (2005). *Teaching of information technology.* New Delhi: APH Publishing Corporation.
- Sampath K., Panneerselvam, A., & Santhanam, S. (1998). *Introduction to educational technology* (4th ed.).New Delhi: Sterling Publishers Pvt. Ltd.
- Santoshi, V. (2009). *Information and communication technology for teacher education.* New Delhi: Kanishka Publications.
- Vanaja M., Rajashekhar S., &Arulswamy, S. (2013). *Information and communication technology (ICT) in education.* Hyderabad: Neelkamal Publications.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSE EDBAEF1: SCHOOL VISIT–I (UPPER PRIMARY TO HIGHER SECONDARY)

COURSE OUTCOMES

MARKS: 50| CREDITS: 1 | 1 Week

After completing the course the student-teachers will be able to:

- **CO1**. Acquire sufficient basic information regarding various kinds of schools
- **CO2**. Understand the various processes, scholastic, co–scholastic and official, undergoing in a school in detail
- **CO3**. Ability to reflect upon the total environment of the school to plan for appropriate teaching practices and to prepare her/himself to play her/his role as a teacher in school

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A school visit of prospective teachers for a duration of one week is expected to provide the first opportunity to observe 'the school' from a multiple points of view in general and a teachers' point of view in particular . They are expected to revisit the processes going on within a school system to understand their nature, purpose, role played by various stakeholders , role of external agencies , quality and quantity issues, issues of infrastructure and learning resources, institutional governance , planning and management , etc. This visit shall just be an exposure to connect and recollect their memories of school days with the present realities of school systems. After ensuring fulltime engagement in the allotted school/s, sincere interaction with the school environment and keen observation, as well as honest recording of the experience are expected from the prospective teachers.

The prospective teachers are expected;

1. To prepare a check list of important points to observe on the basis of NCF 2005, RTE Act, and other relevant recommendations
2. To observe and record in detail the following aspects in approx.:
   - The physical environment
   - The socio–cultural ethos of the school
   - The infrastructure: Basic and academic
   - The nature of administration and governance
   - Teachers and learners
   - General methodologies of teaching–learning in different subjects
   - Examination
   - Time table, discipline, CCA and physical exercises
   - Scope of interaction with the society
   - Welfare services (Health, financial, academic, etc.)
   - Local resources around the school
   - Other critical observations characteristic of a particular school
3. And, to evaluate and reflect on the observations.

CO- CURRICULAR ACTIVITIES (CCA)

COURSE OUTCOMES **MARKS: 100 | 2 Hrs./wk**

B.Ed. First Semester students will be able to:

CO 1. Plan for resource management to organise co-curricular activities
CO 2. Make rational decisions to execute a plan of CCA in a real educational set-up
CO 3. Execute a plan to organise CCA in a real educational set-up
CO 4. Demonstrate leadership skills and professional colleagueship of working together

This course is designed to equip prospective teachers with the skills to plan, organize, and manage co-curricular activities, which are vital for the holistic development of students as well as to strengthen their own creative involvement and leadership qualities. This course provides practical experience and strategic insights for prospective teachers to effectively lead co-curricular activities, thereby enriching the educational experience of the school students in a typical school situation of India.

Trainees will choose to specialize in one of the following areas:

1. **Subject Club (EDBAGS1)**
   - **Key Focus**: Establishing and managing academic clubs (e.g., Science Club, Literature Club, Math Club, etc.) that encourage deeper engagement with subject matter outside the classroom like, literacy campaigns, popular journals, wall magazines, etc. with maximum economic efficiency.
   - **Skills expected**: Leadership, curriculum enrichment, student motivation, and creating learning communities, popular writing, and media use.

2. **Campus Development (EDBAGS2**
   - **Key Focus**: Designing and implementing projects that enhance the institutional environment, such as beautification projects, sustainability initiatives, community gardens, etc.
   - **Skills expected**: Project management and resource management with maximum economic efficiency, teamwork, environmental stewardship, and fostering a sense of responsibility among clienteles and among their own.

3. **Organizing Cultural Programs (EDBAGS)**
   - **Key Focus**: Planning, organizing, and managing cultural events such as major festivals, talent shows, and important days.
   - **Skills expected**: Event planning, student engagement and inclusion, promoting cultural diversity, and fostering creativity.

MODE OF TRANSACTION

The mode of transaction of the course will be field based, through guided activities under the mentors. The performance will be continuously assessed based on the performance practical Assignments of tasks related to the chosen specialization, regularity, participation, leadership, creative initiations, and the expected skills. The students should also submit a Final Project report with the plans, modus operandum, organisational experiences, and reflection which they can explain from their hands-on experience.

SEMESTER II

COURSE EDBBTT1: LEARNING AND TEACHING

COURSE OUTCOMES **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

B.Ed. Second Semester students will be able to:

CO 1. differentiate between the concept of teaching and learning
CO 2. plan effective communication strategies in classroom
CO 3. critique on various views of learning
CO 4. understand the process of knowledge construction within the context of the 'outside' world and the 'inner' world of the learners
CO 5. plan& design teaching for promoting self–regulated learning, higher order thinking and survival in the competitive world
CO 6. analyze challenges in teaching in today's' classroom full of students with diverse needs

UNIT: I LEARNING AND TEACHING

- Learning: Changing Meaning; Nature; process of learning, content learning and process learning, general or situated learning!
- Teaching: changing meaning, levels of teaching; An art or a science!
- Good teaching – What and How or Reflective Teaching to enhance learning.
- Communicating contents effectively, two–way path, role of coding, suitable media, and feedback; Proper positioning for better eye contact effective communication

UNIT: II HOW CHILDREN LEARN:

- A behaviouristic view – role of conditioning and reinforcement to act upon environment; Laws of effect, primacy and practice
- A cognitive view – perceiving parts into whole, role of brain and memory in information processing, implications for teaching to reduce cognitive load and designing better communication message, using multi–media, mnemonics, meaningful contextualisation;
- Understanding learners from the perspective of multiple intelligences with a focus on Gardner's theory of multiple intelligences.

UNIT: III LEARNING: A SOCIO-COGNITIVE PROCESS

- learning by observation (referring to Bandura's theory), actively choosing what to learn, implication for teachers and parents
- Central ideas of constructive view of learning (with major reference to Vygotsky), zone of proximal development, needs of scaffolding and its implications for teaching, learning in collaboration, common elements of constructivist teaching
- self–regulation; teaching strategies for improving metacognitive abilities of students
- Learning to think critically and to solve problems; implication for teachers to promote critical thinking and problem-solving ability

UNIT: IV TEACHING–LEARNING IN TODAY'S CLASSROOM

- Catering needs of different learning styles
- Addressing multicultural, multilingual classroom
- Teaching–Learning in electronic and digital world: issues and challenges, and needs for individualization of learning,
- Learning to learn, strategies for Motivating students for life long and independent learner.
- Helping students vulnerable with anxiety, stress, or aggression and delinquency

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COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical study of research papers on learning and teaching
- Observation of classroom and other learning situations – field notes and reflections/ discussion to understand what and how children learn in group setting
- Developing scaffolds in the learning situations in any subject area
- Identifying learning styles, self-regulation, metacognitive skills through inventories
- Visit to different schools having learners from various socio-cultural background: preparing profile of a specific learner and sharing it
- Observe, analyse and reflect on teacher-student relationship
- Presentation regarding multicultural classroom needs

MODE OF TRANSACTION: lectures, video clips, discussion, small group activity

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Suggested Readings/Learning References:

- *मुकुंदाकमला, स्कूलमेंतुमनेक्यापूछा, एकलव्य, भोपाल, 2013*
- *सीखनेमेंगति की स्वतंत्रता, रविकान्ततोषनीवालए, विमर्श, मार्च 1999, दिगांतर, जयपुर*
- *समावेशीशिक्षाः विचारऔरअनुभव, मदनमोहनझा की विश्वम्भर से बातचीत, शिक्षा विमर्श, मईजून 2007, दिगंतर, जयपुर*
- Emotions and Learning, Venu N., Journal of the Krishnamurti Schools, Issue 10, July 2006,Centre for Learning, Bangalore
- W Crain, Theories of Development: Concepts and Applications (1992), Prentice Hall, New Jersey.
- Vygotsky's Social-Historical Theory of Cognitive Development, Chapter 10
- Vygotsky L.S. (1978) Interaction Between Learning and Development in *Mind in Society* , , Cambridge, MA: Harvard University Press, 79-81
- Kumar Krishna, Learning to be Backward in *Social Character of Learning* Pgs. 59 – 77.
- Growing up Male, Kumar Krishna, What is Worth Teaching, pgs, 81 to 87.
- Woolfolk, Anita (2012) Educational Psychology (12th Edition). Pearson Indian Education Services Publication
- NCERT (2005) National Curriculum Framework, 2005, National Council of Educational Research and Training, New Delhi.
- Mangal, S.K. (2010) Advanced Educational Psychology, Printice Hall of India, New Delhi

- Hurlock, E. Developmental Psychology, Tata MacGrow Hill publication Co., NewYork, 1959.
- Gupta, S.P. Advanced Educational Psychology, SardaPustakBhawan, Allahabad, 2001.
- Sharma, S. Constructivist Approaches to Teaching and Learning, New Delhi: NCERT
- Mangal, S.K. Shiksha Manovigyan, Pearson Publications
- Pandey, Kalpalata. ShiskhshaManovigyan, Tata MacGrow Hill publication Co.

