PROGRAMME BOOKLET

Bachelor of Education (B.Ed.) (EDU01) (Batch: 2022-2024)

Department of Education and Humanities
School of Education and Humanities
Manav Rachna University

MANAV RACHNA UNIVERSITY

Vision

To educate students in frontier areas of knowledge enabling them to take up challenges as ethical and responsible global citizens

Mission

- To impart outcome based holistic education
- To disseminate education in frontier areas
- To produce globally competitive, ethical and socially responsible human resources
- To produce human resources sensitive to issues of Environment and Sustainable Development
- To develop Environment and Sustainable development as a thrust area of research and development.

Quality Policy

To continuously learn from the best practices, study role models and develop transparent procedures for empowerment of stakeholders.

Strategic Objectives

- To facilitate, enhance & promote innovation in curriculum design and delivery and have Outcome-oriented Learning Culture.
- To promote Research Environment and Management Practices.
- To enhance the quality of the student learning experience.
- To provide Resources and Infrastructure for Academic Excellence.

DEPARTMENT OF EDUCATION AND HUMANITIES

Vision

To nurture professionals in frontier areas of knowledge enabling them to take up challenges as ethical and responsible global citizens.

Mission

- To integrate contemporary pedagogies and skills in the teaching learning process.
- To formulate and transact research based teacher education curriculum.
- To create a culture of grooming reflective practitioners.
- To demonstrate inclusion in deeds and action.

Bachelor of Education (B.Ed.) (EDU01)

Program Educational Objectives (PEOs)
- To groom professional and humane teachers with key competencies pertinent to local and global scenario.
- To educate students to succeed in higher studies and thrust areas of research in the field of Education and other related fields.

Program Outcomes (POs)
- Demonstrate core values: Commitment to profession; honour diversity and ensure inclusion; ethical integrity.
- Demonstrate competencies such as; Communication skills; working effectively with students and parents; drive for achieving improved student learning outcome.
- Demonstrate professional/technical knowledge of the physical, social and intellectual development of students.
- Demonstrate knowledge and understanding of: differentiating teaching to meet specific learning needs of students; both school education and teacher education-related subjects.
- Demonstrate knowledge required to design lesson plan learning sequences, implement teaching strategies using ICT, set explicit, challenging and achievable learning goals for all students.
- Demonstrate professional competencies/practice that are required to manage classroom activities by establishing and maintaining orderly and workable routines.
- Demonstrate professional competencies required to select, use and develop informal and formal, diagnostic, formative and summative assessment strategies to assess student learning, provide timely feedback to students, and participate in assessment moderation activities.
- Demonstrate competencies and actions required for keeping oneself professionally engaged independently and participate in learning to update knowledge and practice.
- Demonstrate the ability to conduct research in related thrust areas.
- Demonstrate an ability to connect with the community and provide solutions at educational, environmental, and social level.
- Demonstrate an attitude of reflection, social entrepreneurship and innovation.

Program Structure (Semester I)

SUBJECT CODES	SUBJECT NAME	OFFERING DEPT	COURSE/ NATURE	COURSE TYPE	L	T	P	CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH101-T	Child Development and Teaching Learning Process	Edu.	Hard Course	Core	3	0	0	5	4
EDH101-P	Child Development and Teaching Learning Process Lab				0	0	2		
EDH102-B	Foundations of Education	Edu.	Hard Course	Core	4	0	0	4	4
EDH108-T	Pedagogy of Social Sciences	Edu.	Hard Course	Elective	3	0	2	5	4
EDH108-P	Pedagogy of Social Sciences Lab								
EDH109-T	Pedagogy of Biological Sciences								
EDH109-P	Pedagogy of Biological Sciences Lab								
EDH110-T	Pedagogy of Mathematics								
EDH110-P	Pedagogy of Mathematics Lab								
EDH129-T	Pedagogy of Economics								
EDH129-P	Pedagogy of Economics Lab								
EDH143-T	Pedagogy of Home Science								
EDH143-P	Pedagogy of Home Science Lab								
EDH155-T	Pedagogy of Music								
EDH155-P	Pedagogy of Music Lab								
EDH 167 B	Creating an Inclusive Classroom	Edu.	Hard Course	CORE	4	0	0	4	4

EDW104	Reading and Reflecting on Texts	Edu.	Workshop	CORE	0	0	3	3	1.5
EDW 168	ICT in Education-I	Edu.	Workshop	CORE	0	0	3	3	1.5
EDO106	Preliminary School Internship-Phase-I	Edu.	School Internship	CORE	0	0	0	0	2
CDO105	CDC Professional Communication -I	CDC		CORE	2	0	0	2	2
TOTAL (L-T-P)/CONTACT HOURS/CREDITS)					16	0	10	26	23
*Preliminary School Internship -Phase -I Will be of two weeks.									

Program Structure (Semester II)

SUBJECT CODES	SUBJECT NAME	OFFERING DEPT	COURSE/NATURE	COURSE TYPE	L	T	P	CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH121-T	Learning and Teaching	Edu.	Hard Course	Core	3	0	0	5	4
EDH121-P	Learning and Teaching Lab				0	0	2		
EDH122-T	Assessment for Learning	Edu.	Hard Course	Core	3	0	0	5	4
EDH122-P	Assessment for Learning Lab				0	0	2		
EDH111-T	Pedagogy of Commerce	Edu.	Hard Course	Elective	3	0	2	5	4
EDH111-P	Pedagogy of Commerce Lab								
EDH112-T	Pedagogy of Computer Science								
EDH112-P	Pedagogy of Computer Science Lab								
EDH127-T	Pedagogy of English								
EDH127-P	Pedagogy of English Lab								
EDH128-T	Pedagogy of Physical Sciences								
EDH128-P	Pedagogy of Physical Sciences Lab								
EDH130-T	Pedagogy of Hindi								
EDH130-P	Pedagogy of Hindi Lab								
EDH142-T	Pedagogy of Sanskrit								
EDH142-P	Pedagogy of Sanskrit Lab								

EDH145-T	Pedagogy of Punjabi								
EDH145-P	Pedagogy of Punjabi Lab								
EDS123B	Language and Curriculum	Edu. /NP TEL	Soft Course	Core	1	0	2	3	2
MOOC-18E-EDS102	Language and Mind				0	0	0		
EDW 228	E-Learning	Edu	Workshop	Core	0	0	3	3	1.5
CDO106	CDC Professional Communication - II	Univ	Audit	CORE	2	0	0	2	2
EDW125	Drama and Art Education	Edu.	Workshop	Core	0	0	3	3	1.5
EDS221B	Guidance and Counselling	Edu	Soft Course	Elective	2	0	0	2	2
MOOC-23E-EDS-403	Guidance and Counselling	MOOC	Soft	MOOC					
EDO126	Preliminary School Internship Phase-II	Edu.	School Interns hip	Core	0	0	0	0	2
MOOC-19E-EDS-201	Principle of Human Resource management				0	0	0		
MOOC-22E-EDS-201	Principle of Management				0	0	0		
MCS231	Basics of Economics				0	0	0		

MCS232	Introduction to Finance				0	0	0		
MCS	Basics of Entrepreneurship	MGT	Soft Course	ELECTIVE	2	0	0	2	2
TOTAL (L-T-P) /CONTACT HOURS/CREDITS)					14	1	1 30	24	21
EDO165	Post Second Semester Summer Training (EDO165) (1.5 Credits)								1.5
	Preliminary School Internship-Phase-II ** will be for two weeks								

Program Structure (Semester III)

SUBJECT CODES	SUBJECT NAME	OFFERING DEPT	COURSE/NATURE	COURSE TYPE	L	T	P	CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH214B	Education in Contemporary India	Edu.	Hard Course	Core	4	0	0	4	4
EDH206B	Knowledge and Curriculum	Edu.	Hard Course	Core	4	0	0	4	4
EDS207	Gender School and Society	Edu.	Soft Course	Core	2	0	0	2	2
EDS227	School Organization and Management	Edu.	Soft Course	Core	2	0	0	2	2
LWS121	General laws for Educators	LAW/NPTEL	Soft Course	Core	2	0	0	2	2
LWS125	Women and Child Laws								
EDS 20B	Peace and Value Education				2	0	0	2	2
EDS236B	School leadership and management								
EDS222B	Human Rights in Education								
EDS223B	Environmental Education								
MOOC-210-EDS-401	Educational Leadership				0	0	0	0	2
CDO232	Professional Competency Education	Edu	Audit	Core	2	0	0	2	2
EDW258	Inclusive Pedagogy	Edu	Workshop	Core	0	0	2	2	1.5
EDW217	Understanding the Self	Edu	Elective						
EDW304	Yoga & Health Education	EDU	CORE	Core	0	0	3	3	1.5
TOTAL (L-T-P)/CONTACT HOURS/CREDITS)					18	0	5	23	21

Program Structure (Semester IV)

SUBJECT CODES	SUBJECT NAME	OFFERING DEPT	COURSE/NATURE	COURSE TYPE	L	T	P	CONTACT HOURS PER WEEK	NO. OF CREDITS
EDO201	Skill in Pedagogy I	Edu.	NTCC	Core	0	0	0	0	6
EDO202	Skill in Pedagogy II	Edu.	NTCC	Core	0	0	0	0	6
EDN203	Reflective Journal	Edu.	NTCC	Core	0	0	0	0	2
EDO237	Action Research	Edu.	NTCC	Elective	0	0	0	0	2
EDO238	Case Study				0	0	0	0	
EDO239	Community Connect Programme	Edu.	NTCC	Core	0	0	0	0	1.5
TOTAL (L-T-P/CONTACT HOURS/CREDITS)					0	0	0	0	17.5

Total Credits Scheme

S. No.	Semester	Contact Hours	Credits
1	I	29	21.5
2	II	28	21.5
3	Post Second Semester Summer Training	30	1.5
4	III	0	17.5
5	IV	31	20.5
Total		118	82.5

Program Structure (Semester I)

SUBJECT CODES	SUBJECT NAME	OFFERING DEPT	COURSE/ NATURE	COURSE TYPE	L	T	P	CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH101-T	Child Development and Teaching Learning Process	Edu.	Hard Course	Core	3	0	0	5	4
EDH101-P	Child Development and Teaching Learning Process Lab				0	0	2		
EDH102-B	Foundations of Education	Edu.	Hard Course	Core	4	0	0	4	4
EDH108-T	Pedagogy of Social Sciences	Edu.	Hard Course	Elective	3	0	2	5	4
EDH108-P	Pedagogy of Social Sciences Lab								
EDH109-T	Pedagogy of Biological Sciences								
EDH109-P	Pedagogy of Biological Sciences Lab								
EDH110-T	Pedagogy of Mathematics								
EDH110-P	Pedagogy of Mathematics Lab								
EDH129-T	Pedagogy of Economics								
EDH129-P	Pedagogy of Economics Lab								
EDH143-T	Pedagogy of Home Science								
EDH143-P	Pedagogy of Home Science Lab								
EDH155-T	Pedagogy of Music								
EDH155-P	Pedagogy of Music Lab								

EDH 167 B	Creating an Inclusive Classroom	Edu.	Hard Course	CORE	4	0	0	4	4
EDW104	Reading and Reflecting on Texts	Edu.	Workshop	CORE	0	0	3	3	1.5
EDW 168	ICT in Education-I	Edu.	Workshop	CORE	0	0	3	3	1.5
EDO106	Preliminary School Internship-Phase-I	Edu.	School Internship	CORE	0	0	0	0	2
CDO105	CDC Professional Communication -I	CDC		CORE	2	0	0	2	2
TOTAL (L-T-P)/CONTACT HOURS/CREDITS)					16	0	10	26	23

*Preliminary School Internship -Phase -I Will be of two weeks.

Course Title/Code	Child Development and Teaching Learning Process (EDH101-T)
Course Type	Core
Course Nature	Hard
L-T-P Structure	3-0-0
Credits	3
Course Objective	To provide a pedagogical perspective to guide a teacher in developing effective teaching-learning techniques, evaluation processes, assessment strategies and learning experiences for their students.

Course Outcomes (COs)		Mapping
CO1	Develop an understanding of different dimensions and stages of human development	Employability
CO2	Understand and identify the needs and problems of adolescents	Employability
CO3	Enrich student teachers with ways of addressing the diversity in class	Skill Development
CO4	Reflect upon different theories of human development in context of present scenario.	Entrepreneurship
CO5	Apply the gained knowledge with respect to social concerns in the present context and their influence on development of children	Entrepreneurship
Prerequisites (if any)	NA	

SECTION A

HUMAN GROWTH AND DEVELOPMENT
Concept of growth and development: Principles of development, Dimensions and stages of development. Factors Influencing Development: Developmental characteristics of an adolescent: Physical, Cognitive, Social, Emotional, Moral & Language, Needs and problems of adolescents in Indian context. Ways of Studying Learners' Behavior at Adolescent Stage: Observation, introspection, reflective journals, narrative anecdotes and case study.

SECTION B

PREMISES OF HUMAN DEVELOPMENT
Physical, Social and Emotional Development of Child- Concept, role of parents, teachers and society, Role of heredity and environment in child development, Role of Anthropology in child development, Concept, stages, and educational implications of various theories- Piaget, Kohlberg, Erickson and Vygotsky

SECTION C

CHILD DEVELOPMENT AND SOCIAL FRAMEWORK
Parenting Styles: Concept and their influence on child development, Impact of media on growing children and adolescents. Socialization: Process of socialization, Impact of family, peer relationships and teachers in socialization of child. Social Concerns and child development: Child abuse, poverty, gender discrimination, single parent child, value erosion and stress among children, Influence of social and cultural change on child development

SECTION D

UNDERSTANDING CHILDREN WITH DIVERSITY
Concept of Individual Differences in the context of gender, caste, religion, region, culture, and different physical ability, Role of teacher in dealing with diversity in class. Understanding Individual from Multiple Intelligences Perspective with a Focus on- Gardner's theory of multiple intelligences, Construction of multiple childhoods with reference to Indian context, Application of multi-cultural psychology – Its implications in teaching and learning

Reference Books and Readings
1. Claridge, G. & Davis, C. (2003). *Personality and Psychological Disorders*. New Delhi: Atlantic Publishers.

2. Cole, M., Cole, S. R., & Lightfoot, C. (2004). *The Development of Children.* New York: Worth Publishers.
3. Farrell, B. M. (2009). *Foundations of Special Education: An Introduction*. (4th Ed.). New York: Wiley Blackwell.
4. Gardner, H. (1980). *Frames of mind: The theory of multiple intelligence*. New York: Basic Books.
5. Havighurst, R. (1995). *Society and Education*. Boston: Allyn and Bacon.
6. Mishra, A. (2007). Everyday life in a slum in Delhi. In D. K. Behera (Ed.), *Childhoods in South Asia*. New Delhi: Pearson Education India.
7. Newman, B. M., & Newman, P. H. (2007). *Theories of Human Development.* London: Lawrence Erlbaum Associates.
8. Piaget, J. (1952). *The Origins of Intelligence in Children*. New York: International University Press

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	-	3	3	2	1	-	-	2	2	-
CO2	2	2	3	3	-	-	-	-	2	3	1
CO3	3	2	3	2	-	2	2	2	3	3	1
CO4	-	2	3	3	1	2	-	3	2	3	2
CO5	3	3	3	3	2	3	2	3	3	3	2

Course Title/Code	Child Development and Teaching Learning Process Lab (EDH101-P)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	0-0-2	
Credits	1	
Course Objective	To provide a pedagogical perspective to guide a teacher in developing effective teaching-learning techniques, evaluation processes, assessment strategies and learning experiences for their students.	
Course Outcomes (COs)		Mapping
CO1	To demonstrate the understanding of different dimensions and stages of human development.	Employability
CO2	To reflect on the needs and problems of adolescents in real life context.	Employability
CO3	To showcase the ways of addressing the diversity in classroom setting.	Skill Development
Prerequisites (if any)	NA	

Practical Activities
1. Make a report of reflective narratives given by school students regarding types and causes of problems faced by them in family/peer group, school and neighborhood.
2. Conduct a survey on the influence of media (print/ electronic) on development of children with suitable examples.
3. Draft a case study of any child (differently abled child/ problem child/ child of weaker section) with specific reference to the impact of different social contexts on his/ her personality.
4. Conduct an interview with one adolescent boy and girl each, to identify the stressor in their life.
5. Any other suitable activity

Reference books and Readings
1. Piaget, J. (1997). Development and Learning. In M. Gauvian & M. Cole (Ed.), Readings on the development of children. New York: WH Freeman & Company.

2. Saraswathi, T. S. (1999). Adult- Child continuity in India: Is adolescence a myth or an emerging reality? In T. S. Saraswathi (Ed.), *Culture, Socialization and Human Development: Theory, Research and Application in India*. New Delhi: Sage.
3. Sharma, K. N. (1990). *Systems, Theories and Modern Trends in Psychology*. Agra: HPB.
4. Sharma, N. (2003). Understanding adolescence. NBT India.
5. Singh, A. J. (2012). *Development of the Learner and Teaching-Learning Process.* Patiala: Twenty First Century Publications.
6. Woolfork, A. (2014). *Educational Psychology*(12th Ed.). New Delhi: Pearson Education.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	-	3	3	2	1	-	-	2	2	-
CO2	2	2	3	3	-	-	-	-	2	3	1
CO3	3	2	3	2	-	2	2	2	3	3	1

Course Title/Code	Foundations of Education (EDH102B)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	4-0-0-0	
Credits	4	
Course Objective	To orient the students about the philosophical and sociological foundation of Education	
Course Outcomes (COs)		Mapping
CO1	Assimilate the concept of Education and Its philosophical aspects	Employability
CO2	Comprehend the Socio Cultural aspect of Education	Employability
CO3	Discuss the Inter-disciplinary nature of Education	Skill Development
CO4	Analyze the contribution of various Indian and western Educationists to Indian Education System	Entrepreneurship
CO5	Reflect on the Educational concerns and Issues in the Indian context	Entrepreneurship
Prerequisites (if any)	NA	

SECTION A

BASICS OF EDUCATION AND PHILOSOPHY
Education: Concept, meaning, aims and functions of education, Critical understanding of various related terms: Training, Instruction, Teaching and Indoctrination, Education as a discipline and its interdisciplinary nature, Role of Education in promotion of Culture and value inculcation. Introduction to philosophy with special reference to its branches, Relation between Education and Philosophy, Nature and Scope of Educational Philosophy

SECTION B

EDUCATIONAL THOUGHTS AND THEIR IMPLICATIONS
Contribution of following thinkers with respect to meaning of education, aims, curriculum development and techniques of maintaining discipline in present scenario. Indian Educationists: Mahatma Gandhi, Rabindranath Tagore, Swami Vivekananda, Jiddu

Krishnamurthy and Dr. B.R Ambedkar. Western Educationists: Plato, Rousseau, John Dewey, and Paulo Frieri

SECTION C

EDUCATION AND SOCIETY
Relation between Education and Society, Education as an agent of Social Change, Education and Culture, Socio-cultural influences of Globalization on Education, Socialization of child and social agencies of education, Constitutional values and Education

SECTION D

NATIONAL CONCERNS IN EDUCATION
Equalization of Education Opportunities- Accessibility, Affordability and Equality to all. Constitutional Provisions for ensuring equity and equality in Education-with special reference to Right to Education (RTE).Education and Gender Equality, Nature of Democracy and its implications, Secularism and Religious Pluralism, National and Emotional Integration in Indian context.

Reference Book and Readings

1. Anand, C L and et al (1993). *Teacher and Education in the Emerging Indian Society*. New Delhi: NCERT.
2. Bhatia, K. & Bhatia, B.(1974) *The Philosophical and Sociological Foundations of Education*. Delhi: Doaba House.
3. Delors, Jacques (1996). *Learning the Treasure Within*. Report to UNES**CO**of the International Commission on Education for the Twenty-first Century. UNESCO.
4. Dewey J (1966). *Democracy in Education*, New York: Macmillan.
5. Gandhi M K (1956). *Basic Education*. Ahmedabad, Navajivan.
6. Goel, A. & Goel S.L. (2005). *Human values and Education*. New Delhi: Deep and Deep Publications Pvt. Ltd.
7. Govt. of India (1952). *Report of the Secondary Education Commission*. New Delhi.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	-	2	3	-	2	-	2	3	3	3
CO2	3	1	2	3	-	3	-	2	3	3	1
CO3	3	3	3	-	-	3	-	2	3	3	-

| CO4 | 2 | - | 1 | 2 | 3 | 3 | - | 2 | 3 | 3 | 3 |
| CO5 | 1 | - | 2 | 3 | - | 3 | - | 2 | 3 | 2 | 3 |

Course Title/Code	Pedagogy of Social Sciences (EDH108-T)	
Course Type	Elective	
Course Nature	Hard	
L-T-P Structure	(3-0-0)	
Credits	3	
Course Objective	This course helps the learners gain an understanding of the nature and scope of Social Sciences and develop an understanding of different approaches to teaching Social Sciences and examine different pedagogical issues in learning Social Sciences.	
Course Outcomes (COs)		Mapping
CO1	Reflect critically on issues in assessment and evaluation	Employability
CO2	Justify the role of continuous and comprehensive assessment in holistic development	Skill Development
CO3	Organize appropriate assessment methods	Skill Development
CO4	Design learning indicators and rubrics as a part of assessment	Skill Development
CO5	Devise and implement ways to record and report learning landmarks to be supported by feedback	Skill Development
Prerequisites (if any)	Knowledge of Basic concepts of Social Sciences	

SECTION A

NATURE AND SCOPE OF SOCIAL SCIENCES

Concept and Scope of Social Sciences and Social Studies, Place of Social Sciences in the school curriculum, Integration/fusion of different subjects of Social Science –History, Geography, Political Science, Economics, Sociology, Anthropology in Social Science at School stage. Aims

& Objectives of Learning Social Sciences. Emerging curriculum trend in social science as per NCF – 2005

SECTION B

APPROACHES AND MODELS OF TEACHING-LEARNING SOCIAL SCIENCES

Approaches to Teaching: Inductive, Deductive, Constructivist, Multidisciplinary & Integrated. Models of Teaching in Social Science Education – Information Processing, Concept Attainment, Social inquiry Models, Methods: Project Method, Field Trip, Excursion, Role Play, Dramatization, Problem Solving, Exploratory, Concept Mapping, Storytelling, Observational Method, Assignment Method, Discussion Method. Accommodating Diverse Learners in Social Science Classroom.

SECTION C

INSTRUCTIONAL PLANNING

Instructional Planning: Concept, need and importance Unit Planning, and Micro Teaching- skill of set induction, skill of set closure, skill of blackboard writing, skill of explanation, reinforcement skills, Bloom's Taxonomy, Anderson and Krathwhol Taxonomy. Lesson planning- Writing teaching points, formulating objectives in behavioral terms , selecting learning/teaching materials, deciding the approach to learning/teaching, writing the lesson plan through creating learning situations. Teacher as a facilitator-Creating multiple learning contexts, engaging the learner in the learning process, designing activities, questioning, valuing learners' experiences, encouraging learners inquiry abilities. Teaching skills, teacher as a reflective practitioner. Adaptation of unit and lesson plans for diverse learners.

SECTION D

ASSESSMENT OF LEARNING & LEARNING RESOURCES IN SOCIAL SCIENCES

Contextual learning aids; Audio Visual Materials - charts, models, maps, supplementary materials, community as a resource site, use of library resources. Action research: Concept

and Identification of problems faced by the teachers in the classroom. Construction of Achievement test, Diagnostic testing and enrichment techniques for diverse learner.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	-	2	-	-	-	-	-	2	2	2
CO2	-	2	-	3	3	2	-	-	2	-	2
CO3	-	-	-	3	3	2	-	-	-	-	-
CO4	-	2	-	2	1	2	3	-	-	-	-
CO5	2	3	-	-	2	2	-	2	3	2	2

Course Title/Code	Pedagogy of Social Sciences Lab (EDH108-P)	
Course Type	Elective	
Course Nature	Hard	
L-T-P Structure	(0-0-2)	
Credits	1	
Course Objective	This course helps the learners gain an understanding of the nature and scope of Social Sciences and develop an understanding of different approaches to teaching Social Sciences and examine different pedagogical issues in learning Social Sciences.	
Course Outcomes (COs)		Mapping
CO1	To make use of different approaches and methods of teaching Social Sciences in classroom setting.	Skill Development
CO2	To prepare lessons based on different approaches, methods and techniques to facilitate learning of Social Sciences.	Skill Development
CO3	To develop different tools of assessing learner performance and providing additional support to the learners.	Skill Development
Prerequisites (if any)	Knowledge of Basic concepts of Social Sciences	

Practical Activities

1. Planning of Lessons on the Social Sciences units/themes of class VI,VII,VIII, IX

2. Preparation of teaching learning aids for diverse learning styles

3. An analysis of the existing high school syllabus of social science education with special reference to national goals, individual and social and diverse learning needs

4. Critical analysis of Social Science Textbooks

5. Develop a Multimedia lesson plan using different sources of ICT.

6. Lesson plan (Through constructivist approaches ICON and 5E model)

7. Discussion on how to Deal with controversial Issues in Social Science.(Current events)

8. Prepare a Best out of waste teaching learning material

9. Content analysis of a selected topic/chapter/unit

10. Preparation of a blueprint and test items of an achievement test in geography/history/political science/economics for any secondary class

11. Reflection on Pedagogical Issues in Teaching Social Sciences: Creating an interactive environment, opportunities for learning together for both learner and teacher, encouraging participatory learning, utilizing community resources, going beyond the textbook, bringing inclusiveness in learning, connecting child's knowledge and local knowledge with the textbook, primacy of the learner. Write Reflective Journals on it.

12. Identify a classroom problem and provide solution to it through action research

13. Organization and planning of Co-curricular Activities in Social Science

14. Trip/Excursion / Bulletin Board in Social Science.

15. Social Science Laboratory- organization and management.

Reference Books and Readings

1. NCERT textbooks in Social Sciences
2. Position Paper by National Focus Group on Teaching of Social Sciences
3. Report of the Secondary Education Commission, 1953, Ministry Education, Government of India, New Delhi
4. Report of the Education Commission, 1964 – 66, Ministry of Education, Government of India, New Delhi
5. Root, Michael (1993), Philosophy of Social Science. Blackwell, Oxford
6. The Curriculum for the Ten Year School – A Frame Work, 1975, NCERT, New Delhi
7. Trigg, Roger (1985), Understanding Social Sciences, Basic Blackwell, Oxford
8. UNESCO, New Source Book for Teaching of Geography, UNESCO2005. .
9. Wilkins, Elizabeth J. (1979), Elements of Social Science, Macdonald and Evans, London
10. Yagnik, K., S., The Teaching of Social Studies in India, Orient Longman Ltd., 1966

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	2	-	3	3	2	-	-	2	-	2
CO2	-	-	-	3	3	2	-	-	-	-	-
CO3	-	2	-	2	1	2	3	-	-	-	-

Course Title/Code	Pedagogy of Biological Sciences (EDH109-T)	
Course Type	Elective	
Course Nature	Hard	
L-T-P Structure	3-0-0	
Credits	3	
Course Objective	To focus on the various aspects of biological science like knowledge, understanding of science, nurturance of process skills, development of scientific attitude, scientific temper, nurturance of curiosity, creativity, and aesthetic sense, imbibing values, developing problem solving and relating biological science education with nature, social environment, technology and society common at all educational processes.	
Course Outcomes (COs)		Mapping
CO1	Understand and appreciate the nature of Science and contributions by eminent Biologists.	Skill Development
CO2	Design learning objectives for content related to Biological Sciences.	Skill Development
CO3	Explain a Constructivist approach of building knowledge.	Employability
CO4	Apply different pedagogical approaches to design lesson plans.	Entrepreneurship
CO5	Design effective assessment strategies related to Biological Sciences and ICT mediated online assessment sheets.	Entrepreneurship & Skill Development
Prerequisites (if any)	Knowledge of Basic concepts of Biological Sciences	

SECTION A

NATURE OF SCIENCE

Introduction to Pedagogy: Concept; Cardinal Principles of Learning; Why study Science; What is Science? Science as a domain of inquiry and exploration.Scope of biological sciences for understanding the diversity of the living world, origin of life and its evolution.History of Biological Sciences. Some Eminent Biologist's contributions and reflections on society: William Harvey, Lamarck, Charles Darwin, Rosalind Franklin,

M.S. Swaminathan. Recent advancements and research in biological sciences. An illustration of how children learn science?

SECTION B

AIMS AND OBJECTIVES OF LEARNING BIOLOGICAL SCIENCES
Aims of learning Sciences, Development of scientific attitude and scientific temper-Respect for evidence, open mindedness, Truthfulness in reporting observation, Critical thinking, logical thinking, Skepticism, objectivity, Nurturing the natural curiosity, creativity and Aesthetic sense. Meaning of learning objectives, Developing learning objectives; Anderson and Krathwohl's Taxonomy. Writing learning objectives: Remembering, understanding, Applying, Analyzing, Evaluating, Creating. Learning objectives from a Constructivist perspective.

SECTION C

PEDAGOGICAL SHIFTS IN BIOLOGICAL SCIENCES
Pedagogical Shift: biological science as a fixed body of knowledge to the process of Constructing Knowledge, nature of science, knowledge, learners, learning and teachers, assessment, science curriculum and planning. Democratizing science learning: Critical Pedagogy. Need of Inclusion in science curriculum, approaches, ICT and professional development of teachers (with special reference to Reflective practices and its role). Content cum methodology: concept and nature, steps to content cum methodology, pedagogical analysis (any three topics). Approaches and Strategies of learning Biology:Expository approach, investigation, projects, peer interactions, collaborative approach, experiential learning, concept mapping and self learning.

SECTION D

ASSESSMENT OF LEARNING
Development of Assessment Framework.CCE, Diagnostic tests, remedial/enrichment measures and monitoring learner's progress, Learner's record in biological sciences: laboratory investigation, reports of field visits and excursions, projects work, portfolio, Assessment through participation in collaborative learning: peer interaction, group discussions, seminars and presentations, Assessment through creative expression: Essays, posters, Drama, poetry, riddles etc.Assessment as a reflected process and as a reflecting

process, Recording and reporting of learning evidences/outcome: measurement of student's achievement- marks and grading.

References Books and Readings

1. CBSE (2009). Teacher's manual on CCE. New Delhi: CBSE.
2. Chikara, M.S. and S. Sarma (1985). *Teaching Biology*. Ludhiana: Prakash Brothers.
3. Das, R.C. (1985). *Science teaching in Schools.* New Delhi: Sterling Publications Private Ltd.
4. Krathwohl, D.R., Bloom B.S. and Maria B.B. (1964). *Taxonomy of Educational Objectives, Handbook II, Affective Domain,* New York: David McKay.
5. L.Steffe and J. Gale (Eds.) 1995). *Constructivism in Education*, New Jersey: Lawrence Erlbaum Associates Inc.
6. Lindfors, J. (1984). *How do children learn or how do teachers teach? A Profound confusion*: Language Arts, 61 (6), 600-606.
7. National Curriculum Framework 2005, NCERT, New Delhi.
8. Ramakrishna, A. (2012). *Methodology of Teaching Life Sciences*. New Delhi: Pearson.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	2	3	2	2	2	2	3	2	3	3
CO2	2	2	3	2	2	2	2	3	2	3	3
CO3	3	2	2	2	3	3	3	3	2	2	2
CO4	3	3	3	2	3	3	3	3	2	3	3
CO5	2	2	3	2	2	2	2	3	2	3	3

Course Title/Code	Pedagogy of Biological Sciences Lab (EDH109-P)	
Course Type	Elective	
Course Nature	Hard	
L-T-P Structure	0-0-2	
Credits	1	
Course Objective	To focus on the various aspects of biological science like knowledge, understanding of science, nurturance of process skills, development of scientific attitude, scientific temper, nurturance of curiosity, creativity, and aesthetic sense, imbibing values, developing problem solving and relating biological science education with nature, social environment, technology and society common at all educational processes.	
Course Outcomes (COs)		Mapping
CO1	Understand the Bloom's Taxonomy of Instructional Objectives and design learning objectives for content related to Biological Sciences.	Skill Development
CO2	Understand the micro teaching skills and prepare the micro lesson plans for each skill.	Employability
CO3	Learn about the Herbartian lesson plan and prepare the lesson plans for teaching Biological Science.	Entrepreneurship
CO4	Apply different pedagogical approaches to design lesson plans.	Entrepreneurship & Skill Development
CO5	Learn about the test construction and construct a test paper for students' assessment.	Employability
Prerequisites (if any)	Basic knowledge of the concepts of Biological Sciences	

Practical Activities

1. Critical review of a Textbook of Science/ Biology.
2. Planning and conducting awareness programs/ camps.

3. Diagnosis and preventive measures of Epidemics.
4. Report of one Action Research carried out in the practicing school.
5. Concept mapping in selected units in Biological Sciences Planning learning situations for constructing knowledge in Biological Sciences.
6. Group Discussion on pedagogical issues.
7. Hands-on experience through visits to botanical gardens/ flower shows/ garden of five senses/Department of Science Education at NCERT/SCERT.
8. Report on measures being taken for inclusive teaching-learning in practicing schools.
9. Exploration of alternative conceptions held commonly by students and planning of approaches towards re-conceptualizations – Project

References Books and Readings

1. CBSE (2009). Teacher's manual on CCE. New Delhi: CBSE.
2. Chikara, M.S. and S. Sarma (1985). *Teaching Biology*. Ludhiana: Prakash Brothers.
3. Das, R.C. (1985). *Science teaching in Schools.* New Delhi: Sterling Publications Private Ltd.
4. Krathwohl, D.R., Bloom B.S. and Maria B.B. (1964). *Taxonomy of Educational Objectives, Handbook II, Affective Domain,* New York: David McKay.
5. L.Steffe and J. Gale (Eds.) 1995). *Constructivism in Education*, New Jersey: Lawrence Erlbaum Associates Inc.
6. Lindfors, J. (1984). *How do children learn or how do teachers teach? A Profound confusion*: Language Arts, 61 (6), 600-606.
7. National Curriculum Framework 2005, NCERT, New Delhi.
8. Ramakrishna, A. (2012). *Methodology of Teaching Life Sciences*. New Delhi: Pearson.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	2	3	2	2	2	3	3	2	3	3
CO2	3	3	3	2	3	3	3	3	2	3	3
CO3	3	2	2	2	3	3	3	3	2	2	2
CO4	2	2	3	2	2	2	2	3	2	3	2
CO5	2	2	3	2	2	2	2	3	1	3	1

Course Title/Code	Pedagogy of Mathematics (EDH110-T)	
Course Type	Elective	
Course Nature	Hard	
L-T-P Structure	3-0-0	
Credits	3	
Course Objective	To enable the students acquire desirable knowledge and skills pertaining to various pedagogical aspects concerning teaching of Mathematics.	
Course Outcomes (COs)		Mapping
CO1	To appreciate the role and contribution of eminent mathematicians.	Employability
CO2	To develop correlation of mathematics with other subjects	Employability
CO3	To design instructional objectives for chosen content.	Skill Development
CO4	To apply innovative methods of teachings to teach mathematics at middle school level.	Entrepreneurship
CO5	To create content appropriate evaluation tools in mathematics.	Entrepreneurship
CO6	To reflect the skill set of an effective mathematics teacher in the classroom.	Skill Development
Prerequisites (if any)	Basic Knowledge of the concept of Mathematics	

SECTION A

NATURE AND SCOPE OF MATHEMATICS
Meaning, nature, and scope of mathematics education, Aims and Objectives of teaching Mathematics.Historical development of notation and number system.Contribution of Indian mathematicians- Ramanujam, Aryabhatta, Bhaskarachatya, Shakuntala Devi. Vedic mathematics

SECTION B

EXPLORING MATHEMATICS

Correlation of mathematics with other subjects, Writing objectives in Behavioral Terms- Blooms Taxanomy, Professional competencies of mathematics teacher, The building blocks of mathematics- undefined terms, definitions, axioms, theorems, postulates, Maxims and Principles of Teaching

SECTION C

PEDAGOGY IN TEACHING- LEARNING OF MATHEMATICS

Teaching methods in mathematics: Inductive, Deductive, Analytic, Synthetic, Heuristic, project, Activity method, Co-operative learning, Problem solving, Constructive approach in teaching learning of mathematics, Micro teaching, unit teaching, lesson planning and Models of Lesson Planning, Audio Visual Aids- Selection, Types, Importance in Mathematics Teaching, Strategies and techniques used in Teaching of Mathematics, Mathematics Laboratory- Meaning and Importance

SECTION D

EVALUATION IN MATHEMATICS

Evaluation: Meaning, importance, and types of evaluation, Criteria or parameters of a good mathematics textbook, Diagnostic test and remedial testing in mathematics, Achievement test: Need and importance of class test, Continuous and comprehensive evaluation, Action Research- Meaning, Steps, Its difference with Fundamental Research, Critical evaluation of the curriculum in use in Mathematics at the secondary stage according to NCF.

