



# **MANAV RACHNA UNIVERSITY**

**FACULTY OF EDUCATION & HUMANITIES**

**DEPARTMENT OF EDUCATION**

**PROGRAM STRUCTURE**

**&**

**DETAILED SYLLABUS**

**B.Ed.**

**BATCH: 2020-2022**

MANAV RACHNA UNIVERSITY  
FACULTY OF EDUCATION AND HUMANITIES  
B.Ed. EDU01 (Session 2020-22)

SEMESTER - I									
SUBJECT CODES	SUBJECT NAME	OFFERING	COURSE NATURE	COURSE TYPE	L	T	P	NO. OF	NO. OF
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				0		2		
EDH102-T	Foundations of Education	Edu.	Hard Course	CORE	3	0	0	5	4
EDH102-P	Foundations of Education				0		2		
EDH108-T	Pedagogy of Social Science	Edu.	Hard Course	CORE/ELECTIVE	3	0	2	5	4
EDH108-P	Pedagogy of Social Science								
EDH109-T	Pedagogy of Biological Science								
EDH109-P	Pedagogy of Biological Science								
EDH110-T	Pedagogy of Mathematics								
EDH110-P	Pedagogy of Mathematics								
EDH129-T	Pedagogy of Economics								
EDH129-P	Pedagogy of Economics								
EDH143-T	Pedagogy of Home Science								
EDH143-P	Pedagogy of Home Science								
EDH155-T	Pedagogy of Music								
EDH155-P	Pedagogy of Music Lab								
EDS103	Creating an Inclusive Classroom	Edu.	Hard Course	CORE	1	0	2	3	2
EDW104	Reading and Reflecting on Texts	Edu.	Workshop	CORE	0	0	3	3	1.5
CSW114B	Critical Understanding of ICT in Education-I	Edu.	Workshop	CORE	0	0	3	3	1.5
EDO106	Preliminary School Internship-Phase-1*	Edu.	School Internship	CORE	0	0	0	0	2
EDS107	Communicative English	Edu.	Soft Course/NPTEL	CORE	1	0	2	3	2
MOOC-210-EDS-101	Developing soft skills and personality				0	0	0	0	
EDO 144	Co Curricular Activities	Edu.	NTCC	CORE	0	0	2	2	0.5
<b>TOTAL (L-T-P/CONTACT HOURS/CREDITS)</b>					<b>11</b>	<b>0</b>	<b>16</b>	<b>27</b>	<b>21.5</b>

\* Preliminary School Internship-Phase-1 will be of two weeks.

SEMESTER - II									
SUBJECT CODES	SUBJECT NAME	**OFFERING	*COURSE NATURE	COURSE TYPE	L	T	P	NO. OF	NO. OF
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								
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 Science								
EDH128-P	Pedagogy of Physical Science 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									
EDS123	Language and Curriculum				1	0	2			
MOOC-18E-EDS-102	Language and Mind	Edu./NPTEL	Soft Course	CORE	0	0	0	3	2	
	Understanding disciplines and Subjects	Edu.	Soft Course	CORE	1	0	2	3	2	
EDW125	Drama and Art Education	Edu.	Workshop	CORE	0	0	3	3	2	
LWS121	General Laws for Educators									
LWS122	Commercial Law	LAW	Soft Course	Elective	1	0	2	3	2	
EDO126	Preliminary School Internship-Phase-II **	Edu.	School Internship	CORE	0	0	0	0	2	
FLS101	Spanish-I									
FLS102	German-I									
FLS103	French-I	MRCFL	ELECTIVE	UNIVERSITY COMPULSORY	1	1	0	2	0	
<b>TOTAL (L-T-P/CONTACT HOURS/CREDITS)</b>					#REF!	1	#REF!	24	18	
<b>POST SECOND SEMESTER SUMMER TRAINING (EDO165) (1.5 Credits)</b>										

#### SEMESTER - III

SUBJECT CODES	SUBJECT NAME	OFFERING	COURSE NATURE	COURSE TYPE	L	T	P	NO. OF	NO. OF
EDH214-T	Education in Contemporary India				3	0	0		
EDH214-P	Education in Contemporary India Lab	Edu.	Hard Course	Core	0	0	2	5	4
EDH206-T	Knowledge and Curriculum				3	0	0		
EDH206-P	Knowledge and Curriculum Lab	Edu.	Hard Course	Core	0	0	2	5	4
EDS227	School Organization & Management	EDU	Soft Course	Core	2	0	0	2	2
EDS207	Gender School and Society	Edu.	Soft Course	Core	1	0	2	3	2
EDW217	Understanding the Self	Edu.	Workshop	Core	0	0	3	3	1.5
MOOC-19E-EDS-201	Principle of Human Resource management				0	0	0		
MCS231	Basics of Economics								
MCS232	Introduction to Finance	MGT	Soft Course	ELECTIVE	1	0	2	3	2
CSW115B	Critical Understanding of ICT in Education-II	EDU	Workshop	Core	0	0	3	3	1.5
EDW228	E-Learning	Edu	Workshop	Core	0	0	3	3	1.5
EDS220	Peace and Value Education								
EDS221	Guidance and Counselling								
EDS222	Human Rights in Education								
EDS223	Environmental Education								
EDS236	School Leadership and Management								
MOOC-21O-EDS-401	Educational Leadership	EDU	Soft Course	ELECTIVE	1	0	2	3	2
<b>TOTAL (L-T-P/CONTACT HOURS/CREDITS)</b>					11	0	19	30	20.5

#### SEMESTER - IV

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

This semester shall entail a field engagement of 16 weeks, wherein first week will be dedicated to classroom observation. In the following 15 weeks of school internship, student teacher will be engaged in a holistic teaching experience.



**MANAV RACHNA  
UNIVERSITY**

Declared as State Private University vide Haryana Act 26 of 2014

# PROGRAMME BOOKLET

Bachelor of Education (B.Ed.) (EDU01)  
(Batch: 2020-2022)

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.

SUBJECT CODES	SUBJECT NAME	OFFERING DEPT	COURSE/NATURE	COURSE TYPE	L	T	P	O	CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH101-T	Child Development and Teaching Learning Process	Edu.	Hard Course	Core	3	0	0	0	5	4
EDH101-P	Child Development and Teaching Learning Process Lab				0	0	2	0		
EDH102-T	Foundations of Education	Edu.	Hard Course	Core	3	0	0	0	5	4
EDH102-P	Foundations of Education Lab				0	0	2	0		
EDH108-T	Pedagogy of Social Sciences	Edu.	Hard Course	Core	3	0	2	0	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									
EDS103	Creating an Inclusive Classroom	Edu.	Hard Course	Core	1	0	2	0	3	2
EDW104	Reading and Reflecting on Texts	Edu.	Workshop	Core	0	0	3	0	3	1.5
CSW114B	Critical Understanding of ICT in Education-I	Edu.	Workshop	Core	0	0	3	0	3	1.5
EDO106	Preliminary School Internship-Phase-I	Edu.	Outcome/ School Internship	Core	0	0	0	0	0	2
EDS107	Communicative English	Edu.	Soft Course/NP TEL	Elective	1	0	2	0	3	2
MOOC-210-EDS101	Developing Soft Skills and Personality				0	0	0	0	0	
EDO144	Co-Curricular Activities	Edu.	NTCC	Core	0	0	2	0	2	0.5
TOTAL (L-T-P-O)/CONTACT HOURS/CREDITS)				0	1	0	1	0	29	21.5
					1	8				

Semester II

SUBJECT CODES	SUBJECT NAME	OFFERING DEPT	COURSE/NATURE	COURSE TYPE	L	T	P	O	CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH121-T	Learning and Teaching	Edu.	Hard Course	Core	3	0	0	0	5	4
EDH121-P	Learning and Teaching Lab				0	0	2	0		
EDH122-T	Assessment for Learning	Edu.	Hard Course	Core	3	0	0	0	5	4
EDH122-P	Assessment for Learning Lab				0	0	2	0		
EDH111-T	Pedagogy of Commerce	Edu.	Hard Course	Elective	3	0	2	0	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									
EDS123	Language and Curriculum	Edu./N PTEL	Soft Course	Core	1	0	2	0	3	2
MOOC- 18E- EDS102	Language and Mind				0	0	0	0		
EDS124	Understanding disciplines and Subjects	Edu.	Soft Course	Core	1	0	2	0	3	2
EDW125	Drama and Art Education	Edu.	Workshop	Core	0	0	3	0	3	2
LWS121	General Laws for Educators	LAW	Soft Course	Electi ve	1	0	2	0	3	2
LWS122	Commercial Laws									

EDO126	Preliminary School Internship-Phase-II	Edu.	Outcome/ School Internship	Core	0	0	0	0	0	2
FLS101	Spanish-I	MRCFL	Audit	University Compulsory	1	1	0	0	2	0
FLS102	German-I									
FLS103	French-I									
TOTAL (L-T-P-O) /CONTACT HOURS/CREDITS)					15	13	10	0	29	22
EDO165	Post Second	Edu.							30	1.5
	Semester Summer Training									

### Semester III

SUBJECT CODES	SUBJECT NAME	OFFERING DEPT	COURSE/NATURE	COURSE TYPE	L	T	P	O	CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH214-T	Education in Contemporary India	Edu.	Hard Course	Core	3	0	0	0	3	4
EDH214-P	Education in Contemporary India Lab	Edu.	Hard Course	Core	0	0	2	0	2	
EDH206-T	Knowledge and Curriculum	Edu.	Hard Course	Core	3	0	0	0	3	4
EDH206-P	Knowledge and Curriculum Lab	Edu.	Hard Course	Core	0	0	2	0	2	
EDS207	Gender School and Society	Edu.	Soft Course	Core	1	0	2	0	3	2
EDW217	Understanding the Self	Edu.	Workshop	Core	0	0	3	0	3	1.5
CSW115B	Critical Understanding of ICT in Education-II	CST	Workshop	Core	0	0	3	0	3	1.5
EDS227	School Organization and Management	Edu.	Soft Course	Core	1	0	2	0	3	2

EDW228	E-Learning	Edu.	Workshop	Core	0	0	3	0	3	1.5
MCS231	Basics of Economics	MGT	Soft Course	Elective	1	0	2	0	3	2
MCS232	Introduction to Finance				0	0	0	0	0	
MOOC-19E-EDS201	Principles of HRM	MOOC			0	0	0	0	0	
EDS220	Peace and Value Education	Edu	Soft Course	Elective	1	0	2	0	3	2
EDS221	Guidance and Counselling									
EDS222	Human Rights in Education									
EDS223	Environment and Education									
EDS236	School Leadership and Management									
MOOC-21O-EDS401	Educational Leadership									
TOTAL (L-T-P-O)/CONTACT HOURS/CREDITS)					10	0	21	0	31	20.5

**SemesterIV**

SUBJECT CODES	SUBJECT NAME	OFFERING DEPT	COURSE/NATURE	COURSE TYPE	L	T	P	O	CONTACT HOURS PER WEEK	NO. OF CREDITS
EDO201	Skill in Pedagogy I	Edu.	Outcome	Core	0	0	0	0	0	6
EDO202	Skill in Pedagogy II	Edu.	Outcome	Core	0	0	0	0	0	6
EDN203	Reflective Journal	Edu.	NTCC	Core	0	0	0	0	0	2
EDO237	Action Research	Edu.	Outcome	Elective	0	0	0	0	0	2
EDO238	Case Study		Outcome		0	0	0	0	0	
EDO239	Community Connect Programme	Edu.	Outcome	Core	0	0	0	0	0	1.5
TOTAL (L-T-P-O)/CONTACT HOURS/CREDITS)					0	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	31	20.5
5	IV	0	17.5
Total		118	82.5

## Semester I (Programme Structure)

SUBJECT CODES	SUBJECT NAME	OFFERING DEPT	COURSE/NATURE	COURSE TYPE	L	T	P	O	CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH101-T	Child Development and Teaching Learning Process	Edu.	Hard Course	Core	3	0	0	0	5	4
EDH101-P	Child Development and Teaching Learning Process Lab				0	0	2	0		
EDH102-T	Foundations of Education	Edu.	Hard Course	Core	3	0	0	0	5	4
EDH102-P	Foundations of Education Lab				0	0	2	0		
EDH108-T	Pedagogy of Social Sciences	Edu.	Hard Course	Core	3	0	2	0	5	4
EDH108-P	Pedagogy of Social Sciences Lab									
EDH109-T	Pedagogy of Biological Sciences	Edu.	Hard Course	Core	3	0	2	0	5	4
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									
EDS103	Creating an Inclusive Classroom	Edu.	Hard Course	Core	1	0	2	0	3	2
EDW104	Reading and Reflecting on Texts	Edu.	Workshop	Core	0	0	3	0	3	1.5
CSW114B	Critical Understanding of ICT in Education -I	Edu.	Workshop	Core	0	0	3	0	3	1.5

EDO106	Preliminary School Internship -Phase-I	Edu.	Outcome/ School Internship	Core	0	0	0	0	0	2	
EDS107	Communicative English	Edu.	Soft Course/NPT EL	Elective	1	0	2	0	3	2	
MOOC-21OEDS-101	Developing Soft Skills and Personality				0	0	0	0	0		
EDO144	Co-Curricular Activities	Edu.	NTCC	Core	0	0	2	0	2	0.5	
TOTAL (L-T-P-O)/CONTACT HOURS/CREDITS)					0	11	0	18	0	29	21.5

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SEMESTER I  
Detailed Syllabus

Course Title/Code	Child Development and Teaching Learning Process (EDH101-T)	
Course Type	Core	
Course Nature	Hard	
L-T-P-O Structure	3-0-0-0	
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	To develop the understanding of different dimensions and stages of human development.	Employability
CO2	To identify the needs and problems of adolescents.	Employability
CO3	Enrich student teachers with ways of addressing the diversity in class.	Skill Development
CO4	To reflect upon different theories of human development in context of the present scenario.	Entrepreneurship
CO5	To 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-O Structure	0-0-2-0	
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 (EDH102-T)	
Course Type	Core	
Course Nature	Hard	
L-T-P-O Structure	3-0-0-0	
Credits	3	
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 Friere

**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 UNESCO 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	Foundations of Education Lab (EDH102-P)	
Course Type	Core	
Course Nature	Hard	
L-T-P-O Structure	0-0-2-0	
Credits	1	
Course Objective	To orient the students about the philosophical and sociological foundation of Education	
Course Outcomes (COs)		Mapping
CO1	Apply the philosophical understanding of Education into the real classroom situation	Employability
CO2	Reflect upon the Socio Cultural aspect of Education through practical activities	Employability
CO3	Appreciate the contribution of various Indian and western Educationists in shaping the Indian Education System with reference to the present scenario	Entrepreneurship
Prerequisites (if any)	NA	

### Practical Activities

1. Report writing based on visits made to schools practicing innovative philosophies in areas of education like inclusive education, gender sensitization, secularism and any other crucial area.
2. A Survey regarding ground realities of implementation of the provisions of RTE in any one school in the neighborhood.
3. Group discussions on any suitable topics concerning contemporary society like aggression among youth, misuse of democracy, implications of secularism etc. and to reflect upon different viewpoints.
4. Organization of and participation in street plays /dramas/ declamation/ debates/ any other suitable activity on any theme of Philosophical perspectives of Socio-Political scenario in India.
5. Preparation of quotation boards to display quotes of great philosophers in the college premises.

### Reference Book and Readings

1. Govt. of India. MHRD (1986, Revised 1992) *National Policy of Education*, New Delhi.
2. NCERT (2014). *Basics of Education*. NCERT: Publication Division.
3. R. S. Peters (Ed.) (1967) *The concept of education*. London: Routledge & Kegan Paul.

4. Rajput, J.S. (2006). *Human Values and Education*. New Delhi: Pragun Publications.
5. Saraswathi T S (1999). *Culture, Socialization and Human Development*. Sage Publication.
6. Sharma, A. P. (2010). *Indian and Western Educational Philosophy*. New Delhi: Unicorn Books.
7. Walia, J.S. (2011). *Philosophical, Sociological and Economic Bases of Education*. Jalandhar: Ahim Paul Publishers.

**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	2	-	1	2	3	3	-	2	3	3	3



Course Title/Code	Pedagogy of Social Sciences (EDH108-T)	
Course Type	Elective	
Course Nature	Hard	
L-T-P-O	(3-0-0-0)	
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	To gain an understanding of the nature and scope of Social Sciences as a School Subject.	Employability
CO2	To develop an insight into the different approaches and methods of teaching Social Sciences.	Skill Development
CO3	To plan lessons based on different approaches, methods and techniques to facilitate learning of Social Sciences.	Skill Development
CO4	To understand different ways of assessing learner performance and providing additional support to the learners.	Skill Development
CO5	To explore the use and relevance of different learning resources in teaching of Social Science.	Skill Development
Prerequisites (if any)	Knowledge of Basic concepts of Social Sciences	

**SECTION A  
NATURE AND  
SCOPE OF SOCIAL  
SCIENCES**

Concept of Social Sciences and Social Studies, Scope of Social Sciences, 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. 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. Methods: project method, field trip, excursion, role play, dramatization, problem solving, exploratory, concept mapping, Storytelling, Observational Method, Assignment Method, Discussion method. Strategies and Techniques used in teaching-learning process. Models of teaching in social science education – information processing, concept attainment, jurisprudential social situation, NTeQ and social inquiry models

### **SECTION C PEDAGOGICAL PLANNING**

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. Unit Planning, and Micro Teaching, 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.

### **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. Construction of Achievement test, Diagnostic test and remedial teaching, Evaluation- meaning, types, importance, Action research: Concept and Identification of problems faced by the teachers in the classroom

#### **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-O	(0-0-2-0)	
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 Science	

### 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-O Structure	3-0-0-0										

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	1	3	1
CO2	2	2	3	2	2	2	2	3	2	3	2
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	3	3	2	3	3

Course Title/Code	Pedagogy of Biological Sciences Lab (EDH109-P)	
Course Type	Elective	
Course Nature	Hard	
L-T-P-O Structure	0-0-2-0	
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	Apply different pedagogical approaches and methods of teaching Biological Sciences into the real classroom situation	Skill Development
CO2	Make use of Constructivist approach of knowledge in the teaching of content in Biological Sciences.	Employability
CO3	Develop and Execute lesson plans incorporating essential aspects of lesson planning.	Entrepreneurship
CO4	Design various assessment strategies and tool related to Biological Sciences	Entrepreneurship and Skill Development
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	2	3	2	3	2
CO2	3	2	2	2	3	3	3	3	2	2	2
CO3	3	3	3	2	3	3	3	3	2	3	3
CO4	2	2	3	2	2	2	3	3	2	3	3
Course Title/Code	Pedagogy of Mathematics (EDH110-T)										
Course Type	Elective										
Course Nature	Hard										
L-T-P-O Structure	3-0-0-0										
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 classroom.	Skill Development
Prerequisites (if any)	Basic Knowledge of the concepts 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, Bhaskaracharya, Shakuntala Devi. Vedic mathematics

**SECTION B  
EXPLORING  
MATHEMATICS**

Correlation of mathematics with other subjects, Writing objectives in Behavioral Terms- Blooms Taxonomy, 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 stage according 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 transacting the 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 group on teaching of mathematics*. New
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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	3	3	3	2	–	2	–	3	2	–	3	
CO2	2	–	3	–	3	2	2	3	2	3	3	
CO3	2	2	1	–	2	1	–	3	–	3	3	
CO4	2	–	–	2	3	2	2	–	2	1	3	
CO5	2	2	1	2	–	1	2	3	–	3	3	
CO6	1	1	3	–	2	–	2	–	–	3	3	
Course Title/Code	Pedagogy of Mathematics Lab (EDH110-P)											
Course Type	Elective											
Course Nature	Hard											
L-T-P-O Structure	0-0-2-0											
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
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### **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 stage according 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 transacting the 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-O Structure	(3-0-0-0)											
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								Skill Development			
CO5	Apply different ways of assessing learner performance and providing additional support to the learners								Skill Development			
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-O Structure	0-0-2-0	
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, Ludhiana141008.
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	Core/ Hard										
L-T-P-O Structure	3-0-0-0										
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 process 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 the Concepts 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-O Structure	0-0-2-0										
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 the concepts of Home Science	

### Practical Activities

1. Designing laboratory experiences for use in 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-O Structure	(3-0-0-0)	
Credits	1	
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) Relationship of 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. Jalandhar.
- 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-O Structure	(0-0-2-0)	
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 concepts 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. Jalandhar.
- 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 (EDS103)										
Course Type	Core										
Course Nature	Soft										
L-T-P-O Structure	1-0-2-0										
Credits	2										

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  
CONCEPT**

Understanding diversities, Transition from Segregation to Inclusion, aims and objectives, Characteristics of Inclusive Education, Important aspects for Inclusive Education: Circle of Inclusion, Models of Inclusive education (Strategies intervention model, team teaching model, full inclusion model, circle of inclusion method).

**SECTION B  
OVERCOMING  
CHALLENGES IN  
INCLUSIVE  
EDUCATION**

barriers in inclusive education (attitudinal, infrastructural, curriculum, assessment, funding, expectations, organizational values) Salamanca statement and framework, PWD Act 1995, RCI Act 1992, RPWD Act, UNCRPD, Sarva Shiksha Abhiyaan, National Policy for Persons with Disabilities (2006), fundamental constitutional rights for persons with disability.

**SECTION C  
ADDRESSING  
DIVERSITY  
THROUGH  
INCLUSIVE  
EDUCATION**

Visual Impairment, Hearing Impairment, Speech Impairment, Orthopaedic Impairment, Intellectual Impairment, Learning disabilities, Autism Spectrum Disorder, Attention Deficit

Hyperactivity disorder.

## **SECTION D INCLUSIVE EDUCATION AND ITS PRACTICES**

Adaptations (Modifications and Accommodations), creative educational aids and empathetic practices. Parent-School partnership, Universal Design in Learning; Individualized/Group Education Programme, Inclusive lesson plan, Differentiating Instruction(peer tutoring and peer mediated instruction and interventions, co-opertive learning and co-operative teaching assignments, self regulated learning),Inclusive instruction strategies at school level- Remedial help, team teaching, co-teaching, student assistance teams, buddy system, circle of friends, Parent involvement, Provisions pertaining to appearing in examination for CWSN (As available in CBSE and ICSE).

### **Practical Activities**

1. Conduct an interview with a special education teacher and write a report on her/his challenges in addressing the needs of her students.
2. Visit a school having a Special Educational Needs (SEN) department and enlist the provisions that exist there to cater to the diverse needs of learners with special needs.
3. Read the story 'A Different Kind of School' from Class-6 NCERT English book and mention two activities that you as a teacher would conduct to sensitize your students on disability.
4. Study in detail the symptoms of Autism/ ADHD and enact those symptoms through a role play.
5. Prepare a 10-15 point questionnaire for children of economically weaker section attempting to identify their challenges. 6. Any other suitable activity

### **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 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-O Structure	0-0-3-0	
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, Factual, Expository, Historical work, Policy documents, Ethnographies. Process of critical and reflective reading

### **SECTION B**

Concept and distinguishing features of reflective writing, writing with a sense of purpose; Writing Skills for Teachers: writing letters, applications, reports, minutes, and essays; writing about research; writing annotations, references and bibliography; writing journals and reflective diaries, etc.

#### **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 be from 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.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf](http://www.arvindguptatoys.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 comprehension exercises. 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](http://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	Critical Understanding of ICT in Education-I (CSW114B)	
Course Type	Core	
Course Nature	Workshop	
L-T-P-O Structure	0-0-3-0	
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	Describe and perform basic word processing skills;	Skill development
CO4	Enhance a word-processed document by including appropriate visual components.	Entrepreneurship
Prerequisites (if any)	NA	

**SECTION A  
INTRODUCTION  
TO  
INFORMATION  
AND  
COMMUNICATIO  
N TECHNOLOGY**

Introduction to Computer Systems: Characteristics and Components of a computer system, Memory – Primary & Secondary, Input Devices, Output Devices, Hardware and Software Operating System: Microsoft Windows - Versions of Windows, Basic Windows elements, Folder and File management, using essential accessories: Calculator, Notepad, Paint, WordPad.

Utility of My Computer, My Documents, Recycle bin, My Network Places, Control Panel, Searching Files, Introduction to Internet: Introduction to internet, www, urls, portals, web browsers, IP addresses, searching and downloading content, e-mail, intranet. Word Processing:



Creating and handling documents, Editing, Spell check, Formatting, Tables, Macros, Mail merge, Page setting, Headers and footers, Printing documents

**SECTION B  
SPREADSHEETS  
AND  
PRESENTATION  
PACKAGE**

Spreadsheet Package: Creating and handling workbook and spreadsheet, Editing, Formatting, Cell referencing, Formulae and Functions, Charts and Graphs, Macros, Views, Sorting, Page setting, Headers and footers, Printing worksheets. Presentation Package: Creating and handling presentations, Using templates, Views, Handling Master slide - Notes and Handouts, Slide Design and layout, Animations, Transition, Slide Show, Custom Show, Timing, Headers and footers, Printing Presentations and handouts.

**Practical Activities**

1. Construction of an portfolio and question papers of his teaching subjects
2. Preparing and transacting a lesson infusing ICT resources (using appropriate hardware and software) and evaluating it.
3. Students progress record- Tabulation, and graphical representation of results of an Academic test.
4. Project/Problem based learning (PBL): Role of ICT, developing technology integrated PBL unit
5. Development and use of multimedia in education
6. Use ICT integrated Unit Plan: Web 2.0 for creating constructivist learning environment 7. Prepare Digital storytelling and Storyboarding.
8. Create an interactive quiz( Hot potatoes, Content generator)
9. Encourage student to create news article
10. Create a powerpoint presentation- add timings, graphics, sounds, etc to it
11. Use photoshop and similar graphic packages to alter photographs to predict change in landscape.
12. Use excel to create a drag and drop

**Reference Books and Readings**

1. Bharihok, D. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi.
2. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Powerpoint. NISCOM, CSIR: New Delhi.

3. Lee, William w., Dianna, L. Owens, (2001) Multimedia based Instructional Design: Computer based training. Jossey-Bass
4. Mishra, S.(Ed.) (2009). STRIDE handbook 08: E-learning. IGNOU: New Delhi.
5. National Policy on ICT in Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI, Retrieved from: [http://mhrd.gov.in/ict\\_school](http://mhrd.gov.in/ict_school)
6. Roblyer, M.D. (2008). *Integrating Educational Technology into Teaching*. New Delhi: Pearson Education, South Asia, India.

### CO-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-1(EDO106)	
Course Type	Core	
Course Nature	Outcome	
L-T-P-O	0-0-0-0	
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	Communicative English (EDS107)	
Course Type	Core	
Course Nature	Soft	
L-T-P-O Structure	2-0-1-0	
Credits	2	
Course Objective	To introduce learners to Language Skills in English	
Course Outcomes (COs)		Mapping
CO1	Demonstrate accuracy in the usage of grammar in their communication	Skill Development
CO2	Showcase skills while Communicating verbally	Skill Development
CO3	Display proficiency while using morphology and syntax of English language	Skill Development
CO4	Express themselves accurately in writing	Skill Development
CO5	Use different techniques while reading for comprehension	Skill Development
Prerequisites (If any)	NA	

**SECTION A  
GRAMMAR**

Grammar and Usage – Grammaticality and Acceptability, Descriptive and Prescriptive approach to language, Parts of Speech , Sentence (Declarative, Affirmative, Negative, and Interrogative, Simple, Complex and Compound sentences), Clause, Phrase, Transformation of sentences. Tenses , Word order and concord, Verbs (Finite, Nonfinite, linking verbs, auxiliary verbs, modals, phrasal verbs), Nouns, Determiners, Word formation, Punctuation, Some common errors in English.

**SECTION B ORAL  
COMMUNICATIO  
N**

Difference between language as a school subject and language as a means of communication, Impact of socio- cultural variations on English language, Features of oral communication- word stress-intonation- falling and rising tones. Conversations: Introducing yourself, Body Language, Public speaking, Debates, Group Discussion Skills, Interview skills and Etiquettes, Meetings, Voice and delivery, Dress code, Class seminar presentation, Viva voce.

**SECTION C  
READING  
COMPREHENSIO  
N**

Comprehension Skills: Reasons for Poor Comprehension, Techniques for Good Comprehension (Skimming and Scanning), Non-verbal signals, Structure of the text, Structure of Paragraphs, Author's Viewpoint, Reader's Anticipation, Summarizing, Reading Comprehension.

**SECTION D  
ACADEMIC  
WRITING**

Note Making: Methods Of Preparing Notes; Précis: Summary, Abstract, Synopsis, Paraphrase; Letter And Resume: Letter Structure And Element, Types Of Letter (Application, Cover, Acknowledgement, Recommendation, Appreciation, Acceptance, Apology, Complaint, Inquiry, Order), Resume: Features And Types, Essay Writing

**Practical Activities**

1. Developing Telephonic skills by Handling calls , Leaving messages , Making enquiries , Placing an order , Booking and arrangements , Change of plan ,Handling complaints.
2. Combating stage fright by Classroom Presentations, Power Point Slides presentation, Debate, Discussions, Extempore, Public Speaking.
3. Paraphrase and reflect on any one of the editorial article from any National Level English Newspaper.

### Reference Books and Readings:

1. CIEFL, Hyderabad. Exercises in Spoken English Parts I-III.Oxford University Press.
2. Koneru, Aruna. Professional Communication. Mcgraw Hill's Education Pvt. Ltd.
3. Kumar, Sanjay and Pushpa Lata.Oxford University Press, 2011. Print.
4. Lyons, Liz Hamp and Ben Hearsly.Study Writing.Cambridge University Press. 2006. Print.
5. Swan, Michael. Practical English Usage.OUP, 2014. Print.

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6. Wood, F T. Remedial English Grammar.Macmillan, 2007. Print.
7. Zinsser, William. On Writing Well.Harper Resource Book, 2006. Print.
8. Subhrmania, T. Bala. A Textbook of English Phonetics for Indian Students.: Macmillan.
9. R C Sharma & Krishna Mohan.Communication.McGraw Hill Education, Chennai, 2017.
10. Effective Technical Communication.vM Ashraf Rizvi.McGraw Hill Education, Chennai, 2018.

### CO-PO Mapping

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

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Course Title/Code	Developing Soft Skills and Personality (MOOC-21O-EDS-101)	
Course Type	Core	
Course Nature	Core	
L-T-P-O Structure	(0-0-0-0)	
Credits	2	
Objective	The course aims to provide a basic awareness about the significance of soft skills in professional and interpersonal communications and facilitate an all-round development of personality.	
Course Outcomes	Course Mapping	
CO1	To encourage the all-round development of students by focusing on soft skills.	Skill Development
CO2	To become more effective individual through goal/target setting, self-motivation and practicing creative thinking.	Entrepreneurship
CO3	To expose students to right attitudinal and behavioral aspects and to build the same through activities	Skill Development

Week 01 : Introduction: A New Approach To Learning, Planning And Goal-Setting, Human Perceptions: Understanding People, Types of Soft Skills: Self-Management Skills, Aiming For Excellence: Developing Potential And Self-Actualisation, Need Achievement And Spiritual Intelligence.

Week 02 : Conflict Resolution Skills: Seeking Win-Win Solution, Inter-Personal Conflicts: Two Examples, Two Solutions, Types of Conflicts: Becoming A Conflict Resolution Expert, Types of Stress: Self-Awareness About Stress, Regulating Stress: Making The Best out of Stress.

Week 03 : Habits: Guiding Principles, Identifying Good And Bad Habits, Habit Cycle; Breaking Bad Habits, Using The Zeigarnik Effect For Productivity And Personal Growth, Forming Habits of Success.

Week 04 : Communication: Significance Of Listening, Active Listening, Barriers To Active Listening; Telephone Communication: Basic Telephone Skills, Advanced Telephone Skills, Essential Telephone Skills .

Week 05 : Technology And Communication: Technological Personality?, Mobile Personality?, E-Mail Principles, How Not To Send E-Mails!, Netiquette, E-Mail Etiquette.

Week 06 : Communication Skills: Effective Communication, Arising Out Of Sender/Receiver's Personality; Barriers To Communication: Interpersonal Transactions, Miscommunication; NonVerbal Communication: Pre-Thinking Assessment-1 & 2.

Week 07 : Nonverbal Communication: Introduction and Importance, Issues And Types, Basics and Universals, Interpreting Non-Verbal Cues; Body Language: For Interviews, For Group Discussions.

Week 08 : Presentation Skills: Overcoming Fear, Becoming A Professional, The Role Of Body Language, Using Visuals, Reading Skills: Effective Reading, Human Relations: Developing Trust And Integrity.

### 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	Co-Curricular Activities (EDO144)	
Course Type	Core	
Course Nature	NTCC	
L-T-P-O Structure	0-0-0-0	
Credits	0.5	
Course Objective	To develop and demonstrate skills so as to instill in them a sense of independence and leadership.	
Course Outcomes		
CO1	Student Teacher will demonstrate skills related to the core values such as professionalism and time management	Employability
CO2	Student teachers will demonstrate team work and group activities	Skill Development
CO3	Student teachers demonstrate skill at organizing and participating in activities related to their cognitive domain	Skill Development
CO4	Student teachers will demonstrate skills at organizing and participating in activities related to affective domain	Employability
CO5	Student teachers will demonstrate skills at organizing and participating in activities related to psychomotor domain	Employability
Prerequisites (if any)	NA	

### Section A

1. Board Decoration
2. Talent Hunt Competition
3. Organizing of Assembly based on diverse themes
4. Celebrating Unity in Diversity through festivals festivals with activities like Diya making/Rangoli Making
5. Poster making - Taking care of Psychological Well- Being
6. Board decoration (Theme - Environment)

7. Skit on Gender Sensitization
8. Caricature Competition - Importance to renewable resources
9. Debate on various topics nurturing Scientific temperament
10. Hands on Session on Mindfulness
11. Community Lunch
12. Logo designing – Swachh Bharat

### **Section B**

1. Board Decoration
2. Talent Hunt Competition
3. Organizing of Assembly based on diverse themes
4. Poem Recitation Competition
5. Board decoration (Theme –Quality Education )
6. Creative Writing
7. Drama And Art (Environment Awareness)
8. Visit to any prominence place of national importance
9. Carry out of Survey (Mental Health)
10. Making of Digital Documentaries – Indian Culture
11. Movie screening
12. Plantation Drive

### **CO-PO Mapping**

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

CO2	3	2	1	-	-	-	-	2	1	2	1
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CO3	3	3	-	-	-	-	-	1	1	1	1
CO4	3	2	-	-	-	-	-	3	3	2	3
CO5	3	3	-	-	-	-	-	3	3	3	2

**Semester II (Program Structure)**

SUBJECT CODES	SUBJECT NAME	OFFERING DEPT	COURSE/NATURE	COURSE TYPE	L	T	P	O	CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH 121-T	Learning and Teaching	Edu.	Hard Course	Core	3	0	0	0	5	4
EDH 121-P	Learning and Teaching Lab				0	0	2	0		
EDH 122-T	Assessment for Learning	Edu.	Hard Course	Core	3	0	0	0	5	4
EDH 122-P	Assessment for Learning Lab				0	0	2	0		
EDH 111-T	Pedagogy of Commerce	Edu.	Hard Course	Elective	3	0	2	0	5	4
EDH 111-P	Pedagogy of Commerce Lab									
EDH 112-T	Pedagogy of Computer Science									
EDH 112-P	Pedagogy of Computer Science Lab									
EDH 127-T	Pedagogy of English									
EDH 127-P	Pedagogy of English Lab									
EDH 128-T	Pedagogy of Physical Sciences									
EDH 128-P	Pedagogy of Physical Sciences Lab									
EDH 130-T	Pedagogy of Hindi									
EDH 130-P	Pedagogy of Hindi Lab									
EDH 142-T	Pedagogy of Sanskrit									
EDH 142-P	Pedagogy of Sanskrit Lab									
EDH 145-T	Pedagogy of Punjabi									

EDH 145-P	Pedagogy of Punjabi Lab										
EDS1 23	Language and Curriculum	Edu./N PTEL	Soft Course	Core	1	0	2	0	3	2	
MOO C18EEDS-102	Language and Mind				0	0	0	0			
EDS1 24	Understanding disciplines and Subjects	Edu.	Soft Course	Core	1	0	2	0	3	2	
EDW 125	Drama and Art Education	Edu.	Workshop	Core	0	0	3	0	3	2	
LWS 121	General Laws for Educators	LAW	Soft Course	Elective	1	0	2	0	3	2	
LWS 122	Commercial Laws										
EDO 126	Preliminary School Internship-Phase-II	Edu.	Outcome/ School Internship	Core	0	0	0	0	0	2	
FLS1 01	Spanish-I	MRCFL	Audit	University Compulsory	1	1	0	0	2	0	
FLS1 02	German-I										
FLS1 03	French-I										
TOTAL (L-T-P-O) /CONTACT HOURS/CREDITS)					15	13	10	0	29	22	
EDO1 65	Post Second Semester Summer Training	Edu.							30	1.5	
Course Title/Code		Learning and Teaching (EDH121-T)									
Course Type		Core									
Course Nature		Hard									
L-T-P-O Structure		3-0-0-0									
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	Skill Development
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 implicationsMOTIVATION 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; McGraw 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-O Structure	0-0-2-0	
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.
- 11Conduct an experiment on transfer of learning
- 12Preparation 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-O Structure	3-0-0-0										
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-O Structure	0-0-2-0	
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-O Structure	3-0-0-0											
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
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**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](http://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](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-O Structure	0-0-2-0	
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 topic of 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](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-O Structure	3-0-0-0	
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.	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 Taxonomy, 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 McGraw 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-O Structure	0-0-2-0	
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 topic of 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 CO Ltd. 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-O Structure	3-0-0-0	
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

#### **FUNDAMENTALS OF LANGUAGE**

Nature and scope of Language, Functions and Importance of language, Basic linguistic principles, Psycholinguistic and sociolinguistic perspective of language, Principles and maxims of language teaching, Teaching the Mother Tongue (The first language) vs Teaching a Second/Foreign Language, knowing a language vs. knowing about a language.

#### **SECTION B LANGUAGE DEVELOPMENT SKILLS AND LEARNING RESOURCE**

Listening - concept, types, significance, and activities like-listening to material (learning material developed for secondary language teaching, teacher's recorded material); live listening material (teacher as a role model); Speaking - concept, significance and activities like situational conversation, topic- based discussion, task centered, picture composition, telling anecdotes, role

play, story- telling etc. ; Reading-Concept, Methods (phonic, whole word) types (Loud, Silent and Supplementary, Intensive and Extensive Reading.), Techniques to increase speed of reading (skimming and scanning,); Writing- Types of Composition (guided, free) and evaluating compositions.; Learning Resources: Computer Assisted Language Learning, E-resources and Language Lab.

### **SECTION C ENGLISH LANGUAGE PEDAGOGY**

Difference between a Method and an Approach, Methods and Approaches to English Language Teaching: Direct Method, structural Approach, communicative Approach, and constructivist Approach, Concept of Micro Teaching and Micro teaching skills: introduction, Explanation, questioning, stimulus variation, and Reinforcement, their different components and Lesson planning: Aims, Objectives and Instructional Objectives with reference to the Bloom's Taxonomy and specifications for prose, poetry, grammar lessons. , Teaching devices: drill, narration, and exposition.

### **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 and its use in English class, Remedial Teaching

#### **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	
L-T-P-O Structure	0-0-2-0	
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.	

#### Practical Activities

1. Group activity to identify relevant activities from day to daylife.
2. Presentations on “Maxim of Teaching’
3. Framing of Different objectives.
4. A Seminar on the topic: Changed role of English language in 21st century.
5. Critical Appraisal of an English Text Book.
6. Develop a Multi-Media lesson using appropriate ICT resources and transacting the same in a simulated teaching exercise.
7. A visit to a Language Lab.
8. Presentations on different Micro-Skills. 37
9. Performing of different activities to develop Listening and Speaking Skills.
10. Developing teaching aids (charts/ flash cards/games/ props/ audios/videos) for enhancing languageskills.
11. Development of Good Test Items: Objective Types on different skills and three systems.

12. Draft a question paper in English for class seven in compliance with Bloom's taxonomy. Identifying E-resources suitable for Teaching English. Framing of Different objectives.
13. A Seminar on the topic: Changed role of English language in 21st century.
14. Critical Appraisal of an English Text Book. 15. Develop a Multi-Media lesson using appropriate ICT resources and transacting the same in a simulated teaching exercise.
16. A visit to a Language Lab.
17. Presentations on different Micro-Skills

### Reference Book and Readings

1. Anderson, A.& Lynch T.(1988).Listening. Oxford: Oxford University Press.
2. Beaumont, M. (1996). The Teaching of Reading Skills in Second/ Foreign Language.Patras: The HelleniCOpen 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: TheBritish 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-O Structure	3-0-0-0										

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 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 Sciences 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 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.
6. Lindfors, J. (1984). *How do children learn or how 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 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-O Structure	0-0-2-0										
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 use in 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-O Structure	3-0-0-0										
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

भाषाकास्वरूपएवंभाषायौकं , भाषाकाअथप्रकृतिमहत्वएवंमातृभाषाकेरूपमेंहिंदीभाषाकामहत्व, हिंदीभाषाकीव्याकरणिकसंरचना - वण , श , पद , वाक्यएवंवैराभाषे , ब्लूमद्वारानेधीरेतअनुदेशनात्मकउद्देश्य, श्रवणकौशल -अर्थ, मह , उ , विधियाँ, श्रवणकेदोषकेकारणवसुध , कथनकौशल- अर्थ, मह , उ , विधियाँ, लेखनकौशल-अर्थ, मह , उ , विधियाँ, वाचनकौशल-अर्थ, मह , उ

### , विधियाँ इकाई-2

साहित्यिकावेधाएँऔरहिन्दीशिक्षण, साहित्यिकावेधाओंकापरिचय -किवता, कहानी, िनबंध, एकांकी, आत्मकथाकासामान्यपरिचय, गद्यांश -अर्थ, मह , उ , जीवनी, उ , विधियाँएवंसोपानव्याकरणाशिक्षण -अर्थ, मह , उ

### , विधियाँएवंसोपान इकाई-3

पाठयोजनाएवंसहायकसामग्री, पाठयोजना-अर्थ  
आवश्यक,भाषाशिक्षणमें-श्रव्यसाधनोंकामें, महत्वएवंरूप, सहायकसामग्री।

#### इकाई-4

हिन्दीमेंमूल्यांकनवृत्त, हिन्दीशिक्षणमेंमूल्यांकनकाअर्थएवंस्वरूप, हिन्दीशिक्षणमेंगृहकार्यकास्वरूपएवं  
संशोधन

#### Reference Books and Readings

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7. संस्था, मद्रासचतवृत्त, रामसुंदर (2005), हिन्दीसाहहृत्तओरसंवेदनाकावक,  
लोकभारतप्रकाशन,  
8. हदललीजोसफजं (1997), भाषाकीजैवकता, ज्ञानोदयप्रकाशन, धारवाड़  
9. परुषोत्तम, (1992), हिन्दीशिक्षण, राजस्थानहिन्दीग्रंथअक  
10. तवारी, भोलानाथ(1990), हिन्दीभाषाशिक्षण, शलवपप्रकाशन, हदलली  
11. पाण्डे, रामिकल(1993), हिन्दीशिक्षण, वनोदपसुतकमहंदर, आगरा **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-O Structure	0-0-2-0										
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	
Prerequisites (if any)	Basic knowledge of the concept of Hindi Language										

### प्रयोगात्मकक्रि

भाषाकौशलसंबंधीभाषाखेलानिमैतकरो।

साहित्यिकावेधाओंजैसेकावेता, कहानी,एकांकी, जीवनी,आत्मकथामेंसेकेसीदोवेधाओंकीसमीक्षाकीजिए।

ग , पद्यएवंव्याकरणकीकक्षा 6-10 कीपाठ्यपुस्तकसेपाठयोजनातैयारव

प्रश्नपत्रकानिमोणकरो।

कल्पनाप्रधानएवंभावप्रधानमौरि कानेबंधालिखिए

क 6-10 कीपाठ्यपुस्तकोंमेंसंकलितमुहा , लोकोक्तियोंकासंकलनकीजिए

### Reference Books

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2. अज्ञेय, सस्वदानदहीरानदवात्स (2010), वत्सलनेत्रिकांनमाला : सववत्सल, स
3. साहहृत्यमण्डलप्रकाश, नईहदललीकु मार, कृ (2004),  
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राप्रोयपसुतकन्या, नईहदलली
4. कौशिक, जयनारायण (1987), हहन्दीशक्ष, हररयाणासाहहृत्यअकाद, चंडीगढ़गणु ता, मनोरमा  
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6. संस्था, दक्षक्षणभारतहहन्दीप्रचारस, हैदराबादगोस्वा, कृष्णकुमारएवंकुलदे (1992),  
साहहृत्याशक्ष, उच्चाशक्षाओर
7. संस्था, मद्रासचतवुं, रामस्वर (2005), हहन्दीसाहहृत्यओरस दनाकाववकास,  
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10. तवारो, भोलानाथ (1990), हहन्दीभाषाशक्ष, शलवपप्रकांन, हदलली
11. पाण्डे, रामिकल (1993), हहन्दीशक्षण, ववनोदपसु तकमहंदर, 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-O Structure	3-0-0-0										
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
CO5	Evaluate different language items and skills effectively	Skill Development
Prerequisites (if any)	Basic Knowledge of the concepts of Sanskrit Language	

### इकाई -1

भारतीयविद्यालयोंमेंसंस्कृतअध्यय -अध्यापनकीअवस्थाएवंसंभावनाराष्ट्रीयपाठ्यचर्याकीरूपरेख 2005,2000,1988राष्ट्रीयशिक्षानीति 1962,1986,1968:

भारतीयसंविधानएवंत्रिभाषासूत्रकाविमर्शकमेटीएवंकमिशनकीरपटेभारतीयसंविधानकीअपेक्षाएं, विश्वविद्यालयआयोग 1948,मा मिर्काशिक्षाआयोग 1952- 53,राष्ट्रीयशिक्षाआयोग 1964-66,प्रबुद्धएवंमानवीयसमाजकीअ 1990,संस्कृतआयोगप्रातिवे 1956-57

संस्कृतअध्यय -अध्यापनकेउद्देश्यसंस्कृतशिक्षणशास्त्रकेउद्देश्योंकीविवेधताएवंउनकासम -  
दाशानिकऔरशिक्षणशास्त्रीयआधारपाठ्यचर्याकेशिक्षणशास्त्रीयउद्देश्य,  
पाठ्यक्रमएवंसंस्कृतकीपाठ्यपुस्तकेंसंस्कृतशिक्षणकेउद्देश्यएवंपाठ्यपुस्तकानिर्माणकीचु

### इकाई -2

संस्कृतभाषाशिक्षणकीविभिन्नपद्धतिय - उद्देश्य संस्कृतभाषाकीविधेय , पाठशालाविधि  
पाठ्या विधि, प्रत्य विधि, व्याकरणअनुवा विधि संस्कृतअध्यापककीभूमिका, विधि  
श्रव्यसाधनक , पाठयोजना, पुस्तक विधि  
एवंलाभ,

विधि,-

संस्कृतविधाओंकाशिक्षण, संस्कृतमेंगद्याशिक्षणप्रा , उद्देश्यएवंस , संस्कृतमेंपद्याशिक्षणप्रा  
उद्देश्यएवंस , संस्कृतमेंव्याकरणाशिक्षणप्राक्रिया, उद्देश्यएवंस , संस्कृत अनुवादाशिक्षणप्रादि  
उद्देश्यएवंस , धातुरू -पठ ,िल , अस्,भू,कृ (लटतथालृटलकार), शब्द -राम, हाँ, नदी, लता,  
शब्दाथतथाअनुवा (क 8-10) विधि

### इकाई-3



#### इकाई-4

संस्कृतभाषायीकौश , संस्कृतमेंउच्चारणाशे -अशुद्धिउच्चारणके , व्याकरा , अक्षरवि- , शिक्षणसंबंधं अशुद्धि , कारण, मूल्यांकनकाअर्थतथापरीक्षाओंके , गृहकार्यनेयोजनवसंशोधनप्राक्रिया, योजनाएवंप्रायोगिकपक्ष, पाठ्या , पाठ्यत्र , पाठ्य , विश्लेष , समसामायिकसंस्कृतलेखनएवंउसकीसमीक्ष , नवाचारीशिक्षणएवंसंसाधनकीसमीक्ष , वतमानसंस्कृताशिक्षणकेउद्देश अन्यभाषाशिक्षणउद्देश्योंसेतुलनाएवंसमी , वतमानसमयमेंचलरहेसंस्कृताशिक्षणकीवीभेन्नपरम्पराओंकादस्तावेजीकरणएवंसमीक्षा, संस्कृताशिक्षणसामग्रीकानिमोण

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2. झा, नाग . (2013). प्राचीनाएँअभचोनवशक्षा-पद्ध . अवभषकप्रकाशः िवकली।

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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 Sanskrit Lab (EDH142-P)	
Course Type	Elective	
Course Nature	Hard	
L-T-P-O Structure	0-0-2-0	
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
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 21<sup>st</sup> 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 anSanskrit 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, िउयशकं र. संस्कृतवशक्ष . सरुभारतोप्रकाः , चोख
2. झा, नाग . (2013). प्राचोनाएांअाभचोनवशक्षा-पद्धत् . अवभषेकप्रकाशः : िवकली।
3. पाण्डे , रामशकल. (2008). संस्कृतवशक्ष . िवनोिंपस्त् तकमवंिर, आगरा।
4. वमत, संतोष. संस्कृतवशक्ष . आर. लालबकु वडपो, मरेठ। 5. शमाभ, उमाशकं र. (2008). संस्कृतसावहत्यकाइवत , चोखम्बाबक् , बनारस।
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9. सरु तवशक्षकसांवेशकभा. (2012). राष्ट्रीयशवेक्षकअनुसन्धानाएप्रवशक्षणपरर , नईवकली।

### 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-O Structure	(3-0-0-0)										
Credits	3										
Course Objective	To produce skillful and effective Punjabi Language Teachers.										
Course Outcome										Mapping	
CO1	Comprehend the Nature of Language									Employability	
CO2	Develop proficiency in all the four skills of Punjabi language									Employability	

CO3	Use appropriate learning Resources while teaching Punjabi language	Skill Development
CO4	Assimilate various approaches, methods and techniques to teach Punjabi	Employability
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-O Structure	(0-0-2-0)										
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 English 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 (EDS123)	
Course Type	Elective	
Course Nature	Soft	
L-T-P-O Structure	(2-0-1-0)	
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 developmen	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	3	3	-	3	3	3	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	MOOC	
Course Nature	Core	
L-T-P-O Structure	(0-0-0-0)	
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	Understanding disciplines and Subjects (EDS124)	
Course Type	Core	
Course Nature	Soft	
L-T-P-O Structure	2-1-0-0	
Credits	2	
Course Objective	The course enables the learners to understand the distinctive characteristics and perspectives of a discipline and its academic manifestation and helps them to understand disciplinary knowledge and its constitution as a discipline.	
Course Outcomes (COs)		Mapping
CO1	To make academic presentations precisely, logically and effectively.	Employability
CO2	To analyze the learner oriented and discipline-oriented approach to curriculum	Skill Development
CO3	To elaborate on disciplinary knowledge in school curriculum	Skill development
CO4	To explain paradigm shifts in nature of disciplines	Skill development
Prerequisites (if any)	NA	

### SECTION A

#### **DISCIPLINARY APPROACH TO SCHOOL CURRICULUM**

Disciplines: Meaning, Nature and Classification, Relationship between academic disciplines and subjects, Learner oriented areas of curriculum: practical knowledge, community knowledge, intuitive knowledge, Areas of learning such as Arts, Craft, and Peace education

### SECTION B

#### **EMERGENCE OF SCHOOL DISCIPLINES**

Impact of philosophical, social and political contexts on emergence of school subjects and disciplines, Nature, importance and historical perspective of various school subjects

### SECTION C

## **INTER-DISCIPLINARY APPROACH**

Meaning of inter- disciplinary approach to education and its effects on school subjects, Role of the institution and teacher in inter-disciplinary teaching and learning, Strategies for interdisciplinary learning- Team Teaching, Experiential Learning

## **SECTION D**

### **CONTEMPORARY CHALLENGES**

Contemporary Issues and Challenges with Social Sciences, Languages, Science and Mathematics in upper primary and secondary education, Paradigm shifts in the nature of disciplines: Social Science, Mathematics, Science, Language

#### **Practical Activities**

1. Survey of school students regarding factors responsible for their favorable and unfavorable perceptions about certain subjects.
2. Make a report of need and ways of integrating Art, Music, Dance, Theatre, Heritage Crafts and work education with education of other disciplines, based on review of National Focus Groups on the same.
3. Critical analysis of a curriculum/syllabus of particular school subject
4. Evaluate a text book of secondary classes with reference to its adequacy and in achieving expected learning outcome.
5. Select any two topics of your choice and make a report on using a multi disciplinary approach for teaching the same.
6. Any other suitable activity.

#### **Reference and Books Readings:**

1. *Curriculum Research in Asian Countries*. Workshop Report. National Institute of Educational Research of Japan. Retrieved from <http://unesdoc.unesco.org/images/0013/001316/131640eo.pdf>
2. Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K.
3. Weir (Eds.), *Curriculum, syllabus design and equity: A primer and model*. Routledge.
4. Ellis, A. K. (2004). *Exemplars of Curriculum Theory*. Eye on Education. New York:

Larchmont. Retrieved from <https://books.google.co.in/books?isbn=1930556705>

5. NCERT (2006). Position Paper, National Focus Group On Arts, Music, Dance and Theatre. Publication department. NCERT
6. NCERT (2006). Position Paper, National Focus Group On Heritage Crafts. Publication department. NCERT
7. Oad, L.K. (1975). Perspectives of Indian Education: An Interdisciplinary Approach. Retrieved from <https://books.google.co.in/books?id=0D4aYZ33ld0C>
8. Secondary School Education-Ministry of Education, Singapore. Retrieved from <https://www.moe.gov.sg/docs/defaultsource/document/education/secondary/files/secondary-school-education-booklet.pdf>
9. Understanding Disciplines and School Subjects. Retrieved from <http://pcer.ac.in/wpcontent/uploads/2015/12/Understanding-Disciplines-and-School-Subjects.pdf>

### CO-PO Mapping

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

Course Title/Code	Drama and Art Education (EDW125)	
Course Type	Core	
Course Nature	Workshop	
L-T-P-O Structure	0-0-3-0	
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  
THEORETICAL  
FRAMEWORK**

Meaning and concepts of Arts and Aesthetics and its significance at secondary level of School Education, Role of Art (Visual arts, Literary Arts and performing Arts), Theatre: Introduction, Importance and role of Drama in education, the impact of Music On Human behavior.

**SECTION B NEED  
AND  
IMPORTANCE**

Need and importance of Art and Drama in Teaching and Learning, Planning lessons based on Art

Integrated Learning, Role of teacher as facilitator of learning Arts and Drama, Role, Plays and Skits, Ethics of Drama Practice by students.

### **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.
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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	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	General Laws for Educators (LWS121)	
Course Type	Elective (Allied)	
Course Nature	Soft	
L-T-P-O Structure	2-0-0-0	
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, 3<sup>rd</sup> Edition, Oxford paperback.2014.
4. S.C Shrivastava ,Industrial Relations & Labour laws , Sixth Revised Edition, 2015
5. Taxmann, Payment of Gratuity 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	Commercial Laws (LWS122)										
Course Type	Elective (Allied)										
Course Nature	Soft										
L-T-P-O Structure	2-0-0-0										
Credits	2										
Course Objective	The objective of this paper is to make students understand the concept of various Commercial laws and the aspects relating to it.										
Course Outcomes (COs)										Mapping	
CO1	Understand the historical background and the salient features of various commercial laws in India.									Employability	

CO2	Explain and summarize the major laws in India pertaining to governance of business	Entrepreneurship
CO3	Identify and explain the laws protecting rights of employees in India	Entrepreneurship
CO4	Identify and explain the laws protecting rights of consumers in India	Skill Development
Prerequisites (if any)	NA	

### Section A

General Principles of Contract Law in India  
 General Principles relating to Negotiable Instrument Law

### Section B

Company, Partnership, Trust, Society  
 Mediation and Conciliation

### Section C

An Overview of Maternity Benefits Law  
 An Overview of Minimum Wages Law  
 An Overview of Payment of Gratuity

### Section D

An outline of Consumer Protection Law in India

### Reference Books and Reading:

1. Law of Contract and Specific Relief – Avtar Singh
2. Maternity Benefit Act, 1961
3. Minimum Wages Act, 1948
4. Payment of Gratuity Act, 1972
5. Consumer Protection Act, 1986
6. Mediation and Conciliation, 1996

### 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	Preliminary School Internship-Phase-II (EDO126)	
Course Type	Core	
Course Nature	Outcome	
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 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	Foreign language (Spanish) FLS101
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Course Type	University Compulsory	
L-T-P-O Structure	1-1-0-0	
Credits	0	
Course Objective	Demonstrate advanced proficiency in spoken and written French	
Course Outcomes (COs)		Mapping
CO1	Exchange greetings and do introductions using formal and informal expressions. Understand and use interrogative and answer simple questions.	Skill Development
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.	Skill Development
CO3	Describe them, other people, familiar places and objects in short discourse using simple sentences and basic vocabulary.	Skill Development
CO4	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.	Skill Development
CO5	Students will be introduced to Spanish culture and civilization. They will be able to describe various places and locations of Spanish countries	Skill Development
Prerequisites (if any)	NA	

### Section A

#### **Introduction to Spanish and SER**

- 1.1 Presentation on Spanish language
- 1.2 Greetings and goodbyes
- 1.3 Spanish letters
- 1.4 Introduction of verboSER

### Section B

#### **Verb Ser, Nationality, Profession and Counting**

- 2.1 Uses of verbo SER

- 2.2 Adjectives related to verbo SER.
- 2.3 Introduction of Nationality
- 2.4 Professions and vocabulary related to professions.
- 2.5 Counting till number 20.

### **Section C**

#### **Articles, Interrogative and Estar**

- 3.1 Introduction of Articles and Indefinite articles
- 3.2 Interrogatives
- 3.3 Introduction of VerboEstar

### **Section D**

#### **Estar, Preposition, Tener and Self Introduction**

- 4.1 Uses of Verbo ESTAR and adjectives related to it
- 4.2 Introduction of 'my house' vocabulary
- 4.3 Prepositions related to the positioning of an object
- 4.4 Self – introduction

### **Section E**

#### **Day, Month and Regular AR verb**

- 5.1 Days
- 5.2 Months
- 5.3 Introduction to regular –AR verbs

#### **Text Books/Reference Books:**

1. ¡Ole!-Langers
2. ¡Uno, dos, tres.....

#### **Weblinks:**

<http://studyspanish.com/>

**Assessment Tools:**

Sessional tests

Term end examination scores

Participation in class activities

Home assignments

Class attendance

**CO-PO Mapping**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	
CO1	2	3	3	-	-	-	-	-	-	-	-	
CO2	2	3	3	-	-	-	-	-	-	-	-	
CO3	1	3	3	-	-	-	-	2	1	-	-	
CO4	1	1	2	-	-	-	-	3	1	-	-	
CO5	1	1	3	-	-	-	-	3	2	-	-	
Course Title/Code	Foreign language (German) FLS102											
Course Type	University Compulsory											
L-T-P-O Structure	1-1-0-0											
Credits	0											
Course Objective	Demonstrate advanced proficiency in spoken and written French											
Course Outcomes (COs)										Mapping		
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.										Skill Development	
CO2	Students will be able to discuss everyday life and daily routines, using simple sentences and familiar vocabulary.										Skill Development	
CO3	Students will be able to identify key details in short, highly contextualized audio text dealing with a familiar topic, relying on repetition and extra linguistic support when needed. Students will be able to discuss likes and dislikes, understand simple conversations about familiar topics with repetition when needed.										Skill Development	



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.	Skill Development
Prerequisites (if any)	NA	

### **PART-A**

#### **Unit-1: Begrüßungen**

1.1 Salutations/Greetings

1.2 Introduction

#### **Unit-2: sich vorstellen und Zahlen**

2.1 Introduction

2.2 Alphabets

2.3 Numbers 1-20

#### **Unit-3: Berufe/ Pronomen**

3.1 Personal pronouns

3.2 Hobbies and professions

### **PART-B**

#### **Unit-4: Café**

4.1 Café related vocabulary and dialogues

4.2 Revision personal pronouns

#### **Unit-5: Café dialog**

5.1 Café related vocabulary and dialogues

5.2 Common verbs and their conjugations

#### **Unit-6: Zeit und Monate**

6.1 Time

6.2 Days

6.3 Months

**Text Books/Reference Books:**

1. Studio D A1, Hermann Funk, 2011, Cornelson Publication
2. TangaramAktuell A1, Kursbuch&Arbeitsbuch, 2011, Hueber
3. Netzwerk, Stefanie Dengler, Paul Ruschet. A1, 2011, Klett

**Weblinks:**

<http://www.nthuleen.com/>

**Assessment Tools:**

Sessional tests

Term end examination scores

Participation in class activities

Home assignments

Class attendance

**CO-PO Mapping**

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

Course Title/Code	French-I (FLS103)	
Course Type	University Compulsory	
L-T-P-O Structure	1-1-0-0	
Credits	0	
Course Objective	Demonstrate advanced proficiency in spoken and written French	
Course Outcomes (COs)		Mapping
CO1	Exchange greetings and do introductions using formal and informal expressions. Understand and use interrogative and answer simple questions.	Skill Development
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.	Skill Development
CO3	Describe themselves, other people, familiar places and objects in short discourse using simple sentences and basic vocabulary.	Skill Development
CO4	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.	Skill Development
CO5	Students will be introduced to French culture and civilization. They will be able to describe various places and locations of French speaking countries.	Skill Development
Prerequisites (if any)	NA	

### Section A

Les alphabets  
 Les salutations & forms of politeness  
 Expression on taking leave  
 Self-Introduction

### Section B

La culture de France  
 Presentation on French Language  
 Présentez-vous  
 Les Pronoms Sujets  
 “ER” verbs  
 “IR” verbs

## Section C

Les articles définis et indéfinis  
Les Nombres en Cardinal (0-1000)  
Les Nombres en Ordinal (0-1000)  
Les noms et les Adjectifs  
Les verbes (avoir, être, faire, aller, venir)  
Masculin et Féminin  
Les Pluriels

## Section D

Moments of the day  
Days of the week & related questions  
Months of the year & related questions  
Les couleurs  
Les verbes (vouloir, pouvoir, savoir, devoir)  
Les Nationalités

Suggested Readings:

1. Apprenons le français, Méthode de français part 2, Mahitha Ranjit, Saraswati House Pvt.ltd
2. Apprenons le français, Méthode de français part 3, Mahitha Ranjit, Saraswati House Pvt.

### CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	3	3	-	-	-	-	-	-	-	-
CO2	2	3	3	-	-	-	-	-	-	-	-
CO3	1	3	3	-	-	-	-	2	1	-	-
CO4	1	1	2	-	-	-	-	3	1	-	-
CO5	1	1	3	-	-	-	-	3	2	-	-
Course Title/Code	Post Second Semester Summer Training (EDO165)										
Course Type	Core										
Course Nature	Workshop										
L-T-P-O Structure	0-0-3-0										
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	O	CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH214-T	Education in Contemporary India	Edu.	Hard Course	Core	3	0	0	0	3	4
EDH214-P	Education in Contemporary India Lab	Edu.	Hard Course	Core	0	0	2	0	2	
EDH206-T	Knowledge and Curriculum	Edu.	Hard Course	Core	3	0	0	0	3	4
EDH206-P	Knowledge and Curriculum Lab	Edu.	Hard Course	Core	0	0	2	0	2	
EDS207	Gender School and Society	Edu.	Soft Course	Core	1	0	2	0	3	2
EDW217	Understanding the Self	Edu.	Workshop	Core	0	0	3	0	3	1.5
CSW115B	Critical Understanding of ICT in Education-II	CST	Workshop	Core	0	0	3	0	3	1.5
EDS227	School Organization and Management	Edu.	Soft Course	Core	1	0	2	0	3	2
EDW228	E-Learning	Edu.	Workshop	Core	0	0	3	0	3	1.5

MCS23 1	Basics of Economics	MGT	Soft Course	Elective	1	0	2	0	3	2
MCS23 2	Introductio n to Finance									
MOOC -19E- EDS- 201	Principles of HRM	MOOC			0	0	0	0	0	
EDS22 0	Peace and Value Education	Edu	Soft Course	Electiv e	1	0	2	0	3	2
EDS22 1	Guidance and Counsellin g									
EDS22 2	Human Rights in Education									
EDS22 3	Environme nt and Education									
EDS23 6	School Leadership and Manageme nt									
MOOC -21O- EDS- 401	Education al Leadership									
TOTAL (L-T-P-O)/CONTACT HOURS/CREDITS)					1 0	0	2 1	0	31	20.5



**Semester III (Detailed syllabus)**

Course Title/Code	Education in Contemporary India (EDH214-T)	
Course Type	Core	
Course Nature	Hard	
L-T-P-O Structure	3-0-0-0	
Credits	3	
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's minutes, Wood Despatch, Hunter Commissions, Sargent Report, Basic education

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**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](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](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](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 group on 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.

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10. Sachdeva, M.S. et.al (2011). *Philosophical, Sociological and Economic bases of Education*, Patiala: Twenty First Century Publications.
11. Shankar, M. (2007). *Contemporary 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-PO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
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

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Course Title/Code	Education in Contemporary India Lab (EDH214-P)	
Course Type	Core	
Course Nature	Hard	
L-T-P-O Structure	0-0-2-0	
Credits	1	
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	Appreciate the policies and schemes developed to achieve the objectives of education	Employability
CO2	Analyse the efforts to achieve the goals of UEE	Employability
CO3	Appreciate the efforts of various agencies in improving the education of children of the country	Skill Development
Prerequisites	NA	

### Practical Activities

1. Collaboration with any NGO working for Marginalized groups, Conducting field visits, casestudies, and participating in their projects.
2. Review of Mid-day meal programme in a particular rural area.
3. Review of recent articles, editorials, research papers etc. on emerging issues e.g. implementation of RTE/ Equal opportunities for all/ various govt. schemes for universalization of education, girl education/and modernization of education etc.
4. Group discussion on fundamental rights, duties and directive principles.
5. Debate on true women empowerment.

### 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](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](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](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 group on 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). *Contemporary 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-PO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
CO1	3	-	-	2	2	-	-	-	-	3	-
CO2	3	-	-	-	2	2	2	-	-	3	1
CO3	3	-	-	-	-	2	1	1	-	3	-
Course Title/Code	Knowledge and Curriculum (EDH206-T)										
Course Type	Core										
Course Nature	Hard										
L-T-P-O Structure	(3-0-0-0)										
Credits	3										

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; Epistemological thoughts of M.K. Gandhi, Rabindranath Tagore, Rousseau, John Dewey, Plato and Paulo Freire in context to activity/ discovery/ dialogue as defined for contemporary education.

**SECTION SOCIAL  
SYSTEMS AND  
KNOWLEDGE**

Aims of Education and Society, Impact of social structure on concept of knowledge and teaching practices. Role of teacher in knowledge construction, concept of Academic Freedom, Interrelationship of education with culture, secularism, economy, politics, modernization 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, Interrelationship between market forces, assessment, and curriculum. 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 NCF2005 and its recommendations, Role of National and State level agencies in framing of the Curriculum- NCERT, SCERT, Boards of Education, Role of textbooks in Curriculum transaction. Addressing critical issue through Curriculum: Environmental concern, Gender Difference, inclusiveness and value inculcation.

### Reference Books and Readings:

1. Bawa, M.S. & Nagpal, B.M. eds (2016). *Developing Teaching Competencies*. New Delhi: Viva Books pvt.ltd.
2. Butchvarov, P. (1970). *The Concept of Knowledge*. Evanston, Illinois: North Western University Press.
3. Dewey, J. (1997). *Experience and Education*. Touchstone, New York.
4. Kelly, A. V. (2006). *The Curriculum: Theory and Practice* (Fifth Edition). Sage Publications
5. Krishna, D. (1997). *GyanMimansa*. Jaipur : Rajasthan Hindi Granth Academy.
6. NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
7. NCERT (2006). *Position Paper, National Focus Group on Curriculum, Syllabus and textbooks*. New Delhi: NCERT.
8. NCERT (2006). *Position Paper, National Focus Group on Systematic Reforms for Curriculum Change*. New Delhi: NCERT.

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

**CO-PO Mapping**

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	Knowledge and Curriculum (EDH206-P)	
Course Type	Core	
Course Nature	Hard	
L-T-P-O Structure	(0-0-2-0)	
Credits	1	
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	To discuss the educational thoughts of great educational thinkers on child centered education	Skill Development
CO2	To analyse epistemological thoughts of various Indian and western educationists with regard to significant aspects of curriculum	Employability
CO3	To comprehend curriculum process and practice	Skill Development
Prerequisites (if any)	NA	

### **Practical Activities**

1. Analyze and make report on the transactional curriculum of any one upper primary and secondary class in any one school subject in light of various considerations of Curriculum Development
2. Write a report on different methods used by school teacher for construction of knowledge based on survey and observation in school
3. Analyze NCF 2005 with respect to different areas of Curriculum and prepare a presentation on it.
4. Draft out a few activities related to social concerns which can be incorporated in the curriculum transaction.

### **Reference Books and Readings:**

1. Bawa, M.S. & Nagpal, B.M. eds (2016). Developing Teaching Competencies. New Delhi: Viva Books Pvt. Ltd.
2. Butchvarov, P. (1970). The Concept of Knowledge. Evanston, Illinois: North Western University Press.

3. Dewey, J. (1997). Experience and Education. Touchstone, New York.
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 Group On Curriculum, Syllabus and textbooks. New Delhi:NCERT.
8. NCERT (2006). Position Paper, National Focus Group On Systematic Reforms for Curriculum Change. New Delhi:NCERT.
9. Sarangapani, P. (2003). Construction of School Knowledge. New Delhi: SagePublication.

### CO-PO Mapping

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

Course Title/Code	Gender, School and Society (EDS207)	
Course Type	Core	
Course Nature	Soft	
L-T-P-O Structure	(2-0-1-0)	
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  
Millennium Development Goal: 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-PO Mapping

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	Understanding the Self (EDW217)	
Course Type	Core	
Course Nature	Workshop	
L-T-P-0 Structure	0-0-3-0	
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	

**SECTION A  
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](http://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. Brookfield, 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- 21<sup>st</sup> 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-PO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
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	Critical Understanding of ICT in Education-II(CSW115B)
Course Type	Core
Course Nature	Workshop
L-T-P-O Structure	0-0-3-0
Credits	1.5

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	Understanding basic conditional formatting and Implement filters on data for analysis.	Employability
CO2	Create pivot table for data analysis and Lookup operation on data.	Entrepreneurship
CO3	Configure google site: header,pages,link, image and Configure Google Suite to colLaborate and publish.	Entrepreneurship
CO4	To implement basic programming logic using Turtle Block.	Skill Development
Prerequisites	NA	

### SECTION A

#### ICT IN EDUCATION

ICT for educational administration: Scheduling, record keeping, student information, electronic grade book, connecting with parents and community. Electronic Assessment portfolio: concept, types, e-portfolio tools

Online and offline assessment tools: Rubrics, survey tools, reflective journal.. Proprietary and Open Source Software Licensing of Software and Content

### SECTION B

#### LATEST TRENDS IN ICT

Open Educational Resources (OER). Concept of Mind mapping, Sharing thoughts and ideas: Blogs, Social networking websites, Discussion forums and mailing lists, Virtual Communities: Educational Implications., Concepts of Robotics

#### Practical Activities

1. Developing a model based on basic robotics concepts.
2. Developing an electronic teaching portfolio.
3. Combining text, graphic and audio- visuals in developing a digital story.
4. Create an Educational Blog
5. Set up a collaborative wiki
6. Using movie maker prepare a movie on educational theme
7. Create a word search
8. Create crosswords related to pedagogical content for secondary level students. 9. Create a peer networking platform for sharing information and resources



10. Create a mind map on your pedagogical subject.
11. Make a presentation on current trends in Technology and Education
12. Learn to recover the deleted data.
13. Installation of Window's operating system and application software

### Reference Books and Readings:

1. Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi.
2. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Powerpoint. NISCOM, CSIR: New Delhi.
3. Lee, William w., Dianna, L. Owens, (2001) Multimedia based Instructional Design: Computer based training. Jossey-Bass
4. Mishra, S.(Ed.) (2009). STRIDE handbook 08: E-learning. IGNOU: New Delhi.
5. National Policy on ICT in Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI, Retrieved from: [http://mhrd.gov.in/ict\\_school](http://mhrd.gov.in/ict_school)
6. Roblyer, M.D. (2008). Integrating Educational Technology into Teaching. New Delhi: Pearson Education, South Asia, India.
7. Shiksha Mein Computer (2001). Available on website of Indira Gandhi National Open University, Delhi: <http://www.ignou.ac.in>
8. Singh, Kamal Deep. (2012). Lesson through Multimedia. N. Delhi: Arya Book Depot.
9. Singh, Kamal. D., & Kaur, D. (2008). Using Computers in Education. New Delhi: Dhanpat Rai Publishing Company (Pvt.) Limited.
10. Varanasi, L., Sudhakar, V. & Mrunalini, T. (2004). Computer Education. New Delhi: Neelkamal Publications Pvt. Ltd.
11. Walia, J.S. (2008). Foundations of Computer Education and Applications. Punjab: Ahim Paul Publishers.

Course Title/Code	School Organization & Management (EDS227)
Course Type	Core
Course Nature	Soft
L-T-P-O Structure	2-0-1-0
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  
ADMINISTRATION  
AND  
MANAGEMENT**

Meaning and Definition of School Management, Scope of School management, aims, objectives and functions of school management, types and principles of school management. Education Administration: Meaning, concept, scope, functions and Principles. Organizational culture in a school, to foster a stress- free work environment, for Head, teachers, staff and students.

**SECTION- B  
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 – Headmaster: his role and responsibilities, leadership qualities, qualifications and duties, relations with subordinates, the guardians and the public. Teacher: role and responsibilities, Qualities and competencies of teacher and professional ethics and Code of Conduct. The office staff, role and responsibilities, records and functions of each record, the service conditions of the staff.

**SECTION-C  
INSTITUTIONAL  
PLANNING AND  
TQM**

Role of School Management Committees, Parent Teacher Associations in School Development, Democratic Decision Making: Concept and Procedure in the school functioning

Institutional Planning- Meaning and functions and its importance in school organization, TQM – Meaning and Characteristics and its importance in School organization, Tools and techniques of quality control in education / institutional evaluation, Quality assurance in Education, Regulatory Bodies in Quality Assurance in Education / NAAC, NCTE, NBA, RCI, AICTE and Quality Council, School finance – sources of income and items of expenditure, Mobilization of resources – grants in aid, school budget.

## **SECTION D ELEMENTS OF SCHOOL MANAGEMENT**

School Climate: Meaning and Types, School time tables – principles and techniques of time table preparation, School time tables – master time table, subject –wise time table, teacherwise time table; school records and registers (Academic and Administrative). Organization of co-curricular activities and role of students. School discipline – Concept and Approaches, the value of moral training, Problems faced in School Management: Issues of Security, influence of media and Disaster Management, Student Unrest and how to deal with it.

### **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.  
Retrieved from:  
[www.naac.gov.in/.../Total%20Quality%20Management%20for%20Tertia..](http://www.naac.gov.in/.../Total%20Quality%20Management%20for%20Tertia..)

### CO-PO Mapping

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	E-Learning (EDW228)	
Course Type	Core	
Course Structure	Workshop	
L-T-P-0 Structure	0-0-3-0	
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](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](http://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](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 S47Applied and Advanced Research, 2018: 3(Suppl. 1)
8. Shaikh, I. (2014), Introduction to Educational Technology and ICT. McGraw Hill

### CO-PO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
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/ Course Code	Basics of Economics (MCS231)	
Course Type	Elective (Allied)	
Course Nature	Soft	
L-T-P-O Structure	2-0-1-0	
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 analyse 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-PO Mapping

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-O Structure	2-0-1-0	
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. Pandey, 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-PO Mapping

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	Principles of HRM (MOOC19E-EDS-201)
Course Type	Outcome
Course Nature	Soft
L-T-P-O	0-0-0-0
Credits	2
Course Objective	The course aims managerial competence among the learners
Course Outcomes (COs)	
CO1	To know about staffing/recruitment
CO2	To explore performance management and appraisal process
CO3	To explore training and development
CO4	To evaluate processes of career management
Prerequisites (if any)	NA

### Syllabus

#### **Introduction to HRM**

**Staffing / Recruitment :** Job Analysis and Design, Human resource Planning / Recruitment, Employee Testing and Selection, Interviewing Candidates

**Performance Management and Appraisal Process :** Performance Appraisal Process / Types of Performance Appraisal / Performance Evaluation / Performance Feedback

**Training and development :** Training Process / Need for Training / Training Methods / General and Specific Training/ Training evaluation

**Managing Careers :** Basics of Career Management / Career Planning / Succession Planning/ Career Development / Promotions and Transfers / Employee Commitment

**Implications :** Implications of the above in real life

**Compensation Management :** Components of Wage Structure / Wage and Salary Administration / Compensation Structure / Compensation Benchmarking / Internal and External Parity / Competency based pay

**Pay for Performance and Incentives :** Competency / Performance based pay / Variable pay / Team or Group base pay / Incentives / Managerial Incentives / Fringe Benefits

**Benefits and Services :** Retirement / Insurance / Flexible benefits

**Employee Relations :** Ethics, Justice and Fair treatment in HR / Collective Bargaining /Employee Safety and Health / Managing Global Human Resources / International HRM

**Strategic Human Resource Management and HR Scorecard :** Linking people, strategy and performance

- a. HR – Strategic Partner
- b. Creating an HR scorecard
- c. Measuring HR alignment

#### **Conclusion**

### CO-PO Mapping

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	Peace and Value Education (EDS220)	
Course Type	Elective	
Course Nature	Soft	
L-T-P-O Structure	2-0-1-0	
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](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-PO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
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	Guidance and Counselling (EDS221)	
Course Type	Elective	
Course Nature	Soft	
L-T-P-O Structure	(2-0-1-0)	
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); Steps of 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: Prentice Hall 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.
15. Vashist, S.R. (2001). *Methods of Guidance*. New Delhi: Anmol Publications.

### CO-PO Mapping

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	Human Rights in Education (EDS222)											
Course Type	Elective											
Course Nature	Soft											
L-T-P-O Structure	2-0-1-0											
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, UNESCO and 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 UNESCO in 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-PO Mapping**

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)	
Course Type	Elective	
Course Nature	Soft	
L-T-P-O Structure	2-0-1-0	
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**

**Water Resources:** 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.

### **SECTION C 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. Hyderabad: 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-PO Mapping

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	School Leadership and Management (EDS236)	
Course Type	Elective	
Course Nature	Soft	
L-T-P-O Structure	2-0-1-0	
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-PO Mapping**

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	Educational leadership (MOOC-210-EDS-401)	
Course Type	MOOC	
L-T-P-O Structure	0-0-0-0	
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-PO Mapping

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	-	-	-

**Semester IV**  
**Program Structure**

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

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-O structure	0-0-0-0										
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-PO Mapping

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	Reflective Journal (EDN203)										
Course Type	Core										
L-T-P-O	0-0-0-0										
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-PO Mapping

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											
L-T-P-O	0-0-0-0											
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-PO Mapping

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											
L-T-P-O	0-0-0-0											
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-PO Mapping

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 Program (EDO239)											
Course Type	Core											
L-T-P-O 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-PO Mapping

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	C O	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
Child Developme nt and Teaching Learning Process (EDH101T)	C O1	Develop an understandin g of different dimensions and stages of human development	-	-	3	3	2	1	-	-	2	2	-
	C O2	Understand and identify the needs and problems of adolescents	2	2	3	3	-	-	-	-	2	3	1
	C O3	Enrich student teachers with ways of addressing the diversity in class	3	2	3	2	-	2	2	2	3	3	1
	C O4	Reflect upon different theories of human development in context of present scenario.	-	2	3	3	1	2	-	3	2	3	2

	C O5	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
--	---------	----------------------------------------------------------------------------------------------------------------------------------	---	---	---	---	---	---	---	---	---	---	---

Child Development and Teaching Learning Process Lab (EDH101P)	C O1	To demonstrate the understanding of different dimensions and stages of human development.	-	-	3	3	2	1	-	-	2	2	-
	C O2	To reflect on the needs and problems of adolescents in real life context	2	2	3	3	-	-	-	-	2	3	1
	C O3	To showcase the ways of addressing the diversity in classroom setting.	3	2	3	2	-	2	2	2	3	3	1
Foundation of Education (EDH102T)	C O1	Assimilate the concept of Education and Its philosophical aspects	-	-	2	3	-	2	-	2	3	3	3

	C O2	Comprehend the Socio Cultural aspect of Education	3	1	2	3	-	3	-	2	3	3	1
	C O3	Discuss the Interdisciplinary nature of Education	3	3	3	-	-	3	-	2	3	3	-
	C O4	Analyse the contribution of various Indian and western Educationists to Indian Education System	2	-	1	2	3	3	-	2	3	3	3

	C O5	Reflect on the Educational concerns and Issues in Indian context	1	-	2	3	-	3	-	2	3	2	3
Foundation of Education Lab (EDH102P)	C O1	Apply the philosophical understanding of Education into the real classroom situation	--	--	2	3	--	2	--	2	3	3	3
	C O2	Reflect upon the Socio Cultural aspect of Education through practical activities	3	1	2	3	--	3	--	2	3	3	1

	C O3	Appreciate the contribution of various Indian and western Educationists in shaping the Indian Education System with reference to the present scenario	2	--	1	2	3	3	--	2	3	3	3
Pedagogy of Social Sciences (EDH108T)	C O1	To gain an understanding of the nature and scope of Social Sciences as a School Subject.	2	-	2	-	-	-	-	-	2	2	2

	C O2	To develop an insight into the different approaches and methods of teaching Social Sciences.	-	2	-	3	3	2	-	-	2	-	2
	C O3	To plan lessons based on different approaches, methods and techniques to facilitate learning of Social Sciences.	-	-	-	3	3	2	-	-	-	-	-

	C O4	To understand different ways of assessing learner performance and providing additional support to the learners.	-	2	-	2	1	2	3	-	-	-	-
	C O5	To explore the use and relevance of different learning resources in teaching of Social Science.	2	3	-	-	2	2	-	2	3	2	2

Pedagogy of Social Sciences Lab (EDH108P)	C O1	To make use of different approaches and methods of teaching Social Sciences in classroom setting.	-	2	-	3	3	2	-	-	2	-	2
	C O2	To prepare lessons based on different approaches, methods and techniques to facilitate learning of Social Sciences.	-	-	-	3	3	2	-	-	-	-	-

	C O3	To develop different tools of assessing learner performance and providing additional support to the learners.	-	2	-	2	1	2	3	-	-	-	-
Pedagogy of Mathematics (EDH110T)	C O1	To appreciate the role and contribution of eminent mathematicians.	3	3	3	2		2		3	2		3
	C O2	To develop correlation of mathematics with other subjects	2		3		3	2	2	3	2	3	3
	C O3	To design instructional objectives for chosen content.	2	2	1		2	1		3		3	3

	C O4	Apply innovative methods of teachings to teach mathematics at middle school level.	2			2	3	2	2		2	1	3
	C O5	Create content appropriate evaluation tools in mathematics.	2	2	1	2		1	2	3		3	3

	C O6	To reflect the skill set of an effective mathematics teacher in the classroom.	1	1	3		2		2			3	3
Pedagogy of Mathematics Lab (EDH110P)	C O1	Develop Lesson Plan incorporating the core components.	2	2	1		2	1		3		3	3
	C O2	Make use of innovative methods of teachings to teach mathematics at middle school level.	2			2	3	2	2		2	1	3
	C O3	Design appropriate evaluation tools for effective evaluation of learning of Mathematical concepts.	2	2	1	2		1	2	3		3	3

	C O4	To demonstrate skill set of an effective Mathematics teacher in the classroom.	1	1	3		2		2			3	3
Pedagogy of Economics (EDH129T)	C O1	Develop an understanding of different approaches to teaching Economics.	3	3	3	2	3	3	3	3	3	3	3



C O2	Plan and deliver lessons based on different approaches to facilitate learning of Economics	3	3	2	3	3	3	3	2	2	2	-
C O3	Explore and evaluate the use and relevance of different learning resources and materials in Economics	-	-	2	2	3	3	2	2	2	3	-
C O4	Examine different pedagogical issues in learning Economics	3	2	3	3	2	2	-	-	3	3	3

C O5	Apply different ways of assessing learner performance and providing additional support to the learners	2	3	2	2	3	2	3	3	-	2	2
C O6	Reflect and utilize experiential knowledge to facilitate learning	2	2	-	3	3	3	3	3	2	3	2

Pedagogy of Economics Lab (EDH129P)	C O1	Develop an understanding of different approaches to teaching Economics.	3	3	3	2	3	3	3	3	3	3	3
	C O2	Plan and deliver lessons based on different approaches to facilitate learning of Economics	3	3	2	3	3	3	3	2	2	2	-
	C O3	Explore and evaluate the use and relevance of different learning resources and materials in Economics	-	-	2	2	3	3	2	2	2	3	-
	C O4	Examine different pedagogical issues in learning Economics	3	2	3	3	2	2	-	-	3	3	3

Pedagogy of Biological Science (EDH109T)	C O1	Understand and appreciate the nature of Science and contributions by eminent Biologists.	2	2	3	2	2	2	2	3	1	3	1
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	C O2	Design learning objectives for content related to Biological Sciences.	2	2	3	2	2	2	2	3	2	3	2
	C O3	Explain a Constructivist approach of building knowledge.	3	2	2	2	3	3	3	3	2	2	2
	C O4	Apply different pedagogical approaches to design lesson plans.	3	3	3	2	3	3	3	3	2	3	3
	C O5	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 (EDH109P)	C O1	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
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	C O2	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
	C O3	Develop and Execute lesson plans incorporating essential aspects of lesson planning.	3	3	3	2	3	3	3	3	2	3	3
	C O4	Design various assessment strategies and tool related to Biological Sciences	2	2	3	2	2	2	3	3	2	3	3
Pedagogy of Music (EDH155-T)	C O1	To enable student teacher to understand the importance of Indian Music.	2	1	1	2	3	3	3	---	3	2	---
	C O2	To provide knowledge of different methods and techniques of teaching music.	2	1	1	2	3	2	2	---	2	3	3

	C O3	To acquaint student teacher with latest teaching skills in Music.	3	1	1	2	2	1	1	1	3	3	----
	C O4	To equip with various types of Ragas and different talas.	3	1	1	2	1	1	2	2	3	3	2
	C O5	To develop understanding & aesthetic sense in student.	---	3	3	2	3	3	1	3	2	----	2
EDH141-T	C O1	To understand the epistemology of science as a school subject in the school curriculum.	3	3	3	2	-	2	-	3	2	-	3
	C O2	To implement various pedagogical approaches to teaching of home science at different stages of school.	2	-	-	2	3	2	2	-	2	1	3
	C O3	To plan units and lessons through thematic approach in a holistic	2	2	1	-	2	1	-	3	-	3	3

manner.

C O4	To critically examine teaching learning process that incorporate enquiry, discovery, activity based learning, problem solving situations and investigatory projects etc. within the classroom.	1	1	3	-	2	-	2	-	-	3	3
C O5	To integrate knowledge of home science with other school subjects	2	-	3	-	3	2	2	3	2	3	3
C O6	To facilitate self assessment in children with insights about metalearning	2	2	1	2	-	1	2	3	-	3	3

EDH141-P	C O1	To apply effective pedagogical approaches to teaching of home science at different stages of school.	2	-	-	2	3	2	2	-	2	1	3
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	C O2	To develop and deliver lesson plans using appropriate methods and strategies	2	2	1	-	2	1	-	3	-	3	3
	C O3	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
	C O4	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-P)	C O1	Develop competency in teaching skills for Music	---										
			-	1	1	2	---	-	-	3	---	3	3

	C O2	Prepare and Transact Lesson Plans for Teaching of Music	---	---									
			-	-	3	3	---	3	---	3	---	2	2

	C O3	Design various assessment tools for topics related to Music Teaching	---	---	2	2	----	3	----	3	---	3	3
Creating An Inclusive Classroom (EDS103)	C O1	To discuss the meaning and need of inclusion in education	3	1	1	2	----	----	1	1	2	2	1
	C O2	To get familiarized with various policies, programmes and schemes promoting inclusive education	2	2	1	2	----	1	1	---	2	1	1
	C O3	To identify the social, economic and physical diversity that exists amongst learners & challenges in Inclusive Education	2	3	2	3	1	3	2	1	2	3	1
	C O4	To develop the skills to manage a classroom in an inclusive setup	3	3	1	2	2	2	2	2	2	2	1

Critical Understanding of ICT in EducationI(CSW114B)	C O1	Describe and demonstrate common computer literacy skills	-	2	3	-	3	2	3	2	-	3	-
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	C O2	understand the fundamentals of the internet and perform basic internet skills;	-	2	3	-	2	2	2	1	-	2	-
	C O3	Describe and perform basic word processing skills;	-	1	2	-	2	2	1	3	-	1	-
	C O4	Enhance a wordprocessed document by including appropriate visual components.	-	1	1	-	2	2	2	2	-	1	-
Communica tive English-II (EDS107)	C O1	Demonstrate accuracy in the usage of grammar in their communication	-	1	1	2	3	1	-	2	-	3	3
	C O2	showcase skills while Communicating verbally	-	1	1	3	3	1	2	1	3	3	-
	C O3	Display proficiency while using morphology and syntax of English language	-	1	2	3	2	1	2	1	3	3	-

	C O4	Express themselves accurately in writing	-	1	2	3	2	1	2	1	3	3	-
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	C O5	Use different techniques while reading for comprehension	-	1	2	3	2	1	2	1	3	3	-
Reading and Reflecting on Texts (EDW104)	C O1	Explain concept and importance of Reflection through reading especially in context of teaching profession.	2	2	-	3	-	1	-	2	-	-	3
	C O2	Read and respond to a variety of texts in different ways as reader and writer.	2	3	-	2	-	1	-	2	-	-	2
	C O3	Engage in Interactive groups discussions with respect to reading and reflection activities.	2	2	-	2	-	1	-	2	-	-	2
	C O4	Explore different ways of developing reflective and critical thinking in personal and professional spaces.	3	3	-	2	-	1	-	3	-	-	3

Preliminary School Internship-Phase-1 (EDO106)	C O1	Recognise the contribution of psychological, philosophical and socio economic factors in optimizing teaching and learning	3	-	-	-	-	3	-	3	3	3	3
	C O2	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

	C O3	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	-	3	-	3	3
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	C O4	Appreciate importance of school engagement program as a integral component of teacher training programme	3	3	-	-	-	3	-	3	-	3	3
	C O5	Demonstrate an understanding of the differences between government and private school settings and ways of functioning.	3	3	-	3	-	-	-	3	-	3	3
Co-Curricular Activities (EDO144)	C O1	Student Teacher will demonstrate skills related to the core values such as professionalism and time management	3	2	-	-	-	-	-	-	3	3	2
	C O2	Student teachers will demonstrate team work and group activities	3	2	1	-	-	-	-	2	1	2	1

	C O3	Student teachers demonstrate skill at organizing and participating in activities related to their cognitive domain	3	3	-	-	-	-	-	1	1	1	1
	C O4	Student teachers will demonstrate skills at organizing and participating in activities related to affective domain	3	2	-	-	-	-	-	3	3	2	3
	C O5	Student teachers will demonstrate skills at organizing and participating in activities related to psychomotor domain	3	3	-	-	-	-	-	3	3	3	2
Learning and Teaching (EDH121T)	C O1	Understand the social & cognitive process of Learning.	2	3	3	3	2	2	-	3	3	3	3
	C O2	Understand the complex nature of Teaching and learning	3	3	3	3	3	3	3	3	2	2	2

	C O3	Deal with different barriers of communication in classroom teaching	-	3	1	2	-	3	-	-	-	2	-
	C O4	Know the new trends of teaching and learning	3	3	3	3	3	3	3	3	3	2	2
	C O5	Identify the activities of teaching learning process and apply it in the classroom	3	3	3	2	3	3	3	3	2	2	-
Learning and Teaching Lab (EDH121P)	C O1	Apply the complex nature of Teaching and learning in classroom context	2	3	3	3	2	2	-	3	3	3	3
	C O2	Develop Practical strategies to deal with different barriers of communication in classroom teaching	3	3	3	3	3	3	3	3	2	2	2

	C O3	Analyze new trends of teaching and learning in real life scenario	-	3	1	2	-	3	-	-	-	2	-
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Assessment for Learning (EDH122T)	C O1	To develop a critical understanding of issues in assessment and evaluation	3	3	3	2	1	2	3	3	2	3	2
	C O2	To justify the role of continuous and comprehensive assessment in holistic development	3	2	2	2	1	2	3	3	2	3	2
	C O3	To choose appropriate assessment methods	3	1			3	2	3	3	2	3	2
	C O4	To design learning indicators and rubrics as a part of assessment	3	1	2	2	2	2	3	3	2	3	2
	C O5	To devise ways to record and report learning landmarks to be supported by feedback	3	1	2	2	2	2	3	3	2	3	2
	C O6	To develop the habit self critiquing to improve performance.	3	3	2	2	2	2	3	3	1	3	2

Assessment for Learning Lab (EDH122P)	C O1	To make choice of appropriate assessment methods in different classroom situations	3	1	---	--	3	2	3	3	2	3	2
	C O2	To design learning indicators and rubrics to evaluate the learning outcomes	3	1	2	2	2	2	3	3	2	3	2
	C O3	To demonstrate ways to record and report learning landmarks supported by feedback	3	1	2	2	2	2	3	3	2	3	2
Pedagogy Of English (EDH127T)	C O1	Develop proficiency in all the four skills of English language	---	1	1	2	3	3	3	---	---	---	---
	C O2	Assimilate various approaches, methods and techniques to teach English	---	1	1	2	---	---	---	---	---	3	3



	C O3	Use appropriate learning Resources while teaching English language	---	1	1	2	2	1	1	1	3	3	---
	C O4	Use various approaches, methods and techniques to teach English	-	1	1	2	1	1	2	2	3	---	---
	C O5	Evaluate different language items and skills skillfully	---	3	3	2	3	3	1	3	---	---	---
Pedagogy of English Lab (EDH127P)	C O1	Develop proficiency in all the four skills of English language	---	1	1	2	---	---	---	3	---	3	3
	C O2	Assimilate Accuracy and Fluency in English Language.	-	-	3	3	---	3	---	3	---	2	2
	C O3	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 (EDH128T)	C O1	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
	C O2	To implement various pedagogical approaches to teaching of science at different stages of school.	3	3	3	--	2	2	---	2	1	--	---
	C O3	To plan units and lessons through thematic approach in a holistic manner.	--	--	3	3	3	2	---	3	1	2	---

	C O4	To critically examine teachinglearning process that incorporate enquiry, discovery, activity-based learning, problem solving situations and investigatory projects etc. within the classroom.	---	3	---	2	2	1	2	---	2	--	1
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	C O5	To integrate knowledge of science with other school subjects	--	3	2	1	2	1	---	--	3	2	
	C O6	To integrate knowledge of science in day-to-day life	1	---	1	---	3	---	3	2	2	3	3
Pedagogy of Physical Sciences Lab (EDH128P)	C O1	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

	C O2	Understand the micro teaching skills and prepare the micro lesson plans for each skill.		3	3	3	2	3	3	3	3	2	3
	C O3	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

	C O4	Apply different pedagogical approaches to design lesson plans.		2	2	3	2	2	2	2	3	2	3
	C O5	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 Commerce (EDH-111T)	C O1	To gain an understanding of the nature and scope of Commerce as a School Subject	2	-	2	-	-	-	-	-	2	2	2

	C O2	To explore the use and relevance of different learning resources in teaching of Commerce	2	3	-	-	2	2	-	2	3	2	2
	C O3	To develop an insight into the different methods of teaching Commerce.	-	2	-	3	3	2	-	-	2	-	2
	C O4	To plan lessons based on different methods and techniques to facilitate learning of Commerce.	-	-	-	3	3	2	-	-	-	-	-

	C O5	To understand different ways of assessing learner performance and providing additional support to the learners.	-	2	-	2	1	2	3	-	-	-	-
Pedagogy of Commerce Lab (EDH111P)	C O1	To make efficient different learning resources in teaching of Commerce	2	3	-	-	2	2	-	2	3	2	2

	C O2	To apply different methods of teaching Commerce in the classroom setting.	-	2	-	3	3	2	-	-	2	-	2
	C O3	To deliver lessons based on different methods and techniques to facilitate learning of Commerce.	-	-	-	3	3	2	-	-	-	-	-
Pedagogy of Computer Science (EDH112T)	C O1	To apply ICT skills across various disciplines	---	---	---	3	3	3		2	---	---	---
	C O2	To use microteaching skills in lesson plan development.	---	---	---		3	3	3	3	---	---	---

	C O3	To design lesson plan by implementing various methods, approaches and techniques of teaching of computer science	2	2	---	3	3	3	2		---	---	---
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	C O4	To carry out assessment and evaluation of pupil's scholastic and nonscholastic performance.	--	---	2	2	---	---	3	2	---	---	---
	C O5	To conduct research to address learning needs of diverse learner	3	2	---	3	---	---	---	---	3	2	2
Pedagogy of Computer Science Lab (EDH112P)	C O1	To make use of various microteaching skills in simulated classroom scenario	...	2	...	...	3	3	3	3	...	...	...

	C O2	To prepare and deliver lesson plan by implementing various methods, approaches and techniques of teaching of computer science	2	2		3	3	3	2		...	...	...
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	C O3	To design appropriate assessment tools for evaluating pupils' scholastic and nonscholastic performance.	...	...	2	2			3	2	...	...	...
Pedagogy of Hindi (EDH130T)	C O1	Comprehend the Nature of Hindi Language	2	2	1	2	3	3	3	2	---	---	---
	C O2	Develop proficiency in all the four skills of Hindi language	3	1	1	2	---	3	----	---	2	3	3
	C O3	Use appropriate learning Resources while teaching Hindi language	2	1	1	2	2	1	1	1	3	3	---

	C O4	Assimilate various approaches, methods and techniques to teach Hindi	3	1	1	2	1	1	2	2	3	---	---
	C O5	Evaluate different language items and skills effectively	3	3	3	2	3	3	1	3	---	2	3



Pedagogy of Hindi Lab (EDH130P)	C O1	Develop proficiency in all the four skills of Hindi language	---	1	1	2	----	----	----	3	---	3	3
	C O2	Assimilate Accuracy and Fluency in Hindi Language.	---	---	3	3	---	3	---	3	---	2	2
	C O3	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	C O1	Comprehend the Nature of Sanskrit Language	2	2	1	2	3	3	3	2	----	---	----
	C O2	Develop proficiency in all the four skills of Sanskrit language	3	1	1	2	----	3	----	----	2	3	3

	C O3	Use appropriate learning Resources while teaching Sanskrit language	2	1	1	2	2	1	1	1	3	3	----
	C O4	Assimilate various approaches, methods and techniques to teach Sanskrit	3	1	1	2	1	1	2	2	3	---	----

Pedagogy of Sanskrit EDH142-P	C O1	Develop proficiency in all the four skills of Sanskrit language	----	1	1	2	----	----	----	3	---	3	3
	C O2	Assimilate Accuracy and Fluency in Sanskrit Language.	----	----	3	3	---	3	---	3	----	2	2
	C O3	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)		Comprehend the Nature of Language	2	1	1	2	3	3	3	---	3	2	----
		Develop proficiency in all the four skills of Punjabi language	2	1	1	2	3	2	2	---	2	3	3
Pedagogy of Punjabi (EDH145-P)		Use appropriate learning Resources while teaching Punjabi language	3	1	1	2	2	1	1	1	3	3	----

		Assimilate various approaches, methods and techniques to teach Punjabi	3	1	1	2	1	1	2	2	3	3	2
		Evaluate different language items and skills skillfully	---	3	3	2	3	3	1	3	2	---	2
	C O1	Develop proficiency in all the four skills of Punjabi language	---	1	1	2	---	---	---	3	---	3	3
	C O2	Assimilate Accuracy and Fluency in Punjabi Language.	---	---	3	3	---	3	---	3	---	2	2
	C O3	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)	C O1	Evaluate different language items and skills effectively	3	3	3	2	3	3	1	3	---	2	3
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	C O2	explain various perspectives of language development	3	3	-	2	3	2	-	1	1	2	2
	C O3	explore strategies for effective communication	3	3	-	3	3	3	-	2	2	2	2
	C O4	apply principles of reading and writing skills of children	2	2	-	2	2	2	-	2	2	2	2
Understanding disciplines and Subjects (EDS124)	C O1	To make academic presentations precisely, logically and effectively.	3	3	2	3	3	3	2	3	2	3	3
	C O2	To analyze the learner oriented and discipline oriented approach to curriculum	2	2	3	2	2	3	3	3	3	3	2
	C O3	To elaborate on disciplinary knowledge in school curriculum	3	3	-	-	-	1	2	2	2	3	2
	C O4	To explain paradigm shifts in nature of disciplines	-	-	1	-	-	2	2	3	2	2	2

Drama and Art in Education (EDW125)	C O1	To develop the skills to use visual art in teaching learning process effectively.	1	2	1	3	2	1	1	2	1	1	2
	C O2	To develop the skills to use literary art in teaching learning process effectively.	1	2	1	3	2	1	1	2	1	1	2
	C O3	To develop the skills to use performing art in teaching learning process effectively.	1	2	1	3	2	1	1	2	1	1	2
	C O4	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 for Educators (LWS121)	C O1	Understand the historical background and the salient features of the Constitution of India	3	2	1	1	1	1	1	1	2	2	1

	C O2	Explain and summarise the major commercial laws in India	3	2	1	1	1	1	1	1	2	2	1
	C O3	Identify and explain the laws protecting rights of Children in India	3	2	1	1	1	1	1	1	2	2	1
	C O4	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)	C O1	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
	C O2	Explain and summarise the major laws in India pertaining to governance of business	3	2	1	1	1	1	1	1	2	2	1
	C O3	Identify and explain the laws protecting rights of employees in India	3	2	1	1	1	1	1	1	2	2	1

	C O4	Identify and explain the laws protecting rights of consumers and employees in India	3	2	1	1	1	1	1	1	2	2	1
Foreign language (French) FLS103	C O1	Exchange greetings and do introductions using formal and informal expressions. Understand and use interrogative and answer simple questions.	2	3	3	-	-	-	-	-	-	-	-
	C O2	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	-	-	-	-	-	-	-	-

C O3	Describe themselves, 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	-	-
C O5	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	-	-



Foreign language (German)F LS102	C O1	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	-	-	-	-	-	-	-	-
	C O2	Students will be able to discuss everyday life and daily routines, using simple sentences and familiar vocabulary.	2	3	3	-	-	-	-	-	-	-	-

C O3	Students will be able to identify key details in short, highly contextualized audio text dealing with a familiar topic, relying on repetition and extra linguistic support when needed. Students will 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.	1	1	2	-	-	-	-	3	1	-	-
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	C O4	Students will be able to differentiate certain patterns of behavior in the cultures of the Germanspeaking 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	-	-
Preliminary School Internship-Phase-II (EDO126)	C O1	Recognise the contribution of psychological, philosophical and socio economic factors in optimizing teaching and learning	3	-	-	-	-	3	-	3	3	3	3
	C O2	Articulate experiences of observing the teaching of mentor teacher/ teachers and peers	3	-	-	-	-	3	-	3	3	3	3

C O3	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
C O4	Provide constructive feedback to the peers and accept feedback from them with respect to their teaching	3	3	-	-	-	3	3	-	-	-	-
C O5	Appreciate importance of school engagement program as a integral component of teacher training programme	3	3	-	-	-	3	-	3	-	3	3

	C O6	Demonstrate an understanding of the differences between government and private school settings and ways of functioning.	3	3	-	3	-	-	-	3	-	3	3
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Post Second Semester Summer Training (EDO165)	C O1	To develop interest in listening, speaking, reading & writing.	1	3	---	---	---	---	---	---	---	---	---
	C O2	To comprehend & paraphrase the ideas and their use in professional as well as in personal life	1	3	---	---	---	---	---	---	---	---	---
	C O3	To give presentation in a structured manner on provided topic	1	3	---	---	---	---	---	---	---	---	---
	C O4	To understand the importance of teamwork and its use in professional life.	1	3	---	---	---	---	---	---	---	---	---

	C O5	To minimize the gap/translation pattern	1	3	---	---	---	---	---	---	---	---	---
		created due to the influence of mother tongue.											

Skill in Pedagogy I (EDO201)	C O1	Prepare mega lesson plan incorporating essential maxims and principles of teaching	-	-	-	2	3		-	-	-	-	-
	C O2	Deliver the lesson plan in the classroom demonstrating desired pedagogical skills and competencies	-	3	-	1	3	3	-	-	-	-	-
	C O3	Prepare and utilize the appropriate TLM to facilitate effective teaching	-	-	-	-	3	2	-	-	-	-	-
	C O4	Demonstrate effective use of ICT in transacting the curriculum	-	-	-	-	3	2	-	-	-	-	-
	C O5	Make appropriate use of tools and techniques for effective evaluation of students learning	-	2	3	-	-	-	3	-	-	-	-

	C O6	Utilize peer feedback as a tool to enhance the teaching effectiveness	-	-	-	-	-	-	-	3	-	-	2
Skill in Pedagogy II (EDO202)	C O1	Prepare mega lesson plan incorporating essential maxims and principles of teaching	-	-	-	2	3		-	-	-	-	-

	C O2	Deliver the lesson plan in the classroom demonstrating desired pedagogical skills and competencies	-	3		1	3	3	-	-	-	-	-
	C O3	Prepare and utilize the appropriate TLM to facilitate effective teaching	-	-	-	-	3	2	-	-	-	-	-
	C O4	Demonstrate effective use of ICT in transacting the curriculum	-	-	-	-	3	2	-	-	-	-	-
	C O5	Make appropriate use of tools and techniques for effective evaluation of students learning	-	2	3		-	-	3	-	-	-	-

	C O6	Utilize peer feedback as a tool to enhance the teaching effectiveness	-	-	-	-	-	-	-	3	-	-	2
Case Study (EDO238)	C O1	Execute and evaluate the effectiveness of the solution	3	1	3	-	-	-	1	1	3	1	-
	C O2	Collect relevant information about the case identified	3	1	3	-	-	-	1	1	3	1	-

	C O3	Explore the probable causes for the present conditions of the identified case	3	1	3	-	-	-	1	1	3	1	-
	C O4	Propose a plan of action for the improvement/restoration of the subject	3	1	3	-	-	-	1	1	3	1	-
Action Research (EDO237)	C O1	Identify problems faced during the real classroom situation	2	2	2	-	-	-	-	1	3	-	-
	C O2	Offer tentative solutions for the identified problems	2	2	2	-	-	-	-	1	3	-	-
	C O3	Develop a research based systematic plan of action to solve the problem	2	2	2	-	-	-	-	1	3	-	-



	C O4	Execute and evaluate the effectiveness of the solution	2	2	2	-	-	-	1	1	3	-	-
Reflective Journal (EDN203)	C O1	Introspect one's strength and weakness during classroom teaching	3	-	-	-	-	-	-	2	-	-	3
	C O2	Develop a plan of action to channelize one's strength and improve upon the area of concerns	3	-	-	-	-	-	-	2	-	-	3

	C O3	Envision himself/herself as an effective prospective teacher	3	2	2	-	-	-	-	2	-	-	3
	C O4	Imbibe the values essential for becoming the reflective and humane practitioner	3	2	2	-	-	-	-	2	-	-	3
Community Connect Program (EDO239)	C O1	Become sensitive towards the prevailing socio economic conditions	3	-	-	-	-	-	-	-	-	3	2
	C O2	Imbibe the universal values of humanity, love and compassion	3	-	-	-	-	-	-	-	-	3	2

	C O3	Appreciate interdependence of various components of society	3	-	-	-	-	-	-	1	-	3	2
	C O4	Contribute to the social welfare by participating in community based activities	3	-	-	-	-	-	-	1	-	3	2
Education in Contemporary India (EDH214T)	C O1	Discuss the concept of equality of opportunities in Education considering the constitutional provision.	3	-	3	-	1	-	-	-	-	2	2

	C O2	Analyze Indian Constitutional provisions and directive principles relevant to Education along with key developments during preindependence era.	3	-	3	-	1	-	-	-	-	2	2
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C O3	Examine the role of NCF 2005, Right to Education Act 2009 and Yashpal committee report in the development of Indian Education system.	3	3	-	-	-	3	-	-	2	-	2
C O4	Explore the core structures of Indian education system and the role of educational agencies in its development.	2	-	-	-	-	2	-	-	2	2	2
C O5	Review the role of teacher in universal and inclusive education in improving the quality in Education.	-	2	2	2	-	2	-	-	2	2	2

Education in Contemporary India Lab (EDH214P)	C O1	Review of recent articles, editorials, research papers etc. on emerging issues e.g. implementation of RTE/ Equal opportunities for all/ various govt. schemes for universalization of education, girl education/and modernization of education etc.	3	-	3	-	1	-	-	-	-	2	2
	C O2	Analyze Indian Constitutional provisions and directive principles relevant to Education along with key developments during preindependence era.	3	-	3	-	1	-	-	-	-	2	2

	C O3	Compare the recommendations of National Curriculum framework 2005 and National Curriculum framework 2022	3	3	-	-	-	3	-	-	2	-	2
	C O4	Explore the core structures of Indian education system and the role of educational agencies in its development.	2	-	-	-	-	2	-	-	2	2	2
	C O5	Review the role of teacher in universal and inclusive education in improving the quality in Education.	-	2	2	2	-	2	-	-	2	2	2
Knowledge and Curriculum (EDH206T)	C O1	Explain the concept of knowledge and its relationship with various aspects of curriculum Development	2	3	2	3	-	1	----	2	1	2	2

	C O2	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
	C O3	Infer the interrelationship among Education, social forces and curriculum development	2	3	3	2	-	1	----	2	3	3	3
	C O4	Assimilate the process of curriculum development with all its significant components	1	2	2	3	-	1	2	1	2	2	2
	C O5	Reflect on the role of National Level institutions in curriculum Planning	1	2	1	1	-	----	1	1	2	1	2
Knowledge and Curriculum Lab (EDH206P)	C O1	To discuss the educational thoughts of great educational thinkers on childcentered education	2	3	2	3	-	1	----	2	1	2	2

	C O2	To 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
	C O3	To comprehend curriculum process and practice	2	3	3	2	-	1	----	2	3	3	3
School Organization & Management (EDS227)	CO 1	Use various strategies to create positive school climate	3	3	3	2	---	2	----	3	---	2	2
	CO 2	Analyse various features of school as an organization.	----	----	3	3	---	3	---	3	----	2	2
	CO 3	Discuss different components of school management	----	----	3	3	----	3	----	3	----	2	2
	CO 4	Assimilate the concept and process of educational administration	1	1	3	2	---	2	----	3	---	2	2

Basics of Economics (MCS231)	C O	Course Statements	P O 1	P O 2	PO 3	P O 4	PO 5	PO 6	PO 7	P O 8	P O 9	PO 10	PO 11
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	C O1	To comprehend the economic problems of the society	1	1	1	1	--	--	--	--	1	1	1
	C O2	To analyze the laws of utility, demand and supply and their measurement	2	1	2	1	--	--	--	--	1	2	3
	C O3	To explain the laws of production and various concepts of costs	2	1	--	--	--	--	--	--	2	1	1
	C O4	To elaborate the various market forms	1	1	1	1	--	--	--	--	1	1	1
Introduction to Finance (MCS232)	C O1	To take an overview of Financial management and its need to take financial decisions.	2	1	1	1	--	--	--	--	3	2	2



	C O2	To understand financial statements and distinguish between profit & loss and Balance sheet of different business organizations .	1	1	1	1	--	--	--	--	1	1	1
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	C O3	To identify the different sources of long term finance and differentiate amongst equity, preference and Debt	2	1	2	1	--	--	--	--	1	2	3
	C O4	To elaborate and apply various techniques of capital budgeting and analyze cost of capital and capital structure	1	1	--	--	--	--	--	--	3	1	1
Principles of Management (MOOC	C O1	To know about staffing/recruitment	-	1	-	-	-	-	-	-	-	1	1

22E-EDS203)	C O2	To explore performance management and appraisal process	-	1	-	-	-	-	-	-	-	2	1
	C O3	To explore training and development	-	1	-	-	-	-	-	-	-	2	1
	C O4	To evaluate processes of career management	-	1	-	-	-	-	-	-	-	2	1
Gender, School and Society (EDS207)	C O1	To develop a positive notion on sexuality amongst young people.	2	2	2	2	2	2	3	3	3	3	3

	C O2	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
	C O3	To analyse the role of schools in promoting gender equality through value education.	1	3	2	2	1	3	2	1	3	2	3

	C O4	To develop a strategic approach towards women empowerment with the support of government agencies	1	1	3	2	1	2	2	1	3	2	3
Understanding the Self (EDW217)	C O1	Assimilate the concept of Self Identity	2	2	----	2	2	2	----	1	2	2	2
	C O2	Reflect on the factors which influence ones self Identity	---	3	----	2	3	2	----	1	2	2	2

	C O3	Analyse the factors which positively enhance one's professional Identity	1	2	1	1	1	2	2	1	2	2	2
	C O4	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
	C O5	showcase qualities of teacher as a reflective practioner	2	2	2	1	1	2	1	1	2		2

Peace and Value Education (EDS220)	CO 1	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
	CO 2	To get oriented with the need and role of yoga and meditation for inner harmony	---	3	----	2	3	2	----	1	2	2	2

	CO 3	To understand impact of social processes on moral development	1	2	1	1	1	2	2	1	2	2	2
	CO 4	To get oriented with various strategies of value orientation	2	2	3	2	3	2	1	1	2	2	2

Guidance and Counselling (EDS221)	C O1	The students will apply the knowledge of guidance and counselling in real life situations	3	3	3	-	-	-	2	2	2	2	2
	C O2	The student will imbibe and demonstrate qualities of an effective counselor	3	3	2	-	-	-	3	3	1	2	2
	C O3	The student will demonstrate various approaches of guidance and counseling	2	2	2	-	-	-	2	2	2	1	2

	C O4	The student will effectively use tools for testing and evaluating different techniques for assessment	1	1	1	-	-	-	2	3	1	1	2
Human Rights in Education(EDS222)	CO 1	To inculcate the knowledge of the Human Rights.	2	2	----	2	2	2	----	1	2	2	2
	CO 2	To Realize the importance and need of human rights	----	3	----	2	3	2	----	1	2	2	2

	<b>CO 3</b>	To Comprehend the role of the Constitution in human rights	1	2	1	1	1	2	2	1	2	2	2
	<b>CO 4</b>	To Comprehend the role of human rights in their life	2	2	3	2	3	2	1	1	2	2	2
Environment and Education(E DS223)	<b>CO 1</b>	To understand about the concept of environmental education	2	2	1	1	2	2	2	2	---	----	2
	<b>CO 2</b>	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
	<b>CO 3</b>	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

	<b>CO 4</b>	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
Educational Leadership (MOOC-21O-EDS-401)	<b>CO 1</b>	To help the teaching/Academic professionals to understand how educational leadership can transform and enhance the effectiveness of educational institutions.	2	-	2	-	-	3	--	3	-	-	-
	<b>CO 2</b>	To encourage individual members to develop various skills, competencies, abilities to enhance their leadership skills.	2	-	-	-	-	3	--	3	-	-	-

<b>CO 3</b>	To develop awareness into their selfmotivation, reflective practices, critical thinking and positive plans of actions for enhancing their leadership impact and institutional effectiveness.	3	-	-	-	-	3	--	3	-	-	-
<b>CO 4</b>	To mobilize human resources of education sector, educational administration and prospective teachers.	3	-	3	-	-	3	--	3	-	-	-
<b>CO 1</b>	To help the teaching/Academic professionals to understand how educational leadership can transform and enhance the effectiveness of educational institutions.	2	-	2	-	-	3	--	3	-	-	-
<b>CO 2</b>	To encourage individual members to develop various skills, competencies, abilities to enhance their leadership skills.	2	-	-	-	-	3	--	3	-	-	-



	CO 3	To develop awareness into their selfmotivation, reflective practices, critical thinking and positive plans of actions for enhancing their leadership impact and institutional effectiveness.	3	-	-	-	-	3	--	3	-	-	-
School Leadership and Management (EDS236)	C O1	To understand key leadership theories and ideas, from inside and outside education, and apply these to thinking about their own practice	2	-	2	-	-	3	--	3	-	-	-
	C O2	draw on evidence from research and practice to develop knowledge with an understanding of what is known about effective leadership	2	-	-	-	-	3	--	3	-	-	-

	C O3	relate these to their own leadership context in planning actions	3	-	-	-	-	3	--	3	-	-	-
	C O4	undertake practicebased tasks enabling selfevaluation of their leadership in action	3	-	3	-	-	3	--	3	-	-	-
	C O5	develop their reflective practice skills to help them to evaluate and improve their own leadership practice	3	-	3	-	-	3	--	3	2	-	-
	C O6	learn collaboratively, supported by a mentor, to share insights, and develop knowledge and skills.	3	-	3	-	-	3	--	3	-	-	-
Critical Understanding of ICT in EducationII(CSW115 B)	C O1	Understanding basic conditional formatting and Implement filters on data for analysis.	-	1	3	-	3	2	3	2	-	-	-

	C O2	Create pivot table for data analysis and LookuPOperation on data.	-	1	3	-	3	2	3	1	-	-	-
	C O3	Configure google site: header,pages, link, image and Configure Google Suite to collaborate and publish.	-	1	2	-	3	3	1	3	-	3	-
	C O4	To implement basic programming logic using Turtle Block.	-	1	1	-	2	1	1	1	-	-	-
E-Learning (EDW228)	C O1	Understand concept of elearning and key concepts	1	1	3	1	1	1	1	3	1	1	1
	C O2	Use blended learning approach in e-learning	3	2	2	2	3	3	1	3	1	2	2
	C O3	Use different online tools and resources in assessment	2	3	3	3	3	1	3	1	2	1	2

C O4	Explore and use the potentialities of Information Communication Technology for collaborative, constructive & inquiry based learning	2	3	2	3	3	2	3	1	2	2	2
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