

CurriculumBook

and
AssessmentandEvaluationScheme

basedon
OutcomeBasedEducation(OBE)
And
Choice Based Credit System (CBCS)
In
B.Ed. DEGREE PROGRAM

(Semester pattern)

Revised as on 01 August2023
Applicablew.e.f.AcademicSession2023-24



AKSUniversity
Satna485001,MadhyaPradesh,India


Facultyof Education
DepartmentofEducation


AKS University
Curriculum of B. Ed program
(Revised as on 01 August 2023)

CONTENTS

S.N.	Item	PageNo
		i
1	Forwarding	ii
2	Vice Chancellor Message	iii
3	Preface	1
4	Introduction	2
5	Vision & Mission of the Education Department	2
6	Programme Educational Objectives (PEOs)	2-3
7	Programme Outcome (POs) & Programme Specific Outcome	3
8	General Course Structure and theme	4
9	Component of Curriculum	5-6
10	General Course Structure and Credit Distribution	6-7
11	Course Code and Definition	8-10
12	Category-wise Courses	11
13	Semester wise Course Structure	11-14
13	Semester wise Course details	15-82
13.1	Semester-I	83-244
13.2	Semester-II	243-288
13.3	Semester-III	289-369
13.4	Semester-IV	


HOD
Department of Education
AKS University, SATNA (M.P.)


Dean
Faculty of Education
AKS University
Satna (M.P.) 485001


Vice-Chancellor
Professor B.A. Chopade
Vice - Chancellor
AKS University
Satna, 485001 (M.P.)

Forwarding

I am thrilled to observe the updated curriculum of the B.Ed. Department of education Technology Program, which seamlessly integrates the most recent technological advancements and adheres to the guidelines set forth by NCTE. The revised curriculum also thoughtfully incorporates the directives of NEP-2020 and the Sustainable Development Goals.

The alignment of course outcomes (COs), Programme Outcome (POs) and Programme specific outcomes (PSOs) has been intricately executed, aligning perfectly with the requisites of NEP-2020 and NAAC standards. I hold the belief that this revised syllabus will significantly enhance the skills and employability of our students.

With immense satisfaction, I hereby present the revised curriculum for the B.Ed. program for implementation in the upcoming session.

Er. Anant Soni
Pro Chancellor & Chairman
01 August 2023
AKS University, Satna

From the Desk of the Vice-Chancellor

AKS University is currently undergoing a process to revamp its curriculum into an outcome-based approach, with the aim of enhancing the teaching and learning process. The foundation of quality of quality education lies in the implementation of a curriculum that aligns with both societal and industrial needs, focusing on relevant outcomes. This entails dedicated and inspired faculty members, as well as impactful industry internships.



Hence, it is of utmost importance to begin this endeavor by crafting an outcome-based curriculum in collaboration with academia experts. This curriculum design should be informed by the latest technological advancements, market demands, the guidelines outlined in the National Education Policy (NEP) of 2020, and sustainable goals.

I'm delighted to learn that the revised curriculum has been meticulously crafted by the Education Department, in consultation with an array of experts from the schools, research institutes, and academia. This curriculum effectively integrates the principles outlined in the NEP-2020 guidelines, as well as sustainable goals.

Furthermore, the curriculum takes into account the specific needs of the Indian education system, focusing on the skills of teacher for effective teaching. This inclusion not only imparts knowledge but also encourages students' independent thinking for potential enhancements in this area.

The curriculum goes beyond theoretical learning and embraces practical applications. To enhance students' skills, the curriculum integrates Hands-On Training, school visits, and On-Job Training experiences, research and progress. This well-rounded approach ensures that students receive a comprehensive education, fostering their skill development and preparing them for success in the teaching.

I am confident that the updated curriculum for B.Ed & M.A. Education will not only enhance students' technical skills but also contribute significantly to their employability. During the process of revising the curriculum, I am pleased to observe that the Education department has diligently adhered to the guidelines provided by the NCTE.

It's worth noting that curriculum revision is an ongoing and dynamic process, designed to address the continuous

evolution of technological advancements and both local and global concerns. This ensures that the curriculum remains responsive and attuned to the changing landscape of education and Schools.

AKS University warmly invites input and suggestions from teacher training experts and technocrats and Alumni students to enhance the curriculum and make it more student-centered. Your valuable insights will greatly contribute to shaping an education that best serves the needs and aspirations of our students.

Professor B.A. Chopade
Vice-Chancellor
AKS University, Satna

01 August 2023

Preface

The role of educators has become increasingly pivotal. The Bachelor of Education (B.Ed.) Two year degree program stands at the forefront of this transformation, equipping future educators with the knowledge, skills, and passion necessary to inspire and shape the next generation.

This program is designed not only to provide a robust theoretical foundation in educational principles but also to offer practical experience through hands-on teaching opportunities. It is our mission to cultivate educators who are adept at addressing diverse learning needs, fostering inclusive classrooms, and implementing innovative teaching strategies that cater to the complexities of contemporary education.

The B.Ed. curriculum integrates various disciplines, including psychology, pedagogy, and curriculum development, ensuring that graduates are well-rounded and prepared for the multifaceted challenges of modern teaching environments. Emphasis is placed on developing critical thinking, reflective practice, and a commitment to lifelong learning—qualities essential for effective teaching and professional growth.

We believe that education is the cornerstone of a progressive society and that educators play a crucial role in its advancement. Our program aspires to produce dedicated, knowledgeable, and empathetic educators who will contribute significantly to their students' academic and personal development, thereby impacting communities and societies at large.

Welcome to the Bachelor of Education degree program. Together, let us embark on this transformative journey with a shared dedication to excellence in education.

Introduction:

AKS University proudly stands as a pioneer, being the first in the nation to introduce a comprehensive 2-year B.Ed. program. This innovative curriculum has been meticulously crafted to align with the dynamic needs of the schools and the most current technological advancements. Currently, a vibrant community of 99 students is actively engaged in pursuing their B.Ed. within this Department. The Education Department boasts cutting-edge laboratories that serve as hubs for immersive hands-on training, enabling students to delve into practical applications of their learning. The program incorporates teacher training, vital components that enrich the educational journey. Distinguished by a faculty composed of education experts who bring with an experience, the department combines robust classroom instruction with practical. This unique blend empowers our students to confidently contribute to teach students and make a significant impact in the field.

Resources and Facilities

The department boasts state-of-the-art facilities, including technologically advanced classrooms, a resource-rich library, and specialized laboratories for educational technology and research. Our faculty comprises distinguished scholars and practitioners who bring a wealth of knowledge and experience to their teaching and mentor-ship roles.

Commitment to Quality

In alignment with the NAAC's standards, our department maintains a rigorous quality assurance system that includes continuous curriculum review, assessment of teaching and learning outcomes, and stakeholder feedback mechanisms. We are dedicated to upholding the highest standards of education and continuously improving our practices to meet and exceed national and international benchmarks.

Vision:

The Education Department's vision is to deliver exceptional education to all students within a nurturing environment.

Mission:

M1: Curriculum: develop and implement a comprehensive educational framework that transcends traditional learning boundaries, providing students with a variety of opportunities to excel in acquiring knowledge and skills.

M2: Teaching Deliver high-quality teaching characterized by high but achievable expectations, cultivating a passion for learning that establishes a robust basis for future success.

M3: Student Support Provide customized challenges and support designed to cater to the unique needs and capabilities of each student.

M4: Resources Provide state-of-the-art facilities and resources crucial for delivering a first-rate educational experience.

M5: Management Lead with a focus on the diverse needs of students, faculty, parents, and the broader community, fostering an environment of perpetual growth.

Programme Educational Outcomes (PEOs):

PEOs 1 Prepare teachers dedicated to improving school education in M.P. and nationally.

PEOs 2 Equip teachers for secondary and Senior Secondary level teaching.

PEOs 3 Ensure teachers' holistic fitness across various dimensions.

PEOs 4 Support teachers' academic and professional growth

Program outcomes (POs):

PO1-BASIC KNOWLEDGE: foundational knowledge in areas such as psychology, sociology, philosophy of education, and educational theory. This provides prospective teachers with a theoretical framework for understanding the principles and practices of education.

PO2-PROBLEM ANALYSIS: problem analysis in teacher education focuses on equipping prospective teachers with the skills and knowledge necessary to identify, analyze, and address various challenges and issues encountered in educational settings.

PO3 -

DESIGN DEVELOPMENT OF SOLUTION: Analysis of curriculum construction of lesson plan through different approaches selecting appropriate teaching strategies.

PO4-SKILLS AND METHODS: Develop competencies and skills to conduct action research and pedagogy of various school subject setting and assessments for learning

PO5-THE TEACHER AND SOCIETY: Prepare teachers with understanding of sociological needs and global concerns.

PO6-ENVIRONMENT AND SUSTAINABILITY: Enable the learner to interact and develop a sense of responsibility towards environment community

PO7-ETHICS; Adapt professional and research ethics for future jobs and society

PO8-

INDIVIDUAL AND TEAMWORK: Involves student teacher with self, child, community and

d school to close association. between different co-curricular areas of education

PO9 -COMMUNICATION;Develop skills to communicate with others in school and community being a good privilege.

PO10-LIFELONGLEARNING:Enhanceknowledgeandskillsforprofessional and life long development.

Programme specific Outcomes(PSOs):

1. Developbalanced personalitiesin
teacherImpartcorecompetenciesforaddressingsocietalchanges.
2. Acquireknowledgeandskillsinhumandevlopmentandpedagogy.
3. Address gender inequalities in education.Equipteachersforguidance,counseling,
4. Prepare teachers for technological and global challenges.

Consistency/Mapping of PEOs with Mission of the Department

PEO	M1	M2	M3	M4
PEO1	3	2	3	2
PEO2	2	2	2	3
PEO3	2	3	2	1
PEO4	2	2	3	3

1: Slight (Low) 2: Moderate (Medium) 3: Substantial (High) “-”: No correlation
Category- wise,

GENERAL COURSE STRUCTURE & THEME

Definition of Credit

1 Hr. Lecture (L) per 15 days	1 Credit
1 Hr. Tutorial (T) per week	1 Credit
2 Hours Practical (P) per week	1 Credit

Range of Credits:

In the light of the fact that a typical Model Two-year Under Graduate degree program in B.Ed. has about 126 credits, the total number of credits proposed for the two-year B. Ed. in considering NEP-20 and NAAC guidelines.

Structure of UG Program in B.Ed:

The structure of UG program B.Ed shall have essentially the following categories of courses

with the breakup of credits as given:

Component of the curriculum

(Program curriculum grouping based on course component)

Sl No	Course Component	% of total number of credits of the Program	Total number of Credits
1	Education in India-Status, Problems and Issues	4.76	6
2	Childhood & Growing Up	4.76	6
3	Learning & Teaching	4.76	6
4	Curriculum Development & School	3.97	5
5	Micro teaching and teaching methods	2.38	3
6	Pre internship	3.97	5
7	Language across the curriculum	3.97	5
8	PC (I) Pedagogy of a School Subject– Part 1(art group Subject:1. Language Hindi/English/Sanskrit)/science group – Science/Physics/Chemistry	4.76	6
9	PC (II) Pedagogy of a School (Part II): (art group-Subject:2. Social Science/History/Civics/Geography/Economics/Commerce)/science group-life science/Math Teaching.	4.76	6
10	Yoga, Health and physical Education	3.97	5
11	Educational Psychology Practical	1.58	2
12	SDG	1.58	2
13	Work experience--Any one of the following A-Chalk making/ candle making	1.58	2
14	B-Anyone of the following/ Food preservation/ Gardening and horticulture	1.58	2
15	Execution of the lesson in the actual class room situation	1.58	2
16	Reading and Reflecting on Texts	1.58	2
17	IKS	1.58	2
18	Internship1-school subject /2- school subject (16weeks)	12.69	16
19	Unit Plan	0.79	1
20	Drama and art in Education	1.58	2
21	Working with community	1.58	2
22	Understanding of ICT	1.58	2

23	Understanding of Self	1.58	2
24	Gender, School & Society	4.76	6
25	Educational Technology & ICT	4.76	6
26	Creating an Inclusive School	4.76	6
27	School management	3.17	4
28	Educational Research	4.76	6
29	Optional Course:(Any One of the Subject mention below)Value Education /Environmental Education/Guidance and counseling in School	4.76	6
	Total-	99.89=100	126