Practical Activities

1. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus

2. Critically evaluate the present curriculum in mathematics at the secondary stageaccording to NCF

3. Preparation of a multimedia presentation on a topic with special reference to students with disabilities

4. Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme

5. Analyzing errors committed by school children in Mathematics and preparing a remedial plan

6. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

7. Prepare an achievement test of mathematics

8. Develop a multimedia lesson plan using appropriate ICT resources and transactingthe same in class

9. Prepare teaching aid for teaching of mathematics at secondary school level

10. NTeQ Model in Mathematics

Reference Books and Readings:

1. Aggarwal, J. C. (2008). *Teaching of mathematics*. UP: Vikas Publishing House Pvt. Ltd.
2. Boyer, C. B. (1969). *A history of mathematics*. New York: Wiley
3. Chambers, P. (2010). *Teaching mathematics: Developing as a reflective secondary teacher*. New Delhi: Sage Publication
4. Davis, D. R. (2005). *The teaching of Mathematics*. London: Addison Wesley Press.
5. Ediger, M.; & Rao, D. B. (2000). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.
6. Gupta, H. N.; & Shankaran, V. (1984). *Content cum methodology of teaching mathematics*. New Delhi: NCERT.
7. James, A. (2005). *Teaching of mathematics*. New Delhi: Neelkamal Publication.
8. Kapur, S. K. (2005). *Learn and teach Vedic mathematics*. New Delhi: Lotus press.
9. Kulshreshtha, A. K. (2012). *Teaching of mathematics*. UP: Lal & Sons.
10. NCF (2005). *Position paper- National focus grouPOn teaching of mathematics*. New Delhi: NCERT.
11. Pamaela, C. (2006). *Teaching mathematics: A handbook for primary and secondary school teachers*. New York: Routledge.
12. Polya, G. (1965). *Mathematical discovery: On understanding learning and teaching problem solving*. NJ: John Wiley & Sons.
13. Roy, H. (1990). *Development of mathematical skills*, London: Blackwell Publishers.
14. Schonnel, F. J. (1965). *Diagnostic and remedial teaching in Arithmetic*. London: Lever and Boyd.
15. Shetty, B. (2013). *What is mathematics*? India: National Book Trust.
16. Skemp, R. R . (1971). *The psychology of learning mathematics*. New York: Routledge. **CO-PO Mapping**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	2	3	2	2	2	2	3	2	3	3
CO2	2	2	3	2	2	2	2	0	2	3	3
CO3	2	2	3	2	2	2	2	3	2	3	3
CO4	2	2	3	2	3	2	2	3	2	3	3
CO5	2	2	3	2	2	2	2	3	2	3	3
CO6	3	3	3	2	2	2	2	3	2	3	3

Course Title/Code	Pedagogy of Mathematics Lab (EDH110-P)	
Course Type	Elective	
Course Nature	Hard	
L-T-P Structure	0-0-2	
Credits	1	
Course Objective	To enable the students acquire desirable knowledge and skills pertaining to various pedagogical aspects concerning teaching of Mathematics.	
Course Outcomes (COs)		Mapping
CO1	Develop Lesson Plan incorporating the core components.	Skill Development
CO2	Make use of innovative methods of teachings to teach mathematics at middle school level.	Entrepreneurship
CO3	Design appropriate evaluation tools for effective evaluation of learning of Mathematical concepts.	Entrepreneurship
CO4	Demonstrate skill set of an effective Mathematics teacher in the classroom.	Skill Development
Prerequisites (if any)	Basic Knowledge of the concepts of Mathematics	

Practical Activities

1. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus

2. Critically evaluate the present curriculum in mathematics at the secondary stageaccording to NCF

3. Preparation of a multimedia presentation on a topic with special reference to students with disabilities

4. Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme

5. Analyzing errors committed by school children in Mathematics and preparing a remedial plan

6. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

7. Prepare an achievement test of mathematics
8. Develop a multimedia lesson plan using appropriate ICT resources and transactingthe same in class
9. Prepare teaching aid for teaching of mathematics at secondary school level
10. NTeQ Model in Mathematics

Reference Books and Readings

1. Mani, M. N. G. (1992). Techniques of Teaching Blind Children, New Delhi: Sterling Publishers.
2. Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1987).
3. Sourcebook for Training Teachers of Visually Handicapped, New Delhi: NCERT.
4. Nemeth, A. (1973). Nemeth Code for Mathematics and Scientific Notation,
5. Loviseville K: American Printing House.
6. Siddhu, K.S. (1990). Teaching of Mathematics, New Delhi: Sterling Publishers Keeley, P. K., & Cheryl, T. R. (2011). Mathematics Formative Assessment, Canada: Sage Publications.
7. National Curriculum Framework. (2005). NCERT, New Delhi: NCERT.
8. National Curriculum Framework for Teacher Education. (2009). NCTE, New Delhi.
9. Teaching of Mathematics (ES-342), Blocks 1-4. (2000). IGNOU, New Delhi.
10. Text Books of Mathematics for Class-VI to X. (2006). NCERT, New Delhi.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	2	1	-	2	1	-	3	-	3	3
CO2	2	-	-	2	3	2	2	-	2	1	3
CO3	2	2	1	2	-	1	2	3	-	3	3
CO4	1	1	3	-	2	-	2	-	-	3	3

Course Title/Code	Pedagogy of Economics (EDH129-T)	
Course Type	Elective	
Course Nature	Hard	
L-T-P Structure	(3-0-0)	
Credits	3	
Course Objective	To examine the need and importance of teaching-learning Economics	
Course Outcomes		
CO1	Develop an understanding of different approaches to teaching Economics.	Employability
CO2	Plan and deliver lessons based on different approaches to facilitate learning of Economics	Entrepreneurship
CO3	Explore and evaluate the use and relevance of different learning resources and materials in Economics	Skill Development
CO4	Examine different pedagogical issues in learning Economics	
CO5	Apply different ways of assessing learner performance and providing additional support to the learners	
CO6	Reflect and utilize experiential knowledge to facilitate learning	Employability
Prerequisites (if any)	Basic Knowledge of the concept of Economics	

SECTION A

INTRODUCTION TO TEACHING OF ECONOMIC
Meaning, Nature and Scope of Economics as a school subject.Aims, objectives and values of Teaching Economics.Importance and role of Economics in Education.Developing objectives in Behavioral Terms with reference to Bloom Taxonomy.Integration of Economics with other school subjects.

SECTION B

LESSON PLANNING AND METHODS OF TEACHING ECONOMICS

Micro Teaching, Unit Planning and Lesson Planning.Lecture, Discussion, Debate, Inquiry, Problem solving, Survey, Project method and Problem solving. Innovative Trends in teaching of economics - Team teaching, Cooperative Learning Strategies in Teaching of Economics (ThinkPair-Share, Jig Saw, Reciprocal Peer Teaching), ICT in teaching of Economics, Constructivism and Concept mapping. Challenges of teaching Economics. Role of Economics teacher in teaching of Social Science and in current affairs

SECTION C

INSTRUCTIONAL MEDIA & CO-CURRICULAR ACTIVITIES

Instructional Media: Concept, Importance and types of instructional media and their use in teaching of economics. Co-Curricular Activities: Type, role and significance of co-curricular activities in teaching of Economics. Text Book: Features of a good text book. Critical analysis of economics textbook

SECTION D

EVALUATION IN LEARNING OUTCOMES

Evaluation: - Nature of educational evaluation, its need, role in education process. Methods of Assessment: Formative, Summative. Informal assessment techniques.Observation, Tests, Grades, Quiz, Club, portfolio. Planning & preparation of an achievement test in Economics. Diagnostic and Remedial teaching.Continuous and Comprehensive evaluation (CCE). Action research: Concept and Identification of problems faced by the teachers in the classroom

Reference Books and Readings:

1. Aggarwal J.C : Teaching Of Economics, A Practical Approach Mandir. Agra-2.
2. Arora, P. N. (1985). Evaluation in Economics. New Delhi: NCERT
3. Bawa, M. S. (ed.) (1996), Evaluation in Economics, IASE, Deptt. of Education, Delhi University.
4. Bhatia & Bhatiya 1994 " The principles & Methods of Teaching" Doaba house, Delhi – 110006
5. Chakravorty, S. (1987), Teaching of Economics in India, Bombay, Himalaya– Publishing
6. Dhillon S; Chopra K. : Teaching Of Economics
7. Gupta R.P. " Teaching Methods" Vinod Pustak Mandir, Agra-2
8. Hicks, J.R. (1960), The Social Framework- An introduction to Economics, London: Oxford University Press.
9. Kanwar, B. S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.

10. Lee, N. (Ed.). (1975). Teaching of Economics. London: Heinemann Education Books.
11. Mustafa M, 2005," Teaching of Economics Deep Publications Pvt. Ltd F-159, Rajouri Garden, New Delhi-110027
12. N.R. Saxena: Teaching of Economics, R Lall Book Depot, Meerut
13. Natarajan S. 1993, "Introduction to Economics of education", sterling publications Private Limited
14. Sharma Kadambari : Teaching of Economics
15. Sharma and Sexana (2002). Teaching of Economics. Surya Publication Meerut. 16. Siddiqui M.H.: Teaching of economics, APH Publications Corporation

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	3	3	2	3	3	3	3	3	3	3
CO2	3	3	2	3	3	3	3	2	2	2	-
CO3	-	-	2	2	3	3	2	2	2	3	-
CO4	3	2	3	3	2	2	-	-	3	3	3
CO5	2	3	2	2	3	2	3	3	-	2	2
CO6	2	2	-	3	3	3	3	3	2	3	2

Course Title/Code	Pedagogy of Economics Lab (EDH129-P)	
Course Type	Elective	
Course Nature	Hard	
L-T-P Structure	0-0-2	
Credits	1	
Course Objective	To examine the need and importance of teaching-learning Economics	
Course Outcomes		
CO1	Develop an understanding of different approaches to teaching Economics.	Entrepreneurship
CO2	Plan and deliver lessons based on different approaches to facilitate learning of Economics	Skill Development
CO3	Explore and evaluate the use and relevance of different learning resources and materials in Economics	Employability
CO4	Examine different pedagogical issues in learning Economics	Skill Development
Prerequisites (if any)	Basic Knowledge of the concept of Economics	

Practical Activities
1. Pedagogical Analysis on the following topics:
    a. Wants and their classification
    b. Laws of return
    c. Population- its Growth Pattern, Problems of over population, Density of population
    d. National Income- Meaning, Methods of Measurement
    e. Any other topic given by teacher
2. Preparation of Achievement test or portfolios in Economics.
3. Comparative analysis of prescribed syllabus of CBSE & ICSE
4. Critical analysis of the perspectives presented by NCF's (1975,1986,2000,2005) in relation to economics at higher secondary level.
5. Development and organization of co-curricular activities
6. Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

7. Prepare few teaching aids for teaching of Economics
8. Any other project/assignment given by the institution
9. Prepare and execute a lesson plan to teach by using any one of the following:
    a. Constructivism
    b. Concept mapping
    c. Cooperative learning
10. Identify a classroom problem and provide solution to it through action research

Reference Books and Readings:

1. Sindhu H.S.: Teaching of economics, Tandon Publications, Books Market, Ludhiana-141008.
2. Saxena Mishra Mahonty (2004) "Teaching of Economics" Surya publication, Meerut.
3. Saxena Mishra Mahonty (2004) "Teaching of Social Studies" Surya publication, Suryapublication, Meerut
4. Tyagi, G. (2007). Teaching of Economics. Vinod Publishing House.
5. Varshna, R. K. (1996). Teaching of Economics. Sahitya Publications
6. Yadav Amita, 1999, "Teaching of Economics" Anmol Publications Pvt. Ltd., New Delhi.
7. Whitehead, D. J. (ed.) (1974), Curriculum Development in Economics, London, Heinemann Education Books.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	3	3	2	3	3	3	3	3	3	3
CO2	3	3	2	3	3	3	3	2	2	2	-
CO3	-	-	2	2	3	3	2	2	2	3	-
CO4	3	2	3	3	2	2	-	-	3	3	3

Course Title/Code	Pedagogy of Home Science (EDH143-T)
Course Type	Elective
Course Nature	Hard
L-T-P Structure	3-0-0
Credits	3
Course Objective	To focus on the various aspects of home science like knowledge, understanding of home science, nurturance of process skills, development of scientific attitude, scientific temper, nurturance of curiosity, creativity, and aesthetic sense, imbibing values, developing problem solving and relating home science education with nature, social environment, technology and society common at all educational processes.

Course Outcomes (COs)		Mapping
CO1	To understand the epistemology of science as a school subject in the school curriculum.	Skill Development
CO2	To implement various pedagogical approaches to teaching of home science at different stages of school.	Skill Development
CO3	To plan units and lessons through thematic approach in a holistic manner.	Employment
CO4	To critically examine teaching-learning processes that incorporate enquiry, discovery, activity-based learning, problem solving situations and investigatory projects etc. within the classroom.	Entrepreneurship
CO5	To integrate knowledge of home science with other school subjects.	Entrepreneurship & Skill Development
CO6	To facilitate self-assessment in children with insights about meta-learning.	Employment
Prerequisites (if any)	Basic Knowledge of Home Science	

SECTION A

NATURE AND SCOPE OF SCIENCE

Definition of Science, Nature of Science. Concept, facts, theories and generalizations. Contributions of Indian and International scientists to the knowledge domain of Home Science with special reference to the methods of discovery/ Investigation adopted. Science

as a process of constructing knowledge; Scientific methods: A critical view, How science works; role of science teacher. Integration and Application of knowledge of Home Sciences with other school subjects and in daily life.

SECTION B

PLANNING, DESIGNING AND TRANSACTION

Aims and objectives of teaching Home Science, Development of scientific attitude and temper, Development of Unit plan, Lesson Plan, Concept maps using a variety of approaches.

Developing and writing Learning Objectives: Anderson and Krathwohl's Taxonomy. Teaching Learning Process with a focus on: Lecture cum demonstration method, Heuristic/ Inquiry approach, Problem solving approach, Project method, Constructivist approach, peer learning/ group learning, team teaching, Experiential learning, Cognitive conflict, Analogy strategy. Appreciating every child's natural curiosity of observation and drawing conclusions, facilitating lifelong learning in students with special educational needs.Home science as a skill based curriculum.Home Science Laboratory: Organization and Management, Using Laboratory as a learning resource approaches to laboratory work, safety in laboratory, handling hurdles in utilization of resources.

SECTION C

PEDAGOGICAL SHIFT IN HOME SCIENCES

Each learner is Unique, Pedagogical shift from science as a fixed body of knowledge to the process of constructing Knowledge. Content cum methodology, Pedagogical Analysis (any three topics from physics and chemistry) Need of Inclusion in all aspects of teaching-learning of Home Sciences-science curriculum, approaches, ICT and professional development of teachers. Improvisation of Apparatus, identifying some inexpensive sources of chemicals

SECTION D

ASSESSMENT OF LEARNING

Continuous and Comprehensive Evaluation (CCE): need and importance; Assessment and evaluation as intertwined process of classroom experience. Learning Indicators (LIs) and its types, developing LIs for activity, presentation, group work, assignments etc. Tools and techniques of Assessment: assessment of written and oral work, project work, laboratory work, field trips, journal writing, concept map; Assessment of learners with special needs. Recording and reporting of learning evidence- measurement of achievement, process skills and aptitude of learners; Portfolio- its role in evaluating students' performances. Role of reflection in students' achievement.

Reference Books and Readings:

1. Alsop, S. and Hicks, K. (2007): *Teaching Science: A Handbook for Primary and Secondary school teachers,* Kogan Page, N.Delhi .
2. CBSE (2009). Teacher's manual on CCE. New Delhi: CBSE.
3. Chikara, M.S. and Sarma, S. (1985). Teaching Science. Ludhiana: Prakash Brothers.
4. Das, R.C. (1985). *Science teaching in Schools.* New Delhi: Sterling Publications Private Ltd.
5. Krathwohl, D.R., Bloom B.S. and Maria B.B. (1964) *Taxonomy of Educational Objectives, Handbook II, Affective Domain*, New York: David McKay.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	3	3	2	-	2	-	3	2	-	3
CO2	2	-	-	2	3	2	2	-	2	1	3
CO3	2	2	1	-	2	1	-	3	-	3	3
CO4	1	1	3	-	2	-	2	-	-	3	3
CO5	2	-	3	-	3	2	2	3	2	3	3
CO6	2	2	1	2	-	1	2	3	-	3	3

Course Title/Code	Pedagogy of Home Science Lab (EDH143-P)
Course Type	Elective
Course Nature	Hard
L-T-P Structure	0-0-2
Credits	1
Course Objective	To focus on the various aspects of home science like knowledge, understanding of home science, nurturance of process skills, development of scientific attitude, scientific temper, nurturance of curiosity, creativity, and aesthetic sense, imbibing values, developing problem solving and relating home science education with nature, social environment, technology and society common at all educational processes.

Course Outcomes (COs)		Mapping
CO1	To apply effective pedagogical approaches to teaching of home science at different stages of school.	Skill Development
CO2	To develop and deliver lesson plans using appropriate methods and strategies.	Employment
CO3	To make use of effective instructional strategies incorporating enquiry, discovery, activity-based learning, problem solving situations and investigatory projects.	Entrepreneurship
CO4	To apply knowledge of home science with other school subjects in real life context.	Entrepreneurship & Skill Development
Prerequisites (if any)	Basic Knowledge of Home Science	

Practical Activities
1. Designing laboratory experiences for usein the teaching-learning process in classroom situations- two innovative activities and two improvised apparatus.
2. Prepare a First Aid box equipped with all the essential things in it.
3. Report of one Action Research carried out in the practicing school.
4. Report on measures being taken for inclusive teaching-learning in practicing schools.
5. Concept mapping in selected units in Home Science Planning learning situations for constructing knowledge in Home Science.
6. Group Discussion on pedagogical issues.

Reference Books and Readings:

1. Lindfors, J. (1984). *How do children learn or how teachers teach?* A Profound confusion: Language Arts, 61 (6), 600-606.
2. National Curriculum Framework 2005, NCERT, New Delhi.
3. Ramakrishna, A. (2012). *Methodology of Teaching Integrated Sciences.* New Delhi: Pearson.
4. Steffe, L. and Gale, J. (Eds.) 1995). *Constructivism in Education*, New Jersey : Lawrence Erlbaum Associates Inc.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	-	-	2	3	2	2	-	2	1	3
CO2	2	2	1	-	2	1	-	3	-	3	3
CO3	1	1	3	-	2	-	2	-	-	3	3
CO4	2	-	3	-	3	2	2	3	2	3	3

Course Title/Code	Pedagogy of Music (EDH155-T)	
Course Type	Elective	
Course Nature	Hard	
L-T-P Structure	(3-0-0)	
Credits	3	
Course Objective	To produce skilful and effective Music Teachers.	
Course Outcome	Mapping	
CO1	To enable student teacher to understand the importance of Indian Music.	Employability
CO2	To provide knowledge of different methods and techniques of teaching music.	Skill Development
CO3	To acquaint student teacher with latest teaching skills in Music.	Skill Development
CO4	To equip with various types of Ragas and different talas.	Employability
CO5	To develop understanding & aesthetic sense in student.	Skill Development
Prerequisites (if any)	Basic knowledge of the concept of Music	

SECTION A

INTRODUCTION
 a) Historical development of Music and Musical instruments from Ancient times to Modern Times
 b) Aims & objectives of teaching of music, importance of Music in daily life.
 c) Indian Classical and light Music in educational institutions – Its importance, popularization.

SECTION B

METHODS AND TECHNIQUES
 (a) Approaches and Methods of teaching music at secondary
 level (b) RelationshiPOf music with other Fine arts subjects.
 (c) Voice-culture & larynx
SECTION C

CURRICULUM AND PLANNING
   (a) Music Curriculum construction
   (b) Micro Teaching Skills
   (c) Writing a lesson plan, unit plan –concept, procedure, importance.
   (d) Evaluation in Music: Theory and Practical

SECTION D

CONTENT
   (a) Knowledge of following Talas- Ekgun&Dugun of Dadra, Rupak, Keharva, Jhaptal, Ektal, Chartal and Teental.
   (b) Knowledge of different parts of instruments Tanpura/Sitar/Tabla.
   (c) Knowledge of following raga- Bhairav, Bhairavi, EmanKalyan, Bhupali or Malkawns (d) Knowledge of Swaras, division of Swaras and measures of Shruti.

Reference Books and Readings

1) Awasthi, S.S. (1964): A Critique of Hindustan Music and Music Education. Jallandhar.
2) Bhatkhande, V. M. (1987): KRAMIK PustakMahikaLaxmi Narayan Garg, Hathras.
3) Bhatnagar, S. (1988): Teaching of Music. Monika Prakashan, Shimla.
4) Kalekar, Saryu (1968): SangeetShikshanParichaya . Khanna,
5) Jyoti (1992): Teaching of Music. Madan Panna Lal. Teaching of Music.Jalandhar.
6) Shah, Shobhna (1986): SangeetShikshanPranali. Pb. KitabGhar Vinod PustakMandir, Agra Vasant (1986):
7) SangeetVisharad. SangeetKarylaya, Hathras

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	1	1	2	3	3	3	-	3	2	-
CO2	2	1	1	2	3	2	2	-	2	3	3
CO3	3	1	1	2	2	1	1	1	3	3	-
CO4	3	1	1	2	1	1	2	2	3	3	2
CO5	-	3	3	2	3	3	1	3	2	-	2

Course Title/Code	Pedagogy of Music Lab (EDH155-P)

Course Type	Elective
Course Nature	Hard
L-T-P Structure	(0-0-2)
Credits	1
Course Objective	To produce skillful and effective Music Teachers.
Course Outcome	Mapping

CO1	Develop competency in teaching skills for Music	Employability
CO2	Prepare and Transact Lesson Plans for Teaching of Music	Skill Development
CO3	Design various assessment tools for topics related to Music Teaching	Skill Development
Prerequisites (if any)	Basic Knowledge of the concept of Music	

Practical Activities

1. To prepare students to act as accompanist.

2. Preparing a scrap book on any two famous Musicians and their contribution.

3. Recitation or playing on musical instrument of National Anthem.

4. Group discussion on different types of objectives.

5. Framing of Different objectives.

6. Presentations on different Micro-Skills.

Reference Books and Readings
1) Awasthi, S.S. (1964): A Critique of Hindustan Music and Music Education. Jallandhar.
2) Bhatkhande, V. M. (1987): KRAMIK PustakMahikaLaxmi Narayan Garg, Hathras.
3) Bhatnagar, S. (1988): Teaching of Music. Monika Prakashan, Shimla.
4) Kalekar, Saryu (1968): SangeetShikshanParichaya . Khanna,
5) Jyoti (1992): Teaching of Music. Madan Panna Lal. Teaching of Music.Jalandhar. 6) Shah, Shobhna (1986): SangeetShikshanPranali. Pb. KitabGhar Vinod PustakMandir, Agra Vasant (1986):
7) SangeetVisharad. SangeetKarylaya, Hathras

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	1	1	2	-	-	-	3	-	3	3
CO2	-	-	3	3	-	3	-	3	-	2	2
CO3	-	-	2	2	-	3	-	3	-	3	3

Course Title/Code	Creating an Inclusive Classroom (EDH167B)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	4-0-0	
Credits	4	
Course Objective	To orient the students about the concept and principles of inclusive education and to enable them for classroom execution.	
Course Outcomes (COs)		Mapping
CO1	To understand the meaning and need of inclusion in education	Skill Development
CO2	To get familiarized with various policies, programmes and schemes promoting inclusive education	Skill Development
CO3	To identify the social, economic, and physical diversity that exists amongst learners	Entrepreneurship
CO4	To recognize the challenges in Inclusive Education	Employability
Prerequisites (if any)	NA	

SECTION A INCLUSIVE EDUCATION

Historical perspective and contemporary trends: Journey from charity, medical, social towards human rights-based model ;Succession from segregation, integration and inclusion; Circle of Inclusion; Inclusive Education- Goals and Guiding principles, Schemes with respect to Inclusive Education- Policy guidelines on inclusion in education, UNESCO(2009), National Policy for Persons with Disabilities (2006), Sarva ShikshaAbhiyaan (2002), NEP 2020, RPWD 2016, PWD ACT 1995, RTE (2006), NPE of Students with Disabilities (1986), and NPE (2006) 5. Salamanca Statement (1994) and UNCRPD (2006), IEDSS (2000)

SECTION B DISABILITIES: CONCEPT, CHARACTERISTICS AND INTERVENTIONS

Concept of Impairment, Disability and Handicap ICIDH Model 1980: Sensory Impairment (Hearing Impairment, Visual Impairment and Deaf Blind) ,Cognitive Disabilities: (Autism Spectrum Disorder, Intellectual Disability and Specific Learning Disability, ADHD), Locomotor Disabilities: (cerebral palsy and Dwarfism)

SECTION C BARRIERS: TYPES AND STRATEGIES TO OVERCOME

Psychosocial barriers, Infrastructural Barriers and Instructional Barriers; Curriculum adaptation/ modifications, Learning and learner support--assistive and adaptive devices, ICT , Differentiated Learning, Universal Design in Learning (UDL), Role of a teacher in an inclusive set up, creating educational aids and empathetic practices; screening and referral for CWSN; Parent-School partnership

SECTION D INCLUSIVE PRACTICES IN CLASSROOMS: POSITION OF TEACHER, SUPPORT STRUCTURES AND NETWORKS

Principals of making learning meaningful (Child centeredness, Community Centeredness, Activity Centeredness, Variety, Coordination and Integration, conservation, creativity, forward looking, flexibility, Balance and Utility), Role of Teachers (both regular and special) : Concessions and Relaxations, Pedagogical strategies: cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory and multidisciplinary approach , Supportive services required for meeting special needs in school and collaboration required for meeting special needs in the classroom: general teacher, special teacher, speech therapist, occupational therapist, child and clinical psychologist and other outsourced experts, family, multi-disciplinary team (along with child in the decision making process), Designing Differentiated worksheets, Case studies.

Reference Books and Reading:

1. Ballard, K. (1999). *Inclusive Education*: Falmer Press

2. *Beyond Tokenism-A guide for teachers on how to implement inclusive education in regular class*. National Trust Publications
3. Jha, M.M. (2002). *School without walls: Inclusive Education for All*. Oxford: Heinemann
4. Kapur, M. (1997). *Mental Health in Indian Schools*. New Delhi: Sage Publications
5. Menon, S.M. (1990). *Psychosocial rehabilitation: Current Trends.* NIMHANS Journal, 14,4,295-305
6. Mohapatra, C.S.(ed.) (2004). *Disability management in India: Challenges and commitments*. New Delhi: Indian Institute of Public Administration
7. National Curriculum Framework (2005). *Position Paper on Education of Children with Special Needs*
8. NCERT. (2006b). *Position paper- National focus group in education with special needs (NCF 2005)*. New Delhi: NCERT
9. RCI (2013). Status of Disability in India. New Delhi: Kanishka Publishers
10. Sebba. Judy, Sachdev. Darshan (1998).*What works in Inclusive Education?* Bernardo
11. UNESCO. (2009). *Policy guidelines on* inclusion *in education*. UNESCO

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	1	1	2	-	-	1	1	2	2	1
CO2	2	2	1	2	-	1	1	-	2	1	1
CO3	2	3	2	3	1	3	2	1	2	3	1
CO4	3	3	1	2	2	2	2	2	2	2	1

Course Title/Code	Reading and Reflecting on Texts (EDW104)	
Course Type	Core	
Course Nature	Workshop	
L-T-P Structure	0-0-3	
Credits	1.5	
Course Objective	Comprehend and think reflectively on spoken or written texts	
Course Outcomes (COs)		Mapping
CO1	Explain the concept and importance of Reflection through reading especially in the context of the teaching profession.	Employability
CO2	Read and respond to a variety of texts in different ways as reader and writer.	Skill Development
CO3	Engage in Interactive groups discussions with respect to reading and reflection activities.	Skill Development
CO4	Explore different ways of developing reflective and critical thinking in personal and professional spaces.	Entrepreneurship
Prerequisites (If any)	NA	

SECTION A

Acquisition of reading skills, Reading as resource, Reading a wide variety of texts such as Descriptive, Narrative, Literary, Historical work, Policy documents with special focus on NEP 2020, Ethnographies. Process of critical and reflective reading. Importance of reflection for teachers.

SECTION B

Concept and distinguishing features of reflective writing, writing with a sense of purpose. Writing Skills for Teachers: reports, minutes, writing about research; Steps in writing a research proposal; writing annotations, references and bibliography; Difference between references and bibliography; writing journals and reflective diaries, Difference between reflective diary and journal.

Practical Activities

1. Engaging with narrative and descriptive accounts in stories or chapters.

2. Re-telling the account (in one's own words) from different points of view after reading a specified content given by the teacher.
3. Writing based on text e.g. summary of any given text, extrapolation of a story, converting a situation into a dialogue etc.
4. Read a journal article, newspaper article or a chapter and write personal responses and summary.
5. Assessment of reading comprehension based on a given passage. The chosen text should befrom different genres like story, description, conversation, poem etc.
6. Group Activity-Take two reference books on any one topic of your choice and conduct a comparative study.
7. Prepare presentations on literary (Autobiography/ ethnographic) text.
8. Prepare a Vocabulary Book (50 words) with Meanings and Usage.
9. Make a report based on reflection & analysis of any one Educational Policy/Document like Kothari commission, NPE 1986, POA – 1992, RTE Act, NCF 2005 etc.
10. Make your students read and then write a reflective summary of a text given by you. After assessing their reflective abilities submit a brief account of the same.

Reference Books and Readings:

1. Badheka, G. (2006). Divasvapan. National Book Trust. Retrieved from http://www.arvindguptatoys.com/
2. Bhatt, H. (n.d).The diary of a school teacher. An Azim Premji University Publication. Retrieved from www.arvindguptstoys.com/arvindgupta/diary-school-teacher-eng.pdf
3. Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University.
4. California Yule, G. (2006).The study of language. Delhi: Cambridge University Press.
5. Grellet, F. (1981). Developing reading skills: A practical guide to reading comprehensionexercises. Cambridge University Press.
6. Reading Development Cell, NCERT (2008).Reading for meaning. New Delhi: NCERT.
7. Watton, P., Collings, J. and Moon, J. (2001). Reflective Writing- Guidance notes for students. University of Exeter. Retrieved from www.exeter.ac.uk/fch/workexperience/reflective-writing-guidance.pdf

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	2	-	3	-	1	-	2	-	-	3
CO2	2	3	-	2	-	1	-	2	-	-	2
CO3	2	2	-	2	-	1	-	2	-	-	2
CO4	3	3	-	2	-	1	-	3	-	-	3

Course Title/Code	ICT in Education-I (EDW168)
Course Type	Core
Course Nature	Workshop
L-T-P Structure	0-0-3
Credits	1.5
Course Objective	The course enables learners to understand the fundamentals and basic principles of ICT and its use and applications in Education.

Course Outcomes (COs)		Mapping
CO1	To describe and demonstrate common computer literacy skills	Skill Development
CO2	To understand the fundamentals of the internet and perform basic internet skills;	Skill Development
CO3	To describe and perform basic word processing skills;	Skill Development
CO4	To enhance a word-processed document by including appropriate visual components.	Entrepreneurship
Prerequisites (if any)	NA	

SECTION A

Introduction to ICT
Meaning, concept of ICT in education
Concept of Information Technology, Communication Technology, Educational Technology in Education
Components of ICT: - Hardware (Input Devices, Output Devices, Secondary Storage Devices, (Internal Components), Software (System Software, Application Software)
Introduction to office applications (MS-Office, MS-Word, MS-Excel, MS-Powerpoint)

SECTION B

ICT based teaching -learning approaches: -
Concept, Importance, Use of ICT in teaching and learning
Multimedia: - Add Text, Images, Graphics, Audio, Video, Multimedia Presentation tools:- Google Slides, Slides Go, Adobe Premiere Pro, Intuiface, Zoho Show
Web-conferencing tools for teaching: - Zoom, Google meet, Teams, Webex, Skype
Web 2.0 Tools: - Blogs, Podcast

Open Educational Resources (OER): - Meaning, Importance, Creation, Sharing, OER Repositories, Creative Commons License

SECTION C

ICT for evaluations
Digital assessment tools –E-Portfolios, Rubrics, survey tools, puzzle makers, test generators, question
bank

SECTION D
ICT for educational administration and Management: -
ICT for personal management: e-mail, task, events, diary, networking
ICT for educational administration: Scheduling, record keeping, student information, electronic grade
book, connecting with parents and community
LMS: - Concept and features

PRACTICAL SESSIONS
Using word processor, spread sheet, and presentation software to produce various teaching learning resources
Create Students Grade Card using spreadsheet

Developing a lesson plan using Multimedia Package

Create an academic blog on WordPress or Blogger and post different types of content on topics in your Subject.

