



MANAV RACHNA UNIVERSITY

**FACULTY OF EDUCATION & HUMANITIES
DEPARTMENT OF EDUCATION & HUMANITIES**

PROGRAM STRUCTURE

&

DETAILED SYLLABUS

B.Ed.

BATCH: 2017-2019

MANAV RACHNA UNIVERSITY
FACULTY OF EDUCATION AND HUMANITIES
B.Ed. EDU01 (Session 2017-19)

SEMESTER - I																			
SUBJECT CODES	SUBJECT NAME	OFFERING DEPARTMENT	COURSE NATURE (Hard/Soft/Workshop/)	COURSE TYPE (Core/Elective /University Compulsory)	L	T	P	O	NO. OF 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		2												
EDH102-T	Foundations of Education	Edu.	Hard Course	CORE	3	0	0	0	5	4									
EDH102-P	Foundations of Education Lab				0		2												
EDH108-T	Pedagogy of Social Science	Edu.	Hard Course	CORE/ELECTIVE	3	0	2	0	5	4									
EDH108-P	Pedagogy of Social Science Lab																		
EDH109-T	Pedagogy of Biological Science																		
EDH109-P	Pedagogy of Biological Science Lab																		
EDH110-T	Pedagogy of Mathematics																		
EDH110-P	Pedagogy of Mathematics Lab																		
EDH129-T	Pedagogy of Economics																		
EDH129-P	Pedagogy of Economics 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	2
EDW 105	Critical Understanding of ICT in Education-I	Edu.	Workshop	CORE	0	0	3	0	3	2									
EDO106	Preliminary School Internship-Phase-1*	Edu.	School Internship	CORE	0	0	0	0	0	2									
EDS107	Communicative English	Edu.	Soft Course	CORE	1	0	2	0	3	2									

TOTAL (L-T-P/CONTACT HOURS/CREDITS)

11

0

16

0

27

22

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

SEMESTER - II

SUBJECT CODES	SUBJECT NAME	**OFFERIN G	*COURSE NATURE	COURSE TYPE (Core/Elective)	L	T	P	O	NO. OF CONTACT	NO. OF CREDITS
EDH121-T	Learning and Teaching	Edu.	Hard Course	CORE	3	0	0		5	4
EDH121-P	Learning and Teaching Lab				0	0	2			
EDH122-T	Assessment for Learning	Edu.	Hard Course	CORE	3	0	0		5	4
EDH122-P	Assessment for Learning Lab				0	0	2			
EDH111-T	Pedagogy of Commerce									
EDH111-P	Pedagogy of Commerce 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									
EDS123	Language and Curriculum	Edu.	Soft Course	CORE	1	0	2	0	3	2
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	Elective	1	0	2	0	3	2
LWS122	Commercial Law									
EDO126	Preliminary School Internship-Phase-II **	Edu.	School Internship	CORE	0	0	0	0	0	2
FLS101	Spanish-I	MRCFL	ELECTIVE	UNIVERSITY COMPULSORY	1	1	0	0	2	0
FLS102	German-I									
FLS103	French-I									
TOTAL (L-T-P/CONTACT HOURS/CREDITS)					#REF!	1	#REF!	0	24	18
Two weeks summer training (1.5 Credits)										

SEMESTER - III

SUBJECT CODES	SUBJECT NAME	OFFERING DEPARTME	COURSE NATURE	COURSE TYPE (Core/Elective Core)	L	T	P	O	NO. OF CONTACT	NO. OF CREDITS
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
TOTAL (L-T-P/CONTACT HOURS/CREDITS)					0	0	0	0	0	14

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.

SEMESTER - IV

SUBJECT CODES	SUBJECT NAME	OFFERING DEPARTME	COURSE NATURE	COURSE TYPE (Core/Elective)	L	T	P	O	NO. OF CONTACT	NO. OF CREDIT
EDH214-T	Education in Contemporary India	Edu.	Hard Course	Core	3	0	0	0	5	4
EDH214-P	Education in Contemporary India Lab				0	0	2			
EDH206-T	Knowledge and Curriculum	Edu.	Hard Course	Core	3	0	0	0	5	4
EDH206-P	Knowledge and Curriculum Lab				0	0	2			
EDS207	School Organization & Management	EDU	Soft Course	Core	2	0	0		2	2
EDS 207	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	2
MOOC-19E-EDS-203	Principle of Human Resource management	MGT	Soft Course	ELECTIVE	0	0	0		2	2
EDW218	Critical Understanding of ICT in Education-II	EDU	Workshop	Core	0	0	3	0	3	2
EDW228	Skill Lab and Robotics Project Based Learning	Edu	Workshop	Core	0	0	3	0	3	2
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	Environmental Education									
TOTAL (L-T-P/CONTACT HOURS/CREDITS)					10	0	17	0	29	22



**MANAV RACHNA
UNIVERSITY** 
(FORMERLY MANAV RACHNA COLLEGE OF ENGINEERING
NAAC ACCREDITED 'A' GRADE INSTITUTION)

Declared as State Private University under section 2f of the UGC act, 1956

PROGRAMME BOOKLET

Bachelor of Education (B.Ed.) (EDU01)
(Batch: 2017-2019)

Department of Education
Faculty of Education
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.

DEPT. OF EDUCATION

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.

MANAV RACHNA UNIVERSITY										
DEPARTMENT OF EDUCATION										
B.Ed. EDU01 (Session 2017-19)										
SEMESTER – I										
SUBJECT CODES	SUBJECT NAME	OFFERING DEPARTMENT	COURSE NATURE (Hard/Soft /	COURSE TYPE (Core/Elective /	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH101-T	Child Development and Teaching Learning Process	Edu.	Hard Course	CORE	3	0	0	0	3	4
EDH101-P	Child Development and Teaching Learning Process Lab	Edu.	Hard Course	CORE	0	0	2	0	2	
EDH102-T	Foundations of Education	Edu.	Hard Course	CORE	3	0	0	0	3	4
EDH102-P	Foundations of Education Lab	Edu.	Hard Course	CORE	0	0	2	0	2	
EDH108-T	Pedagogy of Social Sciences	Edu.	Hard Course	CORE (Elective)	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									
EDH111-T	Pedagogy of Commerce									
EDH111-P	Pedagogy of Commerce Lab									
EDS103	Creating an Inclusive Classroom	Edu.	Soft Course	CORE	1	0	2	0	3	2
EDS107	Communicative English	Edu.	Soft Course	CORE	1	0	2	0	3	2
EDW104	Reading and Reflecting on Texts	Edu.	Workshop	CORE	0	0	3	0	3	2
EDW105	Critical Understanding of ICT in Education -I	Edu.	Workshop	CORE	0	0	3	0	3	2
EDO106	Preliminary School Internship -Phase-1	Edu.	School Internship	CORE	0	0	0	2	0	2

TOTAL (L-T-P-O CONTACT HOURS/CREDITS)					1 1	0	1 8	2	29	22
SEMESTER – II										
SUBJECT CODES	SUBJECT NAME	OFFERING DEPARTMENT	COURSE NATURE	COURSE TYPE	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH121-T	Learning and Teaching	Edu.	Hard Course	CORE	3	0	0	0	3	4
EDH121-P	Learning and Teaching Lab	Edu.	Hard Course	CORE	0	0	2	0	2	
EDH122-T	Assessment for Learning	Edu.	Hard Course	CORE	3	0	0	0	3	4
EDH122-P	Assessment for Learning Lab	Edu.	Hard Course	CORE	0	0	2	0	2	
EDH129-T	Pedagogy of Economics	Edu.	Hard Course	CORE (Elective)	3	0	0	0	5	4
EDH129-P	Pedagogy of Economics Lab				0	0	2	0		
EDH127-T	Pedagogy of English				3	0	0	0		
EDH127-P	Pedagogy of English Lab				0	0	2	0		
EDH128-T	Pedagogy of Physical Sciences				3	0	0	0		

EDH128-P	Pedagogy of Physical Sciences Lab				0	0	2	0		
EDH130-T	Pedagogy of Hindi				3	0	0	0		
EDH130-P	Pedagogy of Hindi Lab				0	0	2	0		
EDS123	Language and Curriculum	Edu.	Soft Course	CORE	1	0	2	0	3	2
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
EDO126	Preliminary School Internship-Phase-II	Edu.	School Internship	CORE	0	0	0	2	0	2
LWS121	General Laws for Educators	Law	Soft Course	Core (Elective)	2	0	0	0	2	2
LWS122	Commercial Laws	Law	Soft Course							
FLS101	Spanish-I	MRCFL	UNICERSITY COMPULSORY	Elective	1	1	0	0	2	0
FLS102	German-I									
FLS103	French-I									
	TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)				13	1	15	2	28	22
EDO165	Post Second Semester Summer Training								30	1.5