COURSE EDBDTT2: CREATING AN INCLUSIVE SCHOOL

B.Ed. Second Semester Students will be able to: MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

CO 1. create the inclusive environment in the class and development of Inclusive Education.
CO 2. critically analyze the Education Policy for Disabled Children.
CO 3. create the Curriculum for differently able children
CO 4. draw the Inclusive Classroom setting and teaching strategies.
CO 5. evaluate the recent program for Inclusive Education.

UNIT- I: PERSPECTIVES AND DEVELOPING ASPECTS OF INCLUSIVE EDUCATION.

- Historical perspectives and contemporary trends of VI, HI and Intellectual disabilities.
- Viewing VI, HI, and Intellectual disabilities through Charity Model, Physical Model and Human right Model.
- Development aspects- Special Education, Integrated and Inclusive Education.
- Meaning and concept of Evaluation in inclusive setup.

UNIT- II: EDUCATIONAL POLICIES FOR DIFFERENTLY ABLE CHILDREN.

- Educational Policies for differently able children- National Policy on education with disability 1968, 1986.
- Program of action (POA)- 1992
- National Policy on disabilities- 2006
- Scheme of inclusive education for the disable at secondary school (IEDSS-2009).

UNIT- III: CURRICULUM FOR DIFFERENTLY ABLE CHILDREN

- Meaning and concept of curriculum.
- Curriculum in the context of different disabilities with reference- VI, HI and intellectual disabilities.
- Community based education curriculum for disable children.
- Documentation record keeping and maintenance about inclusive classroom setup.

UNIT- IV: INCLUSIVE CLASSROOM AND TEACHING STRATEGIES

- Concept of inclusive Classroom with reference to- Infrastructure, Human resources; attitud of teachers.
- Classroom setting- Management for differently able children.
- Teaching Strategies- Content analysis, lesson planning and developing teaching learning materials (TLM).
- Recent trend of Evaluation- CCE Pattern

Practicum:

Understanding classroom diversity and reporting the same.
Preparation of model to Use ICT for teaching in inclusive situation
Preparation of a diagnostic test for inclusive Classroom.
Collection of data regarding children with special needs from Municipal records.

Visit to Inclusive Schools and to observe classroom transaction of any one of such schools in Bilaspur city and make a report of the same. Preparation of Lesson Plan, instruction material for teaching students with disability in inclusive school.

Suggested Readings/Learning References:

- Panda, K.C. Exceptional Children
- Bhargava, M. VishistBalak- H.P. Bhargava Book Publishers Agra.
- Pathak, K.K. Inclusive Language and communication. -S.R. Publication New Delhi.
- Shrivastava, D.N.&Shrivastava,P. Experimental Psychology, VinodPustakMandir Agra
- Report of Kothari Commission, Education and National development.MHRD New Delhi.
- MHRD Report of New Education Policy 1986 New Delhi.
- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Books- As per standard of content

COURSE EDBBTY1: PEDAGOGY–I (A) PHYSICAL SCIENCES

COURSE OUTCOMES: **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

To facilitate the prospective teachers to be able to:

CO 1. Analyse the contents of Physical science for effective long term and instructional planning to decide what to teach, and how to teach in Physical science for school science; justify the various elements of lesson plans on the basis of major psychological theories to effectively integrate science lessons in the socio-cognitive context of secondary learners

CO 2. Choose, design and execute effective strategies techniques and skills of teaching-learning physical science to maximize learning outcomes,

CO 3. Evaluate various curriculum resources, like books, laboratory, CCA and other popular media, and design and integrate them effectively into science teaching

CO 4. reflect for diagnosing the learning problems and concept attainment of the students and design effective evaluation tools

UNIT I: PEDAGOGICAL PLANNING FOR A PHYSICAL SCIENCE LESSON

- Concept and need of unit planning & lesson planning; Basic structure and elements of a lesson plan
- Meaning of learning objectives, learning outcomes and instructional objectives; features; writing LO using appropriate taxonomy
- Maxims of Teaching; Meaning of approach and strategy; Teacher-centered and Learner-centered approaches– nature of interaction, pros and cons, examples; psychological basis for taking an approach—brief reference to learning theories of Piaget, Bruner; Constructivist approach
- Inductive & deductive approach; 5E model

UNIT II: DELIVERING A PHYSICAL SCIENCE LESSON

- Building up ideas: Compare-contrast and Analogy strategy
- Placing appropriate Examples;
- Representation–verbal, visual
- Cognitive conflict: Meaning and role, role of Questioning, probing and reinforcement for ensuring active learning
- Ensuring maximum participation and inclusion
- Developing and using learning resources—print, audio-visual, soft media
- Reflecting on teaching

UNIT III: CURRICULAR RESOURCES FOR TEACHING-LEARNING PHYSICAL SCIENCE

- Role of Textbook and suitable structure of its contents (along with text, examples, diagrams, etc.), evaluation components and language, Criteria of a good textbook as a potential teaching-learning resource in Indian context
- Physical science laboratory: Design, basic requirements; Conducting experiments: shift from confirmatory to exploratory approach, safety measures
- Extended resources: Co-curricular activities in physical science—meaning, role & planning of CCA; Popular science

UNIT IV: EVALUATING STUDENTS LEARNING IN PHYSICAL SCIENCE

- Dimensions of evaluation in physical science; Subjective and objective type evaluation; Preparing blue–print for teacher made tests; technology assisted tools for assessment
- Understanding students' Misconceptions in science learning; Role of language, daily life experience, teaching–learning experience, diagnosing misconceptions (through tools like questionnaire, concept maps, concept cartoons, etc.)

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Content analysis of given science content
- Preparing concept maps on given content
- Exercises on probing situations, drawing social relevance, Scientific communication
- Preparing plans to deliver a lesson on given teaching points
- Preparing small contents

- Designing low cost aids and learning resources
- Preparing reflecting diary based on practice sessions
- Preparing evaluation tools for different purpose
- Include ICT tools into teaching and evaluation

MODE OF TRANSACTION: Lectures, Video clips, Discussion, Small group activity/projects, Demonstration, Workshop, Interaction with resource persons in the field, Assignment, Collaborative readings on identified topics, through online learning management systems (blended mode) if required

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Suggested Readings:

- Abell, Sandra K. & Lederman, Norman G. (2007) Handbook of Research on Science Education, Volume 1**,** Psychology Press,
- Angela Di Michele Lalor (2016) Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success, Alexandria: Virginnia: ASCD,
- Braund, Martin. (2012). Performing Science: Teaching physics, chemistry and biology through drama..
- Das, R.C. (2007) *Science Teaching in Schools.* New Delhi: Sterling Publishers Private Limited.
- Department of Gender Studies, NCERT () Analysis of the Textbooks of Assam, Bihar, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Odisha, Maharashtra, Manipur and Rajasthan: An Overall Report
- Driver, R., Squires, A., Rush worth, P. and Wood- Robinson, V. (2006) Making Sense of Secondary Science: Research into Children's Ideas, London: Rutledge Palmer.
- Eilam, B. & Gilbert, John K. (Eds.) (2014) Science Teachers' Use of Visual Representations. Switzerland : Springer International Publishing
- Gibbs, K. (2011) The New Resourceful Physics Teacher: Creative Ideas and Experiments for Physics Teaching, Schoolphysics Publications
- Gupta, A. (1978) New UNESCO source book for science teaching . New Delhi: Oxford & IBH Publishing house. http://www.arvindguptatoys.com/arvindgupta/unesco-source-new.pdf
- Heywood, D. & Parker, J. (2010) The Pedagogy of Physical Science (Contemporary Trends and Issues in Science Education) Springer
- Kalra, R. M. (2008) Science Education for Teacher Trainees and In-service Teachers: Learning to Learn Modern Science, New Delhi: PHI Learning Pvt. Ltd.,
- Kerkhoven, A.H., Russo,P. Land-Zandstra, A.M., Saxena, A and Rodenburg, F. J. (2016) Gender Stereotypes in Science Education Resources: A Visual Content Analysis. PLoS One. 11(11). doi: 10.1371/journal.pone.0165037
- Lagu, R. G. (Eds.) (2007) Experiments are fun, Oxford University Press.
- Lagu, R. G. (Eds.) (2009) How and why in Science : Senior series Book 2, Oxford University Press
- Lalor, Angela Di, M. (2016) Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success, Alexandria: Virginnia: ASCD,
- Lattery, M. J. (2016) Deep Learning in Introductory Physics: Exploratory Studies of Model-Based Reasoning (Science & Engineering Education Sources), Charlotte NC: Information Age Publishing
- Liu, X. (2010) Essentials of Science Classroom Assessment: SAGE Publications, 2010
- Mangal, S. K. (2019) P*edagogy of Physical science*, New Delhi: Arya Book Depot
- Mishra, K. K. (2004) Vigyan: Maanav kii Yashogatha, the Hindi version of Science:" A Human Saga" , Mumbai: HBCSE (TIFR)
- Mishra, K. K. (2006) Lok-Vigyan: Samakaleen Shaikshik Rachanayen, HBCSE (TIFR), 152pp.
- Mohan, Radha, (2019) *Innovative Science Teaching: For Physical Science Teachers.* New Delhi: PHI Learning Pvt. Ltd.
- National Council of Educational Research &Training (2013), Pedagogy of Science: Physical science (Part-I & II) – Textbook of B.Ed., New Delhi: NCERT, http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf
- National Council of Educational Research &Training NCERT (2006) National Curriculum Framework : 2005, New Delhi: NCERT
- National Council of Educational Research &Training NCERT, (2005). Position Paper: National Focus Group on Teaching Science, NCERT: New Delhi

- National Council of Educational Research &Training NCERT, (2006) Position Paper: National Focus Group on Exam Reforms, New Delhi: NCERT. http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/examination_reforms.pdf

- National Council of Educational Research &Training NCERT, (2006) Position Paper: National Focus Group on Teaching of Science, New Delhi: NCERT http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/executive_summary.pdf
- National Research Council. (1997) *Science Teaching Reconsidered: A Handbook*. Washington, DC: The National Academies Press. https://doi.org/10.17226/5287
- Neidorf, T. (2019) Student Misconceptions and Errors in Physics and Mathematics. Springer Nature ISBN 3030301885, 9783030301880
- Osborne, J.& Dillon, J. (Eds.) (2010). Good practice in science teaching: What research has to say, Philadelphia: Open University Press
- Park, Y. (2004) Teaching and Learning of Physics in Cultural Contexts: Proceedings of the International Conference on Physics Education in Cultural Contexts : Cheongwon, South Korea, 13-17 August 2001**,** Korea: World Scientific
- Parkinson, J. (2002). Chapter-1. Learning to Become an Effective Science Teacher. In Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory. New York: Continuum. pp. 1-12.
- Rogers, B. (2018) The Big Ideas in Physics and How to Teach Them: Teaching Physics 11–18. Routledge,
- Ronen, I. (2018) Misconceptions in Science Education: Help Me Understand, Cambridge Scholars Publishing,
- Science curriculum resource handbook: a practical guide for K-12 science, Kraus International Publications, 1992 NCE curriculum
- Sharma, R.C. (2013). Modren Science Teaching .Dhanpat Rai Publishing Company Ltd. New Delhi, pp.168-250
- Sunal, D.W. (2019) Physics Teaching and Learning: Challenging the Paradigm, Charlotte NC: Information Age Publishing
- Tobin, K. (Ed.). (1993). The Practice of Constructivism Science Education. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.
- Trostli, R. (1995) Physics is Fun: A Sourcebook for Teachers Spiral-bound – Import, Octavo Editions
- Turner, T. & Dimatea, W. (1998) Learning to Teach Science in Secondary School, Routledge Publication, USA.
- UNESCO (1966) Source Book for Science Teaching: UNESCO: Paris.
- UNESCO (2015) UNESCO SCIENCE REPORT: Towards 2030, Paris: UNESCO Publishing
- UNESCO (December 2010) Guidelines for textbook review and analysis from a gender perspective. Geneva : UNESCO Publishing. https://docs.iiep.unesco.org/peic/2748.pdf
- UNESCO Institute for Statistics. (2015) Women in Science.. Available: http://www.uis.unesco.org/ScienceTechnology/Documents/fs34-2015-women%20in%20science-en.pdf
- Vaidya N. (1999) Science Teaching for the 21st Century, Deep and Deep Publishers.
- Wellington, J. & Osborne, J. (2001) Language and literacy in science education. Philadelphia: Open University Press
- Wellington, J. (2004) Teaching and Learning Secondary Science – Contemporary Issues and Practical Approaches, London: Routledge
- Yadav, M.S. (2002) Teaching of Science, Amol Publications.
- http://unesdoc.unesco.org/images/0019/001914/191425e.pdf
- http://cbseacademic.nic.in/web_material/CurriculumMain20/SrSecondary/Physics.pdf
- https://www.youtube.com/watch?v=wcf0pZzUjEs
- https://www.youtube.com/watch?v=rLJ16LQ2t5c
- https://www.youtube.com/watch?v=MYuh5yErdfA
- https://www.youtube.com/watch?v=FbaXQ8u6IP8http://phys205.physics.tamu.edu/WebPageDocuments/Article_UsingInquiry.pdf
- http://sbcf.fr/docs/The_Teaching_of_Science-Ch_7_march2011-Bybee.pdf

- http://unesdoc.unesco.org/images/0019/001914/191425e.pdf
- https://www.youtube.com/watch?v=5gdSZorjKSQ
- https://www.youtube.com/watch?v=4-1JvVCWtIg
- https://www.youtube.com/watch?v=BnlCQ45f7KM
- http://www.wisd.org/users/0001/docs/GVC/5E%20Model.pdf

COURSE EDBBTY2: PEDAGOGY (A): SOCIAL SCIENCE

Course Outcomes: **MARKS: 50 | CREDITS: 4 | 4 Hrs./wk**

B.Ed. Second Semester Students will be able to –

CO 1. Identify and understand the principles of effective teaching and develop skill for effective teaching
CO 2. Justify various element of lesson plan and effectively plan for social science instruction
CO 3. Understand of various approaches to teaching social science
CO 4. Analyse various methods and determine their appropriateness for teaching social science
CO 5. Develop knowledge about various support resources, handle and develop them
CO 6. Identify various possible teaching-learning resources to be used in instructional planning for various purposes
CO 7. Develop various strategies on different dimensions of evaluation
CO 8. Diagnose students' learning through various techniques

UNIT I: PEDAGOGICAL PLANNING FOR A SOCIAL SCIENCE LESSON

- Principles of Effective Teaching of Social Science Content
- Maxims of teaching
- Deciding and Framing the Objectives of Teaching-Learning
- Planning for Teaching Social Science Lesson

UNIT II: STRATEGIES, APPROACHES AND METHODS IN TEACHING SOCIAL SCIENCE

- Deciding Appropriate Strategy: Teacher Centered, Learner Centered, Subject Centered
- Deciding Appropriate Approach: Constructive, Reflective, Integrative, inductive, deductive etc.
- Deciding Appropriate Method: Lecture, Discussion, Project, Social Recitation, Questioning, Field Trip, Story Telling etc.

UNIT III: MAKING SOCIAL SCIENCE LESSON MEANINGFULL & EFFECTIVE

- Deciding and Developing Appropriate Teaching Learning Resources
- Projected V/S Non-Projected Aid
- Audio, Visual and Audio-Visual Aid

UNIT IV: EVALUATING STUDENTS LEARNING IN SOCIAL SCIENCE

- Evaluation: Measurement, Assessment and Evaluation and their Purpose
- Ways of Evaluating: Subjective vs Objective, written vs oral etc.
- Preparing blue–print to evaluate teaching-learning in social science

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COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Dramatization an Historical/Political/Economical/Environmental etc. events
- Role Playing an Historical/Political/Economical/Environmental etc. events
- Making Story about an Historical/Political/Economical/Environmental etc. events
- Construction of lesson plan

- Delivering the model social science lesson

MODE OF TRANSACTION: Lecture, discussion, workshop, seminar, assignment, presentation by students

Suggested Readings/Learning References:

- Agrawal, J.C. Teaching social studies, vikas publishing house pvt.Ltd. New Delhi
- Singh Rampal Samajikadhyayankashikshan, laxminarayanagrawal, Agra
- Tyagi, Gurusharan Teaching of Social Science, VinodPustak Agra.
- James Fleming The teaching of Social studies in Secondary School,Longman, Greon& Co, London.
- Bining & Bining Teaching of social studies in the Secondary school, McGraw Hill Book Co. New York.
- Sharma, A.P. Teaching of Social Studies and Civics, Gaya Prasad & Sons, Agra.
- Ralph, C. Preston Teaching Social Studies in the Elementary School (New York, Rinehart & Company).
- Maurice, P. Hunt Teaching High School Social Studies (HarparLawrance E. Metealf& Brothers, Publishers, New York).
- John Jarolimek Social Studies in Elementary Education (The Macmillan Co., New York).
- Kochhar, S. K.The Teaching of Social Studies, Sterling Publishers, Delhi, 1963.
- Forrester,I. F. Introducing Social Studies (Orient, Long Mans, Bombay) 1956.
- NCERT, (2006). *National Curriculum Framework*- 2005, NCERT. New Delhi.
- NCERT, (2005). *'Focus Group Report' Teaching of Social Science* NCERT New Delhi.
- Gupta, R. The methods of teaching Social Studies

- Web content
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point

COURSE EDBBTY3: PEDAGOGY (B): BIOLOGY

COURSE OUTCOMES **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

B.Ed. Second semester students will be able to:

CO1: Understand and Articulate Objectives of Teaching Biology
CO2: Design and Implement Biology Curriculum
CO3: Apply Pedagogical Content Knowledge (PCK)
CO4:Describe the comprehensive Lesson plans
CO5: Develop and Use Effective Instructional Plans:
CO6: Utilize Teaching-Learning Resources
CO7: Establish and Maintain a Biology Laboratory
CO8: Implement Effective Teaching Methods and Assessment:

UNIT I: OBJECTIVES & CURRICULUM OF BIOLOGY

- Objectives of teaching biology at secondary level
- *Writing specific objectives in different content areas.
- Biology curriculum: concept, and principles; Differentiating between curriculum and syllabus
- The concept of Pedagogical Content Knowledge (PCK) and its implications for Biology teaching.

UNITII : PLANNING & INSTRUCTIONAL SUPPORT

- Concept, importance and Basic elements of lesson plan ,Unit Plans and Remedial Plans
- Criteria for selecting/designing Teaching-Learning Resources: content based, learner based and context based.
- *Teaching Aids: concept, types, effective use, use of multimedia in learning biological concepts.
- *Development and use of low-cost innovative aids, science kit.