Create a Podcast and share it on Podcasting sites

Create and Share OER materials

Developing Online Portfolio

Creating Digital Rubrics on any topic

Constructing and Implementing Tests/quizzes using ICT Resources

Use google calendar to schedule events/Meetings/activities and set reminders

Creating online groups (Google Groups) and sharing ideas/discussion

LMS experience- hands on various features of LMSCO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	2	3	-	3	2	3	2	-	3	-
CO2	-	2	3	-	2	2	2	1	-	2	-
CO3	-	1	2	-	2	2	1	3	-	1	-
CO4	-	1	1	-	2	2	2	2	-	1	-

Course Title/Code	Preliminary School Internship-Phase- I (EDO106)	
Course Type	Core	
L-T-P	0-0-0	
Credits	2	
Course Objective	The purpose of the internship programme is to provide the students with the opportunity of undergoing a meaningful experience as practioner. Student is able to test the theoretical learning in practical situations by accomplishing the tasks assigned during the internship period	
Course Outcomes (COs)		Mapping
CO1	Recognise the contribution of psychological, philosophical and socio - economic factors in optimizing teaching and learning	Skill Development
CO2	Articulate experiences of observing various components of the particular school set up as part of internship including the aspects of Infrastructure and Human Resources	Skill Development
CO3	Present the observations of internship period in a systematic and structured manner in the form of individual and/or Group Tasks	Skill Development
CO4	Appreciate importance of school engagement program as a integral component of teacher training programme	Skill Development
CO5	Demonstrate an understanding of the differences between government and private school settings and ways of functioning.	Skill Development
Prerequisites (if any)	NA	

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	-	-	-	-	3	-	3	3	3	3
CO2	3	3	3	3	3	3	-	3	-	3	3

CO3	3	3	3	3	3	3	-	3	-	3	3
CO4	3	3	-	-	-	3	-	3	-	3	3
CO5	3	3	-	3	-	-	-	3	-	3	3

Course Title/Code	Professional Communication - I (CDO105)	
Course Type/ Semester	Core	
L-P-O Structure	2-0-0	
Credits	2	
Course Objective	To familiarize students with the effective knowledge of Communication & Presentation.	
Course Outcomes (COs)		**Mapping**
CO1	Students will be able to develop all-round personality by mastering interpersonal skills to function effectively in different circumstances.	**Skill Development**
CO2	Students will be able to demonstrate effective communication through grammatically correct language.	**Skill Development**
CO3	Students will be able to apply effective listening and speaking skills in real life scenarios.	**Skill Development**
Prerequisites (if any)	**N.A**	

Section A

Unit I: Attitudinal Communication, Attitude and its Impact on Communication, Courtesy & Politeness in Communication, Diversity & Inclusion – Bullying,

Cultural Sensitivity, Stereotypes, Sexual Harassment, LGBTQ, Respect, Chivalry, Racial & Gender Discrimination, Disability Harassment, Inclusion, Power

Dressing

Section B

Unit II: Syntactical Communication – I, Common errors in communication, Identification of word class, Errors & rectifications, Article usage, Tenses usage -

Present Perfect vs. Past Simple vs. Past Perfect, Subject Verb Agreement

Section C

Unit III: Phonetics, Impact of First Language Influence, Tone, Intonation, Rate of Speech, Pronunciation: Vowels & Consonant sounds

Section D

Unit IV: Developing Communication Skills –I (Listening & Speaking), Concept of LSRW: Importance of LSRW in communication, Listening Skills : Real Life

challenges, Barriers to Listening, Speaking : Self Introduction, Interview, GD, Resume

CO Statement (CDO105)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CDO105.1	-	3	1	-	-	-	-	-	-	-	-	1	-	-	-
CDO105.2	-	3	2		-	-	-	-	-	2	-	1	-	-	-
CDO105.3	2	3	-	-	-	-	-	-	-	2	-	1	-	-	-

Program Structure (Semester II)

SUBJECT CODES	SUBJECT NAME	OFFERING DEPT	COURSE/NATURE	COURSE TYPE	L	T	P	CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH121-T	Learning and Teaching	Edu.	Hard Course	Core	3	0	0	5	4
EDH121-P	Learning and Teaching Lab				0	0	2		
EDH122-T	Assessment for Learning	Edu.	Hard Course	Core	3	0	0	5	4
EDH122-P	Assessment for Learning Lab				0	0	2		
EDH111-T	Pedagogy of Commerce	Edu.	Hard Course	Elective	3	0	2	5	4
EDH111-P	Pedagogy of Commerce Lab								
EDH112-T	Pedagogy of Computer Science								
EDH112-P	Pedagogy of Computer Science Lab								
EDH127-T	Pedagogy of English								
EDH127-P	Pedagogy of English Lab								
EDH128-T	Pedagogy of Physical Sciences								
EDH128-P	Pedagogy of Physical Sciences Lab								
EDH130-T	Pedagogy of Hindi								
EDH130-P	Pedagogy of Hindi Lab								
EDH142-T	Pedagogy of Sanskrit								
EDH142-P	Pedagogy of Sanskrit Lab								

Code	Course				L	T	P		
EDH145-T	Pedagogy of Punjabi								
EDH145-P	Pedagogy of Punjabi Lab								
EDS123	Language and Curriculum	Edu. /NP TEL	Soft Course	Core	1	0	2	3	2
MOOC-18E-EDS102	Language and Mind				0	0	0		
EDW 228	E-Learning	Edu	Workshop	Core	0	0	3	3	1.5
CDO106	CDC Professional Communication - II	Univ	Audit	CORE	2	0	0	2	2
EDW125	Drama and Art Education	Edu.	Workshop	Core	0	0	3	3	1.5
EDS221B	Guidance and Counselling	Edu	Soft Course	Elective	2	0	0	2	2
MOOC-23E-EDS-403	Guidance and Counselling	MOOC		Core					
EDO126	Preliminary School Internship Phase-II	Edu.	School Interns hip	Core	0	0	0	0	2
MOOC-19E-EDS-201	Principle of Human Resource management				0	0	0		
MOOC-22E-EDS-201	Principle of Management				0	0	0		
MCS231	Basics of Economics				0	0	0		
MCS232	Introduction to Finance				0	0	0		

MCS	Basics of Entrepreneurship	MGT	Soft Course	ELECTIVE	2	0	0	2	2
TOTAL (L-T-P) /CONTACT HOURS/CREDITS)					14	1	1 30	24	21
EDO165	Post Second Semester Summer Training (EDO165) (1.5 Credits)								1.5
	Preliminary School Internship-Phase-II ** will be for two weeks								

Course Title/Code	Learning and Teaching (EDH121-T)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	3-0-0	
Credits	3	
Course Objective	To foster a comprehensive understanding of the concept of Learning and Teaching and to critically examine different theoretical perspectives of learning and their applications with reference to diverse socio-cultural contexts.	
Course Outcomes (COs)		Mapping
CO1	Understand the social & cognitive process of Learning.	Employability
CO2	Understand the complex nature of Teaching and learning	Employability
CO3	Deal with different barriers of communication in classroom teaching	Skill Development
CO4	Know the new trends of teaching and learning	Entrepreneurship
CO5	Identify the activities of teaching-learning process and apply it in the classroom	Employability
Prerequisites (if any)	NA	

SECTION A

EDUCATIONAL PSYCHOLOGY, LEARNING AND MOTIVATION
Educational Psychology- Meaning, Scope and Importance Concept & factors affected to the learning, Theories Of Learning(Pavlov, Skinner,Thorndike & Kohler) and their educational implications. Motivation In Learning: Concept, types and educational implications, Abraham Maslow's Motivational Theory, Role of Teacher in Motivation.

SECTION B

INTELLIGENCE AND CREATIVITY

Intelligence: Meaning, theories of intelligence-Spearman, Thorndike, Thurstone, Gardener and Guilford, Measurement of intelligence, uses and limitations of intelligence test. Creativity - concept, identification of creative potential, educational programme for developing creativity Intelligence and Creativity Personality: concept, big five theory, and Jung's theory.

SECTION C

TEACHING & NEW TRENDS OF TEACHING LEARNING

Characteristics and factors affecting Teaching, Principles of Teaching, Maxims Of Teaching, Concept of Technique, Strategies, Method & Approach , Student - centered Approach : Meaning and importance, Use of ICT in teaching – learning, E- learning: Meaning, Definition, concept, Teacher of 21st Century : With reference to ICT, Research, professional value.

SECTION D

EDUCATIONAL AND INSTRUCTIONAL TECHNOLOGY

Meaning, Nature, Scope and Functions of Educational Technology, Approaches of Educational Technology: Hardware, Software; Communication: Concept, Nature, Components, Process, Types, Modes and Principles; Barriers to Communication; Classroom Interaction: Meaning,

Flanders's Components of Classroom Interaction, Analysis and Interpretation of Classroom Interaction, Teaching Aids: Printed, Broadcast and Digital; Open and Distance Education: Concept, significance and use of technology

References Books and Readings:
1. Agrawal, J.C.: Educational Technology and Management. Agra: Vinod Pustak Mandir. 2003.
2. Arnes, Peter at al (Ed.), (1984). Personality Development and learning, A Reader Kent
3. Bower, G. H., (1986). The Psychology of Learning and Motivation, Academic Press
4. Chauhan S. S., (1983). Advanced Educational Psychology, (5th revised edition) New Delhi; Vikas Publishers
5. Gange R. M. and Briggs, L. J., (1979). Principles of Instructional Design, New York; Halt,
6. Hodder and Stoughton Bernard, H. W., (1954). Psychology of Learning and Teaching, New York; MgGraw Hill
7. Joshi, Kirit. (2011). Child, Teacher and Teacher Education. Gandhinagar : Children University.
8. Kochar, S. K., Method & Techniques of Teaching, New Delhi; Sterling Publishers.

9. Kratochwill, Thomas R., (1983). Advances in School Psychology, New Jersey; Lawrence Erlbaum Associates Publishers.
10. Kundu, C. L., and Tutoon, D. N. (1985). Educational Psychology, New Delhi; Sterling Publishers.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	3	3	3	2	2	-	3	3	3	3
CO2	3	3	3	3	3	3	3	3	2	2	2
CO3	-	3	1	2	-	3	-	-	-	2	-
CO4	3	3	3	3	3	3	3	3	3	2	2
CO5	3	3	3	2	3	3	3	3	2	2	-

Course Title/Code	Learning and Teaching Lab (EDH121-P)
Course Type	Core
Course Nature	Hard
L-T-P Structure	0-0-2
Credits	1
Course Objective	To foster a comprehensive understanding of the concept of Learning and Teaching and to critically examine different theoretical perspectives of learning and their applications with reference to diverse socio-cultural contexts.

Course Outcomes (COs)		Mapping
CO1	Apply the complex nature of Teaching and learning in classroom context	Employability
CO2	Develop Practical strategies to deal with different barriers of communication in classroom teaching	Skill Development
CO3	Analyze new trends of teaching and learning in real life scenario	Entrepreneurship
Prerequisites (if any)	NA	

Practical Activities

1 List out online teaching learning resources
2 Study of a case and prepare a report on influential factors of learning
3 Observe a group of 5-10 children and record their verbal and non verbal communication used in different situations(during play, classroom, recess etc) 4 Prepare a presentation on educational technology used for special children.
5 Observe 5 classroom teaching of your pedagogy at different level and prepare a reflective journal using Flander's interaction model.
6 Prepare your own SWOT analysis
7 Prepare a case study on an adolescent near you and mention his/her problems during that period and provide remedial measures after discussing the case with your teacher.
8 Conduct a Socio- metric Test in the class and interpret the result
9 Discuss the role of Emotions in the learning processPresentation on educational implications of any one learning or Intelligence theory
10 Administration and Interpretation of any one psychological test - Intelligence test/Personality test/Creativity test/Attitude test/Aptitude test. 11 Conduct an experiment on transfer of learning

12 Preparation of learner profile based on cognitive/non-cognitive characteristics
13 Analysis of classroom teaching episode in the light of teaching skills / strategies

References Books and Readings:

1   Malek Parveenbanu M.,(2014). Technology & Teacher, Ahmedabad; SSTCT Publication
2   Rinehart and Winston Gange, R. M. and Briggs, L. J., (1979). The Conditions of Learning and Theory of Instruction, New York; Halt, Rinehart and Winston
3   Sahoo, P. K.: Education Technology in Distance Education. Arawati Publications, New Delhi. 1999.
4   Sampath, K. et al.: Introduction to Educational Technology. New Delhi: Sterling Publishers Private Limited, 1990.
5   Sharma, R. A. (2000), Shaikshik Prodyogiki, Meerut: R. Lal Book Depot (Hindi)
6   Sharma, R. A. (2001), Technological Foundations of Education, Meerut: R. Lal Book Depot
7   Sharma, R.A.: Technology of Teaching (Teacher Behaviour). Meerut: Loyal Book Depot, 1980.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	3	3	3	2	2	-	3	3	3	3
CO2	3	3	3	3	3	3	3	3	2	2	2
CO3	-	3	1	2	-	3	-	-	-	2	-

Course Title/Code	Assessment for Learning (EDH122-T)
Course Type	Core
Course Nature	Hard
L-T-P Structure	3-0-0
Credits	3
Course Objective	It provide an approach to teaching and learning that creates feedback which is then used to improve students' performance

Course Outcomes (COs)		Mapping
CO1	To develop a critical understanding of issues in assessment and evaluation	Skill Development
CO2	To justify the role of continuous and comprehensive assessment in holistic development	Skill Development
CO3	To choose appropriate assessment methods	Skill Development
CO4	To design learning indicators and rubrics as a part of assessment	Employability
CO5	To devise ways to record and report learning landmarks to be supported by feedback	Entrepreneurship
CO6	To develop the habit of self-critiquing to improve performance.	Entrepreneurship
Prerequisites	NA (if any)	

SECTION A

CONCEPT OF EVALUATION

Concept: concept of measurement, assessment, examination, evaluation and their interrelationships, Distinction between 'assessment of learning' and 'assessment for learning'. Forms of Assessment: Based on purpose: (formative, summative; prognostic, diagnostic; norm referenced, criterion referenced),Based on nature of information gathered: Qualitative (observation, introspection, projection and sociometry) or Quantitative (written, oral, practical), Purpose of assessment in a 'constructivist paradigm'. Continuous and Comprehensive Evaluation mandated under RTE

SECTION B

ASSESSMENT AND RECORD KEEPING

Ability to develop Indicators for Assessment: tasks for assessment (projects, assignments); formulating tasks and questions that engage the learner and demonstrate the process of thinking; scope for original responses. OBSERVATION of learning process by self, by peers, by teachers, Self appraisal. Organizing and planning for student portfolios and developing rubrics for portfolio assessment, teacher's diaries. GROUP ACTIVITIES FOR ASSESSMENT (nature of group dynamics, socio-metric techniques, steps for formation of groups, criteria for assessing tasks; criteria's for assessment of social skills in cooperative and collaborative learning situations) DIMENSIONS AND LEVELS OF LEARNING, assessing conceptual development, recall of facts and concepts, application of specific skills, problem solving; application of learning to diverse and new situations (Construction of achievement test).

SECTION C

INTERPRETATION OF STUDENT'S PERFORMANCE

Descriptive statistics (measures of central tendency and percentages), Measures of variability, Graphical representations -histogram, frequency curves, pie charts, NPC – percentile, skewness and kurtosis. Grading –meaning, types and uses

SECTION D

FEEDBACK

Feedback: feedback as an essential component of assessment, Role of feedback to stakeholders (students/peers, parents, teachers), to improve teaching-learning process, identifying the strengths and weaknesses of learners. Reporting Students' Performance: progress reports, cumulative records, Developing and maintaining a comprehensive learner profile and their uses, portfolios, Challenges of assessment, Remedial Teaching.

References Books and Readings:

1. Ved Prakash, et.al. (2000): *Grading in schools*, NCERT, Published at the publication Division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi
2. Popham, W. J. (2002). *Classroom Assessment: What teachers need to know* (Third Edition) Boston: Allyn &Bacon.
3. Gredler, M. E. (1999). *Classroom Assessment and Learning*. USA: Longman.
4. Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching. Pearson Education Inc.
5. Oosterhof, A. (1994). *Classroom Applications of Educational Measurement* (Second Edition). New York: Macmillan College Publishing Company Inc.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	3	3	2	1	2	3	3	2	3	2
CO2	3	2	2	2	1	2	3	3	2	3	2
CO3	3	1	-	-	3	2	3	3	2	3	2
CO4	3	1	2	2	2	2	3	3	2	3	2
CO5	3	1	2	2	2	2	3	3	2	3	2
CO6	3	3	2	2	2	2	3	3	1	3	2

Course Title/Code	Assessment for Learning Lab (EDH122-P)
Course Type	Core
Course Nature	Hard
L-T-P Structure	0-0-2
Credits	1
Course Objective	It provide an approach to teaching and learning that creates feedback which is then used to improve students' performance

Course Outcomes (COs)		Mapping
CO1	To demonstrate the standards learners are required to achieve and help them recognise when they have achieved that standard	Skill Development
CO2	To give effective feedback on assessment decisions	Employability
CO3	To reflect on the last performance and review learners' progress	Entrepreneurship
Prerequisites (if any)	NA	

Practical Activities

1. Critically read and reflect on the 'National Focus Group Position Paper on Examination Reforms'
2. A perception scale to explore perceptions of stakeholders (parents, teachers and students) about prevailing examination systems and present a report.
3. Critique of prevailing culture of popular tests such as Olympiads.
4. Devise a strategy to incorporate the suggestions given in the first CCE report for the progress of the learner.
5. Essay on 'Effect of assessment on self-esteem, motivation and identity of learners'.
6. Critical Analysis of "CCE Manual for Teachers-Elementary level"
7. Prepare rubrics for assessment of a topic of your choice from Elementary School Level.
8. Prepare a PowerPoint presentation on the outline of scholastic and co-scholastic components of CCE.
9. Constructing a unit test using a table of specification, administering it to a group of students and interpreting the result.

References Books and Reading:

1. Ved Prakash, et.al. (2000): *Grading in schools*, NCERT, Published at the publication Division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi
2. Popham, W. J. (2002). *Classroom Assessment: What teachers need to know* (Third Edition) Boston: Allyn &Bacon.
3. Gredler, M. E. (1999). *Classroom Assessment and Learning*. USA: Longman.
4. Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching. Pearson Education Inc.
5. Oosterhof, A. (1994). *Classroom Applications of Educational Measurement* (Second Edition). New York: Macmillan College Publishing Company Inc.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	-	1	-	-	3	3	3	-	-	-
CO2	3	-	1	-	-	3	3	3	-	2	1
CO3	3	-	1	-	-	3	3	3	-	-	1

Course Title/Code	Pedagogy of Commerce (EDH111-T)	
Course Type	Elective	
Course Nature	Hard	
L-T-P Structure	3-0-0	
Credits	3	
Course Objective	To enable the trainee teachers acquire desirable knowledge and skills pertaining to various pedagogical aspects concerning teaching of Commerce.	
Course Outcomes (COs)		Mapping
CO1	To gain an understanding of the nature and scope of Commerce as a School Subject	Employability
CO2	To explore the use and relevance of different learning resources in teaching of Commerce	Employability
CO3	To develop an insight into the different methods of teaching Commerce.	Skill Development
CO4	To plan lessons based on different methods and techniques to facilitate learning of Commerce.	Skill Development
CO5	To understand different ways of assessing learner performance and providing additional support to the learners.	Skill Development
Prerequisites (if any)	Basic Knowledge of the Concepts of Commerce	

SECTION A

NATURE OF COMMERCE EDUCATION
Meaning, Nature and Scope of Commerce, Commerce Education: Meaning and Evolution, Aims and objectives of teaching Accountancy and Business Studies, Integration of Commerce with other subjects like Economics, Sociology, Geography, Politics and Law, Understanding of contemporary business environment and Commerce education

SECTION B

COMPONENTS OF COMMERCE CURRICULUM

Curriculum development: Principles of development of commerce curriculum, Critical appraisal and comparison of syllabus of Commerce prescribed by CBSE and ICSE. Commerce Textbooks: Analysis of essential characteristics with the help of examples from prescribed textbooks at senior secondary stage, significance of Journals, Traditional Instructional Material in teaching of Commerce: Charts, Graphs and Specimens. Contemporary learning resources in commerce, Role of Mass Media in Commerce Education: Television, Newspaper, Journals

SECTION C

TEACHING SKILLS AND LESSON PLANNING

Bloom's Taxonomy of objectives and statement of objectives in behavioral terms, Development of lesson plan: Utility, steps in lesson planning, qualities of a good lesson plan. Micro Teaching Skills in teaching commerce: Skill of Introducing, Skill of Explaining, Skill of Probing Questions, Skills of Illustrating with examples, Skill of Stimulus variation.

SECTION D

EVALUATION AND TEACHING APPROACHES

Methods and Techniques of Teaching Commerce: Lecture cum Discussion method, Question answer technique, Problem solving method, Role playing, Project method, Case study, ELearning, Workbooks and Practice sets in Accounting. Approaches to Evaluation, Meaning and Importance of Evaluation in Commerce, Formative and Summative evaluation, Types of Tools and Techniques used in Evaluation, Achievement test in Commerce

Reference Books and Readings

1. *Abhinav National, International Peer reviewed Refereed Journal*. Retrieved from *www.abhinavjournal.com*
2. Aggarwal, J.C. (1996) *Teaching of Commerce: A Practical Approach*. New Delhi: Vikas Publishing House Pvt. Ltd.
3. Bhatia, S.K. (2012). *Teaching of Business Studies and Accountancy*. New Delhi: Arya Book Depot.
4. Ghosh, A. B. (1969). *Commerce Education- A Study of Some Aspects*. New Delhi: Sultan Chand and Sons.
5. Jain, R.K. (1966). *Higher Education for Business in India: A Critique of Commerce Education in Indian Universities*. Nagpur:Vishwa Bharati Prakashan.

6. Khan, M. S. (1982). *Commerce Education*. New Delhi: Sterling Publishers Private Ltd.
7. SCERT (2011). *Support material for PGT Commerce* . Retrieved from http://delhi.gov.in/wps/wcm/connect/doit_scert/Scert+Delhi/Home/Questpaedia/L
8. Siddique, M. Akhtar and Khan, R. S. (1995*). Handbook for Business Studies.* Jamia Millia Islamia, New Delhi.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	-	2	-	-	-	-	-	2	2	2
CO2	2	3	-	-	2	2	-	2	3	2	2
CO3	-	2	-	3	3	2	-	-	2	-	2
CO4	-	-	-	3	3	2	-	-	-	-	-
CO5	-	2	-	2	1	2	3	-	-	-	-

Course Title/Code	Pedagogy of Commerce Lab (EDH111-P)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	0-0-2	
Credits	1	
Course Objective	To enable the trainee teachers acquire desirable knowledge and skills pertaining to various pedagogical aspects concerning teaching of Commerce.	
Course Outcomes (COs)		Mapping
CO1	To make efficient different learning resources in teaching of Commerce	Employability
CO2	To apply different methods of teaching Commerce in the classroom setting.	Skill Development
CO3	To deliver lessons based on different methods and techniques to facilitate learning of Commerce.	Skill Development
Prerequisites (if any)	Knowledge of basic concepts of Commerce	

Practical Activities
1. Collection of e-learning resources in Commerce.
2. Development of Multi-media lesson on any topi**CO**f commerce integrating various components of media.
3. Case Study of bank/ insurance house/trade centers/companies or any other business house.
4. Review of any commerce textbook of senior secondary classes.
5. Review any two conceptual/research papers published in any journals or newspapers related to business and industry.
6. Pedagogical Analysis of specific topics like Final A/Cs, Marketing Mix, Social responsibility of Business, Consumer protection, E-commerce, Advertising
7. Any other suitable activity.

Reference Books and Readings
1. Jain, R.K. (1966). *Higher Education for Business in India: A Critique of Commerce Education in Indian Universities*. Nagpur:Vishwa Bharati Prakashan.
2. Khan, M. S. (1982). *Commerce Education*. New Delhi: Sterling Publishers Private Ltd.
3. SCERT (2011). *Support material for PGT Commerce* . Retrieved from http://delhi.gov.in/wps/wcm/connect/doit_scert/Scert+Delhi/Home/Questpaedia/L

4. Siddique, M. Akhtar and Khan, R. S. (1995*). Handbook for Business Studies.* Jamia Millia Islamia, New Delhi.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	3	-	-	2	2	-	2	3	2	2
CO2	-	2	-	3	3	2	-	-	2	-	2
CO3	-	-	-	3	3	2	-	-	-	-	-

Course Title/Code	Pedagogy of Computer Sciences (EDH112-T)
Course Type	Elective
Course Nature	Hard
L-T-P Structure	3-0-0
Credits	3
Course Objective	To enable the trainee teachers acquire desirable knowledge and skills pertaining to various pedagogical aspects concerning teaching of Computer Science.

Course Outcomes (COs)		Mapping
CO1	To apply ICT skills across various disciplines.	Employability
CO2	To use microteaching skills in lesson plan development for Computer Science.	Employability
CO3	To design lesson plan by implementing various methods, approaches and techniques of teaching of Computer Science	Skill Development
CO4	To carry out assessment and evaluation of pupil's scholastic and non-scholastic performance.	Skill Development
CO5	To conduct research to address learning needs of diverse learner	Skill Development
Prerequisites	Basic Knowledge of the concept of Computer Sciences	

SECTION A

NATURE AND SCOPE OF COMPUTER SCIENCES
Meaning, nature, and scope of education of computer sciences, Aims and Objectives of teaching computer sciences. Relation of computer sciences with other subjects, Historical development in computer sciences. The dynamic nature of computer sciences as a discipline.

SECTION B

EXPLORING COMPUTER SCIENCES
Writing objectives in Behavioral Terms- Bloom's Taxanomy, Professional competencies of a computer teacher, Microteaching, concept, phases, microteaching skills, skill of introducing a lesson, reinforcement, explanation, probing question, stimulus variation.Designing microlessons. Design model lessons.

SECTION C

PEDAGOGY IN TEACHING- LEARNING OF COMPUTER SCIENCES

Teaching methods in computer sciences: Inductive, Deductive, Analytic, Synthetic, Heuristic, project, Activity method, Co-operative learning, Problem solving, Constructive approach in teaching learning of mathematics. Pedagogical content Analysis, Unit teaching, lesson planning and Models of Lesson Planning, Importance in computer sciences Teaching, Strategies and techniques used in Teaching of computer sciences.

SECTION D

EVALUATION IN COMPUTER SCIENCES

Evaluation: Meaning, importance, and types of evaluation, Criteria or parameters of a good textbook for computer sciences, Diagnostic test and remedial testing, Achievement test: Need and importance of class test, Continuous and comprehensive evaluation, Action Research- Meaning, Steps, Its difference with Fundamental Research.

Reference Books and Readings

1. Agarwal J. C. (2006). Essential of Educational Technology:Teaching and learning. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Alexis, M. L. (2001). Computer for every one. New Delhi: Vikas Publishing house Ltd.
3. Allison, L. J., and Chris, P. (2007). Preparing for blended e-learning. UK: Routledge. Bennett, S., Marsh, D. & Killen, C., (2008).
4. Handbook of online education continuum. New York: International Publishing group.
5. Chauhan, S. S. (1985). Innovations in teaching learning process. New Delhi: Vikas Publishing house Ltd.
6. Goel, H. K. (2005). Teaching of Computer Science. New Delhi: R.Lall Book Depot. Krishnamurthy, R. C. (2003). Educational technology: Expanding our vision. Delhi: Authors Press.
7. Harley, H. (2007). The internet: Complete reference. New Delhi: Tata McGrow Hill Pub.co., Ltd. John, W. (2007). Learning and teaching using ICT. New Delhi: Learning Matters Ltd.
8. Joyce, Well., (2004). Models of teaching. U.K: Prentice hall of India.
9. Kochhar, S. K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt Ltd. Kumar, K. L. (1997). Educational technology. New Delhi: Angel International (P) Ltd.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	-	-	3	3	3	-	2	-	-	-
CO2	-	-	-		3	3	3	3	-	-	-

CO3	2	2	-	3	3	3	2		-	-	-
CO4	-	-	2	2	-	-	3	2	-	-	-
CO5	3	2	-	3	-	-	-	-	3	2	2

Course Title/Code	Pedagogy of Computer Sciences Lab (EDH112-P)	
Course Type	Elective	
Course Nature	Hard	
L-T-P Structure	0-0-2	
Credits	1	
Course Objective	To enable the trainee teachers acquire desirable knowledge and skills pertaining to various pedagogical aspects concerning teaching of Commerce.	
Course Outcomes (COs)		Mapping
CO1	To make use of various microteaching skills in simulated classroom scenario	Employability
CO2	To prepare and deliver lesson plan by implementing various methods, approaches and techniques of teaching of computer science	Skill Development
CO3	To design appropriate assessment tools for evaluating pupils' scholastic and non-scholastic performance.	Skill Development
Prerequisites	Basic Knowledge of the concept of Computer Sciences	

Practical Activities
1. Collection of e-learning resources in Computer Science.
2. Development of Multi-media lesson on any topiCOf Computer Science integrating various components of media.
3. Review of any Computer Science textbook of senior secondary classes.
4. Review any two conceptual/research papers published in any journals or newspapers related to Computer Science
5. Pedagogical Analysis of specific topics pertaining to the class XI and XII syllabus of Computer Science
6. Any other suitable activity.

Reference Books and Readings
1. Mohanty, L. (2006). ICT strategies for schools. New Delhi: Sage Publication.
2. Norton, P. (1998). Introduction to computers. New Delhi: Tata McGraw Hill Publishing CoLtd. Oosterhof, A. C. (1990). Classroom applications of educational measurement. Ohio: Merrill Publishing.

3. Sambath, K., Paneerselvam, A., & Santhanam, S. (2006). Introduction of educational technology. New Delhi: Sterling Publishers Private Limited.
4. Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books. Depot

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	2	-	-	3	3	3	3	-	-	-
CO2	2	2	-	3	3	3	2		-	-	-
CO3	-	-	2	2			3	2	-	-	-

Course Title/Code	Pedagogy of English (EDH127-T)	
Course Type	Elective	
Course Nature	Hard	
L-T-P Structure	3-0-0	
Credits	3	
Course Objective	The objective of this course is produce skillful and effective English Language Teachers	
Course Outcomes (COs)		Mapping
CO1	Develop proficiency in all the four skills of English language	Skill Development
CO2	Assimilate various approaches, methods and techniques to teach English	Employability Entrepreneurship
CO3	Use appropriate learning Resources while teaching English language	Employability
CO4	Use various approaches,methods and techniques to teach English	Employability
CO5	Evaluate different language items and skills skillfully	Employability
Prerequisites	The learners have to have knowledge of the basics of English Language.	

SECTION A

NATURE OF ENGLISH LANGUAGE & LITERATURE

Principles of Language Teaching, Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), English Language in the school context: An Evolutionary Perspective, Teaching as second language in Indian context, Instructional Planning: Aims and objectives of Teaching English at different stages of schooling,
Instructional Planning: Need and Importance, Unit and lesson plan: Need and Importance,
Planning and adapting units and lessons for children with and without disabilities

SECTION B

ENGLISH LANGUAGE PEDAGOGY

Approaches and Methods Of Teaching English: Difference between an approach and a method, Translation method, Direct method, Bilingual and Eclectic, Approaches: Structural, communicative, Situational and constructivist and Cooperative (Method and approaches of Teaching of Prose, Poetry, Drama, Grammar and Vocabulary), Concept of Micro teaching,Micro teaching skills: introduction, explanation, illustration, questioning, stimulus variation, and reinforcement.

SECTION C

LANGUAGE DEVELOPMENT SKILLS AND LEARNING RESOURCE

Language Skill Development (LSRW): Listening - concept, types, significance, and activities likelistening to authentic material (announcements, commentaries, radio recordings); recorded material (learning material developed for secondary language teaching, teacher's recoded material); live listening material (teacher as a role model); Speaking - concept, types, significance and activities like situational conversation, topic based discussion, task centered, picture composition, telling anecdotes, etc. Resources and Techniques- usage of dictionary, language lab, multimedia, games, role play, story- telling) ; Reading-concept, significance, types (loud, silent, intensive, extensive, and supplementary), methods(phonic, whole word), techniques to increase speed of reading (phrasing, skimming, scanning, columnar reading, keyword reading); Writingconcept, types, significance of composition(guided, free, and creative), evaluating compositions.

SECTION D

EVALUATION: LANGUAGE LEARNING

Meaning and importance of tests and exams, Different types of test items for testing different skills of English language, Comprehensive and continuous evaluation in English class, Testing Language skills and Language elements (Vocabulary, Grammar and Phonology), Adaptation of Evaluation Tools for Children with and without Disabilities. Individualized assessment for Children with and without Disabilities, Error analysis, Diagnostic tests and Enrichment measures.

Reference Book and Readings

1. Agnihotri, R. K., Khanna, A. L. (1994). Second Language Acquisition: Socio Cultural and Linguistic aspects of English in India. New Delhi: Sage Publication.
2. Bhatia, K. K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Ludhiana:Kalyani Publishers
3. Brumfit, C. (1984). Communicative methods in Language teaching. Cambridge: Cambridge University Press.
4. Ellis, R. (1985). Understanding Second Language Acquisition. Oxford: Oxford University Press.
5. French, F. G. (1963). Teaching English as an International Language. London: Oxford University Press.
6. Gokak, V. K. (1963). English in India: Its Present and Future. Mumbai: Asia Publishing House.
7. Hughes, A. (1989). Testing for Language Teachers. Cambridge: Cambridge University Press.
8. Richards & Lockhart (1994). Reflective Teaching in Second Language Classrooms. Cambridge: Cambridge University Press.
9. Sachdeva, M. S. (2013). Teaching of English. Patiala: Twenty first century Publication.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	1	1	2	3	3	3	-	-	-	-
CO2	-	1	1	2	-	-	-	-	-	3	3
CO3	-	1	1	2	2	1	1	1	3	3	-
CO4	-	1	1	2	1	1	2	2	3	-	-
CO5	-	3	3	2	3	3	1	3	-	-	-

Course Title/Code	Pedagogy of English Lab (EDH127-P)
Course Type	Core
Course Nature	Hard
L-T-P Structure	0-0-2
Credits	1
Course Objective	To produce skilful and effective English Language Teachers.

Course Outcomes (COs)		Mapping
CO1	Develop proficiency in all the four skills of English language	Skill Development
CO2	Assimilate Accuracy and Fluency in English Language.	Skill Development
CO3	Communicate effectively (verbally, non-verbally and in writing) to express themselves to be successful Teachers and entrepreneurs.	Entrepreneurship
Prerequisites (if any)	The learners have to have knowledge of the basics of English Language.	

Pedagogy of English (EDH 127-P)

1. Discuss the changed role of English language in 21st century.

2. Explore the contribution of ICT in language learning.

3. Discuss on topic: 'Difference between spoken and written English'.

4. Pen down reflective feedback on any English text book.

5. Read biography of two prose authors (one Indian, one International), and two poets (one Indian, one International).

6. Developing teaching aids (charts/ flash cards/games/ props/ audios/videos) for enhancing language skills.

7. Draft a question paper in English for class seven in compliance with Bloom's taxonomy.

8. Observe and list the language activities incorporated by   in-service English teachers to supplement the understanding of learners.

9. Design teaching programme based on error analysis
10. Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English

11. Develop work sheet (interactive including language games)

12. Prepare worksheets to enrich vocabulary among secondary students with disabilities

13. Develop lesson plans for the teaching of prose and poetry, Procedure of Lesson and Unit Planning

14. Critically analyze any one poem or essay of a well-known poet or writer

15. Practical exposure to Current Trends in Modern English Literature in Indian context

Reference Book and Readings

1. Anderson, A.& Lynch T.(1988).Listening. Oxford: Oxford University Press.
2. Beaumount, M. (1996). The Teaching of Reading Skills in Second/ Foreign Language. Patras: The Hellenic open University.
3. Brown,G.&Yule. (1983). Teaching the spoken language. Cambridge:Cambridge University Press.
4. Doff, A. (1988). Teach English: A Training Course for Teachers. Cambridge: The British Council and Cambridge University Press.
5. Grellet, F. (1981). Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises. Cambridge: Cambridge University Press.
6. Hughes, A. (1989). Testing for Language Teachers. Cambridge: Cambridge University Press.
7. Maley,A. &Duff,A.(1975).Sounds interesting.Cambridge:Cambridge University Press.
8. Parrott, M. (1993). Tasks for Language Teachers. Cambridge: Cambridge University Press.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	1	1	2	-	-	-	3	-	3	3
CO2	-	-	3	3	-	3	-	3	-	2	2
CO3	-	-	2	2	-	3	-	3	-	3	3

Course Title/Code	Pedagogy of Physical Sciences (EDH128-T)	
Course Type	Elective	
Course Nature	Hard	
L-T-P Structure	3-0-0	
Credits	3	
Course Objective	To focus on the various aspects of Physical Sciences like knowledge, understanding, nurturance of process skills, development of scientific attitude, scientific temper, nurturance of curiosity, creativity, and aesthetic sense, imbibing values, developing problem solving and relating Physical Sciences education with nature, social environment, technology and society common at all educational processes.	
Course Outcomes (COs)		Mapping
CO1	To understand the epistemology of science as a school subject in the school curriculum.	Skill Development
CO2	To implement various pedagogical approaches to teaching of science at different stages of school.	Skill Development
CO3	To plan units and lessons through thematic approach in a holistic manner.	Employability
CO4	To critically examine teaching-learning processes that incorporate enquiry, discovery, activity-based learning, problem solving situations and investigatory projects etc. within the classroom.	Entrepreneurship
CO5	To integrate knowledge of science with other school subjects.	Entrepreneurship
CO6	To integrate knowledge of science in day-to-day life.	Employability
Prerequisites (if any)	Basic Knowledge of the concepts of Physical Sciences	

SECTION A

NATURE AND SCOPE OF SCIENCE

Definition of Science, Nature of Science.Concept, facts, theories and generalizations. Contributions of Indian and International Physicists and Chemists (Issac Newton, John Dalton, J.C. Bose, Albert Einstein, Niel Bohr, C.V. Raman to name a few) to the knowledge domain of Physical Sciences with special reference to the methods of discovery/ Investigation adopted. Science as a process of constructing knowledge; Scientific methods: A critical view, How science

works; role of science teacher. Integration and Application of knowledge of Physical Sciencess with other school subjects and in daily life.

SECTION B

PLANNING, DESIGNING AND TRANSACTION
Aims and objectives of teaching Physical Sciences, Development of scientific attitude and temper, Development of Unit plan, Lesson Plan, Concept maps using a variety of approaches.
Developing and writing Learning Objectives: Anderson and Krathwohl's Taxonomy. Teaching Learning Process with a focus on: Lecture cum demonstration method, Heuristic/ Inquiry approach, Problem solving approach, Project method, Constructivist approach, peer learning/ group learning, team teaching, Experiential learning, Cognitive conflict, Analogy strategy. Appreciating every child's natural curiosity of observation and drawing conclusions, facilitating lifelong learning in students with special educational needs. Science Laboratory: Organization and Management, Using Laboratory as a learning resource approaches to laboratory work, safety in laboratory, handling hurdles in utilization of resources.

SECTION C

PEDAGOGICAL SHIFT IN PHYSICAL SCIENCES
Each learner is Unique, Pedagogical shift from science as a fixed body of knowledge to the process of constructing Knowledge. Content cum methodology, Pedagogical Analysis (any three topics from physics and chemistry) Need of Inclusion in all aspects of teaching-learning of Physical Sciencess-science curriculum, approaches, ICT and professional development of teachers. Improvisation of Apparatus, identifying some inexpensive sources of chemicals.

SECTION D

ASSESSMENT OF LEARNING
Continuous and Comprehensive Evaluation (CCE): need and importance; Assessment and evaluation as intertwined process of classroom experience. Learning Indicators (LIs) and its types, developing LIs for activity, presentation, group work, assignments etc.Tools and techniques of Assessment: assessment of written and oral work, project work, laboratory work, field trips, journal writing, concept map; Assessment of learners with special needs. Recording and reporting of learning evidence- measurement of achievement, process skills and aptitude of learners; Portfolio- its role in evaluating students' performances. Role of reflection in students' achievement.

Reference Books and Readings:
1. Alsop, S. and Hicks, K. (2007): *Teaching Science: A Handbook for Primary and Secondary school teachers,* Kogan Page, N.Delhi .
2. CBSE (2009). Teacher's manual on CCE. New Delhi: CBSE.

3. Chikara, M.S. and Sarma, S. (1985). Teaching Science. Ludhiana: Prakash Brothers.
4. Das, R.C. (1985). *Science teaching in Schools.* New Delhi: Sterling Publications Private Ltd.
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6. Lindfors, J. (1984). *How do children learn or how teachers teach?* A Profound confusion: Language Arts, 61 (6), 600-606.
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8. Ramakrishna, A. (2012). *Methodology of Teaching Integrated Sciences.* New Delhi: Pearson.
9. Steffe, L. and Gale, J. (Eds.) 1995). *Constructivism in Education*, New Jersey : Lawrence Erlbaum Associates Inc.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	1	2	3	3	2	1	1	3	2	1	2
CO2	3	3	3	-	2	2	-	2	1	-	-
CO3	-	-	3	3	3	2	-	3	1	2	-
CO4	-	3	-	2	2	1	2	-	2	-	1
CO5	-	3	2	1	2	1	-	-	3	2	-
CO6	1	-	1	-	3	-	3	2	2	3	3

Course Title/Code	Pedagogy of Physical Sciences Lab (EDH128-P)	
Course Type	Elective	
Course Nature	Hard	
L-T-P Structure	0-0-2	
Credits	1	
Course Objective	To focus on the various aspects of Physical Sciences like knowledge, understanding, nurturance of process skills, development of scientific attitude, scientific temper, nurturance of curiosity, creativity, and aesthetic sense, imbibing values, developing problem solving and relating Physical Sciences education with nature, social environment, technology and society common at all educational processes.	
Course Outcomes (COs)		Mapping
CO1	Understand the Bloom's Taxonomy of Instructional Objectives and design learning objectives for content related to Physical Science.	Skill Development
CO2	Understand the micro teaching skills and prepare the micro lesson plans for each skill.	Employability
CO3	Learn about the Herbartian lesson plan and prepare the lesson plans for teaching Physical Science.	Entrepreneurship
CO4	Apply different pedagogical approaches to design lesson plans.	Skill Development
CO5	Learn about the test construction and construct a test paper for students' assessment.	Skill Development
Prerequisites	Basic Knowledge of Physical Sciences	

Practical Activities
1. Designing laboratory experiences for usein the teaching-learning process in classroom situations- two innovative activities and two improvised apparatus.
2. Prepare a First Aid box equipped with all the essential things in it.
3. Report of one Action Research carried out in the practicing school.
4. Report on measures being taken for inclusive teaching-learning in practicing schools.

5. Concept mapping in selected units in Physical Sciences Planning learning situations for constructing knowledge in Physical Sciences.
6. Group Discussion on pedagogical issues

Reference Books and Readings:

1. Das, R.C. (1985). *Science teaching in Schools.* New Delhi: Sterling Publications Private Ltd.
2. Krathwohl, D.R., Bloom B.S. and Maria B.B. (1964) *Taxonomy of Educational Objectives, Handbook II, Affective Domain*, New York: David McKay.
3. Lindfors, J. (1984). *How do children learn or how teachers teach?* A Profound confusion: Language Arts, 61 (6), 600-606.
4. National Curriculum Framework 2005, NCERT, New Delhi.
5. Ramakrishna, A. (2012). *Methodology of Teaching Integrated Sciences.* New Delhi: Pearson.
6. Steffe, L. and Gale, J. (Eds.) 1995). *Constructivism in Education*, New Jersey : Lawrence Erlbaum Associates Inc.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	2	2	3	2	2	2	3	3	2	3
CO2	-	3	3	3	2	3	3	3	3	2	3
CO3	-	3	2	2	2	3	3	3	3	2	2
CO4	-	2	2	3	2	2	2	2	3	2	3
CO5	-	2	2	3	2	2	2	2	3	1	3

Course Title/Code	Pedagogy of Hindi (EDH130-T)
Course Type	Elective
Course Nature	Hard
L-T-P Structure	3-0-0
Credits	3
Course Objective	To enable the trainee teachers acquire desirable knowledge and skills pertaining to various pedagogical aspects concerning teaching of Hindi.

Course Outcomes (COs)		Mapping
CO1	Comprehend the nature of Hindi Language.	Employability
CO2	Develop proficiency in all the four skills of Hindi language.	Skill Development
CO3	Use appropriate learning resources while teaching Hindi language.	Skill Development
CO4	Assimilate various approaches, methods and techniques to teach Hindi.	Skill Development
CO5	Evaluate different language items and skills effectively.	Skill Development
Prerequisites (if any)	Basic Knowledge of the concept of Hindi Language	

इकाई-1

भाषाकास्वरुपएवंभाषायीकौशल, भाषाकाअर्थप्रकृतिमहत्वएवंमा ̣ भाषाके
रूपमेंतहंदीभाषाकामहत्व, तहंदीभाषाकीव्याकरतिकसंरचना - विथ ,शब्द , पद
,वाक्यएवंतवरामतचन्ह, ब्लूमद्वारातनर ̣थररिअनुदेशनात्मकउद्देश्य, श्रविकौशल-अर्थ,
महत्व, उद्देश्य, तवतयाँ, श्रविके दोषके कारिवसुर ̣र, कर्नकौशल- अर्थ, महत्व, उद्देश्य, तवतयाँ,
लेखनकौशल-अर्थ, महत्व, उद्देश्य, तवतयाँ वाचनकौशल-अर्थ, महत्व, उद्देश्य, तवतयाँ

इकाई-2

साहित्यिकविधाएँऔरहिन्दीशिक्षण, साहित्यिकविधाओंकापररचय-कविता, कहानी,उपन्यास, एकांकी, जीवनी, आत्मकथाकासामान्यपररचय, गद्यशिक्षण-अर्थ, महत्व, उद्देश्य, विधियाँएवंसोपान, पद्यशिक्षण-अर्थ, महत्व, उद्देश्य, विधियाँएवंसोपान, व्याकरणशिक्षण-अर्थ, महत्व, उद्देश्य, विधियाँएवंसोपान

इकाई-3

पाठयोजनाएवंसहायकसामग्री, पाठयोजना- अर्थ, महत्वएवंरूपरेखा, सहायकसामग्री- आवश्यकता ,भाषाशिक्षणमेंदृश्य-श्रव्यसाधनोंकामहत्व

इकाई-4

हिन्दीमेंमूल्यांकनवगृहकार्यथ,हिन्दीशिक्षणमेंमूल्यांकनकाअर्थएवंस्वरूप,हिन्दीशिक्षणमेंगृहकार्यका स्वरूपएवं संशोधन

Reference Books and Readings

1. अग्रवाल, परुषोत्तम , कुमारसंजय (2000), हहन्दी: नईचालमेंढली: एकपनुर्ववचार, हेतुकालप्रकाशन, नईहदलली

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5. गोस्वामी, कृष्णकुमार (1990), साहिभाषाऔरसाहितशिक्षणसंस्थान, दक्षिणभारिहहन्दीप्रचारसभा, हैदराबादगोस्वामी,

6. कृष्णकुमारदेवेन्द्र (1992), साहितशिक्षण, उचतशक्षाऔररोर

7. संस्थान, मद्रासचिवुे दी, रामस्वरूप (2005), हहन्दीसाहिऔरसंवेदनाकाविवकास, लोकभारीप्रकाशन,

8. हदललीजोसेफजेस्सी(1997), भाषाकीजैविवका, ज्ञानोदयप्रकाशन, रुरवाड़

9. तिथवारी, परुषोत्तम(1992), हहन्दीशिक्षण, राजस्थानहहन्दीग्रंथकादमी

10. तिथवारी, भोलानार(1990), हहन्दीभाषाशिक्षण, शलवपप्रकाशन, हदलली

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CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	2	1	2	3	3	3	2	-	-	-
CO2	3	1	1	2	-	3	-	-	2	3	3
CO3	2	1	1	2	2	1	1	1	3	3	-
CO4	3	1	1	2	1	1	2	2	3	-	-
CO5	3	3	3	2	3	3	1	3	-	2	3

Course Title/Code	Pedagogy of Hindi Lab (EDH130-P)
Course Type	Elective
Course Nature	Hard
L-T-P Structure	0-0-2
Credits	1
Course Objective	To enable the trainee teachers acquire desirable knowledge and skills pertaining to various pedagogical aspects concerning teaching of Hindi.

Course Outcomes (COs)		Mapping
CO1	Develop proficiency in all the four skills of Hindi language.	Employability
CO2	Assimilate Accuracy and Fluency in Hindi Language.	Employability
CO3	Communicate effectively (verbally, non-verbally and in writing) to express themselves to be successful Teachers and entrepreneurs.	Skill Development/ Entrepreneurship
Prerequisites (if any)	Basic knowledge of the concepts of Hindi Language	

प्रयोगात्मकक्रियाएँ भाषाकौशलसंबंर्ीभाषाखेलतनतमथिकरो। सातहत्यिकतवर्ाओजं ैसेकतविा, कहानी,एकांकी, जीवनी,आत्मकर्ामेंसेतकसीदोतवर्ाओकं ीसमीक्षाकीतजए। गद्य, पद्यएवंव्याकरिकीकक्षा 6-10 कीपाठ्यपुस्तकसेपाठयोजनाि ैयारकरो। प्रश्नपत्रकातनमाथिकरो। कल्पनाप्रर्ानएवंभावप्रर्ानमौतलकतनबर्ंतलत्यखए। कक्षा 6-10 कीपाठ्यपुस्तकोमं ेंसंकतलिमुहावरों, लोकोत्तियोकं ासंकलनकीतजए।

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1. अग्रवाल, परुुुषोत्तम , कु मारसजंय (2000), हहन्दी: नईचालमेंढली: एकपनुववचार, देतुकालप्रकातुन, नईहदलली

2. अज्ञेय, सस्च्वदानंदहीरानंदवात्स्यायन (2010), वत्सलनथचर्प्रकातुनमाला : संववव्त्त, सस्ता

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10. िथवारी, भोलानार्(1990), हहन्दीभाषातशक्षि, शलवपप्रकातुन, हदलली

11. पाण्डेय, रातमकल(1993), हहन्दीतशक्षि,ववनोदपस॒॒ िकमहंदर, आगरा

CO PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	1	1	2	-	-	-	3	-	3	3
CO2	-	-	3	3	-	3	-	3	-	2	2
CO3	-	-	2	2	-	3	-	3	-	3	3

Course Title/Code	Pedagogy of Sanskrit (EDH142-T)
Course Type	Elective
Course Nature	Hard
L-T-P Structure	3-0-0
Credits	3
Course Objective	To enable the trainee teachers acquire desirable knowledge and skills pertaining to various pedagogical aspects concerning teaching of Sanskrit.

Course Outcomes (COs)		Mapping
CO1	Comprehend the Nature of Sanskrit Language	Employment
CO2	Develop proficiency in all the four skills of Sanskrit language	Skill Development
CO3	Use appropriate learning Resources while teaching Sanskrit language	Skill Development
CO4	Assimilate various approaches, methods and techniques to teach Sanskrit	Skill Development
Prerequisites (if any)	Basic Knowledge of the concepts of Sanskrit Language	

इकाई -1

भारीीयतवद्यालयोमं ः॑ंसंस्कृ ॑ःअध्ययन –
अध्यापनकीअवत्यस्थितिएवंसंभावनाराष्ट्रीयपाठ्यचयाथकीरूपरेखा
2005,2000,1988राष्ट्रीयतशक्षानीति 1962,1986,1968:
भारीीयसंतवर॒नएवंतत्रभाषासूत्रकातवमशथकमेटीएवंकतमशनकीरपटेभारीीयसंतवर॒नकीअपे
क्षाएं, तवश्वतवद्यालयआयोग1948,माध्यतमकतशक्षाआयोग 1952-
53,राष्ट्रीयतशक्षाआयोग196466,प्रबुद्धएवंमानवीयसमाजकीओर1990,संस्कृ
॑ःआयोगप्रतिवेदन1956-57

संस्कृ ि॒अध्ययन-अध्यापनके उद्देश्यसंस्कृ ि॒तशिक्षाशास्त्रके उद्देश्योकं ि॒तवतवर ि॒एवंउनकासमाजदाशथतनकऔरतशिक्षाशास्त्रीयआर ि॒रपाठ्यचयाथके तशिक्षाशास्त्रीयउद्देश्य,
पाठ्यक्रमएवंसंस्कृ ि॒कीपाठ्यपुस्तकें संस्कृ ि॒तशिक्षाके उद्देश्यएवंपाठ्यपुस्तकतनमाथिकीचुनौतियां

इकाई -2

संस्कृ ि॒भाषातशिक्षाकीतवतभन्नप्रणालियां- उद्देश्य,तवशेषिाएंएवंलाभ, संस्कृ ि॒भाषाकीतवतयां, पाठशालातवतर, पाठ्यपुस्तक तवतर, प्रिक्ष तवतर, व्याकरिअनुवाद तवतर, संस्कृ ि॒अध्यापककीभूतमका, दृश्यश्रव्यसार्नकामहत्व, पाठयोजना, पुस्तकालय

इकाई-3

संस्कृ ि॒तवर ि॒ओकं ि॒तशिक्षि, संस्कृ ि॒मेंगद्यतशिक्षिप्रतक्रया, उद्देश्यएवंसोपान, संस्कृ ि॒मेंपद्यतशिक्षिप्रतक्रया, उद्देश्यएवंसोपान, संस्कृ ि॒मेंव्याकरितशिक्षिप्रतक्रया, उद्देश्यएवंसोपान, संस्कृ ि॒मेंअनुवादतशिक्षिप्रतक्रया, उद्देश्यएवंसोपान, र ि॒ाि॒रूप -पठ् ,तलख, अस्,भू,कृ (लट्ि॒रि॒लृट्लकार), शब्दरूप-राम, हरर, नदी, लिा, शब्दार्थिर ि॒अनुवाद (कक्षा 8-10)

इकाई-4

संस्कृ ि॒भाषायीकौशल, संस्कृ ि॒मेंउचारितशिक्षि-अशुत्यद्धउचारिके प्रकार, व्याकरि, अक्षरतवन्यास, तशिक्षिसंबंर ि॒अशुत्यद्धयां,कारि, मूल ि॒ंकनकाअर्थिर ि॒परीक्षाओकं ि॒ प्रकार, गृहकायथतनयोजनवसंशोर्नप्रतक्रया, योजनाएवंप्रायोतगकपक्ष, पाठ्यपुस्तक, पाठ्यक्रम, पाठ्यचयाथ, तवश्लेषि, समसामतयकसंस्कृ ि॒लेखनएवंउसकीसमीक्षा, नवाचारीतशिक्षिएवंसंसार्नकीसमीक्षा, विथमानसंस्कृ ि॒तशिक्षिके उद्देश्योकं ि॒अन्यभाषातशिक्षिउद्देश्योसं ि॒ लनाएवंसमीक्षा, विथमानसमयमेंचलरहेसंस्कृ ि॒तशिक्षिकीतवतभन्नपरम्पराओकं ि॒दस्तावेजीकरिएवंसमीक्षा, संस्कृ ि॒तशिक्षिसामग्रीकातनमाथि

Reference Books and Readings

1. झा, तउयशकं र. संस्कृ ि॒वशिक्षि. सरुभारीप्रकाशन, चौखम्बा

2. झा, नागेन्द्र. (2013). प्राचीनतएंतअु ि॒भचीनवशक्षा-पद्धवि.अवभषेकप्रकाशन: तवकली।

3. पाण्डेय, रामशकल. (2008). संस्कृ ि॒वशिक्षि.तवनोतुपस् ु॒ि॒कमवंतुर, आगरा।

4. वमत्तल, सं ि॒ोष. संस्कृ ि॒वशिक्षि. आर.लालबकु वडपो, मरेठ।

5. शमाभ, उमाशकं र. (2008). संस्कृ ि॒सावहिकाइविहास, चौखम्बाबकु ु॒ स, बनारस।

6..शमाभ, उषा. (). संस्कृ िवशिक्ष.स्तुृ िवपवब्लके शन्स. जयपरु।

7. शमाभ, नन्तुराम. (2007). संस्कृ िवशिक्ष.सावहिचवन्द्रकाप्रकाशन।

8. सर्ुृाया, रघनुार्. .() संस्कृ िवशिक्ष.हररयाृसावहिअकातुमी: पंचकु ला, हररयाृ।

9. संस्कृ िवशक्षकसंतुवशकभा. (2012). राष्ट्रीयशवैक्षकअनुसन्धानतएंप्रवशिक्षपररतष, नईतवकली।

CO-PO Mapping

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	2	1	2	3	3	3	2	-	-	-
CO2	3	1	1	2	-	3	-	-	2	3	3
CO3	2	1	1	2	2	1	1	1	3	3	-
CO4	3	1	1	2	1	1	2	2	3	-	-
CO5	-	3	3	2	3	3	1	3	2	-	2

Course Title/Code	Pedagogy of Sanskrit Lab (EDH142-P)	
Course Type	Elective	
Course Nature	Hard	
L-T-P Structure	0-0-2	
Credits	1	
Course Objective	To enable the trainee teachers acquire desirable knowledge and skills pertaining to various pedagogical aspects concerning teaching of Sanskrit.	
Course Outcomes (COs)		Mapping
CO1	Develop proficiency in all the four skills of Sankrit language.	Employment
CO2	Assimilate Accuracy and Fluency in Sanskrit Language.	Employment
CO3	Communicate effectively (verbally, non-verbally and in writing) to express themselves to be successful Teachers and entrepreneurs.	Skill Development/ Entrepreneurship
Prerequisites (if any)	Basic Knowledge of the concepts of Sanskrit Language	

Practical Activities

1. Group Discussion on Linguistics principles

2. Presentations on different principles of language Teaching.

3. A Seminar on the topic: Changed role of Sanskrit language in 21st century.

4. Group discussion on different types of objectives.

5. Framing of Different objectives.

6. Writing of Sanskrit lesson plans of all the 4 genres.

7. Class presentations of lesson plans.

8. Critical Appraisal of a Sanskrit Text Book.

9. Develop a Multi-Media lesson using appropriate ICT resources and transacting the same in a simulated teaching exercise.

10. A visit to a Language Lab.

11. Presentations on different Micro-Skills.

12. Performing of different activities to develop Listening and Speaking Skills.

13. Developing teaching aids (charts/ flash cards/games/ props/ audios/videos) for enhancing language skills.

14. Development of Good Test Items: Objective Types on different skills and three systems.

15. Draft a question paper in Sanskrit for class seven in compliance with Bloom's taxonomy.

16. Identifying E-resources suitable for Teaching Sanskrit.

Reference Books and Readings

1. झा, तउयशकं र. संस्कृ िवशक्षि. सरुभारीप्रकाशन, चौखम्बा

2. झा, नागेन्द्र. (2013). प्राचीनतएंतअु ाभचीनवशक्षा-पद्धवि. अवभषेकप्रकाशन: तवकली।

3. पाण्डेय, रामशकल. (2008). संस्कृ िवशक्षि. तवनोतुपस ु िकमवंतुर, आगरा।

4. वमत्तल, सं ोष. संस्कृ िवशक्षि. आर. लालबकु वडपो, मरेठ।

5. शमाभ, उमाशकं र. (2008). संस्कृ िसावहिकाइविहास, चौखम्बाबक ु स, बनारस।

6. शमाभ, उषा. (). संस्कृ िवशक्षि. स्तु िवपवब्लके शन्स. जयपरु।

7. शमाभ, नन्तुराम. (2007). संस्कृ िवशक्षि. सावहिचवन्द्रकाप्रकाशन।

8. सर ुाया, रघनुार्. .() संस्कृ िवशक्षि. हररयाि सावहिअकातुमी: पंचकु ला, हररयाि ।

9. संस्कृ िवशक्षकसंतुवशकभा. (2012). राष्ट्रीयशवैक्षकअनुसन्धानतएंप्रवशक्षिपररतष, नईतवकली।

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	1	1	2	-	-	-	3	-	3	3
CO2	-	-	3	3	-	3	-	3	-	2	2
CO3	-	-	2	2	-	3	-	3	-	3	3

Course Title/Code	Pedagogy of Punjabi (EDH145-T)
Course Type	Core
Course Nature	Elective
L-T-P Structure	(3-0-0)
Credits	3
Course Objective	To produce skillful and effective Punjabi Language Teachers.

Course Outcome		Mapping
CO1	Comprehend the Nature of Punjabi Language.	Employment
CO2	Develop proficiency in all the four skills of Punjabi language.	Skill Development
CO3	Use appropriate learning Resources while teaching Punjabi language.	Skill Development
CO4	Assimilate various approaches, methods and techniques to teach Punjabi.	Skill Development
CO5	Evaluate different language items and skills skillfully.	Skill Development
Prerequisites (if any)	Basic Knowledge of the concepts of Punjabi Language	

SECTION A

NATURE AND DEVELOPMENT OF LANGUAGE
Meaning, Nature and scope of Punjabi, Origin and Development of Punjabi Language, Contribution and role of Punjabi as Mother Tongue on education of a child, Present position of Punjabi in the Indian school curriculum, Bloom's Taxonomy of Educational Objectives and writing objectives in terms of behavioural outcomes of students

SECTION B

DEVELOPING LANGUAGE SKILLS OF PUNJABI TEACHING
Listening skill (concept, meaning and significance), Speaking skill (concept, meaning and significance), Reading skill (concept ,meaning and significance), Writing skill (concept ,meaning and significance)

SECTION C

ASPECTS OF LANGUAGE TEACHING AND LEARNING RESOURCES
Micro Teaching ,Unit Planning and Lesson planning, Instructional Objectives, Specifications and Teaching Aids of Teaching Language, Prose Teaching and Techniques- Discussion, Narration, Questioning, Methods of Teaching, Storytelling, Dramatization, Poetry Teaching-Techniques of Appreciation, Methods of Recitation, Song-action, Grammar Teaching and Types- Functional, Formal, Methods- Translation, Inductive, Deductive, Learning Resources   ICT , Library, Audio-Visual Aids

SECTION D

EVALUATION AND TEACHING APPROACHES
Qualities of a Punjabi Teacher, Diagnostic and remedial Teaching, Teaching Approaches of Punjabi- Lecture cum Discussion method, Problem solving method, Role playing, Project method, Case study, Analytic-Synthetic, Approaches to Evaluation, Meaning and Importance of Evaluation in Punjabi Formative and Summative evaluation

Reference Books and Reading:

1. Singh G. B. (1981) Gurumukhi Lipi Dajanam Te Vikas, Chandigarh: Punjab University Publication Bureau.
2. Sekhon, S.S. & Singh, P.P. (1961) Punjabi Boli da Itihas, Punjab: Bhasha Vibhag.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	1	1	2	3	3	3	-	3	2	-
CO2	2	1	1	2	3	2	2	-	2	3	3
CO3	3	1	1	2	2	1	1	1	3	3	-
CO4	3	1	1	2	1	1	2	2	3	3	2
CO5	-	3	3	2	3	3	1	3	2	-	2

Course Title/Code	Pedagogy of Punjabi Lab (EDH145-P)
Course Type	Core
Course Nature	Elective
L-T-P Structure	(0-0-2)
Credits	1
Course Objective	To produce skilful and effective Punjabi Language Teachers.

Course Outcome		Mapping
CO1	Develop proficiency in all the four skills of Punjabi language	Employability
CO2	Assimilate Accuracy and Fluency in Punjabi Language.	Employability
CO5	Communicate effectively (verbally, non-verbally and in writing) to express themselves to be successful Teachers and entrepreneurs.	Skill Development
Prerequisites (if any)	Basic Knowledge of the concepts of Punjabi Language	

Practical Activities

1. Group Discussion on Linguistics principles

2. Presentations on different principles of language Teaching.

3. A Seminar on the topic: Changed role of Punjabi language in 21st century.

4. Group discussion on different types of objectives.

5. Framing of Different objectives.

6. Writing of Punjabi lesson plans of all the 4 genres.

7. Class presentations of lesson plans.

8. Critical Appraisal of an Punjabi Text Book.

9. Develop a Multi-Media lesson using appropriate ICT resources and transacting the same in a simulated teaching exercise.

10. A visit to a Language Lab.

11. Presentations on different Micro-Skills.

12. Performing of different activities to develop Listening and Speaking Skills.

13. Developing teaching aids (charts/ flash cards/games/ props/ audios/videos) for enhancing language skills.

14. Development of Good Test Items: Objective Types on different skills and three systems.

15. Draft a question paper in Punjabi for class seven in compliance with Bloom's taxonomy.

16. Identifying E-resources suitable for Teaching Punjabi. **Reference Books and Readings**

1. Singh G. B. (1981) Gurumukhi Lipi Dajanam Te Vikas, Chandigarh: Punjab University Publication Bureau.
2. Sekhon, S.S. & Singh, P.P. (1961) Punjabi Boli da Itihas, Punjab: Bhasha Vibhag.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	1	1	2	-	-	-	3	-	3	3
CO2	-	-	3	3	-	3	-	3	-	2	2
CO3	-	-	2	2	-	3	-	3	-	3	3

Course Title/Code	Language and Curriculum (EDS123B)	
Course Type	Elective	
Course Nature	Soft	
L-T-P Structure	(2-0-0)	
Credits	2	
Course Objective	To orient the students about the importance of language in the overall personality development especially in school context	
Course Outcome		Mapping
CO1	Evaluate different language items and skills effectively	Employability
CO2	Explain various perspectives of language development	Employability
CO3	Explore strategies for effective communication	Skill Development
CO4	Apply principles of reading and writing skills of children	Skill Development
Prerequisites (if any)	NA	

SECTION A

LANGUAGE DEVELOPMENT AND LEARNING
Language: Meaning and structure, Receptive and expressive functions of language, centrality of language in learning, Multilingualism and language diversity in the classroom; Competencies of the teacher to cater to the same

SECTION B

LANGUAGE THEORIES AND CLASSROOM DISCOURSE
Skinner, Bandura and Walters' perspective of language development, Language across curriculum, The nature of classroom discourse: oral language; discussion as a tool for learning; the nature of questioning -type of questions and teacher control.

SECTION C

READING ACROSS THE CURRICULUM
Reading in content areas– Social Science, Science, Mathematics; nature of expository vs. narrative text; transactional vs. reflexive texts; Schema theory.

SECTION D

READING AND WRITING

Connection between reading and writing, Analyzing students' writings to understand their conception.

Reference Books and Readings:

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegrühn, & P. Plüddemann (Eds.), *Multilingual education for South Africa.*(pp.3-7*)* Heinemann Educational Books.

2. Anderson, R.C. (1984). Role of the reader's schema in comprehension, learning and memory. In R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.), Learning to read in American schools: Basal readers and content texts. Psychology Press.

3. Butler, A. and Turbill, J. (1984). *Towards Reading-Writing Classroom*. New York:Primary English Teaching Association Cornell University.

4. Carroll, John B. (1964). *Language and Thought*. Prentice Hall

5. David, N. (1999). *Second Language Teaching & Learning*. Heinle & Heinle Publishers

6. Grellet, F. (1981). *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge University Press.

7. James, M.(1968). *Teaching the Universe of Discourse*. Houghton Mifflin Company, Boston.

8. Krashen, S.(1982). *Principles and practice in second language acquisition*. Pergamon Press Inc.

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

10. Sachdeva, M.S. (2013). *Teaching of English*. Patiala: Twenty First Century Publications

Practical Activities
1. Give a verbal presentation followed by discussion on any suitable topic in the class.
2. Prepare a plan for teaching a topic by using an interdisciplinary approach.
3. Review text book content of any of your pedagogy subjects and also list out a register of words.
4. Taking a specific subject area, suggest strategies for using oral language in the classroom to promote learning.
5. Observe and record how a teacher addresses and caters to the language requirements of students coming from diverse backgrounds and also suggest some ways.
6. Any other suitable activity

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	3	3	2	3	3	1	3	-	2	3
CO2	3	3	-	2	3	2	-	1	1	2	2
CO3	3	3	-	3	3	3	-	2	2	2	2
CO4	2	2	-	2	2	2	-	2	2	2	2

Course Title/Code	Language and Mind (MOOC-18E-EDS-102)	
Course Type	NPTEL	
Course Nature	Soft	
L-T-P Structure	(0-0-0)	
Credits	2	
Objective	The course aims to impart basic awareness about the relationship between Language Acquisition and Mind processing	
Course Outcomes	Course Mapping	
CO1	To be familiar with relationship between language and human mind	Skill Development
CO2	To understand language as a special purpose cognitive ability	Entrepreneurship
CO3	To understand underlying mental computation for natural language processing.	Skill Development
Prerequisites (if any)	NA	

Week 1: On Language What
is Language?
What is scientific about language?
How is language constitutive of being human?
Distinction between human and non-human language
Origin of language
What is the relationship between language and mind?
How do children acquire language?
Nature of learning language
Generative foundation of language acquisition
Biological foundation of Language
Language acquisition device
Universal grammar

Week 2: Language in Mind
Acquisition and/or learning
I-language and Innateness
Patterns – Universal Grammar
Human Brain
Language deficit/ loss

Week 3: Patterns in sounds and words
Sounds
Vowels/Consonants

Places and manners of articulation
Features of sounds

Week 4: Words and sentences
Words
Constraints of patterns in words
Cluster as constraints
Syllables

Week 5: Grammar
Parts of sentences
Subjects/ Predicates
Lexical categories
Functional categories
Nature of verbs

Week 6: Advanced Grammar
Complement/ adjunct
Restrictions
Semantic relations
Case
Movement

Week 7: Levels of representation and principles of grammar
Movement/displacement
Motivation for the movement
Complementizer phrase
Case assignment
Passive morphology and NP movement
D structure
Binding theory
Indices and antecedents
Co-indexing
Constraints

Week 8: Language and cognition
Compound verb
Negation
Language and Cognition
Goal of cognitive sciences
Computational linguistics- goals, breakthroughs and challenges
Language and mind

Reference Books and Readings:

- Chomsky, N. (2006). Language and Mind. New York: Cambridge University Press. ● Harris, C.L. (2003). 'Language and cognition'. Encyclopedia of Cognitive Science. London: MacMillan.
- Hauser, M.D., Chomsky, N., and Fitch, W.T. (2002). 'Faculty of language: What is it, who has it, and how did it evolve?' Science, 298, 1569-1579.
- Jackendoff, R. (1993). Patterns in human mind. New York: Harvester Wheatsheaf.
- Jackendoff, R. (2014). 'How did language begin?' Retrieved from http://www.linguisticsociety.org/files/LanguageBegin.pdf
- Pinker, S. and Jackendoff, R. (2004). 'The faculty of language: What's special about it?' Cognition, 95, 201-236.
- Pool, G. (2011). Syntactic theory (2 ed). London/New York: Palgrave Macmillan.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	1	2	2	1	-	-	2	3	3	3	2
CO2	1	1	2	1	-	-	1	3	3	3	1
CO3	2	1	2	2	3	-	2	3	3	3	-

Course Title/Code	E-Learning (EDW228)
Course Type	Core
Course Structure	Workshop
L-T-P Structure	0-0-3
Credits	1.5
Course Objective	Student Readiness regarding E-learning

Course Outcomes (COs)		Mapping
CO1	Understand concept of e-learning and key concepts	Employability
CO2	Use blended learning approach in e-learning	Skill Development
CO3	Use different online tools and resources in assessment	Skill Development
CO4	Explore and use the potentialities of Information Communication Technology for collaborative, constructive & inquiry-based learning	Entrepreneurship
Prerequisites (if any)	NA	

SECTION A

Basics of E- Learning

Concept of e-learning
Types of e-learning
Terminologies related to e-learning

Activity

Learners create mindmap of e-learning

SECTION B

Use of ICT for learning management

Record keeping and scheduling tools
Communicative tools

Learning management system- Introduction

Activity

Use Google classroom ,create class room, create assignment
Use google drive and dropbox for storing document

SECTION C

ICT for teaching learning process Blended
learning approach for e-learning
Tools for conducting online classes
Digital tools for collaborative &constructive learning-Google doc, Discussion forum,

Activity

Prepare a week plan of teaching using blended learning approach
Analyse online platforms for online classes
Conduct a seminar using online platform
Discuss any ICT related issue using any mode of online discussion forum.

SECTION D

ICT in Assessment

Computer assisted assessment
Use of e-portfolios, Rubrics in assessment
Use of innovative strategies for formative assessment

Activity

Create eportfolio of for the workshop
Create rubric to assess group discussion
Generate tests
Create cross words puzzles

References
1. Cox, J. & Urban, P. (1999). Quick Courses in Microsoft Office, New Delhi: Galgotia Publications https://teacher-network.in/OER/images/9/9a/ICT_student_textbook.pdf
2. Intel (2003). Intel Innovation in Education, New Delhi: Student Work Book.
3. Makol,R. and Makol, L., (2019). Critical Understanding of ICT. Kala Mandir
4. Moursund, D. (2005). Introduction to Information and Communication Technology in Education. Retrieved from website of University of Oregon: www.uoregon.edu National Policy on ICT in School Education. (2010). New Delhi:

5. Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from http://mhrd.gov.in/ict_school
6. Rajasekar, S. (2010). Computers in Education. ND: Neelkamal Publications Pvt. Ltd.
7. Ratheeswari, K. (2018) Information Communication Technology in Education. Journal of S47 Applied and Advanced Research, 2018: 3(Suppl. 1)
8. Shaikh, I. (2014), Introduction to Educational Technology and ICT. McGraw Hill

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	1	1	3	1	1	1	1	3	1	1	1
CO2	3	2	2	2	3	3	1	3	1	2	2
CO3	2	3	3	3	3	1	3	1	2	1	2
CO4	2	3	2	3	3	2	3	1	2	2	2

Course Title/Code	Professional Communication - II (CDO109)	
Course Type/ Semester	Core	
L-P-O Structure	2-0-0	
Credits	2	
Course Objective	To familiarize students with the basic knowledge of Quantitative Aptitude & Logical Reasoning	
Course Outcomes (COs)		**Mapping**
CO1	Students will be able to exhibit effective reading and writing skills in a professionally stimulated environment..	**Skill Development**
CO2	Students will be able to enhance skills to effectively deliver formal and informal presentations to a variety of audiences in multiple contexts.	**Skill Development**
CO3	Students will be able to learn grammatically correct formal writing skills.	**Skill Development**
Prerequisites (if any)	**N.A**	

Section A

Unit I: Attitudinal Communication, Attitude and its Impact on Communication, Courtesy & Politeness in Communication, Diversity & Inclusion – Bullying, Cultural Sensitivity, Stereotypes, Sexual Harassment, LGBTQ, Respect, Chivalry, Racial & Gender Discrimination, Disability Harassment, Inclusion, Power Dressing

Section B

Unit II: Syntactical Communication – I, Common errors in communication, Identification of word class, Errors & rectifications, Article usage, Tenses usage - Present Perfect vs. Past Simple vs. Past Perfect, Subject Verb Agreement

Section C

Unit III: Phonetics, Impact of First Language Influence, Tone, Intonation, Rate of Speech, Pronunciation: Vowels & Consonant sounds

Section D

Unit IV: Developing Communication Skills –I (Listening & Speaking), Concept of LSRW: Importance of LSRW in communication, Listening Skills : Real Life challenges, Barriers to Listening, Speaking : Self Introduction, Interview, GD, Resume

CO Statement (CDO105)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3
CDO105.1	3	1	-	-	-	-	-	-	-	-	-	1	-	-	-
CDO105.2	1	2	-	-	-	-	-	-	-	2	-	1	-	-	-
CDO105.3	2	2	-	-	-	-	-	-	-	2	-	1	-	-	-

Course Title/Code	Drama and Art Education (EDW125)	
Course Type	Core	
Course Nature	Workshop	
L-T-P Structure	0-0-3	
Credits	1.5	
Course Objective	To orient the students about the concept of art based education and to enable them for classroom execution.	
Course Outcomes (COs)		Mapping
CO1	To develop the skills to use visual art in teaching the learning process effectively.	Skill Development
CO2	To develop the skills to use literary art in teaching the learning process effectively.	Skill Development
CO3	To develop the skills to use performing art in teaching the learning process effectively.	Employability
CO4	To develop the skills to integrate technology and art in teaching the learning process effectively.	Entrepreneurship
Prerequisites (if any)	NA	

SECTION A

INTRODUCTION TO ART EDUCATION

Art and art education: Meaning, scope, and difference, Artistic expression: Meaning and strategies to facilitate; Art therapy: Concept and application to students with and without disabilities, Linking Art Education with Multiple Intelligences, Understanding emerging expression of art by students.

SECTION B

PERFORMING ARTS: DANCE AND MUSIC

Range of art activities related to dance and music, Experiencing, responding, and appreciating dance and music, Exposure to selective basic skills required for dance and music, Dance and Music: Facilitating interest among students: planning and implementing activities, Enhancing learning through dance and music for children with and without special needs: Strategies and

Adaptations; Performing Arts: Drama- Range of art activities in drama, Experiencing, responding, and appreciating drama, Exposure to selective basic skills required for drama, Drama: Facilitating interest among students: planning and implementing activities, Enhancing learning through drama for children with and without special needs: strategies and adaptations

SECTION C

VISUAL ARTS

Range of art activities in visual arts, Experiencing, responding, and appreciating visual art, Exposure to selective basic skills in visual art, Art education: Facilitating interest among students: planning and implementing activitie,enhancing learning through visual art for children with and without special needs: strategies and adaptations.

SECTION D

MEDIA AND ELECTRONIC ARTS

Range of art activities in media and electronic art forms, Experiencing, responding, andappreciating media and electronic arts, Exposure to selective basic skills in media and electronicarts, Media and electronic arts: Facilitating interest among students: planning and implementingactivities, Enhancing learning through media and electronic art for children with and withoutspecial needs: strategies and adaptations

Practical Activities

1. 'Hot seating' activity for historical/contemporary personalities wherein students play the role of that personality to advocate his/her opinions/ decisions/ thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh, etc)
2. Portfolio submission of the basic skills exposed in any one of the art forms of choice
3. Write a self-reflective essay on how this course on art will make you a better teacher
4. Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of classical dance forms and hold a session for the students on that. Submit a photo report of the same OR Carry out a web search on Indian sculpture and submit a brief compilation

5. Observe an art period in a special school and briefly write your reflections on it

Reference Books and Readings

1. Finlay, Victoria. The Brilliant History of Color in Art. Getty Publications, China.
2. Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
3. Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai
4. Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.
5. Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
6. Beyer, E. London. (2000). The arts, popular culture, and social change
7. Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. New York, NY: Teachers College Press.
8. Gair, S. B. (1980). Writing the arts into individualized educational programs. Art Education, 33(8), 8–11
9. Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London
10. Heller, R. (1999). Effective Leadership. DK Publishing: New York.
11. Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
12. Nyman, L.& A. M. Jenkins (Eds.), Issues and approaches to art for students with special needs (pp. 142–154). Reston, VA: National Art Education Association.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	1	2	1	3	2	1	1	2	1	1	2
CO2	1	2	1	3	2	1	1	2	1	1	2
CO3	1	2	1	3	2	1	1	2	1	1	2
CO4	1	2	1	3	3	1	1	2	1	1	2

Course Title/Code	Guidance and Counselling (EDS221B)	
Course Type	Elective	
Course Nature	Soft	
L-T-P-O Structure	(2-0-0-0)	
Credits	2	
Course Objective	To develop the skill of counseling among teacher learners for future occupation	
Course Outcomes		
CO1	The students will apply the knowledge of guidance and counselling in real life situations	Employability
CO2	The student will imbibe and demonstrate qualities of an effective counsellor	Employability
CO3	The student will demonstrate various approaches of guidance and counselling	Skill Development
CO4	The student will effectively use tools for testing and evaluating different techniques for assessment	Entrepreneurship

SECTION A
GUIDANCE AND
COUNSELLING:
OVERVIEW

Difference between Guidance and Counselling, Purpose and assumptions of Guidance and Counselling in Education, Types of guidance- Educational, Vocational, and Personal, Types of Counselling: Directive, Non-directive and Eclectic.

SECTION B
GUIDANCE AND
COUNSELLING:
FUNDAMENTALS

Essentials of a teacher as a Counsellor: Commitment, Confidentiality, Congruence, Empathy, Genuineness, Interpersonal skills, Mental and physical wellbeing, Objectivity, Pace, Positive regard, Understanding Self, Warmth. Basic counselling skills: Observing, Listening, Rapport building, History taking, Questioning, Responding, Maintaining records/portfolios.

SECTION C
GUIDANCE AND
COUNSELLING:
INTERVENTIONS

Approaches to Counselling: Humanistic approach, Cognitive behavioral approach, Social learning approach, Integrative approach. Issues in school requiring Counselling: Abuse, Anxiety, Behavioral problems, Bullying, Career choices, Peer pressure, Reproductive health, Self-image,
Stress, Study habits, Substance abuse. Counselling Exceptional children: Gifted, Talented, Creative; Differently abled. Career Guidance and Counselling; Factors affecting Vocational choice; Strategies of disseminating Career Information (Individual, group-talks, orientations, workshops, internships, exhibitions); Stepsof career counselling (Attending to the need, enabling self-understanding, exploring options, forming strategies and plans).

SECTION D
GUIDANCE AND
COUNSELLING:
OPTIMIZING
OUTCOMES

Provisions for Guidance and Counselling in schools: Manpower provisions-Teachers, Counsellors/ psychologists, social workers; Physical provisions -Space, Testing tools (Aptitude Test, Personality Inventories and Interest Inventory),Print material. Role of a teacher in Guidance and Counselling, Enhancing Guidance and Counselling outcomes through ParentSchool partnership.

Practical Activities

1. Map the Guidance and Counselling services in your internship school and prepare a report mentioning various provisions available there.
2. Make a powerpoint presentation on 'Handling examination stress'.
3. Prepare a collage on Bullying or Peer pressure.
4. Prepare a chart showing various career options available for students from different subject streams.
5. Conduct a workshop in your faculty on substance abuse/ reproductive health-Group activity
6. Any other suitable activity

Reference Books and Readings

1. Bhatnagar,Asha&Gupta,Nirmala. (2000). *Guidance & Counselling -Vol. 1.* New Delhi:Vikas Publishing House.
2. Chandra,Ramesh. (2002). *Guidance &Counselling.* Delhi: Kalpaz Publications.
3. Dave,Indu. (1983).*The Basic Essentials of Counselling.* New Delhi: Sterling Publishers.

4. Chauhan,S.S. (2001). *Principles & Techniques of Guidance*. New Delhi: Vikas Publishing House.
5. Gibson,Robert. (2008). *Introduction to Counselling & Guidance*. New Delhi:PrenticeHall of India.
6. Kalia,H.L. (2006). *Counselling in Schools*. New Delhi: ICON.
7. Nugent, Frank A. (1990). *An Introduction to the Profession of Counselling*. Columbus: Merrill publishing Co.
8. Panda,N.P. *Education & Exceptional Children*. New Delhi: Deep & Deep Publisher.
9. Pietrofesa, J.J, Bernstein, B.& Stanford, S. (1980). *Guidance: An Introduction*. Chicago: Rand McNally.
10. Rao,Narayana. (2004). *Counselling Guidance*.New Delhi: Tata McGraw-Hill.
11. Rao,S.N. (2014).*Guidance &Counselling*. New Delhi: Discovery Publishing House.
12. Shrivastava, K.K. (2006). *Principles of Guidance &Counselling*. New Delhi: Kanishka Publishers and Distributors.
13. Singh,Raj. (1994).*Educational & Vocational Guidance*. New Delhi: Commonwealth.
14. Steffler & Stewart (2008). As in Kinra, A.K. *Guidance and Counselling*. Delhi: Pearson Education.

Vashist,S.R. (2001). *Methods of Guidance.*New Delhi: Anmol Publications

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	3	3	-	-	-	2	2	2	2	2
CO2	3	3	2	-	-	-	3	3	1	2	2
CO3	2	2	2	-	-	-	2	2	2	1	2
CO4	1	1	1	-	-	-	2	3	1	1	2

Course Title/Code	Guidance and Counselling (MOOC-23E-EDS-403)	
Course Type	MOOC	
Course Nature	Soft	
L-T-P-O Structure	(2-0-0-0)	
Credits	0	
Course Objective	To develop the skill of counselling among teacher learners for future occupation	
Course Outcomes		
CO1	The students will apply the knowledge of guidance and counselling in real life situations	Employability
CO2	The student will imbibe and demonstrate qualities of an effective counsellor	Employability
CO3	The student will demonstrate various approaches of guidance and counselling	Skill Development
CO4	The student will effectively use tools for testing and evaluating different techniques for assessment	Entrepreneurship

Course layout

- 1st Week – Introduction to Guidance and Counselling

- 2nd Week – Hands on experience in Psychological tests

- 3rd week - Live video demonstration on Counselling to students

- 4th Week – Assessment techniques in Guidance and Counselling

Books and references

1. Guidance and Counselling in India, Ram Nath Sharma, Atlantic Publisher (P) Ltd (2018)

2. Fundamentals of Guidance and Counselling, R.A. Sharma, R.. Lall Book Depot, Meerut (2006)

3. Counselling – A Comprehensive Profession, Samuel T. Gladding , Pearson 8th Edition. (2019)

4. Introduction to Guidance and Counsellilng, Robert, L .Gibson , 6th Edition, (2005)

5. Counselling and Guidance . S. Narayana Rao, Mc Graw Hill Education Pvt, New Delhi (2013)

6. Counselling and Psychotherapy – Theories and Intervention , David Capuzzi & Douglas Gross, Pearson Education (2008)

Course Title/Code	Preliminary School Internship-Phase-II (EDO126)
Course Type	Core
Course Nature	Outcome
Credits	2
L-T-P Structure	0-0-0
Course Objective	The purpose of the internship programme is to provide the students with the opportunity of undergoing a meaningful experience as practioner. Student is able to test the theoretical learning in practical situations by accomplishing the tasks assigned during the internship period.

Course Outcomes (COs)		Mapping
CO1	Recognise the contribution of psychological, philosophical and socio - economic factors in optimizing teaching and learning	Skill Development
CO2	Articulate experiences of observing the teaching of mentor teacher/ teachers and peers	Skill Development
CO3	Present the observations of internship period in a systematic and structured manner in the form of individual and/or Group Tasks	Skill Development
CO4	Provide constructive feedback to the peers and accept feedback from them with respect to their teaching	Skill Development
CO5	Appreciate importance of school engagement program as a integral component of teacher training programme	Skill Development
CO6	Demonstrate an understanding of the differences between government and private school settings and ways of functioning.	Entrepreneurship
Prerequisites (if any)	NA	

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	-	-	-	-	3	-	3	3	3	3
CO2	3	-	-	-	-	3	-	3	3	3	3
CO3	3	-	-	-	-	3	-	3	3	3	3
CO4	3	3	-	-	-	3	3	-	-	-	-

| CO5 | 3 | 3 | - | - | - | 3 | - | 3 | - | 3 | 3 |
| CO6 | 3 | 3 | - | 3 | - | - | - | 3 | - | 3 | 3 |

Course Title/Code	Principles of Human Resource Management (MOOC-22E-EDS-201)	
Course Type	NTCC	
Course Nature	Soft	
L-T-P Structure	0-0-0	
Credits	2	
Course Objective	The Course aims at developing communication skills among learners	
Course Outcomes (COs)		Mapping
CO1	To know about staffing/recruitment	Employability /Skill Development
CO2	To explore performance management and appraisal process	Skill Development
CO3	To explore training and development	Entrepreneurship/Skill
CO4	To evaluate processes of career management	Skill Development
Prerequisites (if any)	NA	

Week 1:Management: Definition, nature, purpose and scope of management, Skills and roles of a Manager, functions, principles; Evolution of Management Thought, Scientific Management. Week 2:Planning: Types of plans, planning process, Characteristics of planning, Traditional objective setting, Strategic Management, premising and forecasting

Week 3:Decision-Making: Process, Simon's model of decision making, creative problem solving, group decision making.

Week 4:Management by Objectives: Management by exception; Styles of management:
(American, Japanese and Indian), McKinsey's 7-S Approach, Self Management

Week 5:Organizing: Organizational design and structure, Coordination, differentiation and integration.

Week 6:Span of management, centralization and de-centralization Delegation, Authority & power - concept & distinction, Line and staff organizations

Week 7:Staffing: Human Resource Management and Selection, Performance appraisal and Career strategy, Coordination- Concepts, issues and techniques

Week 8:Organizational Change: Introduction, Resistance to Change, Behavioural Reactions to Change, Approaches Or Models to Managing Organisational Change.

Week 9:Organizational Change: Introduction, Resistance to Change, Behavioural Reactions to Change, Approaches Or Models to Managing Organisational Change.

Week 10:Leading: Human Factors and Motivation, Leadership, Communication, Teams and

Team Work
Week 11:Leading: Human Factors and Motivation, Leadership, Communication, Teams and Team Work
Week 12:Controlling: Concept, planning-control relationship, process of control, Types of Control, Control Techniques Characteristics of team

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	1	-	-	-	-	-	-	-	1	1
CO2	-	1	-	-	-	-	-	-	-	2	1
CO3	-	1	-	-	-	-	-	-	-	2	1
CO4	-	1	-	-	-	-	-	-	-	2	1

Course Title/Code	Principles of Mangement (MOOC-22E-EDS-201)
Course Type	NTCC
Course Nature	Soft
L-T-P Structure	0-0-0
Credits	2
Course Objective	The Course aims at developing communication skills among learners

Course Outcomes (COs)		Mapping
CO1	To know about staffing/recruitment	Employability /Skill Development
CO2	To explore performance management and appraisal process	Skill Development
CO3	To explore training and development	Entrepreneurship/Skill
CO4	To evaluate processes of career management	Skill Development
Prerequisites (if any)	NA	

Week 1:Management: Definition, nature, purpose and scope of management, Skills and roles of a Manager, functions, principles; Evolution of Management Thought, Scientific Management. Week 2:Planning: Types of plans, planning process, Characteristics of planning, Traditional objective setting, Strategic Management, premising and forecasting

Week 3:Decision-Making: Process, Simon's model of decision making, creative problem solving, group decision making.

Week 4:Management by Objectives: Management by exception; Styles of management:
(American, Japanese and Indian), McKinsey's 7-S Approach, Self Management

Week 5:Organizing: Organizational design and structure, Coordination, differentiation and integration.

Week 6:Span of management, centralization and de-centralization Delegation, Authority & power - concept & distinction, Line and staff organizations

Week 7:Staffing: Human Resource Management and Selection, Performance appraisal and Career strategy, Coordination- Concepts, issues and techniques

Week 8:Organizational Change: Introduction, Resistance to Change, Behavioural Reactions to Change, Approaches Or Models to Managing Organisational Change.

Week 9:Organizational Change: Introduction, Resistance to Change, Behavioural Reactions to Change, Approaches Or Models to Managing Organisational Change.

Week 10:Leading: Human Factors and Motivation, Leadership, Communication, Teams and Team Work

Week 11:Leading: Human Factors and Motivation, Leadership, Communication, Teams and Team Work

Week 12:Controlling: Concept, planning-control relationship, process of control, Types of Control, Control Techniques Characteristics of team

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	1	-	-	-	-	-	-	-	1	1
CO2	-	1	-	-	-	-	-	-	-	2	1
CO3	-	1	-	-	-	-	-	-	-	2	1
CO4	-	1	-	-	-	-	-	-	-	2	1

Course/ Course Code	Basics of Economics (MCS231)	
Course Type	Elective	
Course Nature	Soft	
L-T-P Structure	2-0-1	
Credits	2	
Objective	Students will be able to explain the basic economic concepts and laws with reference to their relation with real life situations	
Course Outcomes		
CO1	To comprehend the economic problems of the society.	Employability
CO2	To Explain the laws of utility, demand and supply and their measurement.	Entrepreneurship
CO3	To Explain the laws of production and various concepts of costs.	Entrepreneurship
CO4	To elaborate the various market forms	Skill Development
Prerequisites	NA	

SECTION A

Definition of Economics - various definitions, Nature of Economic problem, Production possibility curve, Concepts and measurement of utility, Law of Diminishing Marginal Utility, Law of equi-marginal utility - its practical application and importance.

SECTION B

Meaning of Demand, Individual and Market demand schedule, Law of demand, shape of demand curve, Elasticity of demand, degrees of Price elasticity of demand, factors effecting elasticity of demand, practical importance & applications of the concept of elasticity of demand.

SECTION C

Meaning of production and factors of production, laws of production, various concepts of cost - Fixed cost, variable cost, average cost, marginal cost, money cost, real cost and opportunity cost. Shape of short run cost curves.

SECTION D

Meaning of Market, Types of Market -Perfect Competition, Monopoly, Oligopoly, Monopolistic Competition (Main features of these markets). Supply and Law of Supply, Role of Demand & Supply in Price Determination and effect of changes in demand and supply on prices.

Reading Books and References:

1. Principles of Economics: P.N. Chopra (Kalyani Publishers).
2. Economics for Engineers- T R Jain & O P Khanna
3. Micro Economic Theory – M.L. Jhingan (S.Chand) .
4. Micro Economic Theory - H.L. Ahuja (S.Chand) .
5. Modern Micro Economics : S.K. Mishra (Pragati Publications).
6. Economic Theory - A.B.N. Kulkarni & A.B. Kalkundrikar (R.Chand & Co.).
7. Indian Economy: Rudar Dutt & K.P.M. Sundhram

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	1	1	1	1	--	--	--	--	1	1	1
CO2	2	1	2	1	--	--	--	--	1	2	3
CO3	2	1	--	--	--	--	--	--	2	1	1
CO4	1	1	1	1	--	--	--	--	1	1	1

Course Name and Code	Introduction to Finance (MCS232)
Course Type	Elective (Allied)
Course Nature	Soft
L-T-P Structure	2-0-1
Credits	2
Objective	This course's goal is to teach students to fundamental financial concepts. A job in corporate finance or additional study in the fields of investments, real estate, banking, and insurance require this foundational understanding.
Course Outcomes	
CO1	To take an overview of Financial management and its need to take financial decisions.	Employability
CO2	To understand financial statements and distinguishes between profit & loss and Balance sheet of different business organizations.	Entrepreneurship
CO3	To identify the different sources of long term finance and differentiate amongst equity, preference and Debt	Entrepreneurship
CO4	To elaborate and apply various techniques of capital budgeting and analyse cost of capital and capital structure	Skill Development
Prerequisites	NA

SECTION A

Financial Management: An Overview—forms of business organization, financial decision in a firm, Financial System, Financial Markets and Intermediaries.

SECTION B

Financial Analysis and Planning : Financial Statements-Balance sheet, Statement of Profit and Loss, Taxes and Cash Flow , Financial Ratios, Break Even Analysis.

SECTION C

Sources of Long term Finance – Equity Capital, Preference Capital, Terms Loans, Debentures; Raising Long term Finance

SECTION D

Time Value of Money, Capital Budgeting- Techniques of Capital Budgeting, Net Present Value and Payback Period, Capital Structure and Cost of Capital

Book Readings and References:
1. Pandy, I.M., Financial Management, Vikas Publishing House, New Delhi
2. Khan M.Y, and Jain P.K., Financial Management, Tata McGraw Hill, New Delhi
3. Keown, Arthur J., Martin, John D., Petty, J. William and Scott, David F, Financial Management, Pearson Education
4. Chandra, Prasanna, Financial Management, TMH, New Delhi
5. Van Horne, James C., Financial Management and Policy, Prentice Hall of India
6. Brigham & Houston, Fundamentals of Financial Management, Thomson Learning, Bombay. 7. Kishore, R., Financial Management, Taxman's Publishing House, New Delhi .

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	1	1	1	--	--	--	--	3	2	2
CO2	1	1	1	1	--	--	--	--	1	1	1
CO3	2	1	2	1	--	--	--	--	1	2	3
CO4	1	1	--	--	--	--	--	--	3	1	1

Course Title/Code	**Basics of Entrepreneurship** **MCS 368**
Course Type:	Elective
Course Nature:	Soft
L-T-P Structure	2-0-0
Credit	2
Course Objectives	The course aims to equip the students towards understanding the various steps involved in the journey from an idea or problem worth solving to the stage of creating a Minimum Viable product(MVP)

	Course Outcomes (COs)		Mapping
CO 1		Students will be able to identify a problem worth solving using Jobs-to-be-Done (JTBD) methodology and empathize with the customer to further define the problem using Design Thinking.	**Entrepreneurship**
CO 2		Students will be able to craft their solutions using the Value Proposition Canvas by defining the gain creators and pain relievers	**Entrepreneurship**
CO 3		Students will be able to create your own business model using the Lean Canvas template	**Entrepreneurship**
CO 4		Students will be able to build solution demo, validate solution demo, build and validate MVP or pivot through MVP interviews	**Entrepreneurship**

Basics of Entrepreneurship

Unit 1

Decision to become an entrepreneur

Introduction to entrepreneurship- Defining entrepreneurship, characteristics of successful entrepreneurs, importance of entrepreneurship, Myths about entrepreneurs, Corporate entrepreneurship, Self-Discovery & SWOT analysis, Effectuation –Meaning , Five principles of effectuation, , Defining a Start-up, 4 Ps of a Startup, Reasons of Start-up failure, Basic Model of entrepreneurial process.

Unit 2

Opportunity discovery

Recognizing opportunities and generating Ideas, Validating the market need, Identify problem worth solving using Jobs to be done(JTBD) methodology, design Thinking- Meaning, Design Thinking Values, Design Thinking Process, Double diamond approach in design thinking

Unit 3

Customer and Solution-

Customer Vs. Consumer, different market types and their specific requirements, estimate the market size, identify your customer Segment (through STP), Switching costs and psychological biases, understanding Market research for start ups, Customer profile ,Value proposition Canvas- understanding the jobs, pains and gains.

Unit 4

Business Model & Validation and Business Plan

Business Model- Concept, Elements of Business Model and Lean Approach, Lean canvas template, , Blue Ocean Strategy, difference between Solution Demo and MVP, Business plan- definition and importance, components of Business plan- market, technical and financial, legal and ethical aspects in a Start-Up.

Unit 5- Finance, Marketing & Sales

Cost Structure, Estimate Your Costs, Revenue Streams, Types of Revenue, Identify Your Secondary Revenue Streams, Pricing, Estimate Your Revenue and Price, Check the Profitability of Your Business Idea, Bootstrapping; Sources and Uses of Funds, Identify Sources and Uses of Funds, Create Your Positioning Statement, What Is Branding?, Create Your Brand Strategy, Introduction to Channels, Selecting Your Channels, Create Your Company Profile.

References:

- Higgins, M., & Nohria, N. (1999). The sidekick effect: Mentoring relationships and the development of social capital. In Corporate social capital and liability (pp. 161-179). Springer US.

- Sullivan, R. (2000). Entrepreneurial learning and mentoring. International Journal of Entrepreneurial Behavior & Research, 6(3), 160-175

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	1	1	1	--	--	--	--	3	2	2
CO2	1	1	1	1	--	--	--	--	1	1	1
CO3	2	1	2	1	--	--	--	--	1	2	3
CO4	1	1	--	--	--	--	--	--	3	1	1

Course Title/Code	Post Second Semester Summer Training (EDO165)	
Course Type	Core	
Course Nature	Workshop	
L-T-P Structure	0-0-3	
Credits	1.5	
Course Objective	To provide training to the students to become a more fluent and confident user of oral and written English, and unlock passive knowledge of the English language for its better use in the wider world.	
Course Outcomes (COs)		Mapping
CO1	To develop interest in listening, speaking, reading & writing.	Skill Development
CO2	To comprehend & paraphrase the ideas and their use in professional as well as in personal life	Skill Development
CO3	To give presentation in a structured manner on provided topic	Skill Development
CO4	To understand the importance of teamwork and its use in professional life.	Skill Development
CO5	To minimize the gap/translation pattern created due to the influence of mother tongue.	Skill Development
Prerequisites (if any)	Basics of English language	

SECTION A

LISTENING

Listening Famous Speech, Telephonic Conversation, Group Discussion,

SECTION B

READING

Picture Analysis, Paraphrasing, Short Story Reading, Research Article Reading

SECTION C

WRITING
Essay Writing, Report Writing, Comprehension, Situation Writing

SECTION D SPEAKING

PPT Presentation, Debate, Movie Review, Mock Interview

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	1	3	---	---	---	---	---	---	---	---	---
CO2	1	3	---	---	---	---	---	---	---	---	---
CO3	1	3	---	---	---	---	---	---	---	---	---
CO4	1	3	---	---	---	---	---	---	---	---	---
CO5	1	3	---	---	---	---	---	---	---	---	---

Semester III (Program Structure)

SUBJECT CODES	SUBJECT NAME	OFFERING DEPT	COURSE/NATURE	COURSE TYPE	L	T	P	CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH214B	Education in Contemporary India	Edu.	Hard Course	Core	4	0	0	4	4
EDH206B	Knowledge and Curriculum	Edu.	Hard Course	Core	4	0	0	4	4
EDS207	Gender School and Society	Edu.	Soft Course	Core	2	0	0	2	2
EDS227	School Organization and Management	Edu.	Soft Course	Core	2	0	0	2	2
LWS121	General laws for Educators	LAW/NPTEL	Soft Course	Core	2	0	0	2	2
LWS125	Women and Child Laws								
EDS 20B	Peace and Value Education				2	0	0	2	2
EDS236B	School leadership and management								
EDS222B	Human Rights in Education								
EDS223B	Environmental Education								
MOOC-210-EDS-401	Educational Leadership				0	0	0	0	2
CDO232	Professional Competency Education	Edu	Audit	Core	2	0	0	2	2
EDW258	Inclusive Pedagogy	Edu	Workshop	Core	0	0	2	2	1.5
EDW217	Understanding the Self		Elective						
EDW304	Yoga & Health Education	EDU	CORE	Core	0	0	3	3	1.5

TOTAL (L-T-P)/CONTACT HOURS/CREDITS)	1 8	0	5	23	21

Semester III (Detailed syllabus)

Course Title/Code	Education in Contemporary India (EDH 214-B)
Course Type	Core
Course Nature	Hard
L-T-P Structure	4-0-0
Credits	4
Course Objective	This course aims to develop an understanding of education as an agenda for the nation state and its policy visions and efforts in evolving a national system of education. To keep up with new developments in the knowledge change and the curriculum shifts.
Course Outcomes (COs)		Mapping
CO1	Explain diverse social realities and challenges faced by Indian Education System	Skill Development
CO2	Examine constitutional provisions and safeguards avaiLable for Indian citizen particularly in context of contemporary Educational set up for bringing social equality	Employability
CO3	Analyze current educational scenario in light of the recommendations of various Committees, Commissions and National Policies	Skill Development
CO4	Appreciate the role of nodal educational agencies and policy making institutions in national development.	Entrepreneurship
CO5	Reflect upon the structural organization of Indian education system and role of teacher in inclusive education	Entrepreneurship
Prerequisites	NA	

SECTION A

INDIAN SOCIETY AND CONSTITUTION
Social Stratification of Indian Society on the basis of Castes, Languages, Tribes, Religions and Regions. Preamble of Constitution, Directive principles, Fundamental rights and duties of Indian citizens, Article 45,21A,Equality of opportunities in education: Constitutional Provisions: Article 28,29,350,351, Education of socially disadvantaged segments namely Dalits, SC, ST, OBC,

Women, PWD'S and minorities. Educational Reformation in the Pre-Independence Period: Charter Act, Macaulay'minutes, Wood Despatch, Hunter Commissions, Sargent Report, Basic education

SECTION B

EDUCATION AND POLICY FRAMEWORK

Education in post independence period:Mudaliar Commission (1952), Education Commission (1964-66)**,** NPE 1968; NPE 1986 and its modified version 1992**,** Yashpal Committee Report**,** National Curriculum Framework-2005,Right to Education Act 2009: Right of children to free and compulsory education,NPE 2020, Midday meal scheme, Three language Formula

SECTION C

EDUCATION SYSTEM AND STRUCTURES

Concurrent status of education, Public Private Stratification in education, Types of schools in India, Role of educational agencies-NCERT, SCERT, CBSE, ICSE, Open and Distance Education: Concepts, merits and demerits.