SEMESTER – III										
SUBJECT CODES	SUBJECT NAME	OFFERING DEPARTMENT	COURSE NATURE	COURSE TYPE	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDO201	Skill in Pedagogy I	Edu.	Outcome	Core	0	0	0	6	0	6
EDO202	Skill in Pedagogy II	Edu.	Outcome	Core	0	0	0	6	0	6
EDN203	Reflective Journal	Edu.	Outcome	Core	0	0	0	2	0	2
	TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)							14		14
SEMESTER – IV										
SUBJECT CODES	SUBJECT NAME	OFFERING DEPARTMENT	COURSE NATURE	COURSE TYPE (Core/Elective /	L	T	P	O	NO. OF 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	
EDH216-T	Knowledge and Curriculum	Edu.	Hard Course	Core	3	0	0	0	3	4

EDH216-P	Knowledge and Curriculum Lab	Edu.	Hard Course	Core	0	0	2	0	2	
EDS227	School Organization and Management	EDU	Soft Course	Core	1	0	2	0	3	2
EDS207	Gender School and Society	Edu.	Soft Course	Core	1	0	2	0	3	2
EDS236	School Leadership and Management	EDU	SOFT	ELECTIVE	1	0	2	0	3	2
EDS220	Peace and Value Education									
EDS221	Guidance and Counselling									
EDS222	Human Rights in Education									
EDS223	Environment and Education									
MOOC-19E-EDS-201	Principles of HRM	MGT	MOOC	CORE	0	0	0	3	3	2
MCS231	Basics of Economics		SOFT	Elective	1	0	2	0		
MCS232	Introduction to Finance		SOFT	Elective						
EDW217	Understanding the Self	Edu.	Workshop	Core	0	0	3	0	3	2
EDW218	Critical Understanding of ICT in Education-II	Edu.	Workshop	Core	0	0	3	0	3	2

EDW228	Skill Lab, Robotics- Project Based Learning	Edu.	Workshop	Core	0	0	3	0	3	2
	TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)				1	0	2	0	31	22
					0		1			

Total Credits Scheme

S. No.	Semester	Contact Hours	Credits
1	I	29	22
2	II	28	22
3	Post Second Semester Summer Training	30	1.5
4	III	14	14
5	IV	31	22
Total		132	81.5

Program Structure
(Semester I)

SEMESTER – I										
SUBJECT CODES	SUBJECT NAME	OFFERING DEPARTMENT	COURSE NATURE (Hard/Soft/)	COURSE TYPE (Core/Elective /)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH1 01-T	Child Development and Teaching Learning Process	Edu.	Hard Course	CORE	3	0	0	0	3	4
EDH1 01-P	Child Development and Teaching Learning Process Lab	Edu.	Hard Course	CORE	0	0	2	0	2	
EDH1 02-T	Foundations of Education	Edu.	Hard Course	CORE	3	0	0	0	3	4
EDH1 02-P	Foundations of Education Lab	Edu.	Hard Course	CORE	0	0	2	0	2	
EDH1 08-T	Pedagogy of Social Sciences	Edu.	Hard Course	CORE (Elective)	3	0	2	0	5	4
EDH1 08-P	Pedagogy of Social Sciences Lab									
EDH1 09-T	Pedagogy of Biological Science									
EDH1 09-P	Pedagogy of Biological									

	Science Lab									
EDH1 10-T	Pedagogy of School Mathemati cs									
EDH1 10-P	Pedagogy of School Mathemati cs Lab									
EDH1 11-T	Pedagogy of School Commerce									
EDH1 11-P	Pedagogy of School Commerce Lab									
EDS10 3	Creating an Inclusive Classroom	Edu.	Soft Course	CORE	1	0	2	0	3	2
EDS10 7	Communica tive English	Edu.	Soft Course	CORE	1	0	2	0	3	2
EDW1 04	Reading and Reflecting on Texts	Edu.	Worksh op	CORE	0	0	3	0	3	2
EDW1 05	Critical Understand ing of ICT in Education-I	Edu.	Worksh op	CORE	0	0	3	0	3	2
EDO1 06	Preliminary School Internship- Phase-1	Edu.	School Internsh ip	CORE	0	0	0	2	0	2
	TOTAL (L-T-P-O CONTACT HOURS/CREDITS)				1 1	0	1 8	2	29	22

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)	
CO1	To develop the understanding of different dimensions and stages of human development.
CO2	To identify the needs and problems of adolescents.
CO3	To explore the ways of addressing the diversity in class.
CO4	To reflect upon different theories of human development in context of the present scenario.
CO5	To apply the gained knowledge with respect to social concerns in the present context and their influence on development of children.
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

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

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.

Course Title/Code	Foundations of Education (EDH102-T)
Course Type	Core
Course Nature	Hard
L-T-P-0 Structure	3-0-0-0
Credits	3
Course Objective	To orient the students about the philosophical and sociological foundation of Education
Course Outcomes (COs)	
CO1	Assimilate the concept of Education and Its philosophical aspects
CO2	Comprehend the Socio Cultural aspect of Education
CO3	Discuss the Inter-disciplinary nature of Education
CO4	Analyze the contribution of various Indian and western Educationists to Indian Education System
CO5	Reflect on the Educational concerns and Issues in the Indian context
Prerequisites	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.

Course Title/Code	Foundations of Education Lab (EDH102-P)
Course Type	Core
Course Nature	Hard
L-T-P Structure	0-0-2
Credits	1
Course Objective	To orient the students about the philosophical and sociological foundation of Education
Course Outcomes (COs)	
CO1	To demonstrate the understanding of different dimensions and stages of human development.
CO2	To reflect on the needs and problems of adolescents in real life context
CO3	To showcase the ways of addressing the diversity in classroom setting.
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.
6. Any other suitable activity

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.

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)	
CO1	To gain an understanding of the nature and scope of Social Sciences as a School Subject.
CO2	To develop an insight into the different approaches and methods of teaching Social Sciences.
CO3	To plan lessons based on different approaches, methods and techniques to facilitate learning of Social Sciences.
CO4	To understand different ways of assessing learner performance and providing additional support to the learners.
CO5	To explore the use and relevance of different learning resources in teaching of Social Science.
Prerequisites (if any)	NA

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.

Reference Books and Readings

1. Banks, James, A., (1977) Teaching Strategies for the Social Studies: Enquiry, Valuing And Decision Making, Wesley Publishing Comp., Massachusetts
2. Bining, Arthur, C., and Bining, David, H., Teaching Social Studies in Secondary Schools, McGraw, Hill Book Company, Inc., New York 1952
3. Delors, J., (1996) Learning the Treasure within, Report of International Commission on Education for 21st Century – UNESCO
4. Dhamija, Neelam (1993), Multimedia Approaches in Teaching Social Studies, Harmen Publishing House, New Delhi
5. DigumartiBhaskaraRao (ed.), Techniques of Teaching Social, Sciences, Sonali Publications, Delhi
6. George, Alex M. and Amman Madan (2009), Teaching Social Science in Schools: NCERT's New TextBook Initiative, Sage, New Delhi
7. James, Hemming (1953), The Teaching of Social Studies in Secondary Schools,

Longman Green and Company, London

8. Learning Without Burden, Report of the National Advisory Committee, 1993, Ministry of Human Resource Development, Government of India.
9. Mehlinger, Howard D. (Ed) (1981), UNESCO Handbook for the Teaching of Social Studies, UNESCO
10. National Curriculum for Elementary and Secondary Education, A Frame Work, 1988, NCERT, New Delhi
11. National Curriculum FrameWork 2005, NCERT, New Delhi.

Course Title/Code	Pedagogy of Social Sciences Lab (EDH108-P)
Course Type	Elective
Course Nature	Hard
Credits	1
L-T-P-O	(0-0-2-0)
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)	
CO1	To make use of different approaches and methods of teaching Social Sciences in classroom setting.
CO2	To prepare lessons based on different approaches, methods and techniques to facilitate learning of Social Sciences.
CO3	To develop different tools of assessing learner performance and providing additional support to the learners.
Prerequisites (if any)	NA

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, UNESCO 2005.