UNIT III: LABORATORY & RESOURCES IN BIOLOGY

- Biology Lab: Need, Set- up/ Construction, Guidelines for organizing practical work, safety measures to be followed, assessment of laboratory work.
- Enriching Biology teaching: virtual labs, & organization of science club.
- * Field visits: concept, need & planning (as per grade level); Zoo, Sea shore life, Botanical Garden, etc.
- Textbooks: characteristics of a good biology textbook, Analysis of textbooks*.

UNIT IV: TEACHING METHODS AND ASSESSMENT IN BIOLOGY

- Inductive and Deductive approaches: characteristics, merits & limitations
- Conventional Methods: Lecture cum Demonstration–characteristics, merits & limitations ways to make them effective
- Assessment: Formative & Summative; concept and need in reference to constructivist classroom.
- * Preparation of blueprint and preparation of different test items in biology, teacher made achievement test, diagnostic and remedial test in biology, concept & preparation.
  Modern assessment tools (rubrics, portfolios, online tools)

MODE OF TRANSACTION: lecture cum discussion, Demonstration, group activity/projects, presentation by students, flipped and blended mode learning as & when required.

PRACTICUM

- Preparation of a report on the biology lab of the school, visited by the student during internship.
- Preparation of a question bank.
- Constructing a diagnostic test. (* topics will be dealt under practicum)

Suggested Reading/References/Online resources:

- Bremmer, J. Teaching Biology
- Carin, R.A. Teaching Science through discovery
- Green, T.L. Teaching of Biology in Tropical Secondary Schools
- Miller, D.F. and Blaydes, G.W. Methods and Materials for Teaching Biological Sciences
- UNESCO New Trends in Biology Teaching
- Mangal, S.K. Teaching of Biological Sciences, Agra book Depot.
- Sounders The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
- Kulshrestha, S. P JeevVigyanShikshan ,Lyall Book Depot, Meerut
- Rawat, D. S. Vigyanshikshan, VinodPustakMandir, Agra.
- UNESCO Essential of learning in Environment.
- NCERT, (2006). *National Curriculum Framework*- 2005, NCERT. New Delhi.
- NCERT, (2005). *'Focus Group Report' Teaching of Science* NCERT New Delhi.
- https://nroer.gov.in/home
- https://onlinecourses.swayam2.ac.in/nou22_ed04/preview
- https://onlinecourses.swayam2.ac.in/nou22_ed03/preview
- https://epgp.inflibnet.ac.in/

COURSE EDBBTY4: PEDAGOGY (B): MATHEMATICS

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

B.Ed. Second Semester Students will be able to -

C0 1. Understand and adopt ways in enhancing quality of Mathematics learning.

CO 2. Develop competency in the use of learner friendly information and communication technologies for widening scope and enhancing quality of Mathematics learning.

CO 3. Acquire expertise in development, adoption and use of different types of teaching learning material for effective Mathematics learning and teaching.

CO 4. Develop awareness of innovations in the teaching-learning processes of Mathematics and ways to adopt those in the classroom practices.

Unit I: Enhancing Quality of Mathematics Learning

- Nature of content in mathematics
- Use of content in instructional design
- Content mastery and its maintenance
- Formulation of instructional objectives in behavioral terms with respect to Arithmetic, mensuration, Trigonometry, angles, set theory and statistics
- Relationship between specific objective and general objectives

Unit II: Use of ICT in Teaching and Learning Mathematics

- Concept of ICT
- Need of Technological, Pedagogical Content and Knowledge (TPACK) in Mathematics
- Use of Computer and other ICT equipment's
- Using open education resources (OERs) in Mathematics
- Techniques of meaningful learning in mathematics- (Oral, Written, Drill and Home-work, Self-study, Group- study, Supervised- study, PLM, Teaching Aids

Unit III: Teaching Learning Materials of Mathematics

- Mathematics Textbooks: Characteristics and functions of a good Mathematics textbook,
- Types of planning in mathematics- Annual, Unit and Lesson Plan
- Methods of instruction in mathematics- Analytical, Synthetical, Inductive- Deductive, problem solving, Demonstration, Project method
- Use of various Teaching-Learning Material in Mathematics - Charts, models, overhead projector, films with their specific use and limitations
- Types of Communication in mathematics class- verbal and Non-verbal

Unit IV: Innovations in teaching of Mathematics

- Meaning and concept of CCE in mathematics
- Types of questions- Subjective type and Objective type
- Construction and concept of Achievement test- preparation of blue print
- Other Attributes- Regulatory, punctuality, Discipline and attitude towards teaching mathematics.
- Recreation in Mathematics (Mathematics Club, Maxims of Teaching & Activities for Mathematical creativity & Vedic Mathematics)

Practicum:

1-Preparation of five effective lesson plans on mathematics

2-Teaching of two lesson plan through internet/Online

3-Use of Computer in Teaching of Mathematics.

4-Use of Mathematics activities for recreation.

MODE OF TRANSACTION

Suggested readings/Learning references:

- Kulsheshtha, A K Teaching of Mathmatics, Meerut ,R L Book Depot.
- Jain, S.H. GanitShikshan.Jaipur.Raj.HindiGranthAcandmy.
- Kapoor, J.N. VidhyalayaGanitkeliyesauprayog.New Delhi Arya book depot.
- Mangal, S.K. Teaching of Mathematics- New Delhi Arya book depot.
- Rawat, M.S., Teaching of mathematics- Agra, Vinodpustakmandir.
- Siddhu,K.S. Teaching of mathematics- New Delhi Sterling Pub.
- WWW- As per required websites for concern topic.
- YouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- https://www.youtube.com/watch?v=hbDkSaSnbVM (Unit I)
- https://www.youtube.com/watch?v=IO19-MTwThI (Unit I)
- https://www.youtube.com/watch?v=MrIdc-Hs-is (Unit I)
- https://www.youtube.com/watch?v=lhwAMhZQ6kU (Unit I)
- http://mathigon.org/resources/value-of-mathematics.pdf (Unit I)
- http://mathedu.hbcse.tifr.res.in (Unit 3)
- http://www.ncert.nic.in/departments/nie/dee/publication/pdf/CCE_Math.pdf (Unit V)
- http://www.ncert.nic.in/departments/nie/niew/school_kits/kit_manuals.html
- http://nrich.maths.org

COURSE EDBBTY5: PEDAGOGY (B): ENGLISH

LEARNING OUTCOMES **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

B.Ed. Second Semester students will be able to:

CO 1. explain the nature of English language
CO 2. describe the principles of curriculum construction
CO 3. critically evaluate various pedagogical approaches
CO 4. exemplify the basic concepts of prose, poetry and grammar
CO 5. analyze the teaching learning process in English language
CO 6. plan teaching skills in English language
CO 7. analyze the process of evaluation and assessment

UNIT I: NATURE OF ENGLISH LANGUAGE AND SCHOOL CURRICULUM

- Language, concept, and nature
- The pedagogical principles of teaching English language as a second language.
- Curriculum of English Language: principles of curriculum construction

UNIT II: LANGUAGE AND PEDAGOGICAL APPROACH

- Prose: Non-fictional, Fictional, Heroic
- Poetry: Ode, Ballad, Sonnet, Elegy, Lyric; Figure of speech (hyperbole, irony, metaphor, simile, personification)
- Grammar: Descriptive and Prescriptive
- Methods and Approaches: Grammar and translation method, Direct and Bilingual method
- Structural Approach, Communicative Approach, Constructivist approach, Eclectic approach

UNIT III: PLANNING AND TEACHING SKILLS

- Objectives of Teaching prose, poetry, grammar
- Lesson planning prose, poetry, grammar, composition
- Audio-visual aids in English Language Teaching (ELT): Its importance
- Co-curricular activities in English language teaching; class magazine, language games

UNIT IV: EVALUATION AND ASSESSMENT

- Diagnostic test: concept and importance
- Need for remedial teaching
- Evaluation of scholastic area
- Assessment of Co scholastic aspects of students' learning

PRACTICUM

- Prepare a dictionary
- Prepare any audio-visual aids for 8^{th} std.
- Prepare Lesson plan of prose, poetry, grammar through the use of ICT
- Develop Instructional (Teaching Learning) Material
- Prepare audio visual clip/program of inculcation of communication habits.
- Prepare Test papers/Question papers
- Prepare diagnostic test for 8^{th} std.

MODE OF TRANSACTION: Lectures, discussion, video clips, Group Presentation

Suggested Readings/Learning References

- Krishnaswamy, N. &Krishnaswamy, Lalitha (2005) Teaching English Approaches, methods and techniques, Macmillan India Limited, Chennai.
- Nagaraj, Geetha(2012) English Language Teaching Approaches, Methods, Techniques, Orient Blackswan Pvt Ltd, New Delhi
- Littlewood, William (2000) Communicative Language Teaching, Cambridge University Press.
- Chaturvedi, M.C. (1995) Position of language in school curriculum in India, New Delhi, NCERT.
- Hornby, A. S. A guide to pattern and usage in English, oxford university press.
- Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
- Anderson, A. and Lynch, T. (1988)Listening, Oxford University Press, Oxford.
- Ur, Penny (1984) Teaching Listening Comprehension, Cambridge University Press, Cambridge.
- Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
- Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.
- Nuttall, Christine (1987) Teaching Reading Skills in a Foreign Language, Heinemann Educational Books Ltd., 1982; ELBS Edn., London.
- Chall, J.S. (1983)Stages of Reading Development, McGraw-Hill Book Company, New York.
- Pincas A. (1982) Teaching English Writing, The Macmillan Press Limited, London.
- Makey, Sardra L. (1985)Teaching Grammar, Pergamon Institute of English, Oxford.
- Ur, Penny (1988) Grammar Practice Activities, Cambridge University Press, Cambridge
- www- As per required websites for concern topic.
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point

COURSE CODE EDBBTY 6 PEDAGOGY (B) : HINDI

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

उद्देश्य

विद्यार्थी हिंदी भाषा पाठ्यक्रम का मूल्यांकन करेंगे
विद्यार्थी हिंदी भाषा पाठ्यक्रम निर्माण एवं सिद्धांतों की समीक्षा करेंगे
विद्यार्थी हिंदी भाषा शिक्षण की पाठ योजना का निर्माण करेंगे
विद्यार्थी हिंदी भाषा अधिगम का मूल्यांकन करेंगे
विद्यार्थी हिंदी भाषा में नवाचार का उपयोग करेंगे

bdkbZ 1

- ikB~;dze dk vFkZ lEizR;; एवं विशेषताएं
- fgUnh Hkk'kk ikB~;dze fuekZ.k ds आधार, सिद्धांत एवं महत्व

bdkbZ 2. हिन्दी भाषा शिक्षण

- **हिन्दी भाषा शिक्षण** की विधियाँ
- **हिन्दी भाषा शिक्षण** पाठ्योजना
- x| पद्य एवं हिन्दी व्याकरण की पाठ्योजना

bdkbZ 3 हिन्दी भाषा अधिगम का मूल्यांकन

- वस्तुनिष्ठ एवं विषयनिष्ठ मूल्यांकन
- समग्र एवं निर्माणात्मक मूल्यांकन का अर्थ, संकल्पना एवं महत्व
- निदानात्मक एवं उपचारात्मक परीक्षण का अर्थ प्रकृति एवं निर्माण

bdkbZ 4 हिन्दी भाषा शिक्षण में नवाचार

- भाषाई कौशल और उनका महत्व
- हिंदी भाषा शिक्षण में सूचना संचार तकनीकि का प्रयोग
- हिन्दी भाषा शिक्षण में शिक्षण सहायक सामग्री का उपयोग एवं महत्व

सन्दर्भ ग्रन्थ

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- Hkk"kklEizkfIrewY;kadu& ds-th-jLrksxh
- ukxjhfyfivkSjfgUnhorZuh&vuUrpkS/kjh
- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSE EDBBGA1: UNDERSTANDING THE SELF

COURSE OUTCOMES **MARKS: 50| CREDITS: 2 |4Hrs./wk**

B.Ed. Second Semester Students will be able to:

- **CO 1.** develop an understanding of their own 'self' and 'identity' through a critical introspection
- **CO 2.** develop an alert and sensitive personality capable of faithful rapport
- **CO 3.** explore their creative 'self' and develop appreciation in creative pursuance for self-development
- **CO 4.** appreciate yoga in converging body–mind–soul and in creating a fully functioning self

WORKSHOP I: SELF AND IDENTITY

Basic idea of Self and identity: multiple identity, discovering personal 'self' and understanding the 'identity' as a teacher reflecting upon aspirations, conflicts, strengths, weaknesses, belief system and prejudices, cultural background; Self–concept, self–esteem, self–efficacy, particularly in the role of a school teacher; fully functional self

Suggested mode of transaction: (i) Talks (ii) Critical Reading of inspirational texts (iii) Psychological testing

WORKSHOP II: UNDERSTANDING OTHERS

Listening and observing 'Self': Importance for a teacher to holistically understand human nature; becoming a good listener with faithful rapport; becoming an objective observer;

Suggested mode of transaction: (i) Video clip/discussion/Activity on listening and observation skills, (ii) intrapersonal communication, (iii) one to one interaction for understanding human nature

WORKSHOP III: CREATIVE EXPRESSION AND SELF DEVELOPMENT

Exploration and Engagement in creative Expression of 'self': Understanding Creativity and its importance for human mind; Discovering the creative 'self' within in any form of creative endeavor; Putting persistent effort for adding novelty to the chosen form of creative task;

Suggested mode of transaction: (i) talks (ii) Critical Reading of inspirational texts (iii) Activities and reflection for creative expression

WORKSHOP IV: YOGA FOR SELF DEVELOPMENT

Yoga for integrating body, mind and soul, appreciating the philosophy of yoga and practicing yoga and other meditative techniques

Suggested mode of transaction: (i) talks (ii) Practical exposure to yoga

Suggested Readings/Learning References:

You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point

COURSE EDBBEF1: SCHOOL VISIT–II (UPPER PRIMARY TO HIGHER SECONDARY)

COURSE OUTCOMES

MARKS: 50 | CREDITS: 3| 3 weeks

The prospective teachers will be able to:
CO-1 explain different types of interaction going on in an actual classroom
CO-2 reflect various skills in an integrated fashion
CO-3 critically reflect the quality of an effective teacher
CO-4 be acquainted with various types of school activities and their role in education process

After an exposure to the school system as a whole, the second phase of school visit purports to bring the prospective teachers in close observation of the actual classroom teaching in various kinds of schools. While they are practising the teaching skills, newly introduced to them, they are expected to observe the teaching strategies adopted by the school teachers, their classroom management strategies to understand the factors leading to effective teaching. Moreover, it is expected that they observe the innovations, styles, and effectiveness of teaching to incorporate in their own teaching. They may also observe the laboratory activities and other co—curricular activities related to their subject. They are expected to present a report of their observation and reflection on the following points:

- Methodologies used
- Nature and Level of student—teacher interaction
- Student participation
- Resources used
- Whether constructivism followed
- Student interest
- Innovations
- Student motivation for higher order thinking
- Issues of discipline, homework, evaluation
- Nature of Lab work and student-teacher interaction in lab
- Any other relevant aspect related the subject chosen

This phase also gives scope to the students to visit various schools that are different in nature than the normal schools, for example, innovative schools, vocational schools, schools for orphans and marginalised sections, adult schools, special schools, etc. This is expected to widen their view of education, understand various requirements in educational sector, appreciate the leadership of educationists working in such different sectors and look into themselves to be prepared for such services.

COURSE EDBBGF2: PRACTICING TEACHING SKILLS

COURSE OUTCOMES: **MARKS: 100 | CREDITS: 2 | 4 Hrs./wk**

To help the prospective teachers to:

CO1.understand the significance of various skills that the teachers may use for making teaching effective

CO2.analyse the use of various skills part by part and focus on mastering them

CO3. integrate skills in their teaching for effective communication and classroom learning

This will be a hand–on practice session for the basic teaching skills in a small peer group simulated condition. It is expected to break the inertia among the prospective teachers and build up confidence on the fundamental processes of teaching within the classroom interaction situation. The prospective teachers will be expected to think over, plan and practice some of the basic skills required for an effective teaching–learning to ensure active student participation in the learning process. Some of the skills to be practiced are the following:

- Framing instructional objectives for different approaches of teaching
- Exposing or introducing a new topic or theme for learning and connecting with previous knowledge by engaging the students into some physical or mental activity
- Exploring and developing any concept with the help of students
- Explaining a concept to the students drawing appropriate examples in various subject areas
- Appropriate Questioning for ensuring active participation of all
- Assessing learners and encouraging higher level thinking through appropriate probing
- Making students explain their own learning
- Creating situations for students to extend or elaborate their learning to new situations
- Evaluating learning and helping students to assess their own learning
- Motivating students
- Handling teaching aids
- Working on Blackboard: basics, developing concept maps or diagrammatical structures

SEMESTER-III

COURSE EDBCTT1: ASSESSMENT & EVALUATION

COURSE OUTCOMES **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

B.Ed. Third Semester students will be able to -

CO 1. compare measurement, assessment and evaluation
CO 2. explain various issues in assessment and evaluation.
CO 3. implement trend in assessment and evaluation for examine the learners.
CO 4. differentiate the use of various assessment tools.
CO 5. execute various data analysis technique for reporting learner performance.

UNIT 1: OVERVIEW OF ASSESSMENT AND EVALUATION

- Measurement, Assessment and Evaluation: Concepts; Differences
- Clarification of the terms- Appraisal, Test and Examination,
- Distinction between 'Assessment of Learning-' (summative) and 'Assessment for Learning'-(formative)
- Instructional objectives in three domains- cognitive, psychomotor and affective

UNIT 2: RECENT TRENDS IN ASSESSMNT AND EVALUATION

- Marking and Grading System. Semester System. Open Book Examination System. On Demand
- Examination. Online Examination. Choice Based Credit System (CBCS)
- Continuous and comprehensive assessment (CCE).

UNIT 3: ASSESSMENT OF SUBJECT-BASED LEARNING

- Assessment tools
- Kinds of tasks: projects and assignments
- Kinds of Achievement tests and their constructions (teacher made, standardized)
- Quantitative and qualitative aspects of assessment: Appropriate tools for each (in brief).

UNIT 4: DATA ANALYSIS, FEEDBACK AND REPORTING

- Graphical representation of data; Types of Graphs & its use.
- Measures of Central tendency(in brief)- Comparison of Mean, Median and Mode. Selection ofappropriate average for use.
- Percentile & percentile rank –calculation and uses
- Types of teacher feedback (written comments, oral); Peer feedback
- Developing and maintaining a comprehensive learner profile; anecdotal records, progress reports, portfolios, rubrics

MODE OF TRANSACTION: Lecture, discussion, power point presentations.