General Course Structure and Credit Distribution Curriculum of B. Ed

Semester - I		Semester - II	
Course Title	Credit	Course Title	Credit
		71ED231: Language across the curriculum(MC)	5
71ED131.Educationin India-Status, Problems and Issues(MC)	6	6. PC (I) Pedagogy of a School Subject– Part 1(OEC) (Subject:1.71AR233-A Language Hindi/234-AEnglish/235-ASanskrit/71SC233-B,Science	6
71ED132:Childhood & Growing Up(MC)	6	7. PC (II) Pedagogy of a School (Part II)(OEC): Subject Knowledge and the Related Pedagogic Dimensions (Subject:2.71AR236-A Social Science/239-AHistory/237-ACivics/240-AGeography/238-AEconomics/241-ACommerce/71SC237-Blife science/71SC236-B Math	6
71ED133:Learning & Teaching(MC)	6	71ED232.Yoga, Health and physical Education(MC)	5
71ED134:Curriculum Development & School(MC)	5	71ED271- Educational Psychology Practical(LC)	2
71ED171:Micro teaching and teaching methods(MC)	3	Work experience-- A-71ED273-AChalk making(LC)/71ED273-B candle making(LC)	2
71ED172:Pre internship(LC)	5	B-Anyone of the following(LC) 71ED274-AFood preservation 71ED274-BGardening and horticulture	2
71ED173:Execution of the	2	71ED272.Reading and Reflecting on	2

lesson in the actual class room situation(LC)		Texts(LC)	
OSDG01:SDG(MC)	2	IKS(MC)	2
Total Credit	35	Total Credit	32
Semester -III		Semester – IV	
Course Title	Credit	Course Title	Credit
INTERNSHIP (LC) 1- school subject (LC)2- school subject	16	71ED431: Gender, School & Society(MC)	6
71ED380,Unit Plan(LC)	1	71ED432.Educational Technology & ICT(MC)	6
71ED381,Drama and art in Education(LC)	2	71ED433.Creating an Inclusive School(MC)	6
71ED382,Working with community(LC)	2	71ED434- School management(MC)	4
71ED383,Understanding of ICT(LC)	2	71ED435- Educational Research(MC)	6
71ED384,Understanding ofSelf(LC)	2	: Optional Course:(OEC) (Any One of the Subject mention below) A .71ED436-A, Value Education B. 71ED436-B,Environmental Education C.71ED436-C, Guidance and counseling in School	6
Total -	25	Total Credit	34

In internship: Internship in schools compulsory. Longer internship for 16weeks (16 credits) can be taken in ^{IIIrd} semester.The internship must be properly evaluate.

Total Credit :126

Course code and definition:

L	=	Lecture
T	=	Tutorial
P	=	Practical
C	=	Credit
B.Ed	=	Bachelor of education
OEC	=	Open Elective courses
LC	=	Laboratory course
MC	=	Mandatory courses
IKS	=	Indian Knowledge System
SDGs	=	Sustainable Development Goals

Course level coding scheme:

Three-digit number (odd numbers are for the odd semester courses and even numbers are for even semester courses) used as suffix with the Course Code for identifying the level of the course. Digit at hundred's place signifies the year in which course is offered. e.g.

131 ,132.. etc. for first semester

231,232 Etc. for Second Semester

380,381... for third Semester

431, 432--- for Fourth Semester

Induction Program

Induction program for students to be offered right at the start of the first year. It is mandatory. AKS University has design an induction program for 1st year student, details are below:

- i. Physical activity
- ii. Creative Arts
- iii. Universal Human Values
- iv. Literary
- v. Proficiency Modules
- vi. Lectures by Eminent People
- vii. Visits to local Areas
- viii. Familiarization to Dept./Branch & Innovations

Mandatory Visits/ Workshop/Expert Lectures:

It is mandatory to arrange one school visit every semester for the students.

It is mandatory to conduct a seminar/workshop during the semester on professional/entrepreneurial orientation.

It is mandatory to organize at least one expert lecture per semester for each branch by inviting resource persons.

Evaluation Scheme:**1 For Theory Courses:**

The weightage of Internal assessment is 30% and

End Semester Exam is 70%

The student has to obtain at least 40% marks individually both in internal assessment and end semester exams to pass.

2 For Practical Courses:

The weightage of Internal assessment is 50% and

End Semester Exam is 50%

The student has to obtain at least 40% marks individually both in internal assessment and end semester exams to pass.

3 For Internship / Projects / Seminar etc.

Evaluation is based on work done, quality of report, performance in viva-voce, presentation etc

Semester wise Course Structure

Semester wise Brief of total Credits and Teaching Hours

Semester	L	T	P	Total Hour	Total Credit
Semester -I	30	-	5	35	35
Semester -II	32	-	5	37	32
Semester -III	05	-	25	30	25
Semester - IV	34	-	-	34	34
Total	101	-	37	136	126

Details of Semester Wise Course Structure

B.Ed Semester – I

SN	Category	Code	Course Title	L	T	P	Total Hour	Credit
1	MC	71ED-131	Educationin India-Status, Problems and Issues	6		-	6	6
2	MC	71ED-132	Childhood & Growing Up	6	-	-	6	6
3	MC	71ED-133	Learning & Teaching	6		-	6	6
4	MC	71ED-134	Curriculum Development & School	5	-	-	5	5
5	MC	71ED-171	Micro teaching and teaching methods	2	-	1	3	3
6	LC	71ED-172	Pre internship	1	-	4	5	5
7	LC	71ED-173	Execution of the lesson in the actual classroom situation	2	-	-	2	2
8	MC	OSDG01	SDG	2	-	-	2	2
Total				30	-	5	35	35

B.Ed Semester – II

S N	Categ ory	Code	Course Title	L	T	P	To tal H ou r	Cr edi t
1	MC	71ED-231	Language across the curriculum	5	-	-	5	5
2	OEC	71AR- 233A/234A/235A/ 71SC233B	PC (I) Pedagogy of a School Subject– Part 1(Subject:1. Language Hindi/English/ Sanskrit/Science-Teaching	6	-		6	6
3	OEC	71AR236A/239A/237A/ 240A/238A/241A/ 71SC237B/236B	PC (II) Pedagogy of a School (Part II): Subject Knowledge and the Related Pedagogic Dimensions (Subject:2. Social Science/History/Civics/Geograph y/Economics/Commerce/)life science/Math	6	-		6	6
4	MC	71ED-232	Yoga, Health and physical Education	6	-	-	6	5
			Practicals					
6	LC	71ED-271	- Educational Psychology Practical	2	-	1	3	2
7	LC	71ED273A/273B	Work experience-- A-Chalk making/ candle making	2	-	1	3	2
8	LC	71ED274A/274B	B-Anyone of the following Food preservation Gardening and horticulture Teaching modal	1	-	1	2	2
9	LC	71ED272.	Reading and Reflecting on Texts	2	-	1	3	2
10	LC	IKS	IKS	2	-	1	3	2
Total -				32	-	5	37	32

B.Ed Semester – III

S N	Categ ory	Code	Course Title	L	T	P	Tot al Ho ur	Cre dit
1	LC	71AR371A /372A 373A/	1-school subject (Hindi/English/Sanskrit/Science) 2- school subject(Social	1	-	16	17	16

		71SC371B/ 71AR374A /375A/ 376A/377A/378 A/379A/ 71SC375B/374 B	Science/Civics/economics/history/geography/commerce/Life Science/Math) Internship 16 weeks					
2	LC	71ED380	Unit Plan[1credit]	1	-	1	2	1
3	LC	71ED381	Drama and art in Education[32credit]	1	-	2	3	2
4	LC	71ED382	Working with community [2 credit]	-	-	2	2	2
5	LC	71ED383	Understanding of ICT [2 credit]	1	-	2	3	2
6	LC	71ED384	Understanding of Self [2 credit]	1	-	2	3	2
7			Total	5	-	2 5	30	25

B.ED IV SEMESTER

SN	Category	Code	Course Title	L	T	P	Total Hour	Credit
1	MC	71ED431	Gender, School & Society	6	-	-	6	6
2	MC	71ED432	Educational Technology & ICT	6	-	-	6	6
3	MC	71ED433	Creating an Inclusive School	6	-	-	6	6
4	MC	71ED434	School management	4	-	-	4	4
5	MC	71ED435	Educational Research	6	-	-	6	6

6	OEC	71AR436A 71AR436B 71AR436C	Optional Course: (Any One of the Subject mention below) Value Education Environmental Education Guidance and counseling in School	6	-	-	6	6
Total				34	-	-	34	34

(Semester Wise Courses,) Credit and Mark Distribution in B.Ed.

Semester	Total Credit	Mark Distribution		
		Internal	End Semester	Total
Semester-I	35	320	330	650
Semester-II	32	295	355	650
Semester-III	25	300	200	500
Semester-IV	34	180	420	600
Total	126	1095	1305	2400

B.Ed. Semester-I

Corse Code	Course	Total Credit	Mark Distribution			Total Teaching Hours per week
			Internal	End Sem.	Total Mark	Total Hour
71ED-131	Education in India-Status, Problems and Issues	6	30	70	100	6
71ED-132	Childhood & Growing Up	6	30	70	100	6
71ED-133	Learning & Teaching	6	30	70	100	6
71ED-134	Curriculum Development & School	5	30	70	100	5
71ED-171	Micro Teaching and Teaching methods (practical)	3	50	...	50	3
71ED-172	Pre Internship (practical)	5	50	----	50	5
71ED-173	Execution of the lesson in the Actual classroom situation (practical)	2	50	-	50	2
OSDG01	SDG (Sustainable Development Goal)	2	50	50	100	2
	TOTAL	35	320	330	650	35

--	--	--	--	--	--	--

B.Ed. Semester-II

Course Code	Course	Total Credit	Marks Distribution			Total Teaching Hours Per week
			Internal	End Sem.	Total Marks	Total Hours
71ED231-	Language across the curriculum	5	30	70	100	5
71AR233-A 71AR234-A 71AR235-A 71SC233-B	Pedagogy of a School Subject – Part-1- Course-I-for Art Group (choose anyone)) Language Hindi teaching/ English teaching /Sanskrit teaching For Science group-- Science Teaching	6	30	70	100	6
71AR236-A 71AR239-A 71AR237-A 71AR240-A 71AR238-A 71AR241-A 71SC237-B 71SC236-B	Pedagogy of a School Subject Knowledge and the Related Pedagogic Dimensions Part-II- Course –I I- for art group - (choose anyone) social science teaching /History teaching/ Civic teaching Geography teaching /Economic teaching /Commerce teaching For Science group -life science teaching Mathematics teaching	6	30	70	100	6
71ED-232	Yoga, Health and physical Education	5	30	70	100	5
71ED-271	Educational Psychology (Practical)	2	25	25	50	2
71ED273-A 71ED273-B	Work experience-- A-Chalk making/ B-candle making (practical)	2	25	---	25	2
71ED274-A	C-Anyone of the following (practical) Food preservation	2	25	----	25	2

71ED274-B	Gardeningand Horticulture					
71ED-272	ReadingandReflectingon Texts(practical)	2	50	-	50	2
	IKS(IndianKnowledgeSystem)	2	50	50	100	2
	Total	32	295	355	650	32

B.EDSemester–III

Course Code	Course	Tot al Credit	MarksDistribution			Total Teaching Hoursper week
			Internal	End Semester	TotalMarks	Total Hours
71AR371-A/	school subject- 1 st (Practical)– Hindi/ English/ Sanskrit/ Scienceteaching School subject- 2(Practical)-Social science/civics/Economics/ History/ Geography/ Commerce teaching/ Mathematics/ Life science teaching Internship 16weeks	08	50	50	100	16
71AR372-A/			50	50	100	
71AR373-A/						
71SC371-B						
		08				
71AR374-A/						
71AR375-A/						
71AR376-A/						
71AR377-A/						
71AR378-A/						
71AR379-A/						
71SC374-B/						
71SC375-B						
71ED-380	UnitPlan(Practical)	1	50	50	1
71ED-381	Dramaandartin Education (Practical)	2	50	50	100	2
71ED-382	Workingwith Community (Practical)	2	50	50	2
71ED-383	Understanding of ICT (Practical)	2	25	25	50	2
71ED-384	UnderstandingtheSelf (Practical)	2	25	25	50	2
	Total	25	300	200	500	25

B.Ed SEMESTER–IV

Course Code	Course	Total Credit	Marks Distribution			Total Teaching Hours per week
			Internal	End Sem.	Total Marks	Total Hours
71ED-431	Gender, School & Society	6	30	70	100	6
71ED-432	Educational Technology & ICT	6	30	70	100	6
71ED-433	Creating an Inclusive School	6	30	70	100	6
71ED-434	School management	4	30	70	100	4
71ED-435	Educational Research	6	30	70	100	6
71AR436-A	Optional Course: (Any One of the Subject mention below) i. Value Education ii. Environmental Education iii. Guidance and counseling in School	6	30	70	100	6
71AR436-B						
71ED436-C						
	Total	34	180	420	600	34

B.Ed. Semester-I

Course Code: 71ED-131

Course Title: Education in India-Status, Problems and issues

Rationale: Student will know about the ancient education system of India and present day educational system. The student will understand about the role of education in the society. The objective of this course to understand about the formal and informal education. The preservation of the culture and the heritage is the one of the objective of this course. The student will know the value of ethic in development of society through education. The student also know about the Education policy 1986 and the National Education Policy 2020. This course discuss the fundamental right and the education as per Indian constitution.