Course Title/Code	Pedagogy of Biological Science (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)	
CO1	Understand and appreciate the nature of Science and contributions by eminent Biologists.
CO2	Design learning objectives for content related to Biological Sciences.
CO3	Explain a Constructivist approach of building knowledge.
CO4	Apply different pedagogical approaches to design lesson plans.
CO5	Design effective assessment strategies related to Biological Sciences and ICT mediated online assessment sheets.
Prerequisites (if any)	NA

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.

Course Title/Code	Pedagogy of Biological Science 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)	
CO1	Apply different pedagogical approaches and methods of teaching Biological Sciences into the real classroom situation
CO2	Make use of Constructivist approach of knowledge in the teaching of content in Biological Sciences
CO3	Develop and Execute lesson plans incorporating essential aspects of lesson planning.
CO4	Design various assessment strategies and tool related to Biological Sciences
Prerequisites (if any)	NA

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.

Course Title/Code	Pedagogy of Mathematics (EDH110-T)
Course Type	Elective
Course Nature	Hard
L-T-P-0 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)	
CO1	To appreciate the role and contribution of eminent mathematicians.
CO2	To develop correlation of mathematics with other subjects
CO3	To design instructional objectives for chosen content.
CO4	Apply innovative methods of teachings to teach mathematics at middle school level.
CO5	Create content appropriate evaluation tools in mathematics.
CO6	To reflect the skill set of an effective mathematics teacher in the classroom.
Prerequisites (if any)	NA

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, Aryabhata, 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

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 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.

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

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)	
CO1	Develop Lesson Plan incorporating the core components.
CO2	Make use of innovative methods of teachings to teach mathematics at middle school level.
CO3	Design appropriate evaluation tools for effective evaluation of learning of Mathematical concepts.
CO4	To demonstrate skill set of an effective Mathematics teacher in the classroom.
Prerequisites (if any)	NA

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

Course Title/Code	Pedagogy of Commerce (EDH-111T)
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)	
CO1	To gain an understanding of the nature and scope of Commerce as a School Subject.
CO2	To explore the use and relevance of different learning resources in teaching of Commerce
CO3	To develop an insight into the different methods of teaching Commerce.
CO4	To plan lessons based on different methods and techniques to facilitate learning of Commerce.
CO5	To understand different ways of assessing learner performance and providing additional support to the learners.
Prerequisites (if any)	NA

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, E-Learning, Workbooks and Practice sets in Accounting Approaches to Evaluation, Meaning and Importance of Evaluation in Commerce, Formative and Summative evaluation, Types of Tools and Techniques used in Evaluation, Achievement test in Commerce

Reference Books and Readings

1. *Abhinav National, International Peer reviewed Refereed Journal*. Retrieved from www.abhinavjournal.com
2. Aggarwal, J.C. (1996) *Teaching of Commerce: A Practical Approach*. New Delhi: Vikas Publishing House Pvt. Ltd.
3. Bhatia, S.K. (2012). *Teaching of Business Studies and Accountancy*. New Delhi: Arya Book Depot.
4. Ghosh, A. B. (1969). *Commerce Education- A Study of Some Aspects*. New Delhi: Sultan Chand and Sons.
5. Jain, R.K. (1966). *Higher Education for Business in India: A Critique of Commerce Education in Indian Universities*. Nagpur: Vishwa Bharati Prakashan.
6. Khan, M. S. (1982). *Commerce Education*. New Delhi: Sterling Publishers Private Ltd.
7. SCERT (2011). *Support material for PGT Commerce* . Retrieved from http://delhi.gov.in/wps/wcm/connect/doi_scert/Scert+Delhi/Home/Questpaedia/L
8. Siddique, M.Akhtar and Khan, R. S. (1995). *Handbook for Business Studies*. Jamia Millia Islamia, New Delhi.

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)	
CO1	To make efficient different learning resources in teaching of Commerce
CO2	To apply different methods of teaching Commerce in the classroom setting.
CO3	To deliver lessons based on different methods and techniques to facilitate learning of Commerce.
Prerequisites (if any)	NA

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/doi_scert/Scert+Delhi/Home/Questpaedia/L
4. Siddique, M.Akhtar and Khan, R. S. (1995). *Handbook for Business Studies*. Jamia Millia Islamia, New Delhi.

Course Title/Code	Creating An Inclusive Classroom (EDS103)
Course Type	Core
Course Nature	Soft
L-T-P-0 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)	
CO1	To discuss the meaning and need of inclusion in education
CO2	To get familiarized with various policies, programmes and schemes promoting inclusive education
CO3	To identify the social, economic and physical diversity that exists amongst learners & challenges in Inclusive Education
CO4	To develop the skills to manage a classroom in an inclusive setup
Prerequisites (if any)	NA

SECTION A

FROM SEGREGATION TO INCLUSION

Inclusion as a Universal Human Right, Concept and Need of Inclusion in Education, Policies, programmes, Schemes with respect to Inclusive Education- Policy guidelines on inclusion in education, UNESCO (2009), National Policy for Persons with Disabilities (2006), SarvaShikshaAbhiyaan (2002).

SECTION B

ADDRESSING DIVERSITY THROUGH INCLUSIVE EDUCATION

Inclusive Education- Goals and Guiding principles, Diversity amongst learners-Social, Economic and Physical, Nature of physical and mental disabilities- Developmental (Learning disabilities, autism, Motor skill disorders), Behavioural(ADHD, ODD); Physical (Impairment, Disability, Handicap). Nature of Social and Economic diversity- Caste, Class, Gender

SECTION C

CHALLENGES IN INCLUSIVE EDUCATION

Attitudinal barriers amongst-Administrators, Teachers, Parents, Peers and Community, Assessment and Evaluation, Architectural barriers

SECTION D

OVERCOMING THE BARRIERS TO ADDRESS SPECIAL EDUCATIONAL NEEDS (SEN) OF LEARNER

Role of a teacher in an inclusive set up, Making learning more meaningful through-curricular accommodations, instructional adaptations, celebrating differences, creative educational aids and empathetic practices. Parent-School partnership, Universal Design in Learning; Individualised Education Programme

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

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

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 COMPREHENSION

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.
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.

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	2
Course Objective	Comprehend and think reflectively on spoken or written texts
Course Outcomes (COs)	
CO1	Explain the concept and importance of Reflection through reading especially in the context of the teaching profession.
CO2	Read and respond to a variety of texts in different ways as reader and writer.
CO3	Engage in Interactive groups discussions with respect to reading and reflection activities.
CO4	Explore different ways of developing reflective and critical thinking in personal and professional spaces.
Prerequisites (if any)	NA

SECTION A

READING SKILLS

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

SECTION B

WRITING AND REFLECTION SKILLS

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

Practical Activities

1. Engaging with narrative and descriptive accounts in stories or chapters.
2. Re-telling the account (in one's own words) from different points of view after reading a specified content given by the teacher.

3. Writing based on text e.g. summary of any given text, extrapolation of a story, converting a situation into a dialogue etc.
4. Read a journal article, newspaper article or a chapter and write personal responses and summary.
5. Assessment of reading comprehension based on a given passage. The chosen text should 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
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/work-experience/reflective-writing-guidance.pdf

Course Title/Code	Critical Understanding of ICT in Education-I (EDW105)
Course Type	Core
Course Nature	Workshop
L-T-P Structure	0-0-3-0
Credits	2
Course Objective	The course enables the learners to understand the fundamentals and basic principles of ICT and its use and applications in Education.
Course Outcomes (COs)	
CO1	To describe and demonstrate common computer literacy skills
CO2	To understand the fundamentals of the internet and perform basic internet skills
CO3	Describe and perform basic word processing skills
CO4	Enhance a word-processed document by including appropriate visual components.
Prerequisites (if any)	NA

SECTION A

INTRODUCTION TO INFORMATION AND COMMUNICATION TECHNOLOGY

Information and Communication Technology: Meaning, nature and advantages. Hardware and Software Fundamentals: Hardware fundamentals and Software fundamentals: meaning and types, Introduction to Office Applications: MS Office (word processing, spreadsheets, presentations, drawings) Multimedia: meaning, types, advantages and evaluation of multimedia resources, development and use of multimedia in education.

COMPUTER SECURITY: hacking, virus, spyware, misuse, abuse, antivirus, cybercrime, firewall and safe practices (user security)

SECTION B

TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPCK): Approaches to integrating ICT in teaching-learning process. Subject specific ICT tools for creating and facilitating learning. Subject Specific online resources and their use. Designing technology integrated learning experiences.

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
6. Roblyer, M.D. (2008). *Integrating Educational Technology into Teaching*. New Delhi: Pearson Education, South Asia, India.

Course Title/Code	Preliminary School Internship-Phase-1 (EDO106)
Course Type	Core
L-T-P-0 Structure	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.
Course Outcomes (COs)	
CO1	Recognise the contribution of psychological, philosophical and socio - economic factors in optimizing teaching and learning
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
CO3	Present the observations of internship period in a systematic and structured manner in the form of individual and/or Group Tasks
CO4	Appreciate importance of school engagement program as a integral component of teacher training programme
CO5	Demonstrate an understanding of the differences between government and private school settings and ways of functioning.
Prerequisites (if any)	NA

Section A

Component 1- Observation of School Infrastructure (through schools website) in light of policy recommendations with special focus on NEP 2020 in context of provisions for School Education. This will include visiting websites of selected schools to observe school infrastructure including Classrooms, Sports facilities, Assembly hall, Laboratories, Auditorium etc. .

Component 2 - Observation of the Schools teaching sessions (Mode- Videos uploaded on Govt. platforms)

Section B

Component 3 - Survey Study (Questionnaire and Interview of Schools teachers) pertaining to various dimensions of teaching learning process

Component 4 – Detailed presentation and viva based on above components

Semester II(Program Structure)

SEMESTER – II										
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/ /	COURSE TYPE (Core/Elective /	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. O CREDI
EDH121-T	Learning and Teaching	Edu.	Hard Course	CORE	3	0	0	0	3	4
EDH121-P	Learning and Teaching Lab	Edu.	Hard Course	CORE	0	0	2	0	2	
EDH122-T	Assessment for Learning	Edu.	Hard Course	CORE	3	0	0	0	3	4
EDH122-P	Assessment for Learning Lab	Edu.	Hard Course	CORE	0	0	2	0	2	
EDH129-T	Pedagogy of Economics	Edu.	Hard Course	CORE (Elective)	3	0	0	0	5	4
EDH129-P	Pedagogy of Economics Lab				0	0	2	0		
EDH127-T	Pedagogy of English				3	0	0	0		
EDH127-P	Pedagogy of English Lab				0	0	2	0		
EDH128-T	Pedagogy of Physical Sciences				3	0	0	0		
EDH128-P	Pedagogy of Physical Sciences Lab				0	0	2	0		
EDH130-T	Pedagogy of Hindi				3	0	0	0		
EDH130-P	Pedagogy of Hindi Lab				0	0	2	0		

EDS123	Language and Curriculum	Edu.	Soft Course	CORE	1	0	2	0	3	2
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
EDO126	Preliminary School Internship-Phase-II	Edu.	School Internship	CORE	0	0	0	2	0	2
LWS121	General Laws for Educators	Law	Soft Course	Core (Elective)	2	0	0	0	2	2
LWS122	Commercial Laws	Law	Soft Course							
FLS101	Spanish-I	MRCFL	UNICERSITY COMPULSORY	Elective	1	1	0	0	2	0
FLS102	German-I									
FLS103	French-I									
	TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)				13	1	15	2	28	22

Semester II (Detailed Syllabus)

Course Title/Code	Learning and Teaching (EDH121-T)
Course Type	Core
Course Nature	Hard
L-T-P-0 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)	
CO1	Understand the social & cognitive process of Learning.
CO2	Understand the complex nature of Teaching and learning
CO3	Deal with different barriers of communication in classroom teaching
CO4	Know the new trends of teaching and learning
CO5	Identify the activities of teaching-learning process and apply it in the classroom
Prerequisites (if any)	NA

SECTION A

EDUCATIONAL PSYCHOLOGY, LEARNING AND MOTIVATION

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

SECTION B

INTELLIGENCE AND CREATIVITY

INTELLIGENCE: Meaning, theories of intelligence-Spearman, Thorndike, Thurstone,

Gardener and Guilford, Measurement of intelligence, uses and limitations of intelligence test. CREATIVITY - concept, identification of creative potential, educational programme for developing creativity Intelligence and Creativity PERSONALITY: concept, big five theory, and Jung's theory.

SECTION C

TEACHING & NEW TRENDS OF TEACHING LEARNING

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

SECTION D

EDUCATIONAL AND INSTRUCTIONAL TECHNOLOGY

Meaning, Nature, Scope and Functions of Educational Technology, Approaches of Educational Technology: Hardware, Software COMMUNICATION: Concept, Nature, Components, Process, Types, Modes and Principles; Barriers to Communication CLASSROOM INTERACTION: Meaning, Flanders's Components of Classroom Interaction, Analysis and Interpretation of Classroom Interaction TEACHING AIDS: Printed, Broadcast and Digital OPEN AND DISTANCE EDUCATION: Concept, significance and use of technology

References Books and Readings:

- 1 Agrawal, J.C.: Educational Technology and Management. Agra: Vinod Pustak Mandir. 2003.
- 2 Arnes, Peter et 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.

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

Practical Activities

- 1 List out online teaching learning resources
- 2 Study of a case and prepare a report on influential factors of learning
- 3 Observe a group of 5-10 children and record their verbal and non-verbal communication used in different situations(during play, classroom, recess etc.)
- 4 Prepare a presentation on educational technology used for special children.
- 5 Observe 5 classroom teaching of your pedagogy at different level and prepare a reflective journal using Flander's interaction model.
- 6 Prepare your own SWOT analysis
- 7 Prepare a case study on an adolescent near you and mention his/her problems during that period and provide remedial measures after discussing the case with your teacher.
- 8 Conduct a Socio- metric Test in the class and interpret the result
- 9 Discuss the role of Emotions in the learning processPresentation on educational implications of any one learning or Intelligence theory
- 10 Administration and Interpretation of any one psychological test - Intelligence test/Personality test/Creativity test/Attitude test/Aptitude test.
- 11 Conduct an experiment on transfer of learning
- 12Preparation of learner profile based on cognitive/non-cognitive characteristics

References:

- 1 Malek ParveenbanuM.,(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), ShaikshikProdyogiki, 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.

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

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 and NDP

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.

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)	
CO1	To make choice of appropriate assessment methods in different classroom situations
CO2	To design learning indicators and rubrics to evaluate the learning outcomes
CO3	To demonstrate ways to record and report learning landmarks supported by feedback
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:

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.

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)	
CO1	Develop proficiency in all the four skills of English language
CO2	Assimilate various approaches, methods and techniques to teach English
CO3	Use appropriate learning Resources while teaching English language
CO4	Use various approaches, methods and techniques to teach English
CO5	Evaluate different language items and skills skillfully
Pre-requisites(if any)	NA

SECTION A

FUNDAMENTALS OF LANGUAGE

Nature and scope of language, Psycholinguistic and sociolinguistic perspective of language, Role of language: Intellectual, Emotional, Social, and Cultural development, Principles and maxims of language teaching, Basic linguistic principles

SECTION B

DEVELOPMENT OF LANGUAGE

Position of languages in India: Article 343- 351, Status of English in India as a second language and as a global language, Teaching of English language in context to Kothari Commission (1964-66), NPE- 1968, POA- 1992, NCF- 2005

SECTION C

ENGLISH LANGUAGE PEDAGOGY

LANGUAGE SKILL DEVELOPMENT (LSRW): Listening - concept, types, significance, and activities like-listening to authentic material (announcements,

commentaries, radio recordings); recorded material (learning material developed for secondary language teaching, teacher's recoded material); live listening material (teacher as a role model)**Speaking** - concept, types, significance and activities like situational conversation, topic based discussion, task centered, picture composition, telling anecdotes, etc. Resources and Techniques- usage of dictionary , language lab, multimedia, games, role play, story- telling) **Reading**-concept, significance, types (loud, silent, intensive, extensive, and supplementary),methods(phonic, whole word), techniques to increase speed of reading (phrasing, skimming, scanning, columnar reading, keyword reading)**Writing**-concept, types, significance of composition(guided, free, and creative), evaluating compositions,**Approaches:** direct, structural, communicative, and constructivist. Micro teaching skills: introduction, illustration, questioning, stimulus variation, and reinforcement, Teaching devices: drill, narration, and exposition, Lesson planning: prose, poetry, grammar

SECTION D

EVALUATION: LANGUAGE LEARNING

Meaning and importance of tests and exams, Different types of test items for testing different skills of English language, Comprehensive and continuous evaluation in English class

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.

Course Title/Code	Pedagogy of English Lab (EDH127-P)
Course Type	Core
L-T-P-O Structure	0-0-1-0
Credits	1
Course Objective	To produce skilful and effective English Language Teachers
Course Outcomes (COs)	
CO1	Develop proficiency in all the four skills of English language
CO2	Assimilate Accuracy and Fluency in English Language.
CO3	Communicate effectively (verbally, non-verbally and in writing) to express themselves to be successful Teachers and entrepreneurs.
Prerequisites (if any)	NA

Practical Activities

1. Discuss the changed role of English language in 21st century.
2. Explore the contribution of ICT in language learning.
3. Discuss on topic: 'Difference between spoken and written English'.
4. Pen down a reflective feedback on any English text book.
5. Read biography of two prose authors (one Indian, one International), and two poets (one Indian, one International).
6. Developing teaching aids (charts/ flash cards/games/ props/ audios/videos) for enhancing language skills.
7. Draft a question paper in English for class seven in compliance with Bloom's taxonomy.
8. Observe and list the language activities incorporated by in-service English teachers to supplement the understanding of learners .
9. Any other suitable activity.

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 Hellenic Open University.
3. Brown,G.&Yule. (1983). Teaching the spoken language. Cambridge:Cambridge University Press.
4. Doff, A. (1988). Teach English: A Training Course for Teachers. Cambridge: The British Council and Cambridge University Press.
5. Grellet, F. (1981). Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises. Cambridge: Cambridge University Press.
- 6.Hughes, A. (1989). Testing for Language Teachers. Cambridge: Cambridge University Press.
- 7.Maley,A. &Duff,A.(1975).Sounds interesting.Cambridge:Cambridge University Press.
- 8.Parrott, M. (1993). Tasks for Language Teachers. Cambridge: Cambridge University Press.

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 science 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 science education with nature, social environment, technology and society common at all educational processes.
Course Outcomes	
CO1	To understand the epistemology of science as a school subject in the school curriculum.
CO2	To implement various pedagogical approaches to teaching of science at different stages of school.
CO3	To plan units and lessons through thematic approach in a holistic manner.
CO4	To critically examine teaching-learning process that incorporate enquiry, discovery, activity-based learning, problem solving situations and investigatory projects etc. within the classroom.
CO5	To integrate knowledge of science with other school subjects
CO6	To integrate knowledge of science in day-to-day life
Prerequisites (if any)	NA

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 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 Physical Sciences with other school subjects and in daily life.

SECTION B

PLANNING, DESIGNING AND TRANSACTION

Aims and objectives of teaching physical 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.

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.

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 science 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 science education with nature, social environment, technology and society common at all educational processes.
Course Outcomes (COs)	
CO1	Understand the Bloom's Taxonomy of Instructional Objectives and design learning objectives for content related to Physical Science.
CO2	Understand the micro teaching skills and prepare the micro lesson plans for each skill.
CO3	Learn about the Herbartian lesson plan and prepare the lesson plans for teaching Physical Science.
CO4	Apply different pedagogical approaches to design lesson plans.
CO5	Learn about the test construction and construct a test paper for students' assessment.
Prerequisites (if any)	NA

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 Science Planning learning situations for constructing knowledge in Physical Science.
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.

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	To develop an understanding of meaning, scope, aims and objectives of teaching of Economics
CO2	To develop ability to design, and use various tools & techniques of evaluation..
CO3	To reflect learning resources and materials of economics teaching at middle-school levels
CO4	To get knowledge of different methods of teaching.
Prerequisites (if any)	NA

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 (Think-Pair-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

Course Title/Code	Pedagogy of Economics Lab (EDH129-P)
Course Type	Elective
Course Nature	Hard
L-T-P Structure	(0-0-2)
Credits	1
Course Objective	To examine the need and importance of teaching-learning Economics
Course Outcomes	
CO1	To Design appropriate evaluation tools for effective evaluation of learning of Mathematical concepts.
CO2	To make use of various learning resources and materials of economics teaching at middle-school levels
CO3	To apply effective approaches and methods of teaching Economics.
Prerequisites	NA

Practical Activities

1. Pedagogical Analysis on the following topics:
 - a. Wants and their classification
 - b. Laws of return
 - c. Population- its Growth Pattern, Problems of over population, Density of population
 - d. National Income- Meaning, Methods of Measurement
 - e. Any other topic given by teacher
2. Preparation of Achievement test or portfolios in Economics.
3. Comparative analysis of prescribed syllabus of CBSE & ICSE
4. Critical analysis of the perspectives presented by NCF's (1975,1986,2000,2005) in relation to economics at higher secondary level.
5. Development and organization of co-curricular activities
6. Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
7. Prepare few teaching aids for teaching of Economics
8. Any other project/assignment given by the institution
9. Prepare and execute a lesson plan to teach by using any one of the following:
 - a. Constructivism
 - b. Concept mapping
 - c. Cooperative learning
10. Identify a classroom problem and provide solution to it through action research

Reference Books and Readings:

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

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)	
CO1	Comprehend the Nature of Hindi Language
CO2	Develop proficiency in all the four skills of Hindi language
CO3	Use appropriate learning Resources while teaching Hindi language
CO4	Assimilate various approaches, methods and techniques to teach Hindi
CO5	Evaluate different language items and skills effectively
Prerequisites (if any)	NA

इकाई-1

भाषाकास्वरूपएवंभाषायीकौशल, भाषाकाअर्थप्रकृतिमहत्वएवंमातृभाषाकेरूपमेंहिंदीभाषाकामहत्व, हिंदीभाषाकीव्याकरणिकसंरचना - वर्ण ,शब्द , पद,वाक्यएवंविरामचिन्ह, ब्लूमद्वारानिर्धारितअनुदेशनात्मकउद्देश्य, श्रवणकौशल-अर्थ, महत्व, उद्देश्य, विधियाँ, श्रवणकेदोषकेकारणवसुधार, कथनकौशल- अर्थ, महत्व, उद्देश्य, विधियाँ, लेखनकौशल-अर्थ, महत्व, उद्देश्य, विधियाँ, वाचनकौशल-अर्थ, महत्व, उद्देश्य, विधियाँ

इकाई-2

साहित्यिकविधाएँऔरहिन्दीशिक्षण, साहित्यिकविधाओंकापरिचय-कविता, कहानी,निबंध, एकांकी, जीवनी, आत्मकथाकासामान्यपरिचय, गद्यशिक्षण-अर्थ, महत्व, उद्देश्य, विधियाँएवंसोपान, पद्यशिक्षण-अर्थ, महत्व, उद्देश्य, विधियाँएवंसोपान, व्याकरणशिक्षण-अर्थ, महत्व, उद्देश्य, विधियाँएवंसोपान

इकाई-3

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

इकाई-4

हिन्दीमेंमूल्यांकनवगृहकार्य,हिन्दीशिक्षणमेंमूल्यांकनकाअर्थएवंस्वरूप,हिन्दीशिक्षणमेंगृहकार्यकास्वरूप
एवंसंशोधन

Reference Books and Readings

1. अग्रवाल, परुषोत्तम ,कुमारसजंय (2000), हहन्दी: नईचालमेंढली: एकपनुववचार, देिकालप्रकािन, नईहदलली
2. अज्ञेय, सस्चदानंदहीरानंदवात्स्यायन (2010), वत्सलर्नचधप्रकािनमाला :संववत्त, सस्ता
3. साहहत्यमण्डलप्रकािन, नईहदललीकुमार, कृष्ण (2004), बच्चेकीभाषाऔरअध्यापक, राष्ट्रीयपसुतकन्यास, नईहदलली
4. कौशिक, जयनारायण(1987), हहन्दीशिक्षण, हररयाणासाहहत्यअकादमी, चंडीगढ़गपुता,मनोरमा (1984), भाषाअचधगम, केंद्रीयहहन्दीसंस्थान, आगरा
5. गोस्वामी, कृष्णकुमार (1990), साहहत्यभाषाऔरसाहहत्यशिक्षणसंस्थान, दक्षक्षणभारतहहन्दीप्रचारसभा, हैदराबादगोस्वामी,
6. कृष्णकुमारदेवेन्द्र (1992), साहहत्यशिक्षण, उच्चशिक्षाऔरिध
7. संस्थान, मद्रासचतवुेदी, रामस्वरूप (2005), हहन्दीसाहहत्यऔरसंवेदनाकाववकास, लोकभारतीप्रकािन,
8. हदललीजोसेफजेस्सी(1997), भाषाकीजैववकता, ज्ञानोदयप्रकािन, धारवाड़
9. त्वारी, परुषोत्तम(1992), हहन्दीशिक्षण, राजस्थानहहन्दीग्रंथअकादमी
10. त्वारी, भोलानाथ(1990), हहन्दीभाषाशिक्षण, शलवपप्रकािन, हदलली
11. पाण्डेय, रामिकल(1993), हहन्दीशिक्षण,ववनोदपसुतकमहंदर, आगरा

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)	
CO1	Develop proficiency in all the four skills of Hindi language
CO2	Assimilate Accuracy and Fluency in Hindi Language.
CO3	Communicate effectively (verbally, non-verbally and in writing) to express themselves to be successful Teachers and entrepreneurs.
Prerequisites (if any)	NA

प्रयोगात्मकक्रियाएँ

1. भाषाकौशलसंबंधीभाषाखेलनिर्मितकरो।
2. साहित्यिकविधाओंजैसेकविता,कहानी,एकांकी,जीवनी,आत्मकथामेंसेकिसीदोविधाओंकीसमीक्षाकीजिए।
3. गद्य, पद्यएवंव्याकरणकीकक्षा 6-10 कीपाठ्यपुस्तकसेपाठयोजनातैयारकरो।
4. प्रश्नपत्रकानिर्माणकरो।
5. कल्पनाप्रधानएवंभावप्रधानमौलिकनिबंधलिखिए।
6. कक्षा 6-10 कीपाठ्यपुस्तकोंमेंसंकलितमुहावरों, लोकोक्तियोंकासंकलनकीजिए।

Reference Books

1. अग्रवाल, परुषोत्तम , कुमारसजंय (2000), हहन्दी: नईचालमेंढली: एकपनुववचार, देिकालप्रकािन, नईहदलली
2. अज्ञेय, सस्चदानंदहीरानंदवात्स्यायन (2010), वत्सलर्नचधप्रकािनमाला :संववत्त, सस्ता

3. साहहल्यमण्डलप्रकाशिन, नईहदललीकुमार, कृष्ण (2004), बच्चेकीभाषाऔरअध्यापक, राष्ट्रीयपसुतकन्यास, नईहदलली
4. कौशिक, जयनारायण (1987), हहन्दीशिक्षण, हररयाणासाहहल्यअकादमी, चंडीगढ़गपुता,मनोरमा (1984), भाषाअचधगम, केंद्रीयहहन्दीसंस्थान, आगरा
5. गोस्वामी, कृष्णकुमार (1990), साहहल्यभाषाऔरसाहहल्यशिक्षण, उच्चशिक्षाऔरिध
6. संस्थान, दक्षक्षणभारतहहन्दीप्रचारसभा, हैदराबादगोस्वामी, कृष्णकुमारएवंकुलदेवेन्द्र (1992), साहहल्यशिक्षण, उच्चशिक्षाऔरिध
7. संस्थान, मद्रासचतवुेदी, रामस्वरूप (2005), हहन्दीसाहहल्यऔरसंवेदनाकावकास, लोकभारतीप्रकाशिन,
8. हदललीजोसेफजेस्सी(1997), भाषाकीजैवकता, ज्ञानोदयप्रकाशिन, धारवाड़
9. र्तवारी, परुषोत्तम(1992), हहन्दीशिक्षण, राजस्थानहहन्दीग्रंथअकादमी
10. र्तवारी, भोलानाथ(1990), हहन्दीभाषाशिक्षण, शलवपप्रकाशिन, हदलली
11. पाण्डेय, रामिकल(1993), हहन्दीशिक्षण,वनोदपसुतकमहंदर, आगरा

Course Title/Code	Language and Curriculum (EDS123)
Course Type	Elective
Course Nature	Soft
L-T-P-O Structure	(1-0-2-0)
Credits	2
Course Objective	To orient the students about the importance of language in the overall personality development especially in school context
Course Outcome	
CO1	demonstrate sensitivity towards language diversity in the classroom
CO2	explain various perspectives of language development
CO3	explore strategies for effective communication
CO4	apply principles of reading and writing skills of children
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

Course Title/Code	Understanding disciplines and Subjects (EDS124)
Course Type	Core
Course Nature	Soft
L-T-P Structure	2-0-1
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)	
CO1	To make academic presentations precisely, logically and effectively.
CO2	To analyze the learner oriented and discipline-oriented approach to curriculum
CO3	To elaborate on disciplinary knowledge in school curriculum
CO4	To explain paradigm shifts in nature of disciplines
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 inter-disciplinary 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/wp-content/uploads/2015/12/Understanding-Disciplines-and-School-Subjects.pdf>

Course Title/Code	Drama and Art Education (EDW125)
Course Type	Core
Course Nature	Workshop
L-T-P-O Structure	0-0-3-0
Credits	2
Course Objective	To orient the students about the concept of art based education and to enable them for classroom execution.
Course Outcomes (COs)	
CO1	To develop the skills to use visual art in teaching the learning process effectively.
CO2	To develop the skills to use literary art in teaching the learning process effectively
CO3	To develop the skills to use performing art in teaching the learning process effectively.
CO4	To develop the skills to integrate technology and art in teaching the learning process effectively.
Prerequisites (if any)	NA

SECTION A

THEORETICAL FRAMEWORK

Meaning and concept 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

EDUCATIONAL IMPLICATIONS

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.
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.

Course Title/Code	Preliminary School Internship-Phase-II (EDO126)
Course Type	Core
Course Nature	Outcome
L-T-P-O Structure	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)	
CO1	Recognise the contribution of psychological, philosophical and socio - economic factors in optimizing teaching and learning
CO2	Articulate experiences of observing the teaching of mentor teacher/ teachers and peers
CO3	Present the observations of internship period in a systematic and structured manner in the form of individual and/or Group Tasks
CO4	Provide constructive feedback to the peers and accept feedback from them with respect to their teaching
CO5	Appreciate importance of school engagement program as a integral component of teacher training programme
CO 6	Demonstrate an understanding of the differences between government and private school settings and ways of functioning.
Prerequisites (if any)	NA

Course Title/Code	General Laws for Educators (LWS121)
Course Type	Elective (Allied)
Course Nature	Soft
L-T-P-0 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)	
CO1	Understand the historical background and the salient features of the Constitution of India
CO2	Explain and summarize the major commercial laws in India
CO3	Identify and explain the laws protecting rights of Children in India
CO4	Identify and explain the laws protecting rights of Women in India
Prerequisites (if any)	NA

SECTION A

Laws relating to education

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

SECTION B

Laws relating to Women

3. Sexual Harassment including workplaces.
4. An Overview of Domestic Violence laws in India with reference to domestic Violence Act.

SECTION C

Laws relating to Child

1. Conceptual understanding of the Juvenile Justice system with reference to the Juvenile Justice Act.
5. 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.
6. Overview of the provisions of Minimum wages Act.

Reference Books and Readings

1. Taxmann, Labour Laws, Taxmann Publications Ltd, 2016
2. Manjula Batra , Women and law (Law relating to Children)in India, Allahabad Law Agency, Second Edition, 2015.
3. Donald J. Shoemaker & Timothy W. Wolfe , Contemporary World Issues , Juvenile Justice, 3rd Edition, Oxford paperback.2014.
4. S.C Shrivastava ,Industrial Relations &Labour laws , Sixth Revised Edition, 2015
5. Taxmann, Payment of 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.

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)	
CO1	Understand the historical background and the salient features of various commercial laws in India.
CO2	Explain and summarize the major laws in India pertaining to governance of business
CO3	Identify and explain the laws protecting rights of employees in India
CO4	Identify and explain the laws protecting rights of consumers in India
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:

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

Course Title/Code	Foreign language (Spanish) FLS 101
Course Type	University Compulsory
L-T-P-0 Structure	1-1-0-0
Credits	0
Course Objective	Demonstrate advanced proficiency in spoken and written Spanish
Course Outcomes (COs)	
CO1	Exchange greetings and do introductions using formal and informal expressions. Understand and use interrogative and answer simple questions.
CO2	Learn basic vocabulary that can be used to discuss everyday life and daily routines, using simple sentences and familiar vocabulary. Express their likes and dislikes.
CO3	Describe themselves, other people, familiar places and objects in short discourse using simple sentences and basic vocabulary.
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.
CO5	Students will be introduced to Spanish culture and civilization. They will be able to describe various places and locations of Spanish countries.
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

Course Title/Code	Foreign language (German) FLS102	
Course Type	University Compulsory	
L-T-P Structure	1-1-0	
Credits	0	
Course Objective	Demonstrate awareness of cultural and historical differences between the culture of German-speaking countries and the student's native culture.	
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 (e.g., greetings, weather, sports, hobbies and daily activities,) 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
CO5	Students will be introduced to French culture and civilization. They will be able to describe various places and locations of Franco phonic countries.	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

Course Title/Code	Foreign language (French) FLS103
Course Type	University Compulsory
L-T-P Structure	1-1-0
Credits	0
Course Objective	Demonstrate advanced proficiency in spoken and written French
Course Outcomes (COs)	
CO1	Exchange greetings and do introductions using formal and informal expressions. Understand and use interrogative and answer simple questions.
CO2	Learn Basic vocabulary that can be used to discuss everyday life and daily routines, using simple sentences and familiar vocabulary. Express their likes and dislikes.
CO3	Describe themselves, other people, familiar places and objects in short discourse using simple sentences and basic vocabulary.
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.
CO5	Students will be introduced to French culture and civilization. They will be able to describe various places and locations of Franco phonic countries.
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.

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

Semester III
Program Structure

SUBJECT CODES	SUBJECT NAME	OFFERING DEPARTMENT	COURSE NATURE (Hard/Soft/ Workshop/Outcome Based)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDO201	Skill in Pedagogy 1	Edu.	Outcome	Core	0	0	0	0	6
EDO202	Skill in Pedagogy II	Edu.	Outcome	Core	0	0	0	0	6
EDN203	Reflective Journal	Edu.	Outcome	Core	0	0	0	0	2
	TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)				0	0	0	0	14

Semester III (Detailed Syllabus)

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	

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)	
CO1	Prepare mega lesson plan incorporating essential maxims and principles of teaching
CO2	Deliver the lesson plan in the classroom demonstrating desired pedagogical skills and competencies
CO3	Prepare and utilize the appropriate TLM to facilitate effective teaching
CO4	Demonstrate effective use of ICT in transacting the curriculum
CO5	Make appropriate use of tools and techniques for effective evaluation of students learning
CO6	Utilize peer feedback as a tool to enhance the teaching effectiveness
Prerequisites (if any)	NA

Course Title/Code	Reflective Journal (EDN203)
Course Type	Core
Course Nature	NTCC
L-T-P-O Structure	0-0-0-0
Credits	2
Course Objective	The course aims at developing skill related to Reflective Journal
Course Outcomes (COs)	
CO1	Introspect one's strength and weakness during classroom teaching
CO2	Develop a plan of action to channelize one's strength and improve upon the area of concerns
CO3	Envision himself/ herself as an effective prospective teacher
CO4	Imbibe the values essential for becoming the reflective and humane practitioner
Prerequisites (if any)	NA

Program Structure

SEMESTER – IV										
SUBJECT CODES	SUBJECT NAME	OFFERING DEPARTMENT	COURSE NATURE (Hard/Soft/)	COURSE TYPE (Core/Elective /)	L	T	P	O	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDIT
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	
EDH216-T	Knowledge and Curriculum	Edu.	Hard Course	Core	3	0	0	0	3	4
EDH216-P	Knowledge and Curriculum Lab	Edu.	Hard Course	Core	0	0	2	0	2	
EDS227	School Organization & Management	EDU	Soft Course	Core	1	0	2	0	3	2
EDS207	Gender, School and Society	Edu.	Soft Course	Core	1	0	2	0	3	2
EDS236	School leadership and Management	EDU	SOFT	ELECTIVE	1	0	2	0	3	2
EDS220	Peace and Value Education									
EDS221	Guidance and Counselling									

	g									
EDS22 2	Human Rights in Education									
EDS22 3	Environme nt and Education									
MOO C- 19E- EDS- 201	Principles of HRM	MGT	MOOC	CORE	0	0	0	3	3	2
MCS23 1	Basics of Economics		SOFT	Elective	1	0	2	0		
MCS23 2	Introductio n to Finance		SOFT	Elective						
EDW2 17	Understan ding the Self	Edu.	Worksh op	Core	0	0	3	0	3	2
EDW2 18	Critical Understan ding of ICT in Education- II	Edu.	Worksh op	Core	0	0	3	0	3	2
EDW2 28	Skill Lab, Robotics- Project Based Learning	Edu.	Worksh op	Core	0	0	3	0	3	2
	TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)				1 0	0	2 1	0	31	22

Semester IV (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.
Course Outcomes (COs)	
CO1	Discuss the concept of equality of opportunities in Education considering the constitutional provision.
CO2	Analyze Indian Constitutional provisions and directive principles relevant to Education along with key developments during pre-independence era.
CO3	Examine the role of NCF 2005, Right to Education Act 2009 and Yashpal committee report in the development of Indian Education system.
CO4	Explore the core structures of Indian education system and the role of educational agencies in its development
CO5	Review the role of teacher in universal and inclusive education in improving the quality in Education
Prerequisites (if any)	NA

SECTION A

INDIAN SOCIETY AND CONSTITUTION

Stratification of Indian Society on the basis of Castes, Languages, Tribes, Religions and Regions. Preamble of Constitution, Directive principles, Article 45,21A, Fundamental rights and duties of Indian citizens, 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.

Impediments in achieving equity and justice in education- Inequality, discrimination and marginalization in Indian context, UEE- policy and problems

SECTION B

EDUCATION AND POLICY FRAMEWORK

Educational Reformation in the Pre-Independence Period: Charter Act, Macaulay's minutes, Wood & Despatch, Hunter Commissions, Sargent Report, Basic education, Naye Talim
Education in the post Independence Period: Mudaliar Commission (1952), Education Commission (1964-66), NPE 1968; NPE 1986 and its modified version 1992, Knowledge Commission, Yashpal Committee Report, Medium of Learning and three language formula, National Curriculum Framework-2005

SECTION C

EDUCATION SYSTEM AND STRUCTURES

Prominent characteristics of education in India during colonial rule, Concurrent status of education, Public Private Stratification in education, Types of schools in India - Govt. schools, Private schools

Role of educational agencies-NCERT, SCERT, CBSE, ICSE, Role of Directorates of Education, local bodies e.g. Panchayati Raj Institutions, Municipal Boards

SECTION D

EQUITY AND QUALITY ISSUES IN EDUCATION

Common School System, Right to Education Act 2009: Right of children to free and compulsory education, Modernization and Privatisation of Education: Concept, merits and demerits, Role of teacher in universal and inclusive education

National System of Education, Mid Day Meal Programme, Sarva Shiksha Abhiyan (SSA), Kasturba Gandhi Balika Vidyalaya, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Women education- concept, need, problems and reforms.

Reference Books and Readings

1. GOI. (1966). *Report of the Education Commission-1964-66*. New Delhi: Ministry of Education.
2. GOI. (1992). *National policy on education, 1986* (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
3. GOI (1993). *Learning Without Burden*. Report of the National Advisory Committee retrieved from http://www.teindia.nic.in/Files/Reports/CCR/Yash%20Pal_committe_report_lwb.pdf
4. GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
5. Kashyap, S.C. (2009). *The constitution of India*, New Delhi: National Book Trust.
6. Mishra, B.K. & Mohanty, R.K. (2003). *Trends and issues in India Education*, Meerut: Surya publications.
7. Nambissan, G. B. (2009). *Exclusion and discrimination in schools: Experiences of dalit children*. Indian Institute of Dalit Studies and UNICEF.

8. NCERT. (2006). *Position paper-National focus 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.

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.
Course Outcomes (COs)	
CO1	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.
CO2	Analyze Indian Constitutional provisions and directive principles relevant to Education along with key developments during pre-independence era.
CO3	Compare the recommendations of National Curriculum framework 2005 and National Curriculum framework 2022
CO4	Explore the core structures of Indian education system and the role of educational agencies in its development.
CO5	Review the role of teacher in universal and inclusive education in improving the quality in Education.
Prerequisites (if any)	NA

Practical Activities

1. Collaboration with any NGO working for Marginalized groups, Conducting field visits, case studies, 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
3. GOI (1993). *Learning Without Burden*. Report of the National Advisory Committee retrieved from http://www.teindia.nic.in/Files/Reports/CCR/Yash%20Pal_committe_report_lwb.pdf
4. GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
5. Kashyap, S.C. (2009). *The constitution of India*, New Delhi: National Book Trust.
6. Mishra, B.K. & Mohanty, R.K. (2003). *Trends and issues in India Education*, Meerut: Surya publications.
7. Nambissan, G. B. (2009). *Exclusion and discrimination in schools: Experiences of dalit children*. Indian Institute of Dalit Studies and UNICEF.
8. NCERT. (2006). *Position paper-National focus 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.

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 Outcomes (COs)	
CO1	Explain the concept of knowledge and its relationship with various aspects of curriculum Development
CO2	Analyse epistemological thoughts of various Indian and western educationists with regard to significant aspects of curriculum
CO3	Infer the interrelationship among Education, social forces and curriculum development
CO4	Assimilate the process of curriculum development with all its significant components
CO5	Reflect on the role of National Level institutions in curriculum Planning
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, 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 B

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

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). *Gyan Mimansa*. 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: Sage Publication.

Course Title/ Code	Knowledge and Curriculum Lab (EDH216-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)	
CO1	To discuss the educational thoughts of great educational thinkers on child centered education
CO2	To analyse epistemological thoughts of various Indian and western educationists with regard to significant aspects of curriculum
CO3	To comprehend curriculum process and practice
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.

Course Title/Code	School Organization & Management (EDS227)
Course Type	Core
Course Nature	Soft
L-T-P-O Structure	1-0-2-0
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)	
CO1	Use various strategies to create positive school climate
CO2	Analyse various features of school as an organization.
CO3	Discuss different components of school management
CO4	Assimilate the concept and process of educational administration
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, teacher-wise 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.

Course Title/Code	Gender, School and Society (EDS207)
Course Type	Core
Course Nature	Soft
Structure	(1-0-2-0)
Credit	2
Course Objective	To inculcate elements of gender sensitization at workplace
CO1	To develop a positive notion on sexuality amongst young people.
CO2	To identify social construction of gender under the lens of class and caste intersectionality
CO3	To analyse the role of schools in promoting gender equality through value education.
CO4	To develop a strategic approach towards women empowerment with the support of government agencies
Prerequisites (if any)	NA

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.

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

SECTION A

VALUES: CONCEPTUAL FRAMEWORK

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

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

VALUE EDUCATION: TRANSACTIONAL ASPECTS

Value Education: Meaning and need, Direct approach and integrated approach to Value Education, Co-curricular approach to Value Development, Methods and techniques for

inculcation of values, Role of a teacher and institute climate

Reference Books and Readings

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

Practical Activities

1. Case study of any one private school with respect to its approaches to value education
2. Preparation of collage with the relevant cuttings from printed media highlighting issues and latest updates on values inculcation.
3. Making a report on national and international initiatives for value education with help of online resources.
4. Role Plays/Dramas/ Street Plays on the current issues highlighting the emerging issues and challenges regarding value crisis.
5. Making a brief report on the basis of autobiography of any relevant great personality, with respect to values being followed and promoted.
6. Reflective note on contribution of great educational thinkers such as Rabindranath Tagore, Mahatma Gandhi, Aurobindo, Swami Vivekananda, Dalai Lama etc. in value education
7. Any other suitable activity.

Course Title/Code	Guidance and Counselling (EDS221)
Course Type	Elective
Course Nature	Soft
Credits	2
Course Objective	To develop the skill of counseling among teacher learners for future occupation
Course Outcomes	
CO1	To understand the need and types of guidance and counseling in education
CO2	To imbibe the essentials for a teacher as a counselor
CO3	To learn basic counselling skills
CO4	To use tools for testing and evaluating different techniques for assessment
Prerequisites (if any)	NA

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 Parent-School 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.

Course Title/Code	Human Rights in Education(EDS222)
Course Type	Elective
Course Nature	Soft
Credits	2
Course Objective	To orient the students about the fundamentals of human rights.
Course Outcomes	
CO1	To inculcate the knowledge of the Human Rights.
CO2	To Realize the importance and need of Human rights
CO3	To Comprehend the role of the Constitution in Human rights
CO4	To Comprehend the role of Human rights in their life
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 duty-consciousness, 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.

Human Rights Education Practical

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

Course Title/Code	Environment Education(EDS223)
Course Type	Elective
Course Nature	Soft
L-T-P-O Structure	(1-0-2-0)
Objectives	<ul style="list-style-type: none"> -To understand about the concept of environmental education. -To develop sense of awareness about the environmental pollution, and possible hazards and its causes and remedies. -To build up a sense of responsibility towards conservation of environment, bio-diversity and sustainable development. -To widen reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature.

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-Eco clubs, 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.

Reference Books and Readings

1. Fullan, M. (1993) Making schools successful, synthesis of case studies of schools in Asian countries, ANTRIEP, NUEPA(2012).
2. Why Teachers Must Become Change Agents. In Educational Leadership, 50 (6)
3. 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.
4. Madan Mohan (2002). School without Walls Heinemann: New Delhi pp 24- 40; 128-1
5. Senge, P. (2000). The Industrial Age System of Education. In Schools that Learn, NB: London. pp 27-58

Course Title/Code	School Leadership and Management (EDS236)
Course Type	Elective
Course Nature	Soft
Structure	1-0-2-0
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)	
CO1	To understand key leadership theories and ideas, from inside and outside education, and apply these to thinking about their own practice
CO2	To draw on evidence from research and practice to develop knowledge with an understanding of what is known about effective leadership
CO3	To draw on evidence from research and practice to develop knowledge with an understanding of what is known about effective leadership
CO4	To undertake practice-based tasks enabling self-evaluation of their leadership in action
CO5	To undertake practice-based tasks enabling self-evaluation of their leadership in action
CO6	To learn collaboratively, supported by a mentor, to share insights, and develop knowledge and skills.
Prerequisites (if any)	NA

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

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

References

- 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; 128-1
- Senge, P. (2000). The Industrial Age System of Education. In Schools that Learn, NB: London. pp 27-58.

Course Name/ Code	BASICS OF ECONOMICS (MCS231)
Course Type	Elective (Allied)
Course Nature	
L-T-P-O Structure	1-0-2-0
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.
CO2	To Explain the laws of utility, demand and supply and their measurement.
CO3	To Explain the laws of production and various concepts of costs.
CO4	To elaborate the various market forms
Prerequisites (if any)	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

Course Title/Code	Principles of Human Resource Management (MOOC-19E-EDS-201)
Course Type	Outcome
Course Nature	Soft
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

Course Title/Code	Understanding the Self (EDW217)
Course Type	Core
L-T-P-O Structure	0-0-3-0
Credits	2
Course Objective	To enable the trainee teachers to understand and apply awareness of oneself in becoming a professional and humane teacher
Course Outcomes (COs)	
CO1	Assimilate the concept of Self Identity
CO2	Reflect on the factors which influence one's self Identity
CO3	Analyse the factors which positively enhance one's professional Identity
CO4	Appreciate the teacher's role as a facilitator to build students self identity and professional identity
CO5	showcase qualities of teacher as a reflective practitioner
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
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- 21st century Education*. UNESCO Education Commission Report.
6. Duval, T. S., & Silvia, P. J. (2001). *Self awareness and Causal attribution: A Dual systems Theory*. Boston: Kluwer Academics.
7. Krishnamurti, J. (1998). *On Self- knowledge*. Chennai: Krishnamurti Foundations India.
8. Krishnamurti, J. (2000). *Education and Significance of Life*. Chennai: Krishnamurti Foundations India.
9. Pant, D., & Gulati, S. (2010). *Ways to Peace- A Resource Book for Teachers*. NCERT publications.
10. Venkateshamurthy, C. G., & Rao, A. V. G. (2005). *Life Skill Education Training Package*. R.I.E. Mysore.

Course Title/Code	Critical Understanding of ICT in Education-II (EDW218)
Course Type	Core
Course Nature	Workshop
L-T-P-O Structure	0-0-3-0
Credits	2
Course Objective	To help learners critically evaluate the pros and cons of technology in Education.
Course Outcomes (COs)	
CO1	Understanding basic conditional formatting and Implement filters on data for analysis.
CO2	Create pivot table for data analysis and Lookup operation on data.
CO3	Configure google site: header,pages,link, image and Configure Google Suite to collaborate and publish.
CO4	To implement basic programming logic using Turtle Block.
Prerequisites (if any)	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
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	Skill Lab, Robotics-Project Based Learning (EDW228)
Course Type	Core
Course Structure	Workshop
L-T-P-0 Structure	0-0-3-0
Credits	2
Course Objective	To Ensure Student Readiness regarding Skill Lab, Robotics-Project Based Learning
Course Outcomes (COs)	
CO1	Understand concept of Skill Lab
CO2	Use Project Based Learning as an approach of learning
CO3	Use related tools and resources in assessment
CO4	Explore and use the potentialities of Skill Lab, Robotics-Project Based Learning for collaborative, constructive & inquiry-based learning
Prerequisites (if any)	NA

Section A

Concept of Skill Lab, Robotics-Project Based Learning , Need and Importance,Relevance for effective teaching and learning, hands on and experiential learning activities

Section B

Verticals of Tinkering, Coding & Technology, Media & Design and AgriTech, Innovation & Entrepreneurial Eco-System, Future Skills & Sustainability