PRACTICUM:

- Preparation of a rubrics/ portfolio/anecdotal record
- Preparation of a teacher made test

Suggested Reading/References/Online resources:

- Asthana, Bipin &Agrawal,R.N.: Measurement and Evaluation in Psychology and Education, VinodPustakMandir, Agra.
- Bloom & Krathwohl Taxonomy of Educational Objectives Handbook II, Affective Domain, 1964
- Ebel, R.L. Essentials of Educational Measurement; Prentice Hall, New Jersey, 3rd Ed. 1979
- Anastasi A. Psychological Testing (4th edition), New York, McMillan Pub Co, 1976
- Bhargav, M. MapanEvamMulyankan, Bhargav Publication
- Cronbach L J. Essentials of Psychological Testing (3rd edition), New York, Harper & Row publishers, 1970
- Edwards A. L. Techniques of Attitude Scale Construction, Bombay, Feiffer &Simens private Ltd, 1975
- Freeman F. S. Theory and Practice of Psychological Testing, (3rd Ed.), New Delhi, Oxford & IBH Pub. Co., 1976
- Gupta, S.P. MapanEvamMulyankan, New Delhi, ShardaPrakashan
- Harper (Jr.) A. E. & Harper E.S.Preparing Objective Examination, A Handbook for Teachers, Students and Examiners, New Delhi, Prentice Hall, 1990
- Linn, R.L. &Gronlund, N.E.Measurement and Assessment in Teaching, Pearson Education pvt. Ltd. (Singapore), Indian Branch, 482 F.I.E.,Patpanj, Delhi, 110092, India.
- WWW- As per required websites for concern topic.
- TouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points

- Books- As per standard of content

COURSE EDBCTT2: KNOWLEDGE & CURRICULUM

COURSE OUTCOMES **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

B.Ed. Third semester students will be able to:

CO 1. explain the concept, types and facets of knowledge and their nature
CO 2. differentiate between facts, belief, information, knowledge and understanding
CO 3. classify various types of curriculum
CO 4. plan curriculum for their respective schools

UNIT-1: UNDERSTANDING KNOWLEDGE

- Meaning and concept of knowledge
- Sources of knowledge
- Types of Knowledge – A priori and A Posteriori knowledge, Declarative, Procedural and Relational knowledge
- Facets of knowledge- Local and Universal, Concrete and Abstract, Theoretical and practical, Contextual and textual , School and Out of school , and Scientific and Religious,

UNIT-2: KNOWLEDGE CONSTRUCTION

- Concepts of facts, belief, information, knowledge and understanding
- Theories of knowledge Construction – Jean Piaget and Lev Vygotsky
- Methods promoting knowledge construction
- Role of culture in knowing
- Validation of knowledge

UNIT-3: UNDERSTANDING CURRICULUM

- Meaning and Concept of curriculum
- Components of curriculum
- Types of curriculum
- Principle of Curriculum development
- Philosophical,Psychological and Sociological foundations of curriculum development

UNIT-4: CONCERNS IN CURRICULUM

- Curriculum as a Contested Terrain
- Ideology and Curriculum
- Implications of curricular divisions for learner centered pedagogy
- Models of curriculum development- Ralph Taylar and Hilda Taba

PRACTICUM

- Student will analyze the Content for value reflection of any one chapter of concern subject at secondary standard.
- Students will identify co-curricular components of some given topics in different subjects
-

- Students will study the recommendations of major reports/ commissions on framing Curriculum - National Curriculum Framework and NEP2020

Suggested Reading/Learning References:

- Youtube channel/MOOCs/OER/SWAYAM/e-Pathsala- As per topic/points
- Books
- Seth, Shyamkishor and Mishra Neelima: Philosophy of Knowledge, LokbhartiPrakashan Allahabad.
- Tiwari ,Kedarnath: Metaphysics and Epistemology, Motilal Banarsidas Delhi.
- Mishra ,Hridyanarayan: Problems of Epistemology, ShekherPrakashan Allahabad.
- Agrawal, S. K.: Techniques of Teaching, Rajesh Publishing House Meerut.
- Gupta, S.P.: History, Development and Problem of Indian Education, ShardaPustakBhawan , Allahabad.
- Lakshmi, T. K. S.: Value Reflection ,BanasthaliVidyapith.
- Vashist, R.P. Curriculum Deveopment, Commonwealt

COURSE EDBCTT3: LANGUAGE ACROSS THE CURRICULUM

COURSE OUTCOMES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

B.Ed. Third Semester students will be able to:

- **CO 1.** Exemplify the meaning and importance of language and language skills.
- **CO 2.** Describe and appraise the importance language background of the learner.
- **CO 3.** Practice and assess the importance of multilingualism in the school and society.
- **CO 4.** Arrange the classroom practices for better development of linguistic skills.
- **CO 5.** Inspect linguistic errors in the language use of students.
- **CO 6.** Schedule various activities to develop good language habits among student.

UNIT I: LANGUAGE BACKGRAOUD OF THE LEARNER

- Language and Language skills
- Characteristics of first language and second language learning and teaching
- Need to understand the language background of the learners

UNIT II: CONCEPT OF MULTILINGUALISM

- Sensitivity towards the language diversity in the classrooms: Identification
- Multilingualism in the classroom: concept
- Aspects of the power dynamics of the 'standard' language as the school language vs. home language or 'dialects';
- Language and culture

UNIT III: CLASSROOM PRACTICESAND READING COMPREHENSION

- The nature of classroom discourse
- Strategies for using oral language in the classroom in a manner that promotes learning
- Nature of reading comprehension in the content areas
- Expository texts vs. narrative texts; schema theory

UNIT IV: WRITING ASPECTS

- Activities to develop language skills
- Note-making, summarizing; making reading-writing connections; process writing: Components

PRACTICUM

- School Visit to Find out Communication Problem/Apprehension in Students
- Prepare a report on multilingualism
- Prepare a news of your departmental activity
- Prepare presentation on language diversity through the use of ICT
- Workshop on reading activities
- Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech
- Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming
- Assignments on Developing Listening Skills – Listening to speech, directions

Suggested Readings/Learning References:

- Nagaraj, Geetha (2012) English Language Teaching Approaches, Methods, Techniques, Orient Blackswan Private Limited, New Delhi.
- Littlewood, William (2000) Communicative Language Teaching, Cambridge University Press.
- Teacher's Handbook for Primary Stage (2003) Continuous and Comprehensive Evaluation, NCERT, New Delhi.
- Mohan, Krishna &Banerji, Meera (2002) Developing Communication Skill, Macmillan India Limited, New Delhi.
- Richards, Jack C. & Rodgers, Theodore S.(1995) Approaches and Methods in language teaching-A description and analysis, Cambridge University Press.
- Kohli, A. L. & Sharma L. M. (2002) Techniques of Teaching English (in the New Millannium), DhanpatRaiPublicating Co. (P) Ltd., New Delhi.
- Floyd, K. (2009). Interpersonal Communication. New York: McGraw Hill Companies Inc.
- Fromkin, V, Rodman, R &Hyms, N. (2011).Introduction to Language. (9th ed.). Canada: Cengage Learning.
- Akmajian, A. et al. (2010). Linguistics: Introduction to Language and Communication. (6thed.). Cambridge: MIT Press.
- www- As per required websites for concern topic.
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point

COURSE EDBCTT4: GENDER, SCHOOL AND SOCIETY

COURSE OUTCOMES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

B.Ed. Third Semester students will be able to:

CO 1. differentiate the sex and gender.
CO 2. interpret the concept of Gender Identity, Gender Discrimination, Gender Stratification, Patriarchy, Gender Bias, Gender Stereotyping etc. in the current situation.
CO 3. critique the concept history, and theories of feminism in the present context.
CO 4. critique the concept, history, and theories of masculinity in the present context.
CO 5. check awareness about violence against women in the given situation.
CO 6. comparing inequality based on gender in the curriculum, textbooks, classroom, and management of the school,
CO 7. plan gender-inclusive classroom teaching strategy.
CO 8. implement learned strategies to remove the gender inequality and violence against women in the given context.

UNIT I: GENDER: KEY CONCEPTS

- Difference between Sex and Gender
- Social construction of Gender, gender socialization and Gender Roles.
- Gender Identity, Gender Discrimination, Gender Stratification, Patriarchy, Gender Bias, Gender Stereotyping, and its consequences.

UNIT II: GENDER AND SCHOOL

- Gender bias in the school (enrolment, attitudes, etc.)
- Gender Issues in School (Sexual Abuse, Sexual Harassment etc.)
- Gender issues in curriculum, textbooks, classroom and management of the school.
- Creating Gender Inclusive Classroom.

UNIT III: GENDER AND SOCIETY

- Construction of Gender Role (by Family, Religion, Culture, Media etc.)
- Women in India (Ancient, Vedic, Post Vedic, Medieval and Present India)
- Feminism: Concept, meaning, History and theories
- Masculinity: Concept, meaning, History and Theories

UNIT IV: SEXUALITY AND POWER

- Sexuality: meaning, its relation with power
- Violence against women: Empirical Examples, Impact on the Lives of Women
- Strategies for Change: Policy and management in the school, Women's action groups and Mass media.
- Laws related to women, National women commission and other national and international agencies related to women.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Visit to institution working for women/Visit to online website of NCW and prepare a report on it.
- Where gender discrimination is: an analytical study of a village.
- Gender issues in school education – case studies
- Develop an awareness programme related to gender issues
- Analysis of a particular film/advertisement/ newspaper with respect to representation of masculinity or feminity.
- Responding to various forms of gender discrimination
- Writing a report of growth of boys and girls of a village
- Develop a programme for women empowerment in the context of Indian society

MODE OF TRANSACTION: Lecture, Observation, field visit, a virtual visit to website, individual and group presentation, video lecture, and use of social media app.

Suggested Readings and Online Resources:

- Bandyopadhyay, M. &Subrahmanian, R. (April 2008). Gender equity in education: a
- review of trends and factors. Create Pathways to Access: research monograph no. 18. New Delhi: NUEPA.
- Bhattacharjee, N. Through the looking-glass: Gender Socialization in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: New Delhi.
- Ghai, A. Gender and Inclusive education at all levels In VedPrakash&K.Biswal (ed.) Perspectives on education and development: Revising Educationcommission and after. NUEPA: New Delhi
- Govinda, R. Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region, NUEPA, New Delhi.
- Jain, S. (2003). Gender equality in education Community based initiative in India. *Background Paper for the EFA Monitoring Report, 2003-04.* Gender and education for all: the leap to equality: 2004/ED/EFA/MRT/PI/28,Paris: UNESCO.
- Jeffery, P. et al Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171.
- Kamla, B. (2004) *Exploring Masculinity*. New Delhi: Raj Press.
- Kamla, B. (2003). *Understanding Gender*. New Delhi: Raj Press.
- Kumkum, R. (2010). *The power of gender & the gender of power*. New Delhi: Oxford University Press.
- Mehrotra, D.P.,(2012). India: Sexism and Patriarchy in the Textbooks, Good Girls are submissive and subsidiary Thursday 22 November 2012, South Asia Citizen's Web.
- NCERT [National Council of Educational Research and Training]. (2006): Gender in Education. National Focus Group. Position paper New Delhi: NCERT.
- Ramachandran, V. (2003) Gender Equality in Education in India. *Background Paper for the EFA Monitoring Report, 2003-04:* gender and education for all: the leap to equality: 2004/ED/EFA/MRT/PI/59,Paris: UNESCO.
- Ramachandran, V. (2009). Education for All Mid Decade Assessment Towards Gender Equality in Education. New Delhi: NUEPA.
- Wilson, D. (2003). Human rights: promoting gender equality in and through education.

- *Background Paper for the EFA Monitoring Report, 2003-04.* Gender and education for all: the leap to equality: 2004/ED/EFA/MRT/PI/78, Paris: UNESCO.
- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Books- As per standard of content
- Swayam ARPIT course material on Gender/Women Studies (Developed by Prof. Anisur Rahman, HRDC, Jamia Milia Islamia University, New Delhi)
- WWW- As per required websites for concern topic.
- YouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSE EDBCGA1: READING & REFLECTING ON TEXT

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

B.Ed. Third Semester students will be able to:

CO-1 Develop reading comprehension
CO-2 Examine the pedagogy of reading and writing
CO-3 Analyze variety of texts for reading.
CO-4 Synthesize the relation of reading and writing
CO-5 Apply the best practices and strategies in their reading.

ACTIVITY- I: READING COMPREHENSION

- Language Skills: Listening, Speaking, Reading and Writing
- Reading comprehension: Need and importance
- Types of reading; Intensive and Extensive reading, Loud and Silent reading

ACTIVITY- II: PEDAGOGY OF READING

- Levels of Reading- literal, interpretative, critical and creative
- Reading Techniques – Skimming and Scanning.
- Methodology of Reading

ACTIVITY-III: READING VARIETY OF TEXTS

- Reading of variety of texts: empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these
- Narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc.
- Importance of Different Texts in Curriculum

ACTIVITY-IV: READING, WRITING SKILLS AND BEST PRACTICES

- Different types of reading skills and strategies
- Combining reading and writing leads to the development of critical skills
- Analyze of various text structures: these contribute to the comprehension of a text
- Writing with sense of purpose and audience; writing within the context of other's ideas

PRACTICUM

- Workshop on reading variety of texts
- Prepare a report on best practices in reading/writing texts with the help of ICT
- Prepare a field note
- Prepare pedagogical aspects of reading/writing
- Draft a report on entire activities
- Divide the group and provide one text and suggest students to make different interpretations
- Design vocabulary games to enhance vocabulary

Suggested Readings/Learning References:

- Bright, J. A., and McGregor, G. P. (1970).Teaching English as a Second Language. ELBS: Longman.
- Doff, A. (1988). Teach English: Training Course for Teachers. Cambridge: Cambridge University Press.
- Hill, L. A., and Dobbyn, M. A. (1979).Training Course, Trainer's Book. London: Cassell.
- Hubbard, P., and Hywel, J. et al.(1983). A Training Course for TEFL.Oxford University Press.
- www- As per required websites for concern topic.
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point

COURSE EDBCGA2: DRAMA & ART IN EDUCATION

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

B.Ed. Third Semester students will be able to -

CO 1. Compare different forms of art in given situation
CO 2. Summarize the role of art in human life and teaching learning process.
CO 3. Plan creative initiatives for better learning in the given content/subject.
CO 4. Implement learned art and drama techniques in the teaching of content/subject allotted.
CO 5. Organize different curricular and curricular events for developing critical thinking of the learner.
CO 6. Infer Art as a medium of expression.
CO 7. Attribute the role of Art as a medium of perception and reflection in teaching learning process.
CO 8. Produce Art as an alternative language to experience and communicate concepts in teaching-learning for the given content/subject.

WORKSHOP–I: UNDERSTANDING ART AND CREATIVE PLAY –Suggested themes:

- Nature, need & importance, values, different forms of art (Aesthetic, Visual and Performing Art)
- Building imagination, memory, associative thinking by Designing games and conducting intra–inter group games involving
- Interconnecting different forms of art like music, dance, fine arts, performing arts
- Interconnecting Indian festivals and their artistic significance.

WORKSHOP–II: EXPERIENCING, APPRECIATION AND ENGAGEMENT IN DRAMATICS–

Suggested themes

- Developing script, designing background music, costume, stage, seating arrangement, evaluation system
- Enacting in small group a play/skit/drama/mime/ any other form of dramatic arts on any of the following themes suggested: Child and education, being a teacher, School and society, crisis in adolescence, social issues, any concept of a school subject area

WORKSHOP–III: ART AND CRAFT–Suggested themes:

- Engagement in and designing of and explaining evaluation schemes for any **four** of the following activities focusing on color, textures, form, composition and thematic content: Poster making, origami and paper crafts, drawing comic strips or books, screen painting (pat chitra), pottery, terracotta, carving, collage, Local folk paintings, mehndi, cone painting/murals/etc., candle/diya making, paper mechhe, low cost and innovative teaching learning material.

WORKSHOP–IV: INTEGRATING DIFFERENT ART FORMS IN TEACHING LEARNING PROCESS –Suggested themes:

- Identification of local performing art forms and their integration in teaching – learning.
- Listening/viewing performing art forms of music, dance, puppetry and theatre.
- Evaluation strategies; assessing the different forms of Art.
- Including Music into school situations: Prayer (All faith prayers, Patriotic), Games, etc.

Mode of transaction: *(i) talks (ii) Critical Reading (iii) Engagement in activities for different creative expressions in group and in individual involving critical awareness, probing into and exploring the society and the world around,* structured exercises for coordinating, enhancing and translating imagination into physical expression, situation building (IV) Individual and Group Presentation

Evaluation scheme: *Grades and credits will be awarded on practical performance and participation for enthusiastically and democratically organising such activities and demonstrating ability to use the learned ideas into practice, ability to design and undertake dramatics and other art forms in education and develop justifiable evaluation criteria so as to become able leaders for promoting co–curricular activities in the schools.*

Practicum:

1. Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread the message in public and prepare a report.
2. Identify a local art form and integrate it in teaching an appropriate lesson from school curriculum – Prepare a lesson plan
3. Select an appropriate lesson from the school curriculum and rewrite it in the form of a drama.
4. Organize a show on dance, music or dramas.
5. Organize curricular and cocurricular activity during the school visit.
6. Preparation of Scrap book.
7. Prepare an art form from workshop III topics and submit the same.

Suggested Reading/References/Online resources

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Dewey, J. (1934). *Art as experience*. New York: Minton.
- Reed, H. (1968). *Education through art*. New York: Faber and Faber.
- Eisner, E. W. (1972). *Educating artistic vision*. New York: Macmillan.
- John, B., Yogin, C., & Chawla, R. (2007). *Playing for real: Using drama in the classroom*. New York: Macmillan.
- Jefferson, B. (1969). *Teaching art to children – Continental view point*. Boston: Allyn Bacon.
- Tagore, R. (1962). *Lectures and addresses*. New Delhi: Macmillan.
- Coomaraswamy, A. K. (1974). *Christian and oriental philosophy of art*. New Delhi: MunshiramManoharlal.

COURSE EDBCEF1: PSYCHOLOGICAL TESTING

COURSE OUTCOMES **MARKS: 50 | CREDITS: 2 | 4 Hrs./wk**

B.Ed. Third Semester Students will be able to:

CO 1. Organize psychological testing on students
CO 2. Classify and Calculate data scientifically
CO 3. Interpret the results and provide guidance if needed in desired direction

The prospective teachers are expected to understand the psychology of school students to help them understand their qualities and guide them for future prospects and solve their problems. They have to conduct minimum **five** of the psychological testing in the following suggested areas:

- **Interest**
- **Aptitude**
- **Intelligence**
- **Aspiration**
- **Fear and Anxiety**
- **learning**
- **attitude**
- **Adjustment**
- **Reading Disorder**
- The evaluation will be based on their detailed learning how to conduct the test, record and analyze the findings, which will take place during the classes' (classroom performance) and the students would be required to submit their records on that particular day. The prospective teachers would have to administer the test on different subjects and submit the brief reports separately during the end exam which will be followed by a viva-voce.

COURSE EDBCEF2: SCHOOL INTERNSHIP–I (UPPER PRIMARY TO HIGHER SECONDARY)

COURSE OUTCOMES: **MARKS: 100| CREDITS: 2| 2 weeks**

The Prospective teachers, after this field experience, will be able to

CO-1 Understand the Broader concept of internship apart from the practice teaching.

CO-2 Participate in the various types of activities in internship, as members of the school

CO-3 Show competence in core teaching skills.

CO-4 Become a reflective teacher capable of self–regulating learning to teach

In the two-year B.Ed. Programme, internship is professional preparation of a prospective teacher. The term internship refers to an arrangement under which a prospective teacher can acquire firsthand experience as a teacher in situation closely resembling those in which s/he would be working upon entering the profession. It has been designed to provide each student with a comprehensive experience similar to actual teaching and working as a full-time teacher in the cooperating schools in a block of 3rd and 4th semester. In this phase of Internship, the students are engaged in teaching-learning process at allocated school for least two weeks. It shall be planned and coordinated by the Department of Education, GGV, in cooperation with one or more school system under the supervision of a teacher nominated by the Head of the department or by the Head of the practicing schools or by any experienced teacher nominated by concerned school principals.

A wide variety of experiences in one or more schools will be included in this phase of internship, however, a major focus would be on managing classroom teaching.

- *Teaching Subject -I(50 marks)*
- *Teaching Subject -II(50 marks)*

-Prospective teachers are expected to plan and execute classroom teaching in both of their chosen subjects I and II. They are expected to take at least two lessons in a working day and complete within the duration of 2 weeks, minimum 20 classroom lessons with nearly equal weight on both the subjects.

-It is expected that the Prospective teachers will put effort to integrate various skills to create learning environment that generates scope of students' active participation in the learning process, scope of higher order thinking rather than rote learning and constant motivation for learning taking care of the existing individual differences.

-Every Prospective teacher is expected to maintain a Reflective Diary in detail based on her/ his teaching experience soon after teaching of each day. In order to successful fulfillment of instructional objectives, prospective teacher is expected to critically analyze the strength, flaws and plan the alternative pathways and strategies under the guidance of supervisor.

Evaluation: The evaluation of the performance of the prospective teacher will include her/his sincere efforts, novelty and variety in teaching as well as the records of gradual improvements throughout the total period which will be regularly monitored by the concerned Departmental supervisor.

SEMESTER-IV

COURSE : E-CONTENT DEVELOPMENT

COURSE OUTCOMES: **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

To facilitate the prospective teachers to:

CO 1. Map Concepts for preparing e-content
CO 2. Identify various types of e-content and their uses.
CO 3. Use documentation and presentation tools for preparation of e-contents
CO 4. Design e-contents for school students for teaching and assessment & use easy content authoring tools, media platforms for sharing the e-content

This course is designed to provide with the prospective teachers, an opportunity to explore the skills and knowledge necessary to create, develop, and deliver high-quality e-content for educational purposes. The course purports that the prospective teachers find suitable low-cost ways to create study and assessment contents with a range of tools, techniques, and pedagogical strategies to be able to effectively engage students in a digital learning environment. They, as teachers of digital age, must use multimedia tools for video, audio, and animation creation as well as demonstrate basic ability to use content management systems (CMS) and learning management systems (LMS) as well as social medium.The prospective teachers will prepare at least 15 e-contents (among which minimum 10 should be learning materials equivalent to approximately 5 hrs. in total) on any subject area relevant for secondary school students, along with the instructional plans. The contents may be evaluated on planning, creativity, originality, rationality, use of media and sharing platforms, and on the overall effectiveness of the content.

CODE: EDBDEF2 CASE STUDY FOR COMMUNITY ENAGGEMENT

COURSE OUTCOMES: **MARKS: 50| CREDITS: 2 | 2 weeks**

CO1: to design a case study for community engagement
CO2: to prepare a case study report based on community engagement

- Prospective teachers are expected to undertake community engagement activity and complete it within the specified period. They may have a close observation on a peculiar case preferably a single student or a small group during this period so as to prepare a case study report reflecting a holistic understanding of the case. The aim is to bring the Prospective teachers as close as possible to the learners and their unique characteristics and their unique circumstantial problems. This in turn is expected to sensitize them about biological–psychological–social space of learners in which they are embedded and to enhance their self–efficacy as an effective problem solver as well as reflect upon maintaining an inclusive classroom situation and school ethos.

COURSE EDBDEF3: SCHOOL INTERNSHIP–II (UPPER PRIMARY TO HIGHER SECONDARY)

COURSE OUTCOMES **MARKS: 300| CREDITS: 16 | 14 weeks**

B.Ed. Fourth semester students will be able to:

- **CO 1.** Critically analyze the concept of internship apart from the practice teaching.
- **CO 2.** Organize the various types of activities in internship as a member of the school
- **CO 3.** Practice various formats to be used in the teacher training programmes.
- **CO 4.** Exhibit various skills in teaching, evaluation, remedying, administrative activities, conducting curricular activities, studying students' and solving their problems, etc.

In the two–year B.Ed. Programme, internship is the professional preparation of a prospective teacher. After focusing on the teaching aspects in the third semester (for 2 weeks), the last phase of school internship here is expected to prepare the prospective teachers for a holistic participation in the school situation. This will create a situation for the prospective teachers to undertake multiple job–roles of a teacher at a time and handle all of them with efficiency and commitment. This prepares them to feel the pressure and pleasure of performing multiple roles as a teacher, to feel how their participation makes a change among the learners and, thus, to develop a respect for the noble profession. The prospective teachers are expected to participate in teaching-learning , evaluation, administrative tasks, conducting curricular and co-curricular activities, preparing learning material for catering students' needs as well as in a closer understanding of students in individual or in group through undertaking individual portfolio, action research, etc. This phase of the school internship will be of 14 weeks duration in the schools. The details of the tasks to be undertaken by the prospective teachers are as follows:

- **Individual portfolio– (50 marks) –** Prospective teachers are expected to undertake this activity and complete it within the specified period. They may have a close observation on a single student or a small group during this period so as to produce a portfolio reflecting a holistic understanding of these students.
- **School participation– (50 marks)** – Prospective teachers are expected to participate in various school activities other than classroom teaching like the Morning assembly, conducting sessional tests, administrative works, etc. as and when allotted by the school and the teacher–in–charge.
- **Teaching and Subject assessment– (50 marks)–**Prospective teachers are expected to be able to assess comprehensively and continuously their students in both scholastic and co–scholastic dimensions of learning. This will include designing situations for diagnostic testing to assess learning and reflect upon the possible causes for it. This in turn will be an input for the remedial teaching designs as described in the preceding point. They are also expected to design the means for preparing strategies for assessing co–scholastic aspects and submit an evidence based detailed report.
- **Action research: (50 marks)–**The prospective teachers may identify some problem situation and undertake an action research to put effort to a practical solution for it. The aim is to bring the Prospective teachers as close as possible to the learners and their unique characteristics and their unique circumstantial problems. This in turn is expected to sensitize them about biological–

psychological–social space of learners in which they are embedded and to enhance their self–efficacy as an effective problem solver and as a teacher–a friend, philosopher and guide.

- **Administrative Assignment (attendance record/time table/ register/ stock/ exam duty, etc.)–(50 marks)** –Prospective teachers are expected to participate in the administrative functions also like a real teacher does in the school. This will include maintaining records like the attendance record, student record, registers, stock, etc. under the guidance of the school teachers. They should also participate in planning school activities through preparing different time tables and programmes. The overall experience through such participation during this phase is expected to prepare the prospective teachers for fulfilling various administrative responsibilities and inculcate leadership qualities.
- **Conducting morning assembly and CCA – (25 marks)–**Prospective teachers are expected to conduct morning assembly regularly during the period. They are expected to bring innovation to make the assembly an interesting activity for the students to participate and so to enhance student participation. They should regularly organize CCA in the school to enrich students with various art, literature and culture as a whole. They should take care to design such activities giving equal opportunity to all learners creating a multicultural ethos in the school system encouraging democratic thoughts and action. This will also include celebration of days of national or regional importance so as to acquaint the students of our vast cultural and national heritage.
- **Preparation of TLM– (25 marks)** Prospective teachers are expected to prepare at least two suitable Teaching Learning Materials, either in Hard or Soft form, on their own subject area. The materials should be justified in their use in the real situation. This may include model, working model, PPT presentation for higher level learning, Braille material, etc.

Evaluation

All above activities will be evaluated continuously throughout the internship as well as by a panel of examiners to be constituted of three members committee comprising of supervisor , one member(Principal/ teacher in-charge) from the respective school and one external expert.