SECTION D

EQUITY AND QUALITY ISSUES IN EDUCATION

Equity in education, Modernization and Privatization of Education: Concept, merits and demerits, Role of teacher in universal and inclusive education

National System of Education, SarvaShikshaAbhiyan (SSA), Kasturba Gandhi BalikaVidyalaya, RashtriyaMadhyamikShikshaAbhiyan(RMSA)

Reference Books and Readings

1. GOI. (1966). *Report of the Education Commission-1964-66*. New Delhi: Ministry of Education.
2. GOI. (1992*). National policy on education, 1986* (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
3. GOI (1993). *Learning Without Burden*. Report of the National Advisory Committee retrieved from
   http://www.teindia.nic.in/Files/Reports/CCR/Yash%20Pal_committe_report_lwb.pdf
4. GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf

5. Kashyap, S.C. (2009). *The constitution of India,* New Delhi: National Book Trust.
6. Mishra, B.K. &Mohanty, R.K. (2003). *Trends and issues in India Education,* Meerut: Surya publications.
7. Nambissan, G. B. (2009). *Exclusion and discrimination in schools: Experiences of dalit children*. Indian Institute of Dalit Studies and UNICEF.
8. NCERT. (2006). *Position paper-National focus grou**PO**n problems of scheduled caste and scheduled tribe children (NCF2005)*. New Delhi: NCERT
9. Rajput, J.S. (1994). *Universalisation of Elementary Education*, New Delhi: Vikas Publishing House.
10. Sachdeva,M.S. et.al (2011). *Philosophical, Sociological and Economic bases of Education*, Patiala: Twenty First Century Publications.
11. Shankar, M. (2007*). Contemporly issues in modern Indian education*, New Delhi: Authors Press.
12. Stormquist, N. P.(2002). *Education in a Globalised world.* New York: Rowman & Littlefield publishers.
13. Walia,J.S.(1979). *Modern Indian Education and its Problems,* Jalandhar City: Paul Publishers, Gopal Nagar.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	-	3	-	1	-	-	-	-	2	2
CO2	3	-	3	-	1	-	-	-	-	2	2
CO3	3	3	-	-	-	3	-	-	2	-	2
CO4	2	-	-	-	-	2	-	-	2	2	2
CO5	-	2	2	2	-	2	-	-	2	2	2

Course Title/Code	Knowledge and Curriculum (EDH206B)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	(4-0-0)	
Credits	4	
Course Objectives	The course helps students to identify various dimensions of the curriculum and their relationship with the aims of Education. Also to help prospective teachers to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual context.	
Course Outcomes (COs)		Mapping
CO1	Explain the concept of knowledge and its relationship with various aspects of curriculum Development	Skill Development
CO2	Analyse epistemological thoughts of various Indian and western educationists with regard to significant aspects of curriculum	Employability
CO3	Infer the interrelationship among Education,social forces and curriculum development	Skill Development
CO4	Assimilate the process of curriculum development with all its significant components	Entrepreneurship
CO5	Reflect on the role of National Level institutions in curriculum Planning	Entrepreneurship
Prerequisites (if any)	NA	

SECTION A

KNOWLEDGE AND EDUCATION

Concept of knowledge, Methods of acquiring knowledge, Different kinds of knowledge, Nature of knowledge, belief, information, skill, and perception.Role of teacher in knowledge construction.Epistemological thoughts of M.K. Gandhi, Rabindranath Tagore, Rousseau and John Dewey, in context to activity/ discovery/ dialogue as defined for contemporary education

SECTION B

SOCIAL SYSTEMS AND KNOWLEDGE

Aims of Education and Society, Impact of social structure on concept of knowledge and teaching practices.economy, politics, and History.

SECTION C

CURRICULUM- BASICS AND DEVELOPMENT

Concept of Curriculum and Syllabus, Core and Hidden Curriculum- Meaning and Role, Curriculum Development- Basic considerations, Principles, Determinants, Different Approaches of Curriculum Development, Process of Curriculum Development,Addressing critical issue through Curriculum: Environmental concern, Gender Difference, inclusiveness and value inculcation

SECTION D

CURRICULUM FRAMEWORK AND TRANSACTION

Meaning of Curriculum Framework and Curriculum Transaction, Critical analysis of NPE 2020 and its recommendations with special reference to curriculum framework and curriculum Transaction Role of National and State level agencies in framing of the Curriculum- NCERT, SCERT, Boards of Education, Role of textbooks in Curriculum transaction.

Reference Books and Readings:

1. Bawa,M.S.&Nagpal,B.M.eds(2016).*DevelopingTeachingCompetencies*.NewDelhi: Viva Books pvt.ltd.
2. Butchvarov, P. (1970). *The Concept of Knowledge*. Evanston, Illinois: North Western UniversityPress.
3. Dewey, J. (1997). *Experience and Education*. Touchstone, NewYork.
4. Kelly, A. V. (2006). *The Curriculum: Theory and Practice* (Fifth Edition). Sage Publications
5. Krishna, D. (1997). *GyanMimansa*. Jaipur : Rajasthan Hindi GranthAcademy.
6. NCERT (2005). *National Curriculum Framework*. New Delhi:NCERT.
7. NCERT (2006). *Position Paper, National Focus GrouPOn Curriculum, Syllabus and textbooks*. New Delhi:NCERT.

8. NCERT (2006). *Position Paper, National Focus GrouPOn Systematic Reforms for Curriculum Change.* New Delhi:NCERT.

9. Sarangapani, P. (2003). *Construction of School Knowledge.* New Delhi: SagePublication.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	3	2	3	-	1	-	2	1	2	2
CO2	3	2	2	3	1	2	-	2	1	2	2
CO3	2	3	3	2	-	1	-	2	3	3	3
CO4	1	2	2	3	-	1	2	1	2	2	2
CO5	1	2	1	1	-	-	1	1	2	1	2

Course Title/Code	Gender School and Society (EDS207B)	
Course Type	Core	
Course Nature	Soft	
L-T-P Structure	(2-0-0)	
Credit	2	
Course Objective	To inculcate elements of gender sensitization at workplace	
CO1	To develop a positive notion on sexuality amongst young people.	Employability
CO2	To identify social construction of gender under the lens of class and caste inter sectionality.	Skill Development
CO3	To analyze the role of schools in promoting gender equality through value education.	Skill Development
CO4	To develop a strategic approach towards women empowerment with the support of government agencies	Skill Development

SECTION A

PARADIGM SHIFT GENDER ROLES

Concept of gender, difference between gender and sex. Paradigm shift from women studies to gender studies: Brief discussion of landmarks in social reform from Vedic period to 21st century. Patriarchy vs. Matriarchy

SECTION B

SOCIAL CONSTRUCTION OF GENDER

Gender Identity and its theoretical approaches, agencies of gender socialization (family, school, society, media) Gender roles and stereotypes. Gender and its intersection with Poverty,

Caste,,Disability and Region (rural, urban and tribal). Protection of children from sexual offences act 2012.

SECTION C GENDER

AND SCHOOL

LGBT concepts, Gender Bias in School Environment, Gender Bias in Dropouts,Gender Bias in Household responsibilities ,Social attitudes towards Girl's Education,Value accorded to Women's Education. Gender equality- Role of schools in reinforcing gender equality, Role of peers in reinforcing gender equality,Role of teachers in reinforcing gender equality,Role of curriculum and textbook in reinforcing gender equality

SECTION D STRATEGIES FOR CHANGE

Role of media in reinforcing gender parity,The role of family, religion,etc. in reinforcing gender parity. The role of NGOs and women's action groups in striving towards gender equity,The efforts of the government agencies to achieve gender parity:reservations and legal provisions Millenium DevelopmentGoal: Promoting gender equality and empowerment

Reference Books and Readings :

1. Bordia,A. (2007). *Education for gender equity.* The Lok Jumbish experience, p. 313-329.
2. Chatterji,S.A. (1993). *The Indian Women in Perspective.* New Delhi: Vikas Publishing.
3. Government of India (1975).*Towards Equality: Report of the committee on the status of Women in India*. Delhi: Department of Social Welfare, Government of India.
4. Kumar, K. (2010). Culture, State and Girls: An Educational Perspective.*Economic and Political Weekly,*XLV(17), p. 24.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	2	2	2	2	2	3	3	3	3	3
CO2	3	2	3	1	2	2	1	2	3	1	2
CO3	1	3	2	2	1	3	2	1	3	2	3
CO4	1	1	3	2	1	2	2	1	3	2	3

Course Title/Code	School Organization & Management (EDS227B)	
Course Type	Core	
Course Nature	Soft	
L-T-P Structure	2-0-0	
Credits	2	
Course Objective	To enable the student teachers to understand the functions and principles of educational administration of a school and to make them understand the concept of quality enhancement and management in schools	
Course Outcomes (COs)		Mapping
CO1	Use various strategies to create positive school climate	Skill Development
CO2	Analyze various features of school as an organization.	Skill Development
CO3	Discuss different components of school management	Skill Development
CO4	Assimilate the concept and process of educational administration	Employability
Prerequisites (if any)	NA	

SECTION -A SCHOOL AS AN ORGANIZATION

The school – its functions and relationship with the society, School plant – location, classroom, furniture, design of the building, sanitary requirements, the environment, laboratory apparatus, library, museum and the hostel. The school staff – Principal: his qualifications and duties, role and responsibilities, leadership qualities, relations with subordinates, the guardians and the public. Teacher: role and responsibilities, Qualities and competencies of teacher, and professional ethics and Code of Conduct.

SECTION –B

SCHOOL ADMINISTRATION AND MANAGEMENT

Concept of School Management, its aims, objectives, functions, principles and scope.Concept of School

Administration, its aims and objectives, functions, principles and scope.School as an Organization Concept of Organizational Culture and School Climate.Difference between organizational culture and School Climate.Factors influencing the organizational culture of any institution.

SECTION-C ELEMENTS OF SCHOOL MANAGEMENT

School time tables – principles and techniques of time table preparation, school records and registers (Academic and
Administrative).Organisation of co-curricular activities and role of students. Problems faced in School Management: Issues of Disaster Management, Student Unrest and how to deal with it. Role of Parent Teacher Associations in School Development

SECTION-D INSTITUTIONAL PLANNING AND TQM

Institutional Planning- Meaning and functions and its importance in school organization, TQM – Meaning and Characteristics and its importance in School organization, Regulatory Bodies in Quality Assurance in Education - NAAC, NCTE, NCERT, SCERT, RCI and AICTE.School finance – sources of income and items of expenditure.

Practical Activities

1. Prepare an annual calendar for the schools co-curricular activities for the current session.
2. Write an assignment on how NAAC is ensuring external & internal quality at higher education
3. Survey any hostel and library and make a report of the problems faced by the students.
4. Preparation of an outline of an institutional planning on any aspect of school organization.
5. Prepare an Academic Calendar of School
6. Critically analyze the allocation of budget to the education sector in the current Financial Year
7. Identify different ICT resources used by School Management and Administration
8. Organize a group discussion on the Code of Conduct for teachers.

Reference Books and Readings

1. Agarwal, J.C. and Sharma, K. R.(2006): *Basic School Organisation*, Doaba House, Delhi
2. Agarwal, J.C.(2006): *School Administration*, Arya Book Depot, Delhi.
3. Bhatnagar, R.P. and I.B. Verma (2000): *Educational Administration*. Loyal Book Depot, Meerut.

4. Kimbrough, R.B. and Nunnery, M.Y.(1983). *Educational Administration : An Introduction*, MacMillan Publishing Co. Inc., N.Y.

5. Mohanthy, Jagannath (2007). *Educational Management,Supervision,School Organization*. Hyderabad: Neelkamal Publications Pvt. Ltd.

6. Owens, Robert G (1970).:*Organizational Behaviour in Schools*. Prentice Hall Inc., Englewood Cliffs, N.J., Publishing House.

7. Safaya, R.N. and Shaida,B.D.(2000*). School Administration and Organization*. Dhanpat Rai and Sons, Delhi

8. Sidhu, K. S.(1996). *School Organisation and administration*. Sterling Publishers Private Limited

9. Tilak, Jandhyala B.G. (1992.) *Educational Planning at Grass Roots*. New Delhi: Ashish

10. NAAC (2003). *Total Quality Management for Tertiary Education* Bangalore: NAAC. Retrievedfrom:

    www.naac.gov.in/.../Total%20Quality%20Management%20for%20Tertia..

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	3	3	2	---	2	----	3	---	2	2
CO2	----	----	3	3	---	3	---	3	----	2	2
CO3	----	----	3	3	----	3	----	3	----	2	2
CO4	1	1	3	2	---	2	----	3	---	2	2

Course Title/Code	General Laws for Educators (LWS121)	
Course Type	Elective (Allied)	
Course Nature	Soft	
L-T-P Structure	2-0-0	
Credits	2	
Course Objective	The objective of this paper is to orient the students with laws relating to education, women, child and industry with reference to acts.	
Course Outcomes (COs)		Mapping
CO1	Understand the historical background and the salient features of the Constitution of India	Employability
CO2	Explain and summarize the major commercial laws in India	Entrepreneurship
CO3	Identify and explain the laws protecting rights of Children in India	Skill Development
CO4	Identify and explain the laws protecting rights of Women in India	Skill Development
Prerequisites (if any)	NA	

SECTION A

LAWS RELATING TO EDUCATION

An Overview of right to education, education initiatives by the Government. Mid-day Meal – Schemes by the Government.

SECTION B

LAWS RELATING TO WOMEN
Sexual Harassment including workplaces.
An Overview of Domestic Violence laws in India with reference to domestic Violence Act.

SECTION C

LAWS RELATING TO CHILD
Conceptual understanding of the Juvenile Justice system with reference to the Juvenile Justice Act.

Protection of Children from Sexual Offences Act.(POCSO)

SECTION D

INDUSTRIAL LAWS
1. Maternity Benefit laws with reference to Maternity Benefit Act 2.
Overview of the provisions of the payment of gratuity Act.
1. Overview of the provisions of Minimum wages Act.

Reference Books and Readings

1. Taxmann, Labour Laws, Taxmann Publications Ltd, 2016
2. Manjula Batra , Women and law (Law relating to Children)in India, Allahabad Law Agency, Second Edition, 2015.
3. Donald J. Shoemaker & Timothy W. Wolfe , Contemporary World Issues , Juvenile Justice, 3rd Edition, Oxford paperback.2014.
4. S.C Shrivastava ,Industrial Relations & Labour laws , Sixth Revised Edition, 2015
5. Taxmann, Payment of Gratituty Act, 1972.
6. Dr S.K Chatterjee, Offences against children , Central Law Publications, Second Edn, 2016
7. Dr. S.C Tripathi and Vibha Arora, Law relating to women and children, Central Law Publications, Sixth   Edn, 2015
8. Ved Kumari, Juvenile Justice System in India Oxford India Paperbacks, Second Edn, 2010.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	2	1	1	1	1	1	1	2	2	1
CO2	3	2	1	1	1	1	1	1	2	2	1
CO3	3	2	1	1	1	1	1	1	2	2	1
CO4	3	2	1	1	1	1	1	1	2	2	1

Course Title/ Code	Women and Child Laws (LWS125)
Course Type:	Elective I
Course Nature:	Soft
L-T-P-O Structure	2-0-0-0
Objectives	The objective of this paper is to orient the students with laws relating to protection of women and children with reference to acts.

Course Outcomes (COs)		Mapping (Employment, Skill Development/Entrepreneurship)
CO1	To make students aware of basic human rights of women	Employability
CO2	To make students aware of the laws for protection of women against exploitation	Employability
CO3	To make students aware of rights of children against exploitation and constitutional provisions	Skill development

UNIT-A Laws relating to Protection of Women

1. An overview of Human Rights with respect to Constitution of India.
2. Rights relating to protection of women with special reference to right to property

UNIT B Laws relating to Women
1   Laws related to rights of women with respect to marriage, divorce and maintenance.
2   An Overview of Violence against women and rights for protection against sexual exploitation, rape and other offences

UNIT C Laws relating to Child
a. Under Indian Penal Code (with relevant sections from supporting statutes)
    i. General Exemptions
    ii. Offences against child
    iii. Cyber-crimes against children
b. Sexual offences against children under POCSO

UNIT D Child and Criminal Justice Administration

a. Judicial activism towards protection of children

b. Special provisions under Juvenile Justice Act 2015

Relevant Statutes:
 1. The Constitution of India, 1950
 2.Child Rights Convention, 1989
 3.Indian Contract Act, 1872
 4.Hindu marriage Act, 1955
 5.Hindu Adoptions and Maintenance Act, 1956
 6.Code of Criminal Procedure,
 7.Indian Penal Code, 1860
 8.The Hindu Minority and Guardianship Act, 1956
 9.Guardianship and Wards Act, 1869
 10.Juvenile Justice (Care and Protection) Act, 2015
 11.Child Labour (Prohibition and Regulations) Act, 1986

Text Books:

- Asha Bajpai, Child Rights in India: Law, Policy and Practice, 2003 (3rd Edn.) (Oxford University Press)
- Ved Kumari, The Juvenile Justice (Care and Protection of Children) Act 2015 – Critical Analysis, 2017 (Universal Law Publications)
- Mamta Rao, Law Relating to Women and Children, 2012 (3rd Edn.) (Eastern Book Publications)

- Dr S.K Chatterjee, *Offences against children*, Central Law Publications, Second Edn, 2016
- Dr. S.C Tripathi and Vibha Arora, *Law relating to women and children*, Central Law Publications, Sixth Edn, 2015
- Ved Kumari, *Juvenile Justice System in India* Oxford India Paperbacks, Second Edn, 2010.

Reference Books:

- Anjani Kant, The Law relating to Women and Children, 2003 (Central Law Publications)
- Child Labour: A textbook for University Students, International Labour Organisation, 2004.
- Taxmann, Labour Laws, Taxmann Publications Ltd, 2016
- Manjula Batra , Women and law (Law relating to Children)in India, Allahabad Law Agency, Second Edition, 2015.
- Donald J. Shoemaker & Timothy W. Wolfe , Contemporary World Issues , Juvenile Justice, 3rd Edition, Oxford paperback.2014.
- S.C Shrivastava, Industrial Relations & Labour laws , Sixth Revised Edition, 2015.

- Taxmann, Payment of Gratituty Act, 1972.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	2	1	1	1	1	1	1	2	2	1
CO2	3	2	1	1	1	1	1	1	2	2	1
CO3	3	2	1	1	1	1	1	1	2	2	1
CO4	3	2	1	1	1	1	1	1	2	2	1

Course Title/Code	Peace and Value Education (EDS220 B)	
Course Type	Elective	
Course Nature	Soft	
L-T-P Structure	2-0-1	
Credits	2	
Course Objective	Student Readiness for Peace and Value education	
Course Outcomes (COs)		Mapping
CO1	To understand the nature of peace and values and its importance in present day Indian society	Employment
CO2	To get oriented with the need and role of yoga and meditation for inner harmony	Skill Development
CO3	To understand impact of social processes on moral development	Entrepreneurship
CO4	To get oriented with various strategies of peace and value orientation	Skill Development
Prerequisites (if any)	NA	

SECTION A PEACE AND VALUES: CONCEPTUAL FRAMEWORK

Peace and Values - Nature, Sources, Determinants, Social malaise and need for value inculcation, Classification of values, Nature and need of family values, social values, moral values, religious values, environmental values

SECTION B ESSENTIALS OF VALUE DEVELOPMENT

Peace and Value development – a lifelong process, Development of right attitude through introspection and self control, Human values in relation to Religious Pluralism, Role of Yoga and Meditation

SECTION C UNDERLYING PERSONAL-SOCIAL PROCESSES

Role of family and community in preservation of culture and value development, Impact of electronic media on value inculcation in children, Value Conflict and Resolution

SECTION D PEACE AND VALUE EDUCATION: TRANSACTIONAL ASPECTS

Peace and Value Education: Meaning and need, Direct approach and integrated approach, Cocurricular approach, Methods and techniques for inculcation of Peace and values, Role of a teacher and institute climate

Reference Books and Readings

1. CBSE (2012). *Values Education A Handbook for Teachers*. Retrieved from http://cbseacademic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf
2. Goel, A. & Goel S. L. (2005). *Human values and Education*. New Delhi: Deep and Deep Publications Pvt. Ltd.
3. Kulshrestha, S.P. (1979), Emerging Value Pattern of Teachers & Value Pattern of Teachers & New Trends, Education in India, New Delhi: Light & Life Pub.
4. Passi, B.K. & Singh, P. (1987). *Value Education*. Agra: National Psychological Corporation.
5. NCERT (2012). *Education for Values in Schools – A Framework*. NCERT: Department of Educational Psychology and Foundations of Education. Retrieved from http://www.ncert.nic.in/departments/nie/depfe/Final.pdf
6. Rokeach, M. (1973). *The nature of human values*. New York: Free Press.
7. Ruhela, S. P. & Bhargava, V. *Dimensions of Value education*.Agra: H.P. Bhargava Book House
8. Singh, Samporn (1979) Human Values, Jodhpur: Faith Pub.

Practical Activities

1. Case study of any one private school with respect to its approaches to value education

2. Preparation of collage with the relevant cuttings from printed media highlighting issues and latest updates on values inculcation.

3. Making a report on national and international initiatives for value education with help of online resources.

4. Role Plays/Dramas/ Street Plays on the current issues highlighting the emerging issues and challenges regarding value crisis.

5. Making a brief report on the basis of autobiography of any relevant great personality, with respect to values being followed and promoted.
6. Reflective note on contribution of great educational thinkers such as Rabindranath Tagore, Mahatma Gandhi, Aurobindo, Swami Vivekananda, Dalai Lama etc. in value education
7. Any other suitable activity

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	2	------	2	2	2	-----	1	2	2	2
CO2	----	3	------	2	3	2	------	1	2	2	2
CO3	1	2	1	1	1	2	2	1	2	2	2
CO4	2	2	3	2	3	2	1	1	2	2	2

Course Title/Code	School Leadership and Management (EDS236)	
Course Type	Elective	
Course Nature	Soft	
L-T-P Structure	2-0-1	
Credit	2	
Course Objective	To enable the learners understand key leadership theories and ideas, from inside and outside education, and apply these to thinking about their own practice and draw on evidence from research and practice to develop knowledge with an understanding of what is known about effective leadership	
Course Outcomes (COs)		Mapping
CO1	understand key leadership theories and ideas, from inside and outside education, and apply these to thinking about their own practice	Employability
CO2	draw on evidence from research and practice to develop knowledge with an understanding of what is known about effective leadership	Skill Development
CO3	relate these to their own leadership context in planning actions	Skill Development
CO4	undertake practice-based tasks enabling selfevaluation of their leadership in action.	Skill Development
CO5	develop their reflective practice skills to help them to evaluate and improve their own leadership practice	Skill Development
CO6	learn collaboratively, supported by a mentor, to share insights, and develop knowledge and skills.	Employability
Prerequisites	NA (if any)	

SECTION A

Leadership: Concept and Dynamics

Concept and functions of Leadership and management, Theories of leadership (Trait Theory, Behavioural Theory, Situational Theory), Theories of Management (Taylor, Fayol, Max Weber) and its application in Educational organizations, Models of educational leadership (Educational Leadership Model, Instructional Leadership Model)

SECTION B

Leadership Styles

Authoritative Leadership v/s Participatory Leadership, Transactional Leadership v/s Transformational Leadership, Contemporary Leadership Styles: Situational leadership, Visionary Leadership, Ethical Leadership, Gender Leadership

SECTION C

Human Resource Management

Concept of Human Resource Management, Process of Recruitment and Selection, Types and Methods of Training, Appraisal System and Grievance Handling

SECTION D

Team Building and Conflict management

Concept of Group dynamics, types of groups, stages of group formation, Conflict management: Concept and Strategies, Stress management: Concept and Strategies

Practical Activities

- Students will be performing a SWOC analysis to develop their own leadership plan
- A critical analysis on the attributes of "Young Leader"
- Analyse leadership practices of any five Successful leaders and prepare a report on it. - Analyse any three appraisal form of an organization and prepare a report on it
- List down Do's and Don'ts in creating a Professional Work Environment.
- Develop a training program for the new trainees
- A Group discussion/activities on "Power of Positive Feedback and Tips to deliver negative feedback"
- Any other related activity suggested by a teacher

References Books and Reading:

- Batra, Sunil (2003). From School Inspection to School Support. .
- Early, P. and D. Weindling (2004). A changing discourse: from management to leadership.

- Fullan, M. (1993)Making schools successful, synthesis of case studies of schools in Asian countries, ANTRIEP, NUEPA(2012).
- Why Teachers Must Become Change Agents. In Educational Leadership, 50 (6) • Govinda, R. (2001). Capacity Building for Educational Governance at Local Levels. Paper presented at the International Consultation on Educational Governance at Local Levels, Held at UNESCO, Paris 27-28 February 2001.
- Madan Mohan (2002). School without Walls Heinemann: New Delhi pp 24- 40; 1281
- Senge, P. (2000). The Industrial Age System of Education. In Schools that Learn, NB: London. pp 27-58.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	-	2	-	-	3	--	3	-	-	-
CO2	2	-	-	-	-	3	--	3	-	-	-
CO3	3	-	-	-	-	3	--	3	-	-	-
CO4	3	-	3	-	-	3	--	3	-	-	-
CO5	3	-	3	-	-	3	--	3	2	-	-
CO6	3	-	3	-	-	3	--	3	-	-	-

Course Title/Code	Human Rights in Education(EDS222)	
Course Type	Elective	
Course Nature	Soft	
L-T-P Structure	2-0-1	
Credits	2	
Course Objective	Student Readiness for Human Rights Values	
Course Outcomes (COs)		Mapping
CO1	To inculcate the knowledge of the Human Rights.	Skill Development
CO2	To realize the importance and need of human rights in life	Employment
CO3	To comprehend the role of the Constitution in human rights	Skill Development
CO4	To comprehend the role of human rights in civic life	Entrepreneurship
Prerequisites (if any)	NA	

SECTION A

HISTORICAL BACKGROUND OF HUMAN RIGHTS

Human Rights: Concept, Foundations, and Historical Background; Universal declaration of Human Rights and Indian Constitution Provisions
Constitutional and Institutional safeguards to Human Rights, National Human Rights Commission (NHRC) and its role·

SECTION B

HUMAN RIGHTS EDUCATION

Human Rights Education: Meaning, Objectives, Strategies. Role of Education towards dutyconsciousness, Methods of Teaching Human Values, Human Rights Education at Secondary Level Curriculum

SECTION C

VIOLATION AND PROTECTION OF HUMAN RIGHTS

Human Rights Violation: Meaning and factors affecting human rights violation, Human Rights Organizations: UN, UNESCOand Indian constitution

SECTION D

TRENDS OF HUMAN RIGHTS

Growing Advocacy and Declining Trends of Human Rights, Role of Media, School and NGOs in protecting Human rights

Reference Books and Readings:
1. Arjun Dev, Source Book on Human Rights, NCERT, New Delhi
2. Bipan Chandra, India after Independence. Roopa, New Delhi 2000.
3. Borgohain, Bani, Human Rights: Social Justice and political challenge, New Delhi: Kanishka Publishers, 1999
4. Chandra, Ashish, Human Rights and Conflict Resolution, New Delhi: Rajat, 2000.
5. Dev, Arjun and India Arjun Dev and Others, Ed. Human Rights: A source Book, New Delhi: NCERT, 1996.
6. Dhand, Harry, Teaching Human Rights: A handbook, Bhopal: Ashian Institute of Human Rights, 2000.
7. Human Rights in India : Theory and Practice, National Book Trust, 2001
8. Jois, M. Rana, Human Rights and Indian Values, New Delhi: NCTE, 1998.
9. Khanna, S.K., Children and Human Rights, New Delhi: Commonwealth, 1998.
10. Mohanty, Jagannath Ed., Human Rights Education, New Delhi: Deep and Deep Pub., 2000.
11. Pachami, S.K., Children and Human Rights, new Delhi, APH Publishing, 1999.
12. Palai, Arun Kumar, National Human Rights Commission of India: Formation, Functioning and Future Prospects, New Delhi: Atlantic Pub., 1999.
13. Paul, R.C., Protection of Human Rights, New Delhi: Commonwealth, 2000.

Practical Activites
1. Prepare a report on the role of UNESCOin protecting Human Rights

2. Collect 10-12 articles related to human right violation
3. Write a reflective journal on role of media in protecting Human rights. Mention some latest cases of Human right violation
4. Prepare a case study on the violation of Human Rights.
5. Mention the constitutional provisions related to human rights
6. Prepare a report on a NGO's contribution towards the protection of Human rights

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	2	--	2	2	2	--	1	2	2	2
CO2	--	3	--	2	3	2	--	1	2	2	2
CO3	1	2	1	1	1	2	2	1	2	2	2
CO4	2	2	3	2	3	2	1	1	2	2	2

Course Title/Code	Environment and Education(EDS223 B)	
Course Type	Elective	
Course Nature	Soft	
L-T-P Structure	2-0-1	
Credits	2	
Course Objective	Student Awareness Regarding Environment	
Course Outcomes (COs)		Mapping
CO1	To understand about the concept of environmental education	Skill Development
CO2	To develop sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.	Employment
CO3	To build up a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.	Skill Development
CO4	To widen reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature.	Entrepreneurship
Prerequisites (if any)	NA	

SECTION A

BIODIVERSITY AND ECOSYSTEM

Meaning, scope and nature of environment.Natural and Man-made Environment. Meaning and values of Biodiversity, India as Mega diversity Nation, Threats to Biodiversity-habitat loss, poaching of wild life, man wildlife conflicts. Conservation of genetic diversity, an important environment priority : learning to live in harmony with nature

SECTION B

NATURAL RESOURCES-EXPLOITATION AND CONSERVATION

WaterResources: use and overexploitation of surface and ground water.Rainwater Harvesting and watershed management.
Mineral Resources: use, exploitation and conservation, effect of mining on man & environment.
Forest Resources: use and overexploitation. Deforestation-cause, effects and remedy
Energy Resources: growing energy need renewable and non-renewable energy sources, Conservation and alternate energy sources.

ENVIRONMENTAL EDUCATION

Environmental Education: Meaning, Objectives, Principles, Significance., NCERT as nodal agency, Curriculum outline for Environmental Education prescribed by NCERT for Secondary School level.

SECTION D

METHODS AND EVALUATION

Methods (Traditional, Innovative) for Teaching Environmental Education-Ecoclubs, Exhibitions, Field Trips, Projects, Observation/ Survey etc.Evaluation of EE -theoretical for awareness and knowledge, and Practicum for skill and participation (Environmental Education Activities).

Reference Books and Readings:

1. George, Martin and Turner, Environmental Studies U.K. Blond Education
2. Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
3. NCERT (1981) Environmental Education at school level
4. Odum, E.P., 'Fundamental of Ecology' W.B. Saunders Company London (1971)
5. Saxena, A.B., 'Environmental Education' National Psychological Corporation (1986)
6. Sharma, R.C., Environmental Education Metropolitan Publishers, New Delhi, 1981
7. Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.
8. Singh,Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.
9. Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.
10. Reddy, P. K.,& Reddy, N. D. (2001). Environmental Education. Hyerabad: Neelkamal publications.

Practical Activities

1. Measurement of Ph of water.
2. Measurement of dissolved oxygen in water.
3. Make a report on innovative methods for teaching Environmental Education.
4. Conduct an activity concerned with Environmental issue in the school allotted to you.
5. Any other activity as suggested by the concerned teacher.
6. Discuss and make a presentation on the impact of Climate Change- Global Warming, Acid Rain, Ozone layer depletion.
7. Active participation of student in street plays focusing on awareness about environment and conserves it.
8. List out various organization (National level and Global Level) working to conserve the environment.
9. Prepare report on water purification system available in India
10. Poster making competition on environmental issue.
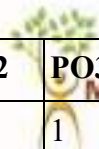
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	2	1	1	2	2	2	2	----	----	2
CO2	2	2	2	3	2	2	1	2	----	----	2
CO3	2	2	2	1	3	2	2	1	----	----	2
CO4	1	1	2	2	2	2	1	2	----	----	2

Course Title/Code	Educational leadership (MOOC-210-EDS-401)	
Course Type	NTCC	
Course Nature	Soft	
L-T-P Structure	0-0-0	
Credits	2	
Course Objective	Student Readiness in leadership skills	
Course Outcomes (COs)		Mapping
CO1	understand key leadership theories and ideas, from inside and outside education, and apply these to thinking about their own practice	Employment
CO2	draw on evidence from research and practice to develop knowledge with an understanding of what is known about effective leadership	Skill Development
CO3	relate these to their own leadership context in planning actions	Entrepreneurship
CO4	undertake practice-based tasks enabling self-evaluation of their leadership in action	Skill Development
Prerequisites (if any)	NA	

SYLLABUS

Week 1: Educational Management & Leadership: Issues & challenges

Week 2: Professional Development & the Reflective Practitioner

Week 3: Professional Ethics & Values in Teaching

Week 4: Key Challenges for Educational Leaders: Grooming Capable & Authentic Educational Leaders

Week 5: Emotional Intelligence & Educational Leadership

Week 6: Leadership for Managing Diversity & Inclusion in Education

Week 7: Educational Leadership in a changing World: 21st Century Challenges

Week 8: Innovative Pedagogy, Technology & Turnaround Leadership: The Stakeholders' Perspectives

Reference Books and Readings
1) Educational Leadership: Key Challenges and Ethical Tensions; Author-Patrick Duignan, Cambridge University Press
2) Educational Leadership: Context, Strategy and Collaboration; Author- Margaret Preedy, Nigel Bennett and Christine Wise, SAGE publication

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	-	2	-	-	3	--	3	-	-	-
CO2	2	-	-	-	-	3	--	3	-	-	-
CO3	3	-	-	-	-	3	--	3	-	-	-
CO4	3	-	3	-	-	3	--	3	-	-	-

Course Title/Code	Professional Competency Education – IV (CDO232)	
Course Type/ Semester	Core / Sem – 3	
L-P-O Structure	0-0-2	
Credits	1	
Course Objective	To familiarize students with the basic knowledge of Quantitative Aptitude & Logical Reasoning	
Course Outcomes (COs)		**Mapping**
CO1	Develop proficiency in resume building and drafting effective cover letters	**Skill Development**
CO2	Enhance their ability to write, read, comprehend and communicate effectively to increase the productivity of business.	**Skill Development**
CO3	Students will be able to learn grammatically correct formal writing skills.	**Skill Development**
Prerequisites (if any)	**N.A**	

Section A

Unit I: Advanced Vocabulary, Synonym & Antonym, One Word Substitution, Ordering of Words

Section B

Unit II: Sentence Construction & Syntax, Sentence Improvement, Spotting Errors, Ordering of Sentences, Change of Voice/ Direct & Indirect speech, Completing Statements/Sentences

Section C

Unit III: Managing Interviews – I, Developing the employability mindset, Preparing for Self – Introduction, Researching the employer, Portfolio Management, Types of Interviews & Interview etiquette

Section D

Unit IV: Managing Interviews – II, Professional Attire, Dressing, Body Language in interviews, Resume Check, Answering Difficult Questions in an Interview, Mock Interviews

Statement	1	2	3	4	5	6	7	8	9	10	11
CO1											
CO2	-	2	1	-	-	-	-	-	-	-	-
CO3	-	3	-	-	-	-	-	-	-	2	-
CO4	-	2	-	-	-	-	-	-	-	2	-

Course Title/Code	Inclusive Pedagogy (EDW258)	
Course Type	Core	
Course Nature	Workshop	
L-T-P Structure	(0-0-2)	
Credits	1.5	
Course Objective	To understand the meaning and need of inclusion in education	
CO 1	To understand the concept of diversity and inclusion.	Skill Development
CO 2	Explicate the national & key international policies & frameworks facilitating inclusive education.	Employability
CO 3	To develop the skills for adaptation and modification with respect to various disabilities.	Employability
CO 4	To apply the principles of Universal Design for Learning in teaching learning process.	Skill Development

CO	Course Statement	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	To understand the concept of diversity and inclusion.	3	2	3	3	3	3	2	1	1	2	- - - - -	3	3	3	3	3	3
CO2	Explicate the national & key international policies & frameworks facilitating inclusive education.	1	- - - - -	- - - - -	- - - - -	1	1	1	1	1	1	1	1	2	1	2	1	1
CO3	To develop the skills for adaptation and modification with respect to various disabilities.	- - - - -	3	- - - - -	2	2	1	2	- - - - -	2	- - - - -	1	2	3	3	2	3	3

CO4	To apply the principles of Universal Design for Learning in teaching learning process.	- - - - -	3	- 2	2	1	2	-	2	-	1	1	3	3	2	3	3

SECTION A

ICT ENABLED LEARNING

ICT Integration across Curriculum

Teacher Competency in ICT Enabled Classroom

Developing Multi-Media Instructional Plan (Pictures, Videos, Power Point Presentation)

Developing ICT Enabled Lesson Plan (Software Based)

SECTION B

ADDRESSING DIVERSE LEARNERS

Universal Design for Learning: Concept, Definition and Principle

Facilitating Accessibility through UDL

Developing UDL Based Instructional Plan

Differentiated Instruction: Concept, Definition

Adaptation and Modification through Differentiated Instruction

SECTION C

ART INTEGRATED LEARNING

Art Integration: Concept Definition & Meaning

Basis of Art Integration: Constructivism, Gardner Theory of Multiple Intelligence

Developing Art Integrated Instructional Plan

UDL through Art Integration

SECTION D

COLLABORATIVE TEACHING & LEARNING

Collaborative Teaching: Concept Meaning and Importance

Teacher Competency in Collaborative Teaching and Learning

Types of Collaboration: Parallel Teaching, Alternate Teaching One – Teach One Assist, One Teach One Observe, Station Teaching

Developing Collaborative Instructional Plan (Same Pedagogy Subject, Different Pedagogy Subject)

Reference Books and Reading:

1. Ballard, K. (1999). *Inclusive Education*: Falmer Press

2. *Beyond Tokenism-A guide for teachers on how to implement inclusive education in regular class*. National Trust Publications

3. Jha, M.M. (2002). *School without walls: Inclusive Education for All*. Oxford: Heinemann

4. Kapur, M. (1997). *Mental Health in Indian Schools*. New Delhi: Sage Publications

5. Menon, S.M. (1990). *Psychosocial rehabilitation: Current Trends.* NIMHANS Journal, 14,4,295-305

6. Mohapatra, C.S.(ed.) (2004). *Disability management in India: Challenges and commitments*. New Delhi: Indian Institute of Public Administration

7. National Curriculum Framework (2005). *Position Paper on Education of Children with Special Needs*

8. NCERT. (2006b). *Position paper- National focus group on education with special needs (NCF 2005)*. New Delhi: NCERT

9. RCI (2013). Status of Disabilityin India. New Delhi: Kanishka Publishers

10. Sebba. Judy, Sachdev. Darshan (1998).*What works in Inclusive Education?* Bernardo

11. UNESCO. (2009). *Policy guidelines on* inclusion *in education*. UNESCO

Inclusive Pedagogy Activities

1. Prepare a Lesson Plan on any one School subject of your choice using ICT

2.

3. Prepare a Lesson Plan on any one School subject of your choice using UDL Framework

4. Prepare a Lesson Plan to incorporate Principles of UDL using ICT

5. Prepare a Lesson Plan on any one School subject of your choice through Art Integration.

6. Prepare a Lesson Plan to incorporate Principles of UDL through Art Integration

7. Prepare a Collaborative Lesson Plan for Parallel Teaching

8. Prepare a Collaborative Lesson Plan for Alternate Teaching

9. Prepare a Collaborative Instructional Plan for One Teach – One Assist

10. Prepare a Collaborative Instructional Plan for One Teach – One Observe

11. Prepare a Collaborative Instructional Plan for Station teaching

12. Prepare a Collaborative Instructional Plan for Peer Mediated Instruction

Course Title/Code	Understanding the Self (EDW217)	
Course Type	Core	
Course Nature	Workshop	
L-T-P Structure	0-0-3	
Credits	1.5	
Course Objective	To enable the trainee teachers to understand and apply awareness of oneself in becoming a professional and humane teacher	
Course Outcomes (COs)		Mapping
CO1	Assimilate the concept of Self Identity	Employability
CO2	Reflect on the factors which influence one's self Identity	Employability
CO3	Analyse the factors which positively enhance one's professional Identity	Skill Development
CO4	Appreciate the teacher's role as a facilitator to build students self identity and professional identity	Skill Development
CO5	showcase qualities of teacher as a reflective practitioner	Skill Development
Prerequisites (if any)	NA	

UNDERSTANDING AND DEVELOPING SELF

Exploring oneself: Self-identity, potential, fears, aspirations, reflecting on one's own self and identity with critical analysis. Identifying factors in the development of self and in shaping identity. Building an understanding about philosophical and cultural perspectives of self-

Understanding socio-cultural, historical, and political influences in shaping one's professional identity

SECTION B

REFLECTIVE PRACTICE AND YOGA

Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings, Teacher as a reflective practitioner, Understanding the role of teacher as facilitator and partner in well being among learners. Developing skills of awareness about identity, effective listening, accepting, positive regard etc. among learners as a facilitator. Introduction of yoga, and meditation as important components to enhance understanding of body and mind

Practical Activities

1. Developing self awareness as a teacher
2. Exploring the 'known' and 'unknown' self' in relation to what one and others know about one self and what others do not know
3. Reflecting, recording, and sharing of critical moments in one's life
4. Reflections on critical moments in the lives of peers
5. Critically evaluate yourself as a 'prospective teacher'.
6. Briefing a self- reflecting account on significant experiences concerning gender, stereotypes, and prejudices
7. Role play and paired activity for empathetic listening
8. Give a reflective feedback on your contribution during any community service
9. Conducting yoga/ meditation sessions (Group activity)
10. Any other suitable activity

Reference Books and Readings

1. Bhatt, H. (n.d.). *The Diary of a School Teacher*. An Aziz Premji University Publication. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf
2. Bhattacharjee, D. K. (ed.) (2001). *Psychology and Education- Indian Perspectives*, Section III 'Self and Growth Process' pp. 255-402, NCERT publication.
3. Brooksfield, S. D. (1995). *Becoming a Critically Reflective Teacher*. San Francisco. CA: John Wiley & Sons.
4. Dalal, A. S. (ed.) (2001). *A Greater Psychology- An Introduction to the Psychological thoughts of Sri Aurobindo*. Puducherry: Sri Aurobindo Ashram publication.

5. Delors, J. (1996). *Learning the Treasure within- 21ˢᵗ century Education.* UNESCO Education Commission Report.
6. Duval, T. S., & Silvia, P. J. (2001). *Self awareness and Causal attribution: A Dual systems Theory*. Boston: Kluwer Academics.
7. Krishnamurti, J. (1998). *On Self- knowledge*. Chennai: Krishnamurti Foundations India.
8. Krishnamurti, J. (2000). *Education and Significance of Life.* Chennai: Krishnamurti Foundations India.
9. Pant, D., & Gulati, S. (2010). *Ways to Peace- A Resource Book for Teachers*. NCERT publications.
10. Venkateshamurthy, C. G., & Rao, A. V. G. (2005). *Life Skill Education Training Package*. R.I.E. Mysore.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	2	--	2	2	2	--	1	2	2	2
CO2	--	3	--	2	3	2	--	1	2	2	2
CO3	1	2	1	1	1	2	2	1	2	2	2
CO4	2	2	3	2	3	2	1	1	2	2	2
CO5	2	2	2	1	1	2	1	1	2	--	2

Course Title/Code	Yoga & Health Education (EDW304)	
Course Type	Core	
Course Nature	Work shop	
L-T-P Structure	0-0-3	
Credits	1.5	
Course Objective	Student Readiness regarding Yoga and its benefits	
Course Outcomes (COs)		Mapping
CO1	Acquire knowledge of theoretical concepts of Yoga and Meditation inrelation to holistichealth	Employability
CO2	Apply knowledge of Yogic and meditation-based practices indeveloping sound physical andmental wellbeing	Skill Development
CO3	Develop their personality with a sense of identity and meaning throughthe practice of Meditation	Skill Development
CO4	Build awareness of the importance of Yoga and Meditation ineducational context	Entrepreneurship
Prerequisites(if any)	NA	

SECTION A

YOGA – THEORETICAL FRAMEWORK

Yoga – History, Meaning, Need and Importance. The two schools of Yoga: Rāja Yoga and Haṭha Yoga. The streams of Yoga: Karma Yoga, Bhakti Yoga and Jñāna Yoga – main features and educational implications. Eight limbs of Yoga: Eyama, Niyama, Asana, Pranayama, Prathiyagara, Dharana, Dhiyana and Samathi. Meditation – Origin, Meaning and Types with focus on Mindfulness Meditation. Pranayama: Correct Breathing Exercise, Anulome-vilom, Surya-bhedhan and Bhramari.

SECTION B

YOGA AND HEALTH – EDUCATIONAL IMPLICATIONS

Holistic Health – Yogic Concept of Holistic Health and its Components. Yoga for

developing concentration, creativity, coping with stress and anxiety. Meditation in classrooms for positive Mental Health, Role of Meditation and Spirituality in developing Identity, Sense of Meaning and Value in students' life
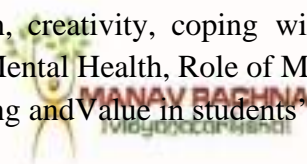
Reference Books and Readings

- Anantharaman, T.R. (1996). Ancient Yoga and Modern Science. New Delhi: MunshiramManoharlal PublishersPvt Ltd.
- Besant, A. (2005). An introduction to yoga, New Delhi: Cosmo.
- Bhogal, R.S. (2010). Yoga & Mental Health & Beyond. Lonavla: Kaivalyadhama SMYMSamiti
- Goel, A. (2007). Yoga Education, Philosophy and Practice. New Delhi: Deep and DeepPublications.
- Nath, S.P. (2005). Speaking of Yoga. New Delhi: Sterling Publishers.
- NCERT. 2015. Yoga: A Healthy Way of Living, Secondary Stage, New Delhi.
- NCTE. 2015. Yoga Education-Bachelor of Education Programme, New Delhi.
- MDNIY. 2010. "Yoga Teachers Manual for School Teachers‖, New Delhi
- Mangal, S.K., Mangal,U.and Mana, S. K.(2009). Yoga education, New Delhi: AryaPublication.
- Nagendra, H.R. (1993). Yoga in Education. Banglore, Vivekananda Kendra.
- Taimini, I.K. (1979). The Science of Yoga. Madras, Adyar Publication.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	2	3	.....	.....	2	.....	2	2	2	3	1	2	2
CO2	2	2	3	.....	.....	2	.....	3	2	3	3	1	2	2
CO3	3	3	3	.....	.....	2	.....	3	2	3	3	1	2	2
CO4	3	3	3	.....	.....	2	.....	2	2	2	3	1	2	2

Course Title/Code	Skill in Pedagogy I (EDO201)
Course Type	Core
L-T-P structure	0-0-0
Credits	6
Course Objective	The course aims at developing skill related to Pedagogy 1

Course Outcomes (COs)		Mapping
CO1	Prepare mega lesson plan incorporating essential maxims and principles of teaching	Employability
CO2	Deliver the lesson plan in the classroom demonstrating desired pedagogical skills and competencies	Skill Development
CO3	Prepare and utilize the appropriate TLM to facilitate effective teaching	Entrepreneurship
CO4	Make appropriate use of tools and techniques for effective evaluation of students learning	Skill Development
CO5	Make appropriate use of tools and techniques for effective evaluation of students learning	Skill Development
CO6	Utilize peer feedback as a tool to enhance the teaching effectiveness	Skill Development
Prerequisites (If any)	NA	

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	-	-	2	3		-	-	-	-	-
CO2	-	3	-	1	3	3	-	-	-	-	-
CO3	-	-	-	-	3	2	-	-	-	-	-
CO4	-	-	-	-	3	2	-	-	-	-	-

| CO5 | - | 2 | 3 | - | - | - | 3 | | | | |
| CO6 | - | - | - | - | - | - | - | 3 | - | - | 2 |

Course Title/Code	Skill in Pedagogy II (EDO202)	
Course Type	Core	
L-T-P structure	0-0-0	
Credits	6	
Course Objective	The course aims at developing skill related to Pedagogy II	
Course Outcomes (COs)		Mapping
CO1	Prepare mega lesson plan incorporating essential maxims and principles of teaching	Employability
CO2	Deliver the lesson plan in the classroom demonstrating desired pedagogical skills and competencies	Skill Development
CO3	Prepare and utilize the appropriate TLM to facilitate effective teaching	Entrepreneurship
CO4	Demonstrate effective use of ICT in transacting the curriculum	Skill Development
CO5	Make appropriate use of tools and techniques for effective evaluation of students learning	Skill Development
CO6	Utilize peer feedback as a tool to enhance the teaching effectiveness	Skill Development
Prerequisites (if any)		

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	-	-	2	3		-	-	-	-	-
CO2	-	3		1	3	3	-	-	-	-	-
CO3	-	-	-	-	3	2	-	-	-	-	-
CO4	-	-	-	-	3	2	-	-	-	-	-
CO5	-	2	3		-	-	3	-	-	-	-

Course Title/Code	Reflective Journal (EDN203)	
Course Type	Core	
Course Nature	NTCC	
Credits	2	
Course Objective	The course aims at developing skill related to Reflective Journal	
Course Outcomes (COs)		Mapping
CO1	Introspect one's strength and weakness during classroom teaching	Employability
CO2	Develop a plan of action to channelize one's strength and improve upon the area of concerns	Skill Development
CO3	Envision himself/ herself as an effective prospective teacher	Entrepreneurship
CO4	Imbibe the values essential for becoming the reflective and humane practitioner	Skill Development
Prerequisites (if any)	NA	

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	-	-	-	-	-	-	2	-	-	3
CO2	3	-	-	-	-	-	-	2	-	-	3
CO3	3	2	2	-	-	-	-	2	-	-	3
CO4	3	2	2	-	-	-	-	2	-	-	3

Course Title/Code	Action Research (EDO237)	
Course Type	Core	
Course Nature	Outcome	
Credits	2	
Course Objective	The course aims at developing skill related to Action Research	
Course Outcomes (COs)		Mapping
CO1	Identity problems faced during the real classroom situation	Skill Development
CO2	Offer tentative solutions for the identified problems	Skill Development
CO3	Develop a research based systematic plan of action to solve the problem	Entrepreneurship
CO4	Execute and evaluate the effectiveness of the solution	Skill Development
Prerequisites (if any)		

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	2	2	-	-	-	-	1	3	-	-
CO2	2	2	2	-	-	-	-	1	3	-	-
CO3	2	2	2	-	-	-	-	1	3	-	-
CO4	2	2	2	-	-	-	1	1	3	-	-

Course Title/Code	Case Study (EDO238)
Course Type	Core
Course Nature	Outcome
Credits	2

Course Objective	The course aims at developing skill related to Case Study	
Course Outcomes (COs)		Mapping
CO1	Execute and evaluate the effectiveness of the solution	Employability
CO2	Collect relevant information about the case identified	Skill Development
CO3	Explore the probable causes for the present conditions of the identified case	Entrepreneurship
CO4	Propose a plan of action for the improvement/ restoration of the subject	Skill Development
Prerequisites (if any)	NA	

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	1	3	-	-	-	1	1	3	1	-
CO2	3	1	3	-	-	-	1	1	3	1	-
CO3	3	1	3	-	-	-	1	1	3	1	-
CO4	3	1	3	-	-	-	1	1	3	1	-

Course Title/Code	Community Connect Programme (EDO239)	
Course Type	Core	
L-T-P structure	0-0-0	
Credits	1.5	
Course Objective	To orient the students about the education and community relationship	
Course Outcomes (COs)		Mapping

CO1	Become sensitive towards the prevailing socio economic conditions	Skill Development
CO2	Imbibe the universal values of humanity, love and compassion	Entrepreneurship
CO3	Appreciate interdependence of various components of society	Entrepreneurship
CO4	Contribute to the social welfare by participating in community based activities	Entrepreneurship
Prerequisites (if any)	NA	

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	-	-	-	-	-	-	-	-	3	2
CO2	3	-	-	-	-	-	-	-	-	3	2
CO3	3	-	-	-	-	-	-	1	-	3	2
CO4	3	-	-	-	-	-	-	1	-	3	2

Compiled CO-PO Mapping

Course / Course Code	CO	Course Statement	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
Child Development and Teaching Learning Process (EDH101-T)	CO1	Develop an understanding of different dimensions and stages of human development	-	-	3	3	2	1	-	-	2	2	-
	CO2	Understand and identify the needs and problems of adolescents	2	2	3	3	-	-	-	-	2	3	1
	CO3	Enrich student teachers with ways of addressing the diversity in class	3	2	3	2	-	2	2	2	3	3	1
	CO4	Reflect upon different theories of human development in context of present scenario.	-	2	3	3	1	2	-	3	2	3	2

Course	CO	Outcome											
	CO5	Apply the gained knowledge with respect to social concerns in the present context and their influence on development of children	3	3	3	3	2	3	2	3	3	3	2

Course	CO	Outcome											
Child Development and Teaching Learning Process Lab (EDH101-P)	CO1	To demonstrate the understandin g of different dimensions and stages of human development.	-	-	3	3	2	1	-	-	2	2	-
	CO2	To reflect on the needs and problems of adolescents in real life context	2	2	3	3	-	-	-	-	2	3	1
	CO3	To showcase the ways of addressing the diversity in classroom setting.	3	2	3	2	-	2	2	2	3	3	1
Foundation of Education (EDH102B)	CO1	Assimilate the concept of Education and Its philosophical aspects	---	---	2	3	---	2	----	2	3	3	3

	CO2	Comprehend the Socio Cultural aspect of Education	3	1	2	3	---	3	----	2	3	3	1
	CO3	Discuss the Interdisciplinary nature of Education	3	3	3	----	---	3	----	2	3	3	---
	CO4	Analyse the contribution of various Indian and western Educationists to Indian Education System	2	----	1	2	3	3	----	2	3	3	3
	CO5	Reflect on the Educational concerns and Issues in the Indian context	1	----	2	3	---	3	---	2	3	2	3
Pedagogy of Social Sciences (EDH108-T)	CO1	To gain an understanding of the nature and scope of Social Sciences as a School Subject.	2	-	2	-	-	-	-	-	2	2	2

CO												
CO2	To develop an insight into the different approaches and methods of teaching Social Sciences.	-	2	-	3	3	2	-	-	2	-	2
CO3	To plan lessons based on different approaches, methods and techniques to facilitate learning of Social Sciences.	-	-	-	3	3	2	-	-	-	-	-
CO4	To understand different ways of assessing learner performance and providing additional support to the learners.	-	2	-	2	1	2	3	-	-	-	-
CO5	To explore the use and relevance of different learning resources in teaching of Social Science.	2	3	-	-	2	2	-	2	3	2	2

Course	CO	Description											
Pedagogy of Social Sciences Lab (EDH108-P)	CO1	To make use of different approaches and methods of teaching Social Sciences in classroom setting.	-	2	-	3	3	2	-	-	2	-	2
	CO2	To prepare lessons based on different approaches, methods and techniques to facilitate learning of Social Sciences.	-	-	-	3	3	2	-	-	-	-	-
	CO3	To develop different tools of assessing learner performance and providing additional support to the learners.	-	2	-	2	1	2	3	-	-	-	-
Pedagogy of Biological Science (EDH109-T)	CO1	Understand and appreciate the nature of Science and contributions by eminent Biologists.	2	2	3	2	2	2	2	3	1	3	1

	CO2	Design learning objectives for content related to Biological Sciences.	2	2	3	2	2	2	2	3	2	3	2
	CO3	Explain a Constructivist approach of building knowledge.	3	2	2	2	3	3	3	3	2	2	2
	CO4	Apply different pedagogical approaches to design lesson plans.	3	3	3	2	3	3	3	3	2	3	3
	CO5	Design effective assessment strategies related to Biological Sciences and ICT mediated online assessment sheets.	2	2	3	2	2	2	3	3	2	3	3
Pedagogy of Biological Science Lab (EDH109-P)	CO1	Apply different pedagogical approaches and methods of teaching Biological Sciences into the real classroom situation	2	2	3	2	2	2	2	3	2	3	2

	CO2	Make use of Constructivist approach of knowledge in the teaching of content in Biological Sciences.	3	2	2	2	3	3	3	3	2	2	2
	CO3	Develop and Execute lesson plans incorporating essential aspects of lesson planning.	3	3	3	2	3	3	3	3	2	3	3
	CO4	Design various assessment strategies and tool related to	2	2	3	2	2	2	3	3	2	3	3

		Biological Sciences											
Pedagogy of Mathematics (EDH110-T)	CO1	To appreciate the role and contribution of eminent mathematicians.	2	2	3	2	2	2	2	3	2	3	3
	CO2	To develop correlation of mathematics with other subjects	2	2	3	2	2	2	2	0	2	3	3
	CO3	To design instructional objectives for chosen content.	2	2	3	2	2	2	2	3	2	3	3

	CO4	To apply innovative methods of teachings to teach mathematics at middle school level.	2	2	3	2	3	2	2	3	2	3	3
	CO5	To create content appropriate evaluation tools in mathematics.	2	2	3	2	2	2	2	3	2	3	3
	CO6	To reflect the skill set of an effective mathematics teacher in classroom.	3	3	3	2	2	2	2	3	2	3	3
Pedagogy of Mathematics Lab (EDH110-P)	CO1	Develop Lesson Plan incorporating the core components.	2	2	1		2	1		3		3	3
	CO2	Make use of innovative	2			2	3	2	2		2	1	3
		methods of teachings to teach mathematics at middle school level.											
	CO3	Design appropriate evaluation tools for effective evaluation of learning of Mathematical concepts.	2	2	1	2		1	2	3		3	3

Course	CO	Description											
	CO4	To demonstrate skill set of an effective Mathematics teacher in the classroom.	1	1	3		2		2			3	3
Pedagogy of Economics (EDH129-T)	CO1	Develop an understanding of different approaches to teaching Economics.	3	3	3	2	3	3	3	3	3	3	3
	CO2	Plan and deliver lessons based on different approaches to facilitate learning of Economics	3	3	2	3	3	3	3	2	2	2	-
	CO3	Explore and evaluate the use and relevance of different learning resources and materials in Economics	-	-	2	2	3	3	2	2	2	3	-
	CO4	Examine different pedagogical issues in learning Economics	3	2	3	3	2	2	-	-	3	3	3

Subject	CO	Outcome											
	CO5	Apply different ways of assessing learner performance and providing additional support to the learners	2	3	2	2	3	2	3	3	-	2	2
	CO6	Reflect and utilize experiential knowledge to facilitate learning	2	2	-	3	3	3	3	3	2	3	2
Pedagogy of Economics Lab (EDH129-P)	CO1	Develop an understanding of different approaches to teaching Economics.	3	3	3	2	3	3	3	3	3	3	3
	CO2	Plan and deliver lessons based on different approaches to facilitate learning of Economics	3	3	2	3	3	3	3	2	2	2	-
	CO3	Explore and evaluate the use and relevance of different learning resources and materials in Economics	-	-	2	2	3	3	2	2	2	3	-

Course	CO	Description										
	CO4	Examine different pedagogical issues in learning Economics	3	2	3	3	2	2	-	-	3	3	3
Pedagogy of Home Science (EDH143-T)	CO1	To understand the epistemology of science as a school subject in the school curriculum.	3	3	3	2	-	2	-	3	2	-	3
	CO2	To implement various pedagogical approaches to teaching of home science at different stages of school.	2	-	-	2	3	2	2	-	2	1	3
	CO3	To plan units and lessons through thematic approach in a holistic manner.	2	2	1	-	2	1	-	3	-	3	3

Course	CO	Description											
	CO4	To critically examine teachinglearning process that incorporate enquiry, discovery, activitybased learning, problem solving situations and investigatory projects etc. within the classroom.	1	1	3	-	2	-	2	-	-	3	3
	CO5	To integrate knowledge of home science with other school subjects	2	-	3	-	3	2	2	3	2	3	3
	CO6	To facilitate selfassessment in children with insights about meta-learning	2	2	1	2	-	1	2	3	-	3	3
Pedagogy of Home Science (EDH143-P)	CO1	To apply effective pedagogical approaches to teaching of home science at different stages of school.	2	-	-	2	3	2	2	-	2	1	3

	CO2	To develop and deliver lesson plans using appropriate methods and strategies	2	2	1	-	2	1	-	3	-	3	3
	CO3	To make use of effective instructional strategies incorporating enquiry, discovery, activitybased learning, problem solving situations and investigatory projects.	1	1	3	-	2	-	2	-	-	3	3
	CO4	To apply knowledge of home science with other school subjects in real life context.	2	-	3	-	3	2	2	3	2	3	3
Pedagogy of Music (EDH155-T)	CO1	To enable student teacher to understand the importance of Indian Music.	2	1	1	2	3	3	3	---	3	2	----

	CO2	To provide knowledge of different methods and techniques of teaching music.	2	1	1	2	3	2	2	---	2	3	3
	CO3	To acquaint student teacher with latest teaching skills in Music.	3	1	1	2	2	1	1	1	3	3	----
	CO4	To equip with various types of Ragas and different talas.	3	1	1	2	1	1	2	2	3	3	2
	CO5	To develop understanding & aesthetic sense in student.	----	3	3	2	3	3	1	3	2	----	2
Pedagogy of Music (EDH155-P)	CO1	Develop competency in teaching skills for Music	----	1	1	2	----	----	-----	3	---	3	3
	CO2	Prepare and Transact Lesson Plans for Teaching of Music	----	----	3	3	---	3	---	3	-----	2	2
	CO3	Design various assessment tools for topics related to Music Teaching	----	----	2	2	----	3	----	3	----	3	3

Course	CO	Description											
Creating An Inclusive Classroom (EDS103)	CO1	To understand the meaning and need of inclusion in education	3	1	1	2	---	---	1	1	2	2	1
	CO2	To get familiarized with various policies, programmes and schemes promoting inclusive education	2	2	1	2	---	1	1	---	2	1	1
	CO3	To identify the social, economic, and physical diversity that exists amongst learners	2	3	2	3	1	3	2	1	2	3	1
	CO4	To recognize the challenges in Inclusive Education	3	3	1	2	2	2	2	2	2	2	1
Reading and Reflecting on Texts (EDW104)	CO1	Explain the concept and importance of Reflection through reading	2	2	-	3	-	1	-	2	-	-	3

		especially in the context of the teaching profession.											

Course	CO	Description										
	CO2	Read and respond to a variety of texts in different ways as reader and writer.	2	3	-	2	-	1	-	2	-	-	2
	CO3	Engage in Interactive groups discussions with respect to reading and reflection activities.	2	2	-	2	-	1	-	2	-	-	2
	CO4	Explore different ways of developing reflective and critical thinking in personal and professional spaces.	3	3	-	2	-	1	-	3	-	-	3
CDO105 Professional Communication-I	CO1	Students will be able to develop all-round personality by mastering interpersonal skills to function effectively in different circumstances.	-	2	3	-	3	2	3	2	-	3	-

Course	CO	Statement											
	CO2	Students will be able to demonstrate effective communication through grammatically correct language.	-	2	3	-	2	2	2	1	-	2	-
	CO3	Students will be able to apply effective listening and speaking skills in real life scenarios.	-	1	2	-	2	2	1	3	-	1	-

Course	CO	Statement											
ICT in Education (EDW168)	CO1	To describe and demonstrate common computer literacy skills	-	2	3	-	3	2	3	2	-	3	-
	CO2	To understand the fundamentals of the internet and perform basic internet skills;	-	2	3	-	2	2	2	1	-	2	-
	CO3	To describe and perform basic word processing skills;	-	1	2	-	2	2	1	3	-	1	-

Course	CO	Description											
	CO4	To enhance a word-processed document by including appropriate visual components.	-	1									
Preliminary School Internship-Phase-1 (EDO106)	CO1	Recognise the contribution of psychological, philosophical and socio - economic factors in optimizing teaching and learning	3	----	----	----	----	3	----	3	3	3	3
	CO2	Articulate experiences of observing various components of the particular school set up as part of internship including the aspects of Infrastructure and Human Resources	3	3	3	3	3	3	----	3	----	3	3
	CO3	Present the observations of internship period in a systematic and structured manner in the	3	3	3	3	3	3	----	3	----	3	3

	form of individual and/or Group Tasks										
CO4	Appreciate importance of school engagement program as a integral component of teacher training programme	3	3	----	----	----	3	----	3	----	3	3
CO5	Demonstrate an understanding of the differences between government and private school settings and ways of functioning.	3	3	----	3	----	----	----	3	----	3	3

	m and time management										
CO2	Student teachers will demonstrate team work and group activities	3	2	1	-	-	-	-	2	1	2	1

	CO3	Student teachers demonstrate skill at organizing and participating in activities related to their cognitive domain	3	3	-	-	-	-	-	1	1	1	1
	CO4	Student teachers will demonstrate skills at organizing and participating in activities related to affective domain	3	2	-	-	-	-	-	3	3	2	3
	CO5	Student teachers will demonstrate skills at organizing and participating in activities related to psychomotor domain	3	3	-	-	-	-	-	3	3	3	2
Learning and Teaching (EDH121-T)	CO1	Understand the social & cognitive process of	2	3	3	3	2	2	-	3	3	3	3
		Learning.											

	CO2	Understand the complex nature of Teaching and learning	3	3	3	3	3	3	3	3	2	2	2
	CO3	Deal with different barriers of communicati on in classroom teaching	-	3	1	2	-	3	-	-	-	2	-
	CO4	Know the new trends of teaching and learning	3	3	3	3	3	3	3	3	3	2	2
	CO5	Identify the activities of teachinglearning process and apply it in the classroom	3	3	3	2	3	3	3	3	2	2	-
Learning and Teaching Lab (EDH121-P)	CO1	Apply the complex nature of Teaching and learning in classroom context	2	3	3	3	2	2	-	3	3	3	3
	CO2	Develop Practical strategies to deal with different barriers of communicati on in classroom teaching	3	3	3	3	3	3	3	3	2	2	2
	CO3	Analyze new trends of teaching and	-	3	1	2	-	3	-	-	-	2	-

Course	CO	Outcome											
		learning in real life scenario											
Assessment for Learning (EDH122-T)	CO1	Reflect critically on issues in assessment and evaluation	3	3	3	2	1	2	3	3	2	3	2
	CO2	Justify the role of continuous and comprehensive assessment in holistic development	3	2	2	2	1	2	3	3	2	3	2
	CO3	Organize appropriate assessment methods	3	1	-------	-	3	2	3	3	2	3	2
	CO4	Design learning indicators and rubrics as a part of assessment	3	1	2	2	2	2	3	3	2	3	2
	CO5	Devise and implement ways to record and report learning landmarks to be supported by feedback	3	1	2	2	2	2	3	3	2	3	2
	CO6	Access the habit selfcritiquing to improve performance.	3	3	2	2	2	2	3	3	1	3	2

Course	CO	Outcome											
Assessment for Learning Lab (EDH122-P)	CO1	demonstrate the standards learners are required to achieve and help them recognise when they have achieved that standard	3	-----	1	-----	-----	3	3	3	-----	-----	-----
	CO2	To give effective feedback on assessment decisions	3	-----	1	-----	-----	3	3	3	-----	2	1
	CO3	To reflect on the last performance and review learners' progress	3	-----	1	-----	-----	3	3	3	-----	-----	1
Pedagogy of Commerce (EDH-111T)	CO1	To gain an understanding of the nature and scope of Commerce as a School Subject	2	-	2	-	-	-	-	-	2	2	2
	CO2	To explore the use and relevance of different learning resources in teaching of Commerce	2	3	-	-	2	2	-	2	3	2	2

Course	CO	Statement										
	CO3	To develop an insight into the different methods of teaching Commerce.	-	2	-	3	3	2	-	-	2	-	2
	CO4	To plan lessons based on different methods and techniques to facilitate learning of Commerce.	-	-	-	3	3	2	-	-	-	-	-
	CO5	To understand different ways of assessing learner performance and providing additional support to the learners.	-	2	-	2	1	2	3	-	-	-	-
Pedagogy of Commerce Lab (EDH111-P)	CO1	To make efficient different learning resources in teaching of Commerce	2	3	-	-	2	2	-	2	3	2	2
	CO2	To apply different methods of teaching Commerce in the classroom setting.	-	2	-	3	3	2	-	-	2	-	2

	CO3	To deliver lessons based on different methods and techniques to facilitate learning of Commerce.	-	-	-	3	3	2	-	-	-	-	-
Pedagogy of Computer Science (EDH112-T)	CO1	To apply ICT skills across various disciplines	---	---	---	3	3	3		2	---	---	---
	CO2	To use microteaching skills in lesson plan development.	---	---	---		3	3	3	3	---	---	---
	CO3	To design lesson plan by implementing various methods, approaches and techniques of teaching of computer science	2	2	---	3	3	3	2		---	---	---
	CO4	To carry out assessment and evaluation of pupil's scholastic and nonscholastic performance.	---	---	2	2	---	---	3	2	---	---	---

Course	CO	Description											
	CO5	To conduct research to address learning needs of diverse learner	3	2	---	3	---	---	---	---	3	2	2
Pedagogy of Computer Science Lab (EDH112-P)	CO1	To make use of various microteaching skills in simulated classroom scenario	…	2	…	…	3	3	3	3	…	…	…
	CO2	To prepare and deliver lesson plan by implementing various methods, approaches and techniques of teaching of computer science	2	2		3	3	3	2		…	…	…
	CO3	To design appropriate assessment tools for evaluating pupils' scholastic and nonscholastic performance.	…	…	2	2			3	2	…	…	…

Course	CO	Outcome										
Pedagogy Of English (EDH127-T)	CO1	Develop proficiency in all the four skills of English language	---	1	1	2	3	3	3	---	---	---	----
	CO2	Assimilate various approaches, methods and techniques to teach English	----	1	1	2	---	---	----	---	---	3	3
	CO3	Use appropriate learning Resources while teaching English language	----	1	1	2	2	1	1	1	3	3	----
	CO4	Use various approaches,methods and techniques to teach English	_	1	1	2	1	1	2	2	3	---	----
	CO5	Evaluate different language items and skills skillfully	----	3	3	2	3	3	1	3	---	----	----
Understanding the Self EDW217	CO1	Assimilate the concept of Self Identity	2	2	--	2	2	2	--	1	2	2	2
	CO2	Reflect on the factors which influence one's self Identity	--	3	--	2	3	2	--	1	2	2	2

	CO	Description											
	CO3	Analyse the factors which positively enhance one's professional Identity	1	2	2	2	2	2	2	2	2	2	
	CO4	Appreciate the teacher's role as a facilitator to build students self identity and professional identity	2	2	3	2	3	2	1	1	2	2	2
	CO5	showcase qualities of teacher as a reflective practitioner	2	2	2	1	1	2	1	1	2	--	2
Pedagogy of English Lab (EDH127-P)	CO1	Develop proficiency in all the four skills of	----	1	1	2	----	----	----	3	---	3	3
		English language											
	CO2	Assimilate Accuracy and Fluency in English Language.	----	----	3	3	---	3	---	3	-----	2	2

Course	CO	Description											
	CO3	Communicate effectively (verbally, non-verbally and in writing) to express themselves to be successful Teachers and entrepreneurs.	----	----	2	2	----	3	----	3	----	3	3
Pedagogy of Physical Sciences (EDH128-T)	CO1	To understand the epistemology of science as a school subject in the school curriculum.	1	2	3	3	2	1	1	3	2	1	2
	CO2	To implement various pedagogical approaches to teaching of science at different stages of school.	3	3	3	--	2	2	---	2	1	--	---
	CO3	To plan units and lessons through thematic approach in a holistic manner.	--	--	3	3	3	2	---	3	1	2	---

	CO4	To critically examine teachinglearning process that incorporate enquiry, discovery, activitybased learning, problem solving situations and investigatory projects etc. within the classroom.	---	3	---	2	2	1	2	---	2	--	1
	CO5	To integrate knowledge of science with other school subjects	--	3	2	1	2	1	---	--	3	2	
	CO6	To integrate knowledge of science in day-to-day life	1	---	1	---	3	---	3	2	2	3	3
Pedagogy of Physical Sciencess Lab (EDH128-P)	CO1	Understand the Bloom's Taxonomy of Instructional Objectives and design learning objectives for content related to Physical Science.	2	2	3	2	2	2	3	3	2	3	

Course	CO	Outcome										
	CO2	Understand the micro teaching skills and prepare the micro lesson		3	3	3	2	3	3	3	3	2	3
		plans for each skill.											
	CO3	Learn about the Herbartian lesson plan and prepare the lesson plans for teaching Physical Science.		3	2	2	2	3	3	3	3	2	2
	CO4	Apply different pedagogical approaches to design lesson plans.		2	2	3	2	2	2	2	3	2	3
	CO5	Learn about the test construction and construct a test paper for students' assessment.		2	2	3	2	2	2	2	3	1	3
Pedagogy of Hindi (EDH130-T)	CO1	Comprehend the Nature of Hindi Language	2	2	1	2	3	3	3	2	---	---	---
	CO2	Develop proficiency in all the four skills of Hindi language	3	1	1	2	---	3	----	----	2	3	3

Course	CO	Description										
	CO3	Use appropriate learning Resources while teaching Hindi language	2	1	1	2	2	1	1	1	3	3	---
	CO4	Assimilatevarious approaches,methods and techniques to teach Hindi	3	1	1	2	1	1	2	2	3	---	---
	CO5	Evaluate different language items and skills effectively	3	3	3	2	3	3	1	3	---	2	3
Pedagogy of Hindi Lab (EDH130-P)	CO1	Develop proficiency in all the four skills of Hindi language	----	1	1	2	----	-----	-----	3	---	3	3
	CO2	Assimilate Accuracy and Fluency in Hindi Language.	----	----	3	3	---	3	---	3	-----	2	2

Course	CO	Outcome										
	CO3	Communicate effectively (verbally, non-verbally and in writing) to express themselves to be successful Teachers and entrepreneurs.	----	----	2	2	----	3	----	3	----	3	3
Pedagogy of Sanskrit EDH142-T	CO1	Comprehend the Nature of Sanskrit Language	2	2	1	2	3	3	3	2	-----	---	----
	CO2	Develop proficiency in all the four skills of Sanskrit language	3	1	1	2	------	3	------	-----	2	3	3
	CO3	Use appropriate learning Resources while teaching Sanskrit language	2	1	1	2	2	1	1	1	3	3	------
	CO4	Assimilate various approaches, methods and techniques to teach Sanskrit	3	1	1	2	1	1	2	2	3	---	------
Pedagogy of Sanskrit EDH142-P	CO1	Develop proficiency in all the four skills of	----	1	1	2	----	-----	-----	3	---	3	3

Course	CO	Description											
		Sanskrit language											
	CO2	Assimilate Accuracy and Fluency in Sanskrit Language.	----	----	3	3	---	3	---	3	-----	2	2
	CO3	Communicate effectively (verbally, non-verbally and in writing) to express themselves to be successful Teachers and entrepreneurs.	----	----	2	2	----	3	----	3	----	3	3
Pedagogy of Punjabi (EDH145-T)	CO1	Comprehend the Nature of Language	2	1	1	2	3	3	3	---	3	2	----
	CO2	Develop proficiency in all the four skills of Punjabi language	2	1	1	2	3	2	2	---	2	3	3
	CO3	Use appropriate learning	3	1	1	2	2	1	1	1	3	3	----
		Resources while teaching Punjabi language											

Course	CO	Description											
	CO4	Assimilatevarious approaches,methods and techniques to teach Punjabi	3	1	1	2	1	1	2	2	3	3	2
	CO5	Evaluate different language items and skills skillfully	----	3	3	2	3	3	1	3	2	----	2
Pedagogy of Punjabi (EDH145-P)	CO1	Develop proficiency in all the four skills of Punjabi language	----	1	1	2	----	-----	-----	3	---	3	3
	CO2	Assimilate Accuracy and Fluency in Punjabi Language.	----	----	3	3	---	3	---	3	-----	2	2
	CO3	Communicate effectively (verbally, non-verbally and in writing) to express themselves to be successful Teachers and entrepreneurs.	----	----	2	2	----	3	----	3	----	3	3
Language and Curriculum (EDS123)	CO1	Evaluate different language items and skills effectively	3	3	3	2	3	3	1	3	------	2	3

Course	CO	Outcome											
	CO2	Explain various perspectives of language development	3	3	-	2	3	2	-	1	1	2	2
	CO3	Explore strategies for effective communication	3	3	-	3	3	3	-	2	2	2	2
	CO4	Apply principles of reading and writing skills of children	2	2	-	2	2	2	-	2	2	2	2
Language and Mind (MOOC18E-EDS-102)	CO1	to be familiar with relationship between language and human mind	1	2	2	1	-----	-----	2	3	3	3	2
	CO2	to understand language as a special purpose cognitive ability	1	1	2	1	------	-----	1	3	3	3	1
	CO3	to understand underlying mental computation for natural language processing.	2	1	2	2	3	-------	2	3	3	3	-----
Understanding disciplines and Subjects (EDS124)	CO1	To make academic presentations precisely, logically and effectively.	3	3	2	3	3	3	2	3	2	3	3

	CO2	To analyze the learner oriented and discipline oriented approach to curriculum	2	2	3	2	2	3	3	3	3	3	2
	CO3	To elaborate on disciplinary knowledge in school curriculum	3	3	-	-	-	1	2	2	2	3	2
	CO4	To explain paradigm shifts in nature of disciplines	-	-	1	-	-	2	2	3	2	2	2
Drama and Art in Education (EDW125)	CO1	To develop the skills to use visual art in teaching learning process effectively.	1	2	1	3	2	1	1	2	1	1	2
	CO2	To develop the skills to use literary art in teaching learning process effectively.	1	2	1	3	2	1	1	2	1	1	2

Course	CO	Description										
	CO3	To develop the skills to use performing art in teaching learning process effectively.	1	2	1	3	2	1	1	2	1	1	2
	CO4	To develop the skills to integrate technology and art in teaching learning process effectively.	1	2	1	3	3	1	1	2	1	1	2
General Law	C	Understand	3	2	1	1	1	1	1	1	2	2	1

Course	CO	Description										
for Educators (LWS121)	O1	the historical background and the salient features of the Constitution of India											
	CO2	Explain and summarise the major commercial laws in India	3	2	1	1	1	1	1	1	2	2	1
	CO3	Identify and explain the laws protecting rights of Children in India	3	2	1	1	1	1	1	1	2	2	1

Course	CO	Description											
	CO4	Identify and explain the laws protecting rights of Women in India	3	2	1	1	1	1	1	1	2	2	1
Commercial Laws (LWS122)	CO1	Understand the historical background and the salient features of various commercial laws in India.	3	2	1	1	1	1	1	1	2	2	1
	CO2	Explain and summarise the major laws in India pertaining to governance of business	3	2	1	1	1	1	1	1	2	2	1
	CO3	Identify and explain the laws	3	2	1	1	1	1	1	1	2	2	1

		protecting rights of employees in India											
	CO4	Identify and explain the laws protecting rights of consumers and employees in India	3	2	1	1	1	1	1	1	2	2	1

Course	CO	Outcome											
Preliminary School Internship-Phase-II (EDO126)	CO1	Recognise the contribution of psychological , philosophical and socio - economic factors in optimizing teaching and learning	3	-	-	-	-	3	-	3	3	3	3
	CO2	Articulate experiences of observing the teaching of mentor teacher/ teachers and peers	3	-	-	-	-	3	-	3	3	3	3
	CO3	Present the observations of internship period in a systematic and structured manner in the form of individual and/or Group Tasks	3	-	-	-	-	3	-	3	3	3	3
	CO4	Provide constructive feedback to the peers and accept feedback from them with respect to their teaching	3	3	-	-	-	3	3	-	-	-	-

Course	CO	Description										
	CO5	Appreciate importance of school engagement program as a integral component of teacher training programme	3	3	-	-	-	3	-	3	-	3	3
	CO6	Demonstrate an understanding of the differences between government and private school settings and ways of functioning.	3	3	-	3	-	-	-	3	-	3	3
Spanish-I (FLS101)	CO1	Exchange greetings and do introductions using formal and informal expressions. Understand and use interrogative and answer simple questions.	2	3	3	-	-	-	-	-	-	-	-
	C	Learn Basic	2	3	3	-	-	-	-	-	-	-	-

	O2	vocabulary that can be used to discuss everyday life and daily routines, using simple sentences and familiar vocabulary. Express their likes and dislikes.										
	C O3	Describe them, other people, familiar places and objects in short discourse using simple sentences and basic vocabulary.	1	3	3	-	-	-	-	2	1	-	-
	C O4	Students will be able to understand audio text and comprehend to the same. They will be able to form paragraph using auxiliary verb and basic verbs.	1	1	2	-	-	-	-	3	1	-	-

Course	CO	Outcome											
	CO5	Students will be introduced to Spanish culture and civilization. They will be able to describe various places and locations of Spanish countries.	1	-	-	-	2	1	-	-	-	--	-
German-I (FLS102)	CO1	Students will be able to exchange greetings and introductions using formal and informal expressions. They will be able to ask and answer simple questions.	2	3	3	-	-	-	-	-	-	-	-
	CO2	Students will be able to discuss everyday life and daily routines, using simple sentences and familiar vocabulary.	2	3	3	-	-	-	-	-	-	-	-

| CO3 | Students will be able to identify key details in short, highlycontextualized audio text dealing with a familiar topic, relying on repetition and extra linguistic support when needed. Students will | 1 | 1 | 2 | - | - | - | - | 3 | 1 | - | - |

| | | be able to discuss likes and dislikes, understand simple conversations about familiar topics (e.g., greetings, weather, sports, hobbies and daily activities,) with repetition when needed. | | | | | | | | | | | |

	CO4	Students will be able to differentiate certain patterns of behavior in the cultures of the German-speaking world and the student's native culture. Students will be able to describe various places, location, themselves using simple sentences and vocabulary.	1	3	3	-	-	-	-	2	1	-	-
French-I (FLS103)	CO1	Exchange greetings and do introductions	2	3	3	-	-	-	-	-	-	-	-
		using formal and informal expressions. Understand and use interrogative and answer simple questions.											

	CO2	Learn Basic vocabulary that can be used to discuss everyday life and daily routines, using simple sentences and familiar vocabulary. Express their likes and dislikes.	2	3	3	-	-	-	-	-	-	-	-
	CO3	Describe themselves, other people, familiar places and objects in short discourse using simple sentences and basic vocabulary.	1	3	3	-	-	-	-	2	1	-	-
	CO4	Students will be able to understand audio text and comprehend to the same. They will be able to form paragraph	1	1	2	-	-	-	-	3	1	-	-
		using auxilary verb and basic verbs.											

Course	CO	Description											
	CO5	Students will be introduced to French culture and civilization. They will be able to describe various places and locations of French countries.	1	1	3	-	-	-	-	3	2	-	-
Post Second Semester Summer Training (EDO165)	CO1	To develop interest in listening, speaking, reading & writing.	1	3	---	---	---	---	---	---	---	---	---
	CO2	To comprehend & paraphrase the ideas and their use in professional as well as in personal life	1	3	---	---	---	---	---	---	---	---	---
	CO3	To give presentation in a structured manner on provided topic	1	3	---	---	---	---	---	---	---	---	---
	CO4	To understand the importance of teamwork and its use in professional life.	1	3	---	---	---	---	---	---	---	---	---

Course	CO	Description										
	CO5	To minimize the gap/translation pattern created due to the influence of mother tongue.	1	3	---	---	---	---	---	---	---	---
Skill in Pedagogy I (EDO201)	CO1	Prepare mega lesson plan incorporating essential maxims and principles of teaching	1	-	-	2	3	-	1	2	-	-
	CO2	Deliver the lesson plan in the classroom demonstrating desired pedagogical skills and competencies	1	3	-	1	3	3	1	2	-	-
	CO3	Prepare and utilize the appropriate TLM to facilitate effective teaching	1	1	-	-	3	2	-	1	-	-
	CO4	Make appropriate use of tools and techniques for effective evaluation of students learning	1	-	-	-	3	2	-	1	-	-

Course	CO	Description											
	CO5	Make appropriate use of tools and techniques for effective evaluation of students learning	-	2	3	-	1	1	3	-	-	-	-
	CO6	Utilize peer feedback as a tool to enhance the teaching effectiveness	1	2	-	-	-	-	-	3	-	-	2
Skill in Pedagogy II (EDO202)	CO1	Prepare mega lesson plan incorporating essential maxims and principles of teaching	1	-	-	2	3	-	-	-	-	-	-
	CO2	Deliver the lesson plan in the classroom demonstrating desired pedagogical skills and competencies	1	3	1	1	3	3	-	1	-	-	-
	CO3	Prepare and utilize the appropriate TLM to facilitate effective teaching	1	-	1	-	3	2	-	-	-	1	-

Course	CO	CO Description											
	CO4	Demonstrate effective use of ICT in transacting the curriculum	1	-	1	-	3	2	-	1	-	-	-
	CO5	Make appropriate use of tools and techniques for effective evaluation of students learning	1	2	3	-	-	-	3	-	1	2	-
	CO6	Utilize peer feedback as a tool to enhance the teaching effectiveness	2	-	-	-	-	-	-	3	-	2	2
Reflective Journal (EDN203)	CO1	Introspect one's strength and weakness during classroom teaching	3	---	---	---	---	3	---	3	3	3	3
	CO2	Develop a plan of action to channelize one's strength and improve upon the area of concerns	3	---	---	---	---	3	---	3	3	3	3
	CO3	Envision himself/ herself as an effective prospective teacher	3	---	---	---	---	3	---	3	3	3	3

Course	CO	Outcome										
	CO4	Imbibe the values essential for becoming the reflective and humane practitioner	3	3	---------	---------	---------	3	3	---------	---------	---------	---------
Action Research (EDO237)	CO1	Identity problems faced during the real classroom situation	2	2	2	-	-	-	-	1	3	-	1
	CO2	Offer tentative solutions for the identified problems	2	2	2	-	-	-	-	1	3	-	1

Course	CO	Outcome										
	CO3	Develop a research based systematic plan of action to solve the problem	2	2	2	-	-	-	-	1	3	-	2
	CO4	Execute and evaluate the effectiveness of the solution	2	2	2	-	-	-	1	1	3	-	1
Case Study (EDO238)	CO1	Execute and evaluate the effectiveness of the solution	3	1	3	-	-	-	1	1	3	1	-
	CO2	Collect relevant information about the case identified	3	1	3	-	-	-	1	1	3	1	-

	CO3	Explore the probable causes for the present conditions of the identified case	3	1	3	-	-	-	1	1	3	1	-
	CO4	Propose a plan of action for the improvement / restoration of the subject	3	1	3	-	-	-	1	1	3	1	-
Community Connect Program (EDO239)	CO1	Become sensitive towards the prevailing socioeconomic conditions	3	-	-	-	-	-	-	-	-	3	2
	CO2	Imbibe the universal values of	3	-	-	-	-	-	-	-	-	3	2

		humanity, love and compassion											
	CO3	Appreciate interdependence of various components of society	3	-	-	-	-	-	-	1	-	3	2
	CO4	Contribute to the social welfare by participating in communitybased activities	3	-	-	-	-	-	-	1	-	3	2

Course	CO	Description											
Education in Contemporary India (EDH 214-T)	CO1	Explain diverse social realities and challenges faced by Indian Education System	3	-	3	-	1	-	-	-	-	2	2
	CO2	Examine constitutional provisions and safeguards avaiLable for Indian citizen particularly in context of contemporary Educational set up for bringing social equality	3	-	3	-	1	-	-	-	-	2	2
	CO3	Analyze current educational scenario in light of the recommendations of various Committees, Commissions and National Policies	3	3	-	-	-	3	-	-	2	-	2

Course	CO	CO Statement										
	CO4	Appreciate the role of nodal educational agencies and policy making institutions in national development.	2	-	-	-	-	2	-	-	2	2	2
	CO5	Reflect upon the structural organization of Indian education system and role of teacher in inclusive education	-	2	2	2	-	2	-	-	2	2	2
Education in Contemporary India Lab (EDH214-P)	CO1	Appreciate the policies and schemes developed to achieve the objectives of education	3			2	2					3	
	CO2	Analyse the efforts to achieve the goals of UEE	3				2	2	2			3	1
	CO3	Appreciate the efforts of various agencies in improving the education of children of the country	3				2	1	1			3	
Knowledge	C	Explain the	2	3	2	3	-	1	-----	2	1	2	2

and Curriculum (EDH 206-T)	O1	concept of knowledge and its relationship with various aspects of curriculum Development											
	CO2	Analyse epistemological thoughts of various Indian and western educationists with regard to significant aspects of curriculum	3	2	2	3	1	2	-	2	1	2	2
	CO3	Infer the interrelationship among Education, social forces and curriculum development	2	3	3	2	-	1	------	2	3	3	3
	CO4	Assimilate the process of curriculum development with all its significant components	1	2	2	3	-	1	2	1	2	2	2
	CO5	Reflect on the role of National Level institutions in curriculum Planning	1	2	1	1	-	-------	1	1	2	1	2

Knowledge and Curriculum Lab (EDH 206-P)	CO1	discuss the educational thoughts of great educational thinkers on child entered education	2	3	2	3	-	1	-----	2	1	2	2
	CO2	Analyse epistemological thoughts of various Indian and western educationists with regard to significant aspects of curriculum	3	2	2	3	1	2	-	2	1	2	2
	CO3	To comprehend curriculum process and practice	2	3	3	2	-	1	------	2	3	3	3
Gender School and Society (EDS207)	CO1	To develop a positive notion on sexuality amongst young people.	2	2	2	2	2	2	3	3	3	3	3
	CO2	To identify social construction of gender under the lens of class and caste intersectionality.	3	2	3	1	2	2	1	2	3	1	2

	CO3	To analyse the role of schools in promoting gender equality through value education.	1	3	2	2	1	3	2	1	3	2	3
	CO4	To develop a strategic approach	1	1	3	2	1	2	2	1	3	2	3

		towards women empowermen t with the support of government agencies.											
Understandin g the Self (EDW217)	CO1	Assimilate the concept of Self Identity	2	2	------	2	2	2	-----	1	2	2	2
	CO2	Reflect on the factors which influence ones self Identity	-----	3	------	2	3	2	------	1	2	2	2
	CO3	Analyse the factors which positively enhance one's professional Identity	1	2	1	1	1	2	2	1	2	2	2

Course	CO	Outcome										
	CO4	Appreciate the teaches role as a facilitator to build students self identity and professional identity	2	2	3	2	3	2	1	1	2	2	2
	CO5	showcase qualities of teacher as a reflective practioner	2	2	2	1	1	2	1	1	2		2
Critical Understandin g of ICT in EducationII(CSW115B)	CO1	Understandin g basic conditional formatting and Implement filters on data for analysis.	-	1	3	-	3	2	3	2	-	-	-

| | CO2 | Create pivot table for data analysis and Lookup operation on data. | - | 1 | 3 | - | 3 | 2 | 3 | 1 | - | - | - |
| | CO3 | Configure google site: header,pages, link, image and Configure Google Suite to colLaborate and publish. | - | 1 | 2 | - | 3 | 3 | 1 | 3 | - | 3 | - |

Course	CO	Outcome	1	2	3	4	5	6	7	8	9	10	11
	CO4	To implement basic programming logic using Turtle Block.	-	1	1	-	2	1	1	1	-	-	-
School Organization & Management (EDS227)	CO1	Use various strategies to create positive school climate	3	3	3	2	---	2	----	3	---	2	2
	CO2	Analyse various features of school as an organization.	----	----	3	3	---	3	---	3	----	2	2
	CO3	Discuss different components of school management	----	----	3	3	----	3	----	3	----	2	2
	CO4	Assimilate the concept and process of educational administration	1	1	3	2	---	2	----	3	---	2	2

Course	CO	Outcome	1	2	3	4	5	6	7	8	9	10	11
E-Learning (EDW228)	CO1	Understand concept of elearning and key concepts	1	1	3	1	1	1	1	3	1	1	1
	CO2	Use blended learning approach in e-learning	3	2	2	2	3	3	1	3	1	2	2
	CO3	Use different online tools and resources in assessment	2	3	3	3	3	1	3	1	2	1	2

	CO4	Explore and use the potentialities of Information Communication Technology for collaborative, constructive & inquirybased learning	2	3	2	3	3	2	3	1	2	2	2
CDO106 Professional Communication-II	CO1	Students will be able to exhibit effective reading and writing skills in a professionally stimulated environment..	3	1	-	-	-	-	-	-	-	-	-
	CO2	Students will be able to enhance skills to effectively deliver formal and informal presentations to a variety of audiences in multiple contexts.	1	2	-	-	-	-	-	-	-	2	-

Course	CO	Statement										
	CO3	Students will be able to learn grammatically correct formal writing skills.										
Basics of Economics (MCS231)	CO1	To comprehend the economic problems of the society	1	1	1	1	--	--	--	--	1	1	1
	CO2	To analyze the laws of utility, demand and supply and their measurement	2	1	2	1	--	--	--	--	1	2	3
	CO3	To explain the laws of production and various concepts of costs	2	1	--	--	--	--	--	--	2	1	1

Course	CO	Statement										
	CO4	To elaborate the various market forms	1	1	1	1	--	--	--	--	1	1	1
Introduction to Finance (MCS232)	CO1	To take an overview of Financial management and its need to take financial decisions.	2	1	1	1	--	--	--	--	3	2	2

	CO	Description										
	CO2	To understand financial statements and distinguish between profit & loss and Balance sheet of different business organizations.	1	1	1	1	--	--	--	--	1	1	1
	CO3	To identify the different sources of long term finance and differentiate amongst equity, preference and Debt	2	1	2	1	--	--	--	--	1	2	3
	CO4	To elaborate and apply various techniques of capital budgeting and analyze cost of capital and capital structure	1	1	--	--	--	--	--	--	3	1	1
Basics of Entrepreneurship (MCS368)	CO1	Students will be able to identify a problem worth solving using Jobs-to-be-Done (JTBD) methodology and empathize with the customer to	1	1	1	1	--	--	--	--	1	1	1

CO2	Students will be able to craft their solutions using the Value Proposition Canvas by defining the gain creators and pain relievers	2	1	1	1	--	--	--	--	3	2	2
CO3	Students will be able to create your own business model using the Lean Canvas template	1	1	1	1	--	--	--	--	1	1	1
CO4	Students will be able to build solution demo, validate solution demo, build and	2	1	2	1	--	--	--	--	1	2	3

Course	CO	Description											
		validate MVP or pivot through MVP interviews											
Principles of Management (MOOC 22E-EDS-203)/ Principles of Human Resource Management (MOOC 19E-EDS-203)	CO1	To know about staffing/recruitment	1	1	-	-	-	-	-	-	-	1	1
	CO2	To explore performance management and appraisal process	1	1	-	-	-	-	-	-	-	2	1
	CO3	To explore training and development	1	1	-	-	-	-	-	-	-	2	1
	CO4	To evaluate processes of career management	1	1	-	-	-	-	-	-	-	2	1
Inclusive pedagogy EDW258	CO 1	To understand the concept of diversity and inclusion.	3	2	3	3	3	3	2	1	1	2	-
	CO 2	Explicate the national & key international policies & frameworks facilitating inclusive education.	1	-	-	-	1	1	1	1	1	1	1

Course	CO	Course Outcome										
	CO 3	To develop the skills for adaptation and modification with respect to various disabilities.	----	3	----	2	2	1	2	----	2	----	1
	CO 4	To apply the principles of Universal Design for Learning in teaching learning process.	----	3	----	2	2	1	2	----	2	----	1
Professional Competency Education CDO232	**CO1**	Develop proficiency in resume building and drafting effective cover letters	-	2	1	-	-	-	-	-	-	-	-
	CO2	Enhance their ability to write, read, comprehend and communicate effectively to increase the productivity of business.	-	2	1	-	-	-	-	-	-	-	-
	CO3	Students will be able to learn grammatically correct formal writing skills.	-	3	-	-	-	-	-	-	-	2	-
Women and Child Laws LWS125	CO1	To make students aware of basic human rights of women	3	2	1	1	1	1	1	1	2	2	1

	CO2	To make students aware of the laws for protection of women against exploitation											
	CO3	To make students aware of rights of children against exploitation and constitutional provisions	3	2	1	1	1	1	1	1	2	2	1
Peace and Value Education (EDS220)	CO1	To understand the nature of values and importance of value education in present day Indian society	2	2	---	2	2	2	-----	1	2	2	2
	CO2	-To get oriented with the need and role of yoga and meditation for inner harmony	----	3	---	2	3	2	---	1	2	2	2
	CO3	-To understand impact of social processes on moral development	1	2	1	1	1	2	2	1	2	2	2

Course	CO	Outcome											
	CO4	-To get oriented with various strategies of value orientation	2	2	3	2	3	2	1	1	2	2	2
Guidance and Counselling (EDS221) / (MOOC-23E-EDS-403)	CO1	The students will apply the knowledge of guidance and counselling in real life situations	3	3	3	-	-	-	2	2	2	2	2
	CO2	The student will imbibe and demonstrate qualities of an effective counsellor	3	3	2	-	-	-	3	3	1	2	2
	CO3	The student will demonstrate various approaches of guidance and counselling	2	2	2	-	-	-	2	2	2	1	2
	CO4	The student will effectively use tools for testing and evaluating different techniques for assessment	1	1	1	-	-	-	2	3	1	1	2

Course	CO	Statement	1	2	3	4	5	6	7	8	9	10	11
Yoga and Health Education EDW304	CO1	Acquire knowledge of theoretical concepts of Yoga and Meditation inrelation to holistichealth	2	2	3			2		2	2	2	3
	CO2	Apply knowledge of Yogic and meditation-based practices indeveloping sound physical and mental wellbeing	2	2	3	.....	.....	2	.....	3	2	3	3
	CO3	Develop their personality with a sense of identity and meaning throughthe practice of Meditation	3	3	3	.....	.....	2	.....	3	2	3	3
	CO4	Build awareness of the importance of Yoga and Meditation ineducational context	3	3	3	.....	.....	2	.....	2	2	2	3

Course	CO	Description											
Human Rights in Education(EDS222)	CO1	To inculcate the knowledge of the Human Rights.	2	2	----	2	2	2	----	1	2	2	2
	CO2	To Realize the importance and need of human rights	----	3	----	2	3	2	----	1	2	2	2
	CO3	To Comprehend	1	2	1	1	1	2	2	1	2	2	2

Course	CO	Description											
		the role of the Constitution in human rights											
	CO4	To Comprehend the role of human rights in their life	2	2	3	2	3	2	1	1	2	2	2
Environment and Education(EDS223)	CO1	To understand about the concept of environmental education	2	2	1	1	2	2	2	2	----	----	2
	CO2	To develop sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.	2	2	2	3	2	2	1	2	----	----	2

	CO3	To build up a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.	2	2	2	1	3	2	2	1	----	----	2
	CO4	To widen reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature.	1	1	2	2	2	2	1	2	----	----	2
School Leadership and Management (EDS236)	CO1	understand key leadership theories and ideas, from inside and outside education, and apply these to thinking about their own practice	2	-	2	-	-	3	--	3	-	-	-

	CO2	draw on evidence from research and practice to develop knowledge with an understanding of what is known about effective leadership	2	-	-	-	-	3	--	3	-	-	-
	CO3	relate these to their own leadership context in planning actions	3	-	-	-	-	3	--	3	-	-	-
	CO4	undertake practicebased tasks enabling selfevaluation of their leadership in action.	3	-	3	-	-	3	--	3	-	-	-
	CO5	develop their reflective practice skills to help them to evaluate	3	-	3	-	-	3	--	3	2	-	-

		and improve their own leadership practice											

Course	CO	Statement										
	CO6	learn collaboratively, supported by a mentor, to share insights, and develop knowledge and skills.	3	-	3	-	-	3	--	3	-	-	-
Educational Leadership (MOOC21O-EDS-401)	CO1	understand key leadership theories and ideas, from inside and outside education, and apply these to thinking about their own practice	2	-	2	-	-	3	--	3	-	-	-
	CO2	draw on evidence from research and practice to develop knowledge with an understanding of what is known about effective leadership	2	-	-	-	-	3	--	3	-	-	-
	CO3	relate these to their own leadership context in planning actions	3	-	-	-	-	3	--	3	-	-	-
	CO4	undertake practice-	3	-	3	-	-	3	--	3	-	-	-

	based tasks enabling self-evaluation of their leadership in action										