Course Outcomes:

CO1: To cultivate an awareness of the concept of diversity, elucidate the roles of teachers, society, and the community in the universalization of Education.

CO2: To foster comprehension of the concise historical background of Indian Education, particularly with reference to Secondary Education.

CO3: To enhance understanding of the roles and functions of a teacher as envisioned in the National Education Policy (NEP) of 1986 and NEP 2020, and to familiarize students with various projects and schemes at the secondary level in Madhya Pradesh.

CO4: To gain insight into the concise historical context of Indian Education, specifically focusing on Secondary Education.

Co5: To cultivate insight into the objectives and scope of Secondary Education and teacher education, and to foster an awareness of professional ethics.

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Study Credits (C)
			CI	LI	SW	SL	Total Hours (CI+LI+SW+SL)	
MC	71ED-131	Education in India- Status, Problems and issues	6	0	2	1	9	6

Legend **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performance in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Works (includes assignment, seminar, mini project etc.),

SL: Self Learning

C:Credits.

Note:SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA+ESA)
			Class/Home Assignment 5 number 5 marks each (CA)	Class Test 2 (CT)	Seminar {any one} (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
MC	71E D-131	Education in India- Status, Problems and issues	25	-	-	5	-	30	70	100

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (Cos) upon the course's conclusion.

CO1: To cultivate an awareness of the concept of diversity, elucidate the roles of teacher society, and the community in the universalization of school education.

Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

session outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge about both the ancient education system of India and the Western education system. ISO2. Student will understand the functions of Education and its role in society ISO3. Students will comprehend the functions of education and its significance in society. ISO4. Students will grasp the concepts of formal and non formal education. ISO5. Students will comprehend the intersection of human rights and education of Modern India.		UNIT-1: Concept of education 1.1 History of Indian Education. 1.2 Meaning and concept of education. 1.3 Aims of Indian Education. 1.4 Western Aims of Education 1.5 Base of education. 1.6 Western education. 1.7 Philosophy of western education system. 1.8 Norms of education. 1.9 Functions of Education. 1.10 Society and education. 1.11 Culture and education. 1.12 Education as an instrument of Social Control 1.13 Education as instrumentation of Social Changes 1.14 Cultural Heritage and its preservation 1.15 Role of human value in Education 1.16 Impact of human value in society 1.17 School and its role in society, 1.18 Culture and Education, 1.19 School as a Social System. 1.20 Agencies of formal Education 1.21 Agencies of Non-formal education 1.22 Agencies of informal education 1.23 Human rights and education.	Agencies of formal Education Agencies of Non-formal education system Role of human value in Education

SW-1 Suggested Sessional Work (SW):

Prepare and execute a plan for making at least two children and one adult literate from the community. plan and organize a field trip/excursion to a nearby area of educational importance and submit a report. visit to block or district and divisional educational offices and study their educational management pattern and submit the report. prepare on project for insituational planning. critically study the working of the one of the parent teacher association in any two secondary schools. a critical survey of co-curricular activities in secondary schools.

CO2: To foster comprehension of the concise historical background of Indian Education, particularly with reference to Secondary Education.

Approximate Hours

Item	Appx.Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. student will understand salient features of ancient education 2SO2. student will understand Vedic Buddhist, Islamic Tradition in Education 2SO3. student will understand Major landmarks of British System of Education in Colonial India 2SO4. student will understand particularly from the view point of Aims, Structure, Curriculum and Methods of Education 2SO5. student will understand Efforts towards evolving a national system of Education	0	Unit-2.0 Salient Features of Ancient Indian Education 2.1 Salient Features of Ancient Indian Education– 2.2 Vedic education. 2.3 vaidakshiksha aims. 2.4 characteristics of vaidika education. 2.5 merits and demerits of vaidika education system. 2.6 Buddhist education system. 2.7 characteristics of Buddhist education system. 2.8-merits and demerits of Buddhist education system. 2.9 Islamic education system. 2.10 merits and demerits of education system. 2.11 characteristics of Buddhist education system. 2.12 Major landmarks of British System of Education in Colonial India. 2.14 char-taract-1793 and 1813 and 1833. 2.15 Macaulay minute. 2.16 filtration theory of Macaulay. 2.17 wood dispatch-1854. 2.18 Indian education commission-1882. 2.19 Shimalashiksha sammelan. 2.20 Indian university commission-1902. 2.21 lard CORZEN education policy. 2.22 Calcutta university commission-1917 2.23 patriarchy and education. Hortong committee. ward ha scheme and basic education of mahatma Gandhi.	1. Vedic, Buddhist, Islamic Tradition in Education

SW-2 Suggest Ed Sessional Work (SW):

Assignments: Prepare and execute a plan for making at least two children and one adult literate from the community. plan and organize a field trip/excursion to a nearby area of educational importance and submit a report visit to block or district and divisional educational offices and study their educational management pattern and submit the report.

CO3: To enhance understanding of the roles and functions of a teacher as envisioned in the National Education Policy (NEP) of 1986 and NEP 2020, and to familiarize students with various projects and schemes at the secondary level.

Approximate Hour

Item	Appx. Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self Learning (SL)
3.SO1 student will understand General Aims and Objectives of Secondary Education and Structure 3. SO2. student will understand Education during Post Independence Period 3.SO3. student will understand Constitutional provisions for education 3SO4. student will understand about commission 1952-53, 1964-66 and new education policy 1986 and 1992 3SO5. student will understand new education policy 2020	0	Unit-3 General Aims and Objectives of Secondary Education and Structure. 3.1 General Aims and Objectives of Secondary Education and Structure. 3.2 Education during Post Independence Period. 3.3 Indian constitution. 3.4 Constitutional provisions for education, 3.5 Secondary Education commission 1952- 53. 3.6 suggestion of Secondary Education commission 1952- 53. 3.7 Education Commission 1964-66. 3.8 implement of Education Commission 1964-66. 3.9 merits and demerits of Commission 1964-66. 3.10 National education policy-1968. 3.11 New Education Policy 1986. 3.12 planning of Education Policy 1986. 3.13 merits and demerits of Education Policy 1986. 3.14 Ram murti samiksha samiti 1990. 3.15 Programme of Educational 1992, 3.16 - New Education policy 2020. 3.17 planning of New Education policy 2020. 3.18 merits and demerits New Education policy 2020. Different streams of Secondary Education 3.19-C.B.S.E., I.C.S.E. and KSEEB with respect to curriculum. 3.20.-Examination System secondary education. 3.21. Secondary School Teacher– Qualifications, Competences, Job Profile, 3.22 Professional Code of Ethical conduct. Role of Secondary school teacher in Emerging India	1. Constitution notional provisions for education 2. Education commission

SW-3 Suggested Sessional Work (SW):

Assignments:

Prepare and execute a plan for making at least two children and one adult literate from the community.

Plan and organize a field trip/excursion to an nearby area of educational importance and submit a report

Visit to block or district and divisional educational offices and study their educational management pattern and submit the report.

CO4: To gain insight into the concise historical context of Indian Education, specifically focusing on Secondary Education

Approximate Hours

Item	Appx.Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class	Self Learning (SL)
<p>4SO1. student will understand Teacher Education and Secondary School Curriculum</p> <p>4SO2. student will understand-status, Aims and Objectives of Teacher Education in India</p> <p>4SO3. student will understand-role and Responsibilities of NCTE. NCERT, DSERT, CTE, IASE</p> <p>4SO4. student will understand Rastriya Madhyamik Shikshan Abiyan (RMSA), NCF-2005</p> <p>4SO5. student will understand school teachers-In-service training</p>	0	<p>Unit-4.01 Teacher Education</p> <p>4.1 Teacher Education.</p> <p>4.2 Aims and object of Teacher Education.</p> <p>4.3 Development of teacher education in India.</p> <p>4.4 Role of teacher in society.</p> <p>4.5- Secondary School Curriculum</p> <p>4.6 Status of Teacher Education in India.</p> <p>4.7 Aims and Objectives of Teacher Education in India</p> <p>4.8 Role of NCTE.</p> <p>4.9 Responsibilities of NCTE</p> <p>4.10- work of NCTE.</p> <p>4.11 NCERT,</p> <p>4.12 WORK OF NCERT.</p> <p>4.13 DSERT,</p> <p>4.14 CTE, IASE</p> <p>4.15 Professional organization in the field of Teacher education</p> <p>4.17 Profession of teacher.</p> <p>4.18 Rastriya Madhyamik Shikshan Abiyana (RMSA),</p> <p>4.19 NCF-2005</p> <p>4.20 Programmes for enhancing efficiency</p> <p>4.21 productivity of school teachers-In-service training-</p> <p>4.22 orientation content enrichment</p>	<p>1. RMSA, NCF-2005 Programmes</p> <p>2. Role and Responsibility of NCTE.</p> <p>NCERT, DSERT, CTE, IASE</p>

SW-4 Suggested Sessional Work (SW):

Assignments:

Prepare and execute a plan for making at least two children and one adult literate from the community. plan and organize a field trip/excursion to a nearby area of educational importance and submit a report visit to block or district and divisional educational offices and study their educational management.

submit the report.

prepare on project for insituational planning.

critically study the working of the one of the parent teacher association in any two secondary schools.

a critical survey of co-curricular activities in secondary school

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
CO-1: To cultivate an awareness of the concept of diversity, elucidate the roles of teachers, society, and the community in the universalisation of school education.	23	2	1	26
CO2: To foster comprehension of the concise historical background of Indian Education, particularly with reference to Secondary Education	23	2	1	26
CO3: To enhance understanding of the roles and functions of a teacher as envisioned in the National Education Policy (NEP) of 1986 and NEP 2020, and to familiarize students with various projects and schemes at the secondary level in Madhya Pradesh.	22	2	1	25
CO4: To gain insight into the concise historical context of Indian Education, specifically focusing on Secondary Education. To cultivate insight into the objectives and scope of Secondary Education and teacher education, and to foster an awareness of professional ethics.	22	2	1	25
Total Hours-	90	8	4	102

CO	Unit Titles	Marks Distribution	Total Marks
-----------	--------------------	---------------------------	--------------------

		R	U	A	
CO-1	Concept of education	4	10	3	17
CO-2	Salient Features of Ancient Indian Education.	3	10	4	17
CO-3	General Aims and Objectives of Secondary Education and Structure.	3	10	5	18
CO-4	Teacher Education. Aims and object of Teacher Education	3	10	5	18
	Total-	13	40	17	70

Suggested Specification Table (FORESA)

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 70 marks

Note. Detailed Assessment rubric needs to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester

Suggested Instructional/Implementation Strategies:

Improved Lecture

Group Discussion

Role Play

Visit to school

Demonstration

ICT Based Teaching Learning (Video Demonstration/ Whatsapp, Mobile, Online sources)

Courses	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and team work	Po9 communication	Po10 Lifelong learning	Pso1 The ability to apply technical &	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest technology	Pso4 Ability to use the research based innovation to develop knowledge
Co1 To acquaint students with the nature and types of curriculum. Analyze text book and related educational material in context of aims and objectives of education and learning outcome.	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2 Analyze curriculum framework according to NCF, Design and development of Effective curriculum and model.	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3 Assess and evaluate curriculum students will gain knowledge about effective instructional strategies and assessment techniques	2	3	3	3	2	2	2	2	2	2	3	2	2	3

Co4 student will be exposed to ethical con- siderations and profession- al standard related to curriculum they will explore strategies for sequencing content selecting appropriate material and diverse teaching.	2	3	2	2	2	2	2	1	3	3	2	1	1	2
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Course Curriculum Map:

POs & PSOs No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6 7,8,9,10, PSO1,2,3,4	CO1: To cultivate an awareness of the concept of diversity, elucidate the roles of teachers, society, and the community in the universalization of school education	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 Concept of education 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7,	As mentioned in page number 15 to 20
PO1,2,3,4,5,6 7,8,9,10, PSO1,2,3,4	CO2: To foster comprehension of the concise historical background of Indian Education, particularly with reference to Secondary Education.	SO2.1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2. Salient Features of Ancient Indian Education – 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9	
PO1,2,3,4,5,6 7,8,9,10, PSO1,2,3,4	CO3: To enhance understanding of the roles and functions of a teacher as envisioned in the National Education Policy (NEP) of 1986 and NEP 2020, and to familiarize students with various projects and schemes at the secondary level in M.P..	SO3.1 SO3.2 SO3.3 SO3.4 SO3.5		3. Unit-3 : Aims and Objectives of Secondary Education and Structure. 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8	
PO1,2,3,4,5,6 7,8,9,10, PSO1,2,3,4	CO4: To gain insight into the concise historical context of Indian Education, specifically focusing on Secondary Education. To cultivate insight into the objectives and scope of Secondary Education and teacher education, and to foster an awareness of professional ethics	SO4.1 SO4.2 SO4.3 SO4.4 SO4.5		4. Unit-4: Teacher education 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7	

--	--	--	--	--	--

Suggested Learning Resources:

	Title	Author	Publisher	Edition & year
1.	Teacher and Education in the emerging Indian society	Anand C.L. <i>eta</i>	NCERT. New Delhi	1993
2.	The World Crisis-in Education.	Combos Philips	New-York. Oxford University Press New-York	1985
3.	Learning the Treasure within Report to UNESCO of the Internal Commission on Education for Twenty First Century	Deloris, Jacques	UNESCO.	1996
4.	Experience in Education	Dewey I	Collier Macmillan	1952

Curriculum Development Team

1. Dr. R.S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Mr. Amir Haseeb Siddiqi
8. Smt. Seema Dwivedi
9. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

Course Title: Childhood and growing up

Pre-requisite: Students should have knowledge of Childhood and adolescence age

Develop an understanding of different aspects of a child physical, motor, social and emotional development. understand the developmental process of children with diverse abilities in social, cultural and political context. To build sensitivity towards children's developmental needs and capabilities, within their sociocultural context. develop an intensive and critical understanding of the different social/ educational/ cultural/ political realities at the core of the exploration into childhood

Course Outcomes:

Course outcome

Co1- To develop an understanding of different aspects of a child physical, motor, social and emotional development.

Co2- To understand the developmental process of children with diverse abilities in social, cultural and political context.

Co-3 To build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context.

Co4- To develop an sensitivity and critical understanding of the different social/ educational/ cultural/ political realities at the core of the exploration into childhood.

Co5- To build an interdisciplinary framework to interpret, analyze observations and inter Educational from cross culture psychology. To develop critical deconstruction of significant events that media highlights and creates during childhood

Scheme of Studies:

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
OEC	71ED-132	Childhood & Growing Up	6	0	2	1	9	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW:Sessional Work(includes assignment,seminar,miniprojectetc.), **SL:**Self Learning,**C:**Credits.

Scheme of Assessment:

Category	Course Code	Course Title	Scheme of Assessment (Marks)						End Semester Assessment (ESA)	Total Marks (PRA+ESA)
			Progressive Assessment (PRA)							
			Class/Home Assignment number 5 marks each (CA)	Class Test 2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
MC	71ED-132	Child Hood and growing up	25	-	-	5	-	30	70	100

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1: To develop an understanding of different aspects of a child's physical, development.

motor, social and emotional

Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge about Educational Psychology ISO2. Student will understand introduction to perspectives in development, humanistic Psychology and developmental theory. ISO3. Students will comprehend. Enduring themes in the study of development ISO4. Students will Development as continuing through the life span ISO5. Students will understand Socio-cultural contexts in influencing development	0	Unit 1. Perspectives in Development 1.1 Concept, of Educational Psychology. 1.2 Meaning, and definition of Educational Psychology 1.3 Scope of educational Psychology 1.4 Function of Educational Psychology 1.5 Introduction to development 1.6 Concept and introduction of development 1.7 humanistic psychology introduction 1.8. developmental theory of psychology 1.9. Enduring themes in the study of development 1.10 development as multidimensional and plural; 1.11 Development as continuing through the life span; 1.12 ways in which development is continuous/discontinuous. 1.13 Socio-cultural contexts influencing development 1.14. Gathering data about children from different contexts: 1.15. naturalistic observations 1.16. interviews 1.17. reflective journals about children; 1.18. anecdotal records and narratives; 1.19. clinical methods with reference to Piaget. 1.20. Method: Longitudinal, 1.21 Cross Sectional, Sequential, 1.22 short methods: Biographical 1.23. Case study and Observational method.	clinical methods with reference to Piaget Method: Longitudinal, Cross Sectional, Sequential, short methods: Biographical, Case study and Observational method Socio-cultural contexts influencing development

SW-1 Suggested Sessional Work (SW):

Assignments: Teachers should incorporate discussions projects, documentaries, movies and fields based projects. close and critical reading, as well as analysis of various articles, policy documents, texts documentaries, movies should be developed in a group, student teacher should conduct field based projects and be able to analytically document their findings. Dialogue and discussions have to be the key for the transaction of this course.

CO2: To understand the Developmental process of children with diverse abilities in social, cultural and political context Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2

SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Student will understand Stages of Human Development 2SO2. Student will understand Developmental tasks of childhood and adolescence and their implications 2SO3. Student will understand characteristics of a child and an adolescent 2SO4. Student will understand Commonalities and diversities within the notion of childhood and how multiple childhoods 2SO5. Student will understand a reconstructed with particular reference to the Indian context.	0	Unit-2.01 Stages of Human Development 2.1 Stages of Human Development 2.2 Child as a developing individual- introduction 2.3 A psycho-social entity; 2.4 stages of development 2.5 characteristics of a child and an adolescent: 2.6 characteristics of an adolescent: 2.7 physical development 2.8 cognitive development 2.9 social development 2.10 emotional development 2.11 moral and language their interrelationships 2.12 Developmental tasks of childhood 2.13 Developmental tasks of adolescence stage 2.14 their implications 2.15 Factors influencing development 2.16 heredity & environment, 2.17 media, nutrition, 2.18 child-rearing practices, siblings and peers 2.19 Commonalities and diversities within the notion of childhood 2.20 how multiple childhoods are reconstructed with particular reference to the Indian context- Living in an urban Slum 2.21 in rural slum 2.22 Growing girl 2.23 Growing up in a dalith household.	are constructed with particular reference to the Indian context- Living in an urban Slum, Growing girl, and Growing up in a dalith household Commonalities and diversities within the notion of childhood and how multiple child

SW-2 Suggested Sessional Work (SW):

Assignments: Teachers should incorporate discussions, projects, documentaries, movies and field-based projects. Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be developed in a group. Student teacher should conduct field-based projects and be able to analytically document their findings. Dialogue and discussions should be the key for the transaction of this course.

CO3: To build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context.

Approximate Hours

Item	Appx. Hrs
------	-----------

CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Students will gain knowledge about Social and Emotional Development 3SO2. Students will gain knowledge about Personality development 3SO3. Students will gain knowledge about Freud; psycho- social development- Erikson; 6.influence of early childhood experiences on later personality 3SO4. Students will gain knowledge about Social theories and gender development 3SO5. Students will gain knowledge about Development of emotions: functions of emotions, attachment	0	Unit-3 social and emotional development- 3.1 Social Development. 3.2 Emotional Development 3.3 Basic understanding of emotions 3.4 how differential gender socialization occurs 3.5 Personality development theories 3.6-cognitive theory of freuds. 3.7 psycho-social development theory of Erikson; 3.8 influence of early childhood experiences on later personality. 3.9 Social theories gender development: 3.10 meaning of gender roles; 3.11- influences on gender role 3.12 stereotypes 3.13 gender in the playground. 3.14 introduction of emotion 3.15. meaning and definition of emotions 3.16 Types of emotions 3.17 Development of emotions 3.18 functions of emotions. 3.19-functions of attachment-Bowlby 3.20 importance of emotion for a child 3.21 significance of emotion in education 3.22 Importance of development theories in education	Development of emotions: functions of emotions, attachment Social theories and gender development: meaning of gender roles; influences on gender roles, stereotypes, gender in the playground

SW-3 Suggested Sessional Work (SW): Assignments: Teachers should incorporate discussions, projects, documentaries, movies and field-based projects. Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be developed in a group, student teacher should conduct field-based projects and be able to analytically document their findings. Dialogue and discussions have to be the key for the transaction of this course.

CO4: To develop a sensitive and critical understanding of the different social/ educational/ cultural/political realities at the core of the exploration into childhood. To build an inter observations and inter Educational from cross culture psychology
Approximate Hours

Item	Appx. Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
4SO1. Student will understand Concept of socialization: family and children relationships 4SO2. Student will understand peer influences, school culture, relationships with teachers 4SO3. Student will understand teacher expectations and school achievement; being out of school, overage learner 4SO4. Student will understand Relationships with peers: friendships and gender 4SO5. Student will understand Social, economic and cultural differences in socialization: implications for inclusion	0	Unit 4. Contexts of Socialization 4.1 meaning and definition of socialization 4.2 family and child relationships 4.3 parenting, 4.4 child rearing practices 4.5 peer influences, 4.6 school culture and Schooling: 4.7 relationships with teachers, 4.8 teacher expectations 4.9 school achievement; being out of school, 4.10 overage learner 4.11 Relationships with peers: 4.12 friendships and gender 4.13- competition and cooperation 4.14 competition and conflict; 4.15 aggression from early childhood to 4.16 adolescence. 4.17 bullying from early childhood to adolescence 4.18 Social, differences in socialization: 4.19 implications for inclusion. 4.20 economic differences in socialization cultural differences in socialization 4.21 Social, economic and cultural differences in socialization 4.22 importance of socialization	Social, economic and cultural differences in socialization: implications for inclusion aggression and bullying from early childhood to adolescence

Suggested Sessional Work (SW):

Assignments: Teachers should incorporate discussions projects, documentaries, movies and fields based projects. close and critical reading ,as well as analysis of various articles, policy documents, texts documentaries, movies should be developed in a group, student teacher should conduct field based projects and be

able to analytically document their findings. Dialogue and discussions have to be the key for the transaction of this course

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO-1: To develop an understanding of different aspects of a child physical, motor, social and emotional development.	23	2	1	26
CO2: To understand the Developmental process of children with diverse abilities in social, cultural and political context.	23	2	1	26
CO3: To build sensitivity towards children's developmental needs and capabilities, within their socio cultural context.	22	2	1	25
CO4: To develop a sensitive and critical understanding of the different social/ educational/ cultural/ political realities at the core of the exploration in to childhood. To build another disciplinary frame work to interpret, analyze observations and inter Educational from cross culture psychology	22	2	1	25
Total Hours-	90	8	4	102

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Perspectives in Development Concept, of Educational Psychology	4	10	3	17
CO-2	Stages of Human Development Child as a developing individual - introduction	3	10	4	17
CO-3	social and emotional development	3	10	5	18
CO-4	Contexts of Socialization	3	10	5	18
	Total-	13	40	17	70

Course outcomes	Po1 Basic knowledge and skills	Po2 Problem solving skills	Po3 Communication skills	Po4 Team work skills	Po5 Environmental awareness	Po6 Information technology skills	Po7 Leadership skills	Po8 Critical thinking skills	Po9 Life long learning skills	Po10 Health and safety skills	Pso1 Ability to understand the different SDGs and their significance	Pso2 Ability to understand the latest technology to achieve	Pso3 Ability to use the research based innovative knowledge	
To develop an understanding of different aspects of a child physical, motor, social and emotional development	1	2	3	1	3	3	2	3	3	1	2	2	1	
To understand the Development process of children with diversabilities in social, cultural and political context.	2	2	3	1	3	2	2	2	3	3	2	3	4	1
To build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context	1	1	2	3	1	2	1	2	2	2	1	1	2	2
To develop as sensitive and critical understanding of the different social/ educational/ cultural/ political realities at.	-	2	-	2	1	2	1	2	2	2	2	3	2	2

Course Curriculum Map:

POs & PSOs No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6 7,8,9,10, PSO1,2,3,4	CO1; To develop an understanding of different aspects of a child physical, motor, social and emotional development.	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 Perspectives in Development 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7,	
PO1,2,3,4,5,6 7,8,9,10, PSO1,2,3,4	CO2: To understand the Development process of children with diverse abilities in social, cultural and political context.	SO2.1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Stages of Human Development 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9	
PO1,2,3,4,5,6 7,8,9,10, PSO1,2,3,4	CO3: To build sensitivity towards children's developmental needs and capabilities, within their sociocultural context	SO3.1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3 :social and emotional development- 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8	
PO1,2,3,4,5,6 7,8,9,10, PSO1,2,3,4	CO4: To develop a sensitive and critical understanding of the different social/ educational/ cultural/ political realities at the core of the exploration into childhood. To develop the power to interpret throw gender caste and social class may impact the lived experience of children.	SO4.1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4: Contexts of Socialization 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7	

Suggested Learning Resources:

(c) Books

	Title	Author	Publisher	Edition & year
1.	Indian Childhood: Cultural Ideas, And Social Reality	Kakkar, S.	New Delhi: Oxford.	1978
2.	Exclusion and Discrimination in Schools Experiences of Dalit Children; Working paper series	Nambissan, G.	Indian Institute of Dalit Studies and UNICEF	2010
3.	The Inner World: A psycho-analytic study of childhood and society in India	Kakkar S	Delhi: Oxford University Press	1991
4.	Gender Schema Theory and its Implications for Child Development	Sandra, L. Bem	Raising gender as a schematic for children in a gender schematic society	1987

Curriculum Development Team

1. Dr. R. S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Mr. Amir Haseeb Siddiqi
8. Smt. Seema Dwivedi
9. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

Course Code: 71ED-133

Course Title: LEARNING AND TEACHING

Pre-requisite: Student should have to reflect on their own implicit understanding of the nature and kinds of learning; Gain an understanding of different theoretical perspectives on learning

Rationale: Student will know to reflect on their own implicit understanding of the nature and kinds of learning; Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructive theories; Develop an understanding about differential learning needs of learners

To become aware of different contexts of learning and situate schools as a special environment for learning Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school develop understanding about the concept of teaching and pedagogy from various perspectives explore teaching strategies to address diversity of students in a class room. Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

COURSE OUTCOME

CO1; To reflect on their own implicit understanding of the nature and kinds of learning;

Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructionist theories;

CO2; Develop an understanding about differential learning needs of learners

To become aware of different contexts of learning and situate schools as a special environment for learning

CO3: Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school

develop understanding about the concept of teaching and pedagogy from various perspectives

CO4: explore teaching strategies to address diversity of students in a classroom.

Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

Scheme of Studies

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
MC	71ED-133	Learning & Teaching	6	0	2	1	9	6

Legend: CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI:

Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies) **SW:** Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning, **C:** Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Category	Course Code	Course Title	Scheme of Assessment (Marks)						
			Progressive Assessment (PRA)						End Semester Assessment (ESA)
			Class/Home Assignment 5 number 5 marks each (CA)	Class Test 2 (CT)	Seminar (SA)	Class Activity (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)	
MC	71E D-133	Learning & Teaching	25	-	-	5	-	30	70

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1: To reflect on their own implicit understanding of the nature and kinds of learning; Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social constructionist theories

Approximate Hourr

Item	Appx. Hrs
CI	24
LI	0
SW	2
SL	1
Total-	27

--	--

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge about Learning; meaning, types, factors, process, basic principles of learning ISO2. Student will understand the learning style ISO3. Perspectives on human learning. ISO4. Students will grasp the Behaviorists, cognitivist, information-processing view, ISO5. Students will comprehend humanist, social-constructive.		UNIT-1 THEORETICAL PERSPECTIVES ON LEARNING 1.1 Learning; meaning and definition 1.2 types of learning 1.3 effective factors of learning 1.4 process of learning 1.5 basic principles of learning 1.6 learning style 1.7 laws of learning-primary laws 1.8 Secondary laws of learning 1.9 Methods of learning 1.10 Aspects of learning 1.11 Perspectives on human 1.12 learning: introduction 1.13 Behaviorist 1.14 social-constructionist 1.15 Skinner theory 1.16 Piaget cognitive development 1.17 Vygotsky theory 1.18 Kohler theory 1.19 Pavlov theory 1.20 Burner theory 1.21 important of learning theory 1.22 Dialogue and discussions 1.23 field based projects 1.24 analytically document their findings	1. theoretical perspectives on learning Implantation on own behavior

SW-1 Suggested Sessional Work

Assignments: Teachers should incorporate discussions projects, documentaries, movies and fields based projects. close and critical reading ,as well as analysis of various articles, policy documents, texts documentaries, movies should be developed in a group, student teacher should conduct field based projects and be able to analytically document their findings. Dialogue and discussions has to be the key for the transaction of this course

**CO2: Develop an understanding about differential learning needs of learners
To become aware of different contexts of learning and situate schools as a special environment for learning
Approximate Hour**

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total-	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>2SO1. Students will gain knowledge about Role of learner in various learning situations, as seen in different theoretical perspectives</p> <p>2SO2. Students will gain knowledge about. Role of teacher in teaching-learning situations</p> <p>2SO3. Students will gain knowledge about The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations</p> <p>2SO4. Students will gain knowledge about PEDAGOGY ; meaning</p> <p>2SO5. Students will gain knowledge about Pedagogy principle, approaches, importance in teaching</p>		<p>Unit-2.0 UNDERSTANDING LEARNER AND LEARNING</p> <p>2.1 Introduction of teachers</p> <p>2.2 meaning and definition of teachers</p> <p>2.3 Role model characteristics of teachers</p> <p>2.4 gender character of teacher,</p> <p>2.5 specific character of teachers</p> <p>2.6 role of teacher as guide</p> <p>2.7 role of teacher as facilitator or</p> <p>2.8 role of teacher as negotiator,</p> <p>2.9 role of teacher as co-learner</p> <p>2.10 role of teacher as transmitter as</p> <p>2.11 meaning and definition of knowledge</p> <p>2.12 difference between knowledge and notice</p> <p>2.13 introduction of pedagogy</p> <p>2.14 meaning and definition of pedagogy</p> <p>2.15 principle of pedagogy</p> <p>2.16 approaches of pedagogy</p> <p>2.17 types of pedagogy</p> <p>2.18 constructive approach</p> <p>2.19 reflective approach.</p> <p>2.20 enquiry based approach</p> <p>2.21 effective factors of learners for learning and teaching</p> <p>2.22 Importance of pedagogy in learning teaching process</p> <p>2.23 significance of pedagogy in process of learning</p>	<p>Role of teacher in teaching-learning situations:</p> <p>[a] transmitter of knowledge, [b] model, [c] facilitator [D] negotiator, [e] co-learner.</p> <p>2. The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations.</p>

SW-2 Suggested Sessional Work (SW): Assignments: Teachers should incorporate discussions projects, documentaries, movies and field based projects. close and critical reading as well as analysis of various articles, policy documents, texts documentaries, movies should be developed in a group, student teacher should conduct field based projects and be able to analytically document their findings. Dialogue and discussions has to be the key for the transaction of this

**CO3:Explore the possibilities of an understanding of processes in human cognition and meaning-making
themas basis for designing learning environments and experiences at school
develop understanding about the concept of teaching and pedagogy from various perspectives**

Approximate Hours

Item	Appx. Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Student will understand learning in constructivist perspective 3SO2. Student will understand Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge' 3SO3. Student will understand Understanding processes that facilitate 'construction of knowledge' 3SO4. Student will understand Meta-cognition Models of teaching 3SO5. Student will understand Insight model of Plato, rule model, runner concept attainment model, Flanders model, Daniel Davis model, information processing model	0	Unit-3 Learning in constructivist perspective 3.1 Learning in constructivist perspective 3.2 Distinctions between learning as 'construction of knowledge' 3.3 learning as 'transmission and reception of knowledge'. 3.4 Understanding processes that facilitate 'construction of knowledge': 3.5 Experiential learning and reflection 3.6 Social mediation 3.7 Cognitive negotiability 3.8 Meta-cognition. 3.9 Model of teaching. 3.10 Insight model of Plato 3.11 rule model 3.12 runner concept attainment model 3.13 Flanders model, 3.14 Daniel Davis model 3.15 information processing model 3.16 reinforcement theory 3.17 Thorndike theory 3.18 importance of models in learning 3.19 importance of model in teaching 3.20 norms of knowledge construction 3.21 process of facilitate metacognition 3.22 characteristics of teacher as a role model.	model of teaching in constructivist perspective 3.4

SW-3 Suggested Sessional Work (SW):

Assignment Teachers should incorporate discussions projects, documentaries, movies and fields based projects. close and critical reading, as well as analysis of various articles, policy documents, texts documentaries, movies should be developed in a group, student teachers should conduct field based projects and be able to analytically document their findings. Dialogue and discussions has to be the key for the transaction of this course

CO4: explore teaching strategies to address diversity of students in a classroom.

Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

Approximate Hours

Item	Appx. Hrs
CI	21
LI	0
SW	2
SL	1
Total	24

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
4SO1. Student will understand individual differences among learners 4SO2. Student will understand Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values	0	Unit-4. individual differences among learners. 4.1 introduction of individual difference 4.2 types of individual difference 4.3 effective factor of individual factors 4.4 interest, definition and meaning 4.5 types and effective factors of interest 4.6 aptitude definition and meaning 4.7 creativity definition and meaning	Understanding differences based on a range of cognitive abilities
4SO3. Student will understand Understanding learners from multiple intelligences perspective with a focus on Gardner' theory of multiple intelligence		4.8 introduction of personality 4.9 theories of personality 4.10 introduction of values 4.11 Understanding learners from multiple intelligence 4.12 theory of multiple intelligence. 4.13 introduction and importance of emotional intelligence.	2. Implications For catering to individualization in view of difference' rather than deficit' perspective
4SO4 Student will understand. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence		4.14 Understanding differences based on a range of cognitive abilities— 4.15 learning difficulties, 4.16 slow learners and dyslexia	
4SO5. Student will understand- understanding differences based on a range of cognitive abilities, learning difficulties, slow learners and dyslexia, intellectual deficiency, intellectual giftedness		4.17 intellectual deficiency 4.18 Gifted child (introduction and importance) problem child 4.19 learning difficulties, and their 4.20 Implications for classroom practices and teaching. 4.21 grading and its types	

SW-4 Suggested Sessional Work (SW):

Assignments: Teachers should incorporate discussions, projects, documentaries, movies and field-based projects. close

and critical reading ,as well-as analysis of various articals, policy documents, texts documentaries, movies should be developed in a group, student teacher should conduct field based projects and be able to analytically document their findings. Dialogue and discussions has to be the key for the transaction of this course

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO-1: To reflect on their own implicit understanding of the nature and kinds of learning; Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructivist theories	24	2	1	27
CO2: Develop an understanding about differential learning needs of learners To become aware of different contexts of learning and situate schools as a special environment for learning	22	2	1	25
CO3: Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school develop understanding about the concept of teaching and pedagogy from various perspectives	22	2	1	25
CO4: explore teaching strategies to address diversity of students in a class room Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers	22	2	1	25
Total Hours-	90	8	4	102

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Mark
		R	U	As	
CO-1	THEORETICAL PERSPECTIVES ON LEARNING	4	10	3	17

CO-2	UNDER STANDING LEARNER AND LEARNING	3	10	4	17
CO-3	Learning in constructivist perspective.	3	10	5	18
CO-4	individual differences among learners	3	10	5	18
Total-		13	40	17	70

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 70 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

**MAPPING OF COs, POs, PSOs
COURSE CODE-71ED-133 LEARNING AND TEACHING**

Cours outcomes	Po1 Basic knowle dge	Po2 Problem Analy sis	Po3 Design develop ment of solution	Po4 Skills and meth ods	Po5 The teac her and society	Po6 Environ mentan cs d sustaina bility	Po7 Ethi cs	Po8 Indiviu al and team work	Po9 com municat ion	Po10 Life longle arning	Pso1T heabil ity toappl ytech nical &	Pso2 Abilit y tound derstan dtheD iffere ntSD Goals andth eirsig nifica nce	Pso3 Abilit ytooun dersta ndthel atestT chnolog y toachi eve	Pso4 Abilit yto usethe resear chbas edinn ovativ ekno wled
To reflect on their own implicit understanding of the nature and kinds of learning; Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructivist theories.	1	2	3	2	2	1	3	3	3	3	1	2	2	2

Co2 Develop an understanding about differential learning needs of learners To become aware of different contexts of learning and situate schools as a special environment for learning	1	2	3	1	3	1	1	1	1	1	2	3	2	2
Co3 Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school develop understanding about the concept of teaching and pedagogy from various perspectives.	2	3	2	1	3	3	2	2	2	1	1	3	3	3
Co4 Explore the possibilities of an understanding of processes in human cognition and meaning	2	1	2	3	3	1	3	2	1	3	2	3	3	1
Co5 explore teaching strategies to address diversity of students in a classroom Appreciate the	3	3	2	2	2	3	3	2	3	3	2	2	3	3

Course Curriculum Map:

POs & PS Os No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LD)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6,7,8,9,10, PSO1,2,3,4,	CO1: To reflect on their own implicit understanding of the nature and kinds of learning; Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructivist	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 THEORETICAL PERSPECTIVES ON LEARNING 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7,	
PO1,2,3,4,5,6,7,8,9,10,	CO2: .Develop an understanding about differential learning needs of learners To become aware of different contexts of learning and situate schools as a special environment for learning	SO1.1 SO1.2 SO1.3 SO1.4		Unit 2 UNDERSTANDING LEARNER AND LEARNING	
PSO1,2,3,4,	Co3 Explore the possibilities of an understanding of processes in human cognition and meaning – making them as basis for designing learning environments and experiences at school develop understanding about the concept of teaching and pedagogy from various perspectives.	SO1.5		The psychology of learning and instruction	
PO1,2,3,4,5,6,7,8,9,10,	Co4 Explore the possibilities of an understanding of processes in human cognition and meaning	SO1.1 SO1.2 SO1.3 SO1.4		Uccharshiksha Manovigyan, siddhanieva mvyavhar	
PSO1,2,3,4,	Co5 explore teaching strategies to address diversity of students in a classroom Appreciate the	SO1.5		Essentials of educational psychology	

SUGGESTED REFERENCES Books:

S.N	Title	Author	Publisher	Edition & year
1.	Educational psychology	Blair, G.M. Jones, R.S & Simpson, R.H.	New York: Macmillan	1975
2.	Psychological foundations of teaching learning and Development	Bhatnager, S	Meerut: Loyal Book	1980
3.	The psychology of learning and instruction	De, Ceco & Crawford, I	New Delhi: Philearning private	1988
4.	Uccharshiksha Manovigyan, siddhanivamyavhaar	Gupta S.P	Allahabad: Sharda pustak sadan	2016
5	Essentials of educational psychology	Agrwal J.c.	Vikash publishing house new delhi.	1994

Suggested Instructional/Implementation Strategies:

Improved Lecture, Group Discussion, Role Play, Visiting school, Demonstration, ICT Based Teaching Learning (Vid

Curriculum Development Team

1. Dr. R.S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Mr. Amir Haseeb Siddiqi
8. Smt. Seema Dwivedi
9. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

CourseCode: 71ED-134

CourseTitle: CurriculumDevelopment&School

Pre- requisite: Student should have knowledge the nature and types of curriculum Analyzetext book andrelated educational material in context.

Rationale: Student will know about theacquaint students with thenatureand types of curriculumAnalyze textbook andrelated educationalmaterialin contextofaims and objective of educationand learning outcome Analyze curriculum framework according to NCF, Design and development OF effective curriculum. and model Assess and evaluate curriculum students will gain knowledge about effective instructional strategies and assessment techniques student will be exposed to ethicalconsiderationsandprofessionalstandardsrelatedtocurriculum-theywillexplorestategiesfor sequencingcontentsselectingappropriatematerialand diverse teaching

CourseOutcomes:

CO1 Toacquaint students with the nature and types of curriculum Analyzetext book and related educational materialin context ofaimsand objectiveofeducation andlearning outcome

CO2-Analyze curriculum framework accordingto NCF Design anddevelopment OFeffective curriculum. And model

CO3-Assessandevaluatecurriculumstudentswillgainknowledgeabouteffective instructional strategies and assessment techniques

CO4-student will beexposed toethical considerations andprofessional standardsrelatedto curriculumtheywill explorestategiesforsequencingcontentsselectingappropriatematerial and diverse teaching method
SchemeofStudies:

Category	Course Code	Course Title	Schemeofstudies(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	TotalStudyHours (CI+LI+SW+SL)	
MC	71ED-134	Curriculum Development&School	5	0	2	1	8	5

Legend: **CI:**ClassroomInstruction(Includesdifferentinstructionalstrategiesi.e.Lecture(L)andTutorial (T)andothers),

LI: LaboratoryInstruction(IncludesPracticalperformancesinlaboratoryworkshop,fieldorotherlocationsusing different instructional strategies)

SW: SessionalWork(includesassignment,seminar,miniprojectetc.),

SL: SelfLearning,

C:Credits.

Note:SW&SLhastobeplannedandperformedunderthecontinuousguidanceandfeedback ofteacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA+ESA)
			Class/Homework Assignment number 5 marks each (CA)	Class Test 2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
MC	71E D-134	Curriculum Development & School	25	-	-	5	-	30	70	100

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1: To acquaint students with the nature and types of curriculum. Analyze textbook and related educational material in context of aims and objective of education and learning outcome.

Approximate Hours

Item	Appx. Hrs
CI	19
LI	0
SW	2
SL	1
Total	22

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge of curriculum ISO2. Student will understand Curriculum– Meaning and Nature ISO3. Students will understand types of Curriculum ISO4. Students will understand Syllabus and Text books – their inter relationship ISO5. Students will know Issues and problems of existing Curriculum.	0	Unit-1. Curriculum 1. knowledge of curriculum 2. Curriculum – Meaning 3. Nature of curriculum 4. feature of curriculum 5. foundation of curriculum 6. human development 7. social force 8. nature of knowledge 9. types of Curriculum, 10. Syllabus and Text books – their interrelationship. 11. Meaning of text book 12. types of text book 13. main feature of text book 14. suggestion for making a good text book 15. Issues and problems of current Curriculum. 16. problem of curriculum development 17. problems of existing Curriculum 18. creation of curriculum development 19. Development of curriculum and structure of curriculum	Curriculum– Meaning and Nature Syllabus and Text books – their inter relation

SW-1 Suggested Sessional Work (SW):

Assignments: To acquaint students with the nature and types of curriculum Analyze text book and related educational material in context of aims and objective of education and learning outcome Analyze curriculum framework according to NCF Design and development OF effective curriculum and model Assess and evaluate curriculum students will gain knowledge about effective instructional strategies and assessment techniques.

CO2: Analyze curriculum framework according to NC Design and development OF effective curriculum. and model

Approximate Hours

Item	Appx. Hrs
CI	19
LI	0
SW	2
SL	1
Total	22

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Students will gain knowledge about curriculum design and development 2SO2. Students will gain knowledge about Curriculum Designing: steps, Concepts and differences 2SO3. Students will gain knowledge about Determinants and motives of Curriculum Development 2SO4. Students will gain knowledge Different Curriculum Models-open university, Open School, etc 2SO5. Student curriculum framework and their significance in school education will gain knowledge	0	Unit-2.0 Construction, development and curriculum 1. part of curriculum 2. process of preparation 3. Step of curriculum development 4. Goal and objective of curriculum 5. evaluation and structure of the curriculum 6. election of learning 7. experience and content 8. curriculum design and development 9. Curriculum Construction, 10. Curriculum Development 11. Curriculum Designing: steps 12. Curriculum Concepts 13. Curriculum differences. 14. Determinants and motives of Curriculum Development. 15. Different Curriculum 16. Models-open university, 17. Open School. 18. curriculum framework their significance in school education 19. curriculum significance in school education	1. curriculum framework and their significance in school education 2. curriculum design and development

SW-2 Suggested Sessional Work (SW)

Assignments: To acquaint students with the nature and types of curriculum Analyze text book and related educational material in context of aims and objective of education and learning outcome Analyze curriculum framework according to NCF Design and development of effective curriculum and model Assess and evaluate curriculum students will gain knowledge about effective instructional strategies and assessment techniques

CO3: Assess and evaluate curriculum students will gain knowledge about effective instructional strategies and assessment techniques

Approximate Hours

Item	Appx. Hrs
CI	19
LI	0
SW	2
SL	1
Total	22

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Students will understand about curriculum implementation and renewal 3SO2. Students will understand Teacher role in generating dynamic curricular about 3SO3. Students will understand about experiences through Flexible interpretation of curricular aims 3SO4. Students will understand about Contextualization of learning 3SO5. Students will understand about Teacher education	0	Unit-3 curriculum implementation and renewal 1. Definition and meaning of a good teacher 2. teacher role in generating dynamic curricular experiences 3 curriculum implementation 4 curriculum renewal 5 teacher education 6 meaning and concept of teacher education 7 characteristic of teacher education 8 problem of teacher education 9. solution of teacher education 10. curriculum at primary school 11 Curriculum of upper primary level 12. curriculum of secondary and senior secondary level 13 development and implementation of curriculum 14 Contextualization of learning 15. dr. Radhakrishnan education commission (1964) 16. Mudaliar secondary education commission (1952- 53) 17 Kothari education commission (1964-66) 18. national education policy 1986 19. NEP 2020 for school education	Teacher role in generating dynamic curricular experiences through Flexible interpretation of curricular aims Contextualization of learning

SW-3 Suggested Sessional Work (SW):

Assignment To acquaint students with the nature and types of curriculum. Analyze textbook and related educational material in context of aims and objective of education and learning outcome. Analyze curriculum framework according to NC F Design and development OF effective curriculum. and model Assess and evaluate curriculum students will gain knowledge about effective instructional strategies and assessment techniques

CO4: student will be exposed to ethical considerations and professional standards related to curriculum they will explore strategies for sequencing content selecting appropriate material and diverse teaching

Approximate Hours

Item	Appx. Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
4SO1. Students will understand about Process of curriculum evolution and revision	0	Unit-4.0 Process of curriculum evolution and revision 1 Process of curriculum evolution 2 Process of curriculum revision.	Enrichment of Curriculum. 6. Evaluation of B.Ed. Curriculum type of evaluation Process of curriculum evolution and revision
4SO2. Students will understand about Designing different Curriculum		3. Designing different Curriculum. 4. Selection of Curriculum	
4SO3. Students will understand about Selection, Gradation and Organization of Curriculum		5 Gradation of Curriculum 6. Organization of curriculum 7. Selection of good curriculum	
4SO4. Students will understand about Development and Implementation of Curriculum		8. Development of Curriculum. 9 .Implementation of Curriculum	
4SO5. Students will understand about Enrichment of Curriculum Evaluation of B.Ed. Curriculum type of evaluation		10. curriculum evaluation 11. Role of evaluation in curriculum revision process 12. Enrichment of Curriculum. 13. Evaluation of various commission 14 types of teacher training institutions 15 qualitative improvement in teacher education for the 16 improvement of teacher education 17 new experiments in the field of teacher education 18 Evaluation of B.Ed. Curriculum and importance of evaluation	

SW-4 Suggested Sessional Work (SW):

Assignment To acquaint students with the nature and types of curriculum Analyze text book and related educational material in context of aims and objective of education and learning outcome Analyze curriculum framework according to NCF Design and development OF effective curriculum. and model Assess and evaluate curriculum students will gain knowledge about effective instructional strategies and assessment techniques

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO-1: To acquaint students with the nature and types of curriculum. Analyze textbook and related educational material in context of aims and objective of education and learning outcome.	19	2	1	22
CO2: Analyze curriculum framework according to NCF, Design and development of Effective curriculum. and model	19	2	1	22
CO3: Assess and evaluate curriculum students will gain knowledge about effective instructional strategies and assessment techniques Pradesh.	19	2	1	22
CO4: student will be exposed to ethical considerations and professional standards related to curriculum they will explore strategies for sequencing contents selecting appropriate material and diverse teaching.	18	2	1	21
Total Hours-	75	8	4	87

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	knowledge of curriculum	4	10	3	17
CO-2	Construction, development and d of curriculum	3	10	4	17
CO-3	curriculum implementation and renewal Definition and meaning of a good teacher	3	10	5	18
CO-4	<u>Process of curriculum evolution and revision</u>	3	10	5	18
Total		13	40	17	70

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 70 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

Improved Lecture Group Discussion Role Play

Visit to school Demonstration

ICT Based Teaching Learning (Video Demonstration, Whatsapp, Mobile, Online sources)

Courses	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and team work	Po9 Communication	Po10 Lifelong learning	Pso1 The ability to apply technical &	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest technology to achieve	Pso4 Ability to use the research base to innovate knowledge
Co1 To acquaint students with the nature and types of curriculum. Analyze text book and related educational material in context of aims and objectives of education and learning out com.	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2 Analyze curriculum framework according to NCF, Design and development of Effective curriculum and model.	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3 Assess and evaluate curriculum students will gain knowledge about effective instructional strategies and assessment techniques Pradesh.	2	3	3	3	2	2	2	2	2	2	3	2	2	3

Co4 student will be exposed to ethical con- siderations and professional standards related to curriculum they will explore strategies for sequencing content selecting appropriate materials and diverse teaching.	2	3	2	2	2	2	2	1	3	3	2	1	1	2
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Course Curriculum Map:

POs&PSOs No.	CosNo.&Titles	SOsNo.	Laboratory Instruction(LI)	Classroom Instruction(CI)	Self Learning (SL)
PO1,2,3,4, 5,6 7,8,9,10, PSO1,2, 3,4,	To acquaint students with the nature and types of curriculum. Analyze text book and related educational material in context of aims and objective of education and learning out com. Analyze curriculum framework according to NCF, .Design and development of Effective curriculum. and model. Assess and evaluate curriculum students will gain knowledge about effective instructional strategies and assessment techniques Pradesh.	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		knowledge of curriculum	
PO1,2,3,4, 5,6 7,8,9,10,	student will be exposed to ethical considerations and professional standards related to curriculum they will explore strategies for sequencing content selecting appropriate material and diverse teaching.	SO1.1 SO1.2 SO1.3 SO1.4		Construction, development and do curriculum	
PSO1,2, 3,4,	To acquaint students with the nature and types of curriculum. Analyze text book and related educational material in context of aims and objective of education and learning out com.	SO1.5		curriculum implementation and renewal	
PO1,2,3,4, 5,6 7,8,9,10,	Analyze curriculum framework according to NCF, .Design and development of Effective curriculum. and model.	SO1.1 SO1.2 SO1.3 SO1.4		4.0 Process of curriculum evolution and revision	

S. N.	Title	Author	Publisher	Edition & year
1.	ThePrimaryTeacher’sGuidetotheNew NationalCurriculum.	Ashcroft, Kateand Palacio, David	London:Flamer Press,	1995.
2.	CurriculumImprovement–DecisionMaking andProcess	Doll, RonaldC	London; Allyn and Bacon	1996.
3.	HowtoAssesstheVocationalCurriculum	Eccles tone, Kathryn	.London:KoganPage Ltd	1996
4.	Total LearningDevelopmentalCurriculum for the Young Child	Hendricks, Joanne	New York:Maxwell McMillan International	1994
5.	TheCurriculumContext,Designand Development	Hoope, R	TheChaucerPress Ltd.,GreatBritain	1977
6.	HandbookofCurriculum Evaluation. InternationalInstitute for EducationalPlanning	Lowy, A(Ed.):	New-York,	1977
7.	TheSchoolCurriculum	RichmondK. W	Methuenand Co. Ltd., London	1973
8.	CurriculumDevelopment–Issuesand Insights	Oriosk,D.E.and Smith,B.D	Rand Mc Nally CollegePublishing Company,USA	1976

SuggestedInstructional/ImplementationStrategies:

ImprovedLecture, GroupDiscussion, RolePlay, Visittoschool, Demonstration, ICTBasedTeachingLearning(Vid

CurriculumDevelopmentTeam

- 1.Dr.R.S.Mishra
- 2.Dr.Bhagwan Deen
- 3.Dr.SanandKumarGautam
- 4.Dr.Shikha Tripathi
- 5.Dr.Kalpna Mishra
- 6.NeetaSingh
- 7.Mr. AmirHaseebSiddiqi
- 8.Smt. Seema Dwivedi
- 9.Smt.Neeru Singh
- 10.Dr.DileepKumarTiwari

CourseCode: 71ED-171

CourseTitle: MICROTEACHINGANDTEACHINGMETHODS

Pre- requisite: Studentshouldhaveknowledgeofmicroteachingandskillsandteaching methods.

Rationale: Student will know about. enable Students to responds to a variety of Maxims of Teaching. To develop the teaching skills of Students To develop the teaching methodsskillTodeveloptheteachingmethods inclassssituation.Todevelopthe uses of teachingmethods

CourseOutcomes:

Co1.ToenableStudentstorepondstoavarietyofMaximsofTeaching.

Co2.To develop the teaching skills of Students.

Co3.Todeveloptheteachingmethodsskill

Co4.Todeveloptheteachingmethodsinclassssituation.

Co5.To develop the uses of teachingmethods

Category	Course Code	CourseTitle	Schemeofstudies(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	TotalStudyHours (CI+LI+SW+SL)	
MC	71ED-171	Microteachingand teaching methods	3	4	0	1	7	3

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture(L) and Tutorial(T) and others),**LI:**LaboratoryInstruction(IncludesPracticalperformancesinlaboratoryworkshop,fieldorotherlocations using different instructional strategies) **SW:** Sessional Work (includes assignment, seminar, mini project etc.),**SL:** Self Learning, **C:**Credits.**Note:** SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA+ESA)
			5 Class/ Home Assignment number 5 marks each (CA)	Class Test 2 (CT)	Seminar one (SA)	Class Activity (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
OEC	71ED-171	Micro teaching and teaching methods	-	-	-	50	-	50	-	50

Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1: To enable Students to respond to a variety of Maxims of Teaching.**Approximate Hours**

Item	Appx. Hrs
CI	15
LI	04
SW	0
SL	1
Total	20

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
1 SO1. Students will gain knowledge about . . maxims of Teaching and Micro Teaching 1 SO2. Student will understand the microteaching Meaning, Nature and Types of Maxims of Teaching Meaning 1 SO3. Students will understand. Micro Teaching , principals, Cycle 1 SO4. Students will understand Process of Micro Teaching Advantages 1 SO5. Students will understand limitations and uses of Micro Teaching	0	1 Maxims of Teaching 2 Micro Teaching 3 microteaching Meaning 4 Nature of microteaching 5 Types of microteaching 6- development of microteaching. 7 importance of microteaching. 8 implementation of microteaching. 9. principals of microteaching. 10-. Microteaching Cycle, 11 Process of Micro Teaching 12- Advantages, 13- limitations and 14- uses of Micro Teaching 15- needs of microteaching.	micro teaching Meaning , Nature and Types of Maxims of Teaching Meaning Process of Micro Teaching Advantages, limitations and uses of Micro Teaching

SW-1 Suggested Sessional Work (SW):

Activities Student will know about. enable Students to respond to a variety of Maxims of Teaching. To develop the teaching skills of Students To develop the teaching method skill . To develop the teaching methods in class situation. To develop the uses of teaching methods.

CO2: To develop the teaching skills of Students. In class situation.
Approximate Hours

Item	Appx. Hrs
CI	15
LI	0
SW	0
SL	1
Total	16

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Students will understand Introduction Skill Fluency in Questioning Probing Question 2SO2. Students will understand Explaining Illustrating and use of Examples 2SO3. Students will understand Teacher's silences and Non Verbal Cues Lecturing variation 2SO4. Students will understand Blackboard Effective Communication Recognizing and Attending Behaviours Self Induction 2SO5. Students will understand Self Induction Classroom Management Planned repetition Achieving Closure	0	Unit-2.0 teaching skills [any seven skills] 1. Introduction Skill 2. Fluency in Questioning 3. Probing Question 4. Explaining 5. Illustrating and use of Examples 6. Teacher's silences and Non Verbal Cues 7. Lecturing 8. Reinforcement 9. Stimulus variation 10. Blackboard 11. Effective Communication 12. Recognizing and Attending Behaviours 13. Self Induction Classroom Management 14. Planned repetition Achieving Closure 15.	Introduction Skill Fluency in Questioning Probing Question Lecturing Reinforcement Stimulus variation Blackboard Effective Communication Recognizing and Attending

SW-2 Suggested Sessional Work (SW):

Activities. Student will know about. enable Student to respond to a variety of Maxims of Teaching. To develop the teaching skills of Students To develop the teaching methods skill .To develop the teaching methods in class situation. To develop the uses of teaching methods

CO3: To develop the teaching method skill To develop the teaching method.
Approximate Hours

Item	Appx. Hrs
CI	15
LI	04
SW	0
SL	01
Total	20

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Students will understand Methods and Techniques 3SO2. Students will understand Method: Lecture methods, Conversion method, Discussion method, Problem solving 3SO3. Students will understand Techniques: Skills of questioning, Using Black Boards, dramatization, role playing, story telling 3SO4. Students will understand Aids: Use of Audio and video materials And electronic Media in teaching social science, Preparation of low cost teaching aids 3SO5. Students will understand Field visits, Value discussion, model, Inquiry	0	Unit-3 Methods and Techniques: 1 Methods and Techniques 2 Method: Lecture methods, 3. Conversion method, 4. Discussion method, 5 Problem solving method, 6 Project method, 7 Unit method, 8 Source method, Field visits, 9 Value discussion, model, Inquiry 10 Techniques: Skills of questioning, 11. Using Black Boards, 12. dramatization, 13. role playing, story telling etc. 14. Aids: Use of Audio and video materials 15. And electronic Media in teaching social science, Preparation of low cost teaching aids.	Methods and Techniques Aids: Use of Audio and video materials And electronic Media in teaching social science, Preparation of low cost teaching aids

SW-3 Suggested Sessional Work

Student will know about. enable Students to respond to a variety of Maxims of Teaching. To develop the teaching skills of Students To develop the teaching methods skill .To develop the teaching methods in class situation. To develop the uses of teaching methods

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO-1: To enable Students to respond to a variety of Maxims of Teaching.	15	-	1	16
Co2. To develop the teaching skills of Students.	15	-	1	16
Co3. To develop the teaching method skill To develop the teaching methods in class situation. To develop the uses of teaching methods	15	-	1	16
Total Hours-	45	-	03	48

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Maxims of Teaching Micro Teaching	04	04	10	18
CO-2	teaching skills.	03	03	10	16
CO-3	Methods and Techniques	03	03	10	16
	Total-	10	10	30	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

Improved Lecture Group Discussion Role Play

Visit to school Demonstration

ICT Based Teaching Learning (Video Demonstration/Whatsapp, Mobile, Online sources)

Courses	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and team work	Po9 communication	Po10 Lifelong learning	Pso1 The ability to apply technical &	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest technology to achieve	Pso4 Ability to use the research based innovative knowledge
Co1 To acquaint students with the nature and types of curriculum. Analyze text book and related educational material in context of aims and objectives of education and learning out com.	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2 Analyze curriculum framework according to NCF, Design and development of Effective curriculum and model.	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3 Assess and evaluate curriculum students will gain knowledge about effective instructional strategies and assessment techniques Pradesh.	2	3	3	3	2	2	2	2	2	2	3	2	2	3
Co4	2	3	2	2	2	2	2	1	3	3	2	1	1	2

student will be exposed to ethical considerations and professional standards related to curriculum they will explore strategies for sequencing content selecting appropriate material and diverse teaching.														
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Course Curriculum Map:

POs&PSOs No.	CosNo.&Titles	SOsNo.	Laboratory Instruction(LI)	Classroom Instruction(CI)	Self Learning (SL)
PO1,2,3,4,5,6,7,8,9,10, PSO1,2,3,4,	To acquaint students with the nature and types of curriculum. Analyze text book and related educational material in context of aims and objective of education and learning out com. Analyze curriculum framework according to NCF, .Design and development of Effective curriculum. and model. Assess and evaluate curriculum students will gain knowledge about effective instructional strategies and assessment techniques Pradesh.	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		knowledge of curriculum	
PO1,2,3,4,5,6,7,8,9,10,	student will be exposed to ethical considerations and professional standards related to curriculum they will explore strategies for sequencing content selecting appropriate material and diverse teaching.	SO1.1 SO1.2 SO1.3 SO1.4		Construction, development and do curriculum	
PSO1,2,3,4,	To acquaint students with the nature and types of curriculum. Analyze text book and related educational material in context of aims and objective of education and learning out com.	SO1.5		curriculum implementation and renewal	
PO1,2,3,4,5,6,7,8,9,10,	Analyze curriculum framework according to NCF, .Design and development of Effective curriculum. and model.	SO1.1 SO1.2 SO1.3 SO1.4		4.0 Process of curriculum evolution and revision	

Suggested Instructional/Implementation Strategies:

Improved Lecture, Group Discussion, Role Play, Visitation to school, Demonstration, ICT Based Teaching Learning (Vid

Curriculum Development Team

1. Dr. R. S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Mr. Amir Haseeb Siddiqi
8. Smt. Seema Dwivedi
9. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

Preinternship

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
LC	71ED-172	Preinternship	05	05	-	01	11	05

Legend: CI: Classroom Instruction (Includes different instructional strategies i.e. preinternship one week equal one credit. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies) SW: Sessional Work (includes assignment, seminar, mini project etc.), SL Self Learning, C: Credits.

Note: In preinternship student will go to schools and do teaching practice and developing skills of teaching they also understand to deal with them and how to manage them.

Scheme of Assessment: Theory

Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment	Total Marks
			Progressive Assessment (PRA)								
			Class/Home Assignment 5 number 5 marks each (CA)	Class Test 2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)			
LC	71ED-172	Pre internship	-	-	-	50	-	50	-	50	

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), and Self Learning (SL). Note: in pre internship student will go to schools and do teaching practice and developing skills of teaching . they also understand to deal with them and how to manage them

Note: in preinternship student will go to schools and do teaching practice and developing skills of teaching they also understand to deal with them and how to manage them.

Coursecode.71ED-173 Executionofthe lesson intheactualclassroomsituation

Category	Course Code	CourseTitle	Schemeofstudies(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	TotalStudyHours (CI+LI+SW+SL)	
LC	71ED-173	Executionofthelesson in theactualclassroom situation	02	04	-	1	07	02

Legend:CI:ClassroomInstruction(Includesdifferentinstructionalstrategiesi.e.Lecture(L)andTutorial(T)and others),

LI:LaboratoryInstruction (IncludesPracticalperformancesinlaboratoryworkshop,fieldorotherlocationsusing different instructional strategies)

SW:SessionalWork(includesassignment,seminar,miniprojectetc.), SL: Self Learning, C:Credits.

Note:studentwillgotoschoolfor practiceteachingandunderstandingdifferentskillsfor teachingprocessand gain the teaching and learning experience.

**SchemeofAssessment:Theory
Executionofthelessonintheactualclassroomsituation**

Code	Course Code	SchemeofAssessment(Marks)							
		ProgressiveAssessment(PRA)						End Semester Assessment	TotalMarks
		Class/Home Assignment 5 number 5marks each (CA)	Class Test2 (CT)	Seminarone (SA)	Class Activity any one (CAT)	Class Attendance (AT)	TotalMarks (CA+CT+SA+CAT+AT)	(ESA)	(PRA+ ESA)
	71ED-173	-	-	-	50	-	50	-	50

Note-Theendofsemesterassessmentfor practicalExecutionofthelesson intheactualclassroom situation will be heldwith internal assessment 50 marks

CourseCode: OSDG01

CourseTitle: SustainableDevelopmentGoals(SDGs)

Pre-requisite: Students should have basic knowledge of Environment, Natural resources, Climate change and sustainability.

Rationale: To inculcate the knowledge base on sustainable development with a view to balance our economic, environmental and social needs, allowing prosperity for now and future generations. To train students to undertake major initiatives in the efficient management of natural resources and the prevention of environmental pollution with focus on Sustainable Development.

To use environmental management tools that help to improve the quality of environment, to assess local vulnerabilities with respect to climate, natural disasters and to achieve sustainable developmental needs.

CourseOutcomes:

OSDG101.1: Examine critically the 17 newly minted UN Sustainable Development Goals and understand the historical evolution, key theories, and concepts of sustainable development.

OSDG101.2: Identify and apply methods for assessing the achievement of sustainable development and discover the science, technology, economics, and politics underlying the concepts of sustainability.

OSDG101.3: Understand the implications of overuse of resources, population growth and economic growth and sustainability and explore the challenges the society faces in making transition to renewable resource use.

OSDG101.4: Develop skills to understand attitudes on individuals, society and their role regarding causes and solutions in the field of sustainable development and apply critical thinking skills to evaluate the quality, credibility and limitations of an argument for solution.

OSDG101.5: Describe the steps of the design thinking methodology and how design thinking can accelerate effective SDG implementation. Deepen knowledge and pedagogical tools to incorporate values-based education for sustainable development in educational programmes and processes.

Scheme of Studies

Category	Course Code	Course Title			Scheme of studies (Hours/Week)			Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
MC	VAC101	Sustainable Development Goal	2	0	1	1	4	2

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment	Total Marks
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)	(ESA)	(PRA+ ESA)
MC	VAC 101	Sustainable Development Goal	15	20	5	5	5	50	50	100

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

1.1: Examine critically the 17 newly minted UN Sustainable Development Goals and understand the historical evolution, key theories, and concepts of sustainable development.

Approximate Hours

Item	AppX Hrs
CI	06
LI	0
SW	1
SL	1
Total	8

Session Outcome (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
SO1.1 Understand about Sustainable Development SO1.2 Understand the Need and Importance of SDGs SO1.3 Understand the historical evolution of SDGs SO1.4 Gain knowledge of SDGs Different goals and their importance SO1.5 Explain the Challenges & strategies of attaining SDGs in countries.		Unit-1.0 Introduction to Sustainable Development 1.1 Need and Importance of Sustainable Development 1.2 Historical & Policy perspectives of Sustainable Development 1.3 Sustainable Development: World and India Perspective 1.4 Introduction to 17 SDGs 1.5 Specific learning objectives for different SDGs 1.6 Challenges & strategies of attaining SDGs in developed and developing nations	Different SDG goals details and its importance

SW-1 Suggested Sessional Work (SW):

Assignments:

Overview of SDGs, Sustainable Consumption and Production, Details of 17 SDGs

Other Activities (Specify):

Note down the different challenges in our state and district to achieve SDG

VAC101.2: Identify and apply methods for assessing the achievement of sustainable development and discover the science, technology, economics, and politics underlying the concepts of sustainability and measuring.

Approximate Hours

Item	AppX Hrs
CI	06
LI	0
SW	1
SL	1
Total	8

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
SO2.1 Explain Sustainable Development SO2.2 Understand the NEP-2020 and SDG SO2.3 Discuss higher Education role to achieve SDGs SO2.4 Explain how education for Sustainable Development SO2.5 Explain the measuring techniques for Sustainability		Unit-2.0 Special focus on SDG4- Quality Education and Lifelong Learning: Focus of NEP-2020 on SDG 2.02 Education for Sustainable Development (ESD): 2.03 Berlin Declaration 2021 on ESD 2.04 Integration of ESD in curriculum and textbooks 2.05 Tools, Systems, and Innovation for Sustainability 2.06 Measuring Sustainability: How do we measure sustainability	INEP 2020 objectives and concept for SDGs Concept, Tools and techniques for measuring sustainability

SW-1 Suggested Sessional Work (SW):

Assignments:

Education role to achieve SDGs, The role of education in Sustainable Development, Measuring techniques of sustainability, Sustainability Indicators

Other Activities (Specify): Seminar and group discussion on ESD and measuring sustainability Millennium Development Goals (MDGs)

VAC101.3: Understand the implications of overuse of resources, population growth and economic growth and sustainability and explore the challenges the society faces in making transition to renewable resource use.

Approximate Hours

Item	AppX Hrs
CI	06
LI	0
SW	1
SL	1
Total	8

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
SO3.1 Understand current economic issues in the context of the global sustainable development debate. SO3.2 Outline of health, hygiene and water sanitation issues. SO3.3 Discuss the renewable energy resources and its importance in present scenario SO3.4 Explain the importance of sustainable production and consumption SO3.5 Explain the problems and solution in rural and urban areas.		Unit-3.0 Understanding the SDGs 3.01 Circular economy (basic model of reuse, recycle, and reduce) 3.02 Rural & urban Problems 3.03 Challenges Sustainable production and consumption 3.04 Renewable energy 3.05 Health & Hygiene, water, sanitation & water management 3.06 Waste Management	Water treatment and management practices. Non renewable energy resources.

SW-1 Suggested Sessional Work (SW):

Smart cities

Assignments:

Ecofriendly energy resources importance, types of waste and its management, Urban Problems & Challenges

Other Activities (Specify):

Visit of wastewater treatment plant, Visit of water treatment process.

VAC101.4: Develop skills to understand attitudes on individuals, society and their role regarding causes and solutions in the field of sustainable development and apply critical thinking skills to evaluate the quality, credibility and limitations of an argument for solution.

Approximate Hours

Item	AppX Hrs
CI	06
LI	0
SW	1
SL	1
Total	8

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
SO4.1 Understand environmental sustainability is crucial in reducing the impacts of climate change SO4.2 Discuss causes of emission of GHGs and its consequences SO4.3 Explain how climate change and sustainable development both play a role in shaping the human and environmental factors of the world. SO4.4 Explain the importance of sustainable production and consumption SO4.5 Climate change is disrupting national economies and affecting lives and livelihoods, especially for the most vulnerable and its mitigation.		Unit-4.0 Climate Change, Energy and Sustainable Development 4.1 The greenhouse effect: Causes and Consequences 4.2 Climate Change: A Threat to Sustainable Development 4.3 Adaptation to Current and Future Climate Regimes 4.4 The consequences: crop failure 4.5 Solution technology and lifestyle 4.6 changes Mitigating Climate Change	1 Agreement on Climate Change, Trade, and Sustainability Carbon Credit, carbon trading Kyoto Protocol

SW-1 Suggested Sessional Work (SW):

Assignments:

Urban Sustainability and Climate Change, Sustainable Development Policies, Agreement on Climate Change, Trade and Sustainability, Resilient cities – What makes a city sustainable, green, and resilient

Other Activities (Specify):

VAC101.5: Describe the steps of the design thinking methodology and how design thinking can accelerate effective SDG implementation. Deepen knowledge and pedagogical tools to incorporate values-based education for sustainable development in educational programmes and processes.

Approximate Hours

Item	AppX Hrs
CI	06
LI	0
SW	1
SL	1
Total	8

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
SO4.1 Understand the relevance and the concept of sustainability and the global initiatives in this direction SO4.2 Understand role of Corporations and Ecological Sustainability. SO4.3 Explain role of CSR in Sustainability. SO4.4 Understand the SD challenge for companies, their responsibility and their potentials for action SO4.5 Discuss the role of world government for world justice and peace		Unit-5.0 Sustainable Business Practices: 5.1 Corporate Social Responsibility 5.2 sustainable products and services Business and Environment 5.3 Corporations and Ecological Sustainability 5.4 Life Cycle Assessment: 5.5 LCA Overview and Application World peace and justice: 5.6 United Nations goals for peace and justice World Government for peace	Local to the Global: Can Sustainable Development Work

SW-1 Suggested Sessional Work (SW):

Assignments:

Consumption Patterns and Lifestyles, Company Perspectives for Environmental Sustainability, An Introduction to Economic Growth

Other Activities (Specify):

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SL)	Total hour (CI+SW+SL)
VAC101.1: Examine critically the 17 newly minted UN Sustainable Development Goals and understand the historical evolution, key theories, and concepts of sustainable development.	6	1	1	8
VAC101.2: Identify and apply methods for assessing the achievement of sustainable development and discover the science, technology, economics, and politics underlying the concepts of sustainability.	6	1	1	8
VAC101.3: Understand the implications of overuse of resources, population growth and economic growth and sustainability and explore the challenges the society faces in making transition to renewable resource use.	6	1	1	8
VAC101.4: Develop skills to understand attitudes on individuals, society and their role regarding causes and solutions in the field of sustainable development and apply critical thinking skills to evaluate the quality, credibility and limitations of an argument for solution.	6	1	1	8
VAC101.5: Describe the steps of the design thinking methodology and how design thinking can accelerate effective SDG implementation. Deepen knowledge and pedagogical tools to incorporate values-based education for sustainable development in educational programmes and processes.	6	1	1	8
Total Hours-	30	5	5	40

**Suggestion for End Semester Assessment
Suggested Specification Table (For ESA)**

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Need and Importance of Sustainable Development	03	01	01	05
CO-2	Education for Sustainable Development (ESD): Tools, Systems, and Innovation for Sustainability	02	06	02	10
CO-3	Discuss the sustainable production and consumption	03	07	05	15
CO-4	How Climate Change may be a threat to Sustainable Development	-	10	05	15
CO-5	Role of Corporations and Ecological Sustainability	03	02	-	05
Total		11	26	13	50

Legend: R: Remember, U: Understand, A: Apply A: Analyse E: Evaluate C: Create

The end of semester assessment for Sustainable Development Goals will be held with written examination of 50 marks

Note. Detailed Assessment rubric needs to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

Improved Lecture, Tutorial, Case Method, Group Discussion, Role Play, Visit to industry, water treatment plant Demonstration, ICT Based Teaching Learning (Video Demonstration/Tutorials, Whatsapp, Mobile, Online sources)

Courses	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and teamwork	Po9 communication	Po10 Lifelong learning	Pso1 The ability to apply technical &	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest technology to achieve	Pso4 Ability to use the research base in innovation and knowledge
Co1 Need and Importance of Sustainable Development	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2 Education for Sustainable Development (ESD): Tools, Systems, and Innovation for Sustainability	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3 Discuss the sustainable production and consumption	2	3	3	3	2	2	2	2	2	2	3	2	2	3
Co4 How Climate Change may be Threat to Sustainable Development	2	3	2	2	2	2	2	1	3	3	2	1	1	2
Co5 Role of Corporations and E														

cologica l Sustaina bility														
-------------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Course Curriculum Map:

POs & PS Os No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6,7,8,9,10, PSO1,2,3,4,	CO1: Examine critically the 17 newly minted UN Sustainable Development Goals and understand the historical evolution, key theories, and concepts of sustainable development.	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Need and Importance of Sustainable Development Discuss the sustainable production and consumption	
PO1,2,3,4,5,6,7,8,9,10,	CO2: Identify and apply methods for assessing the achievement of sustainable development and discover the science, technology, economics, and politics underlying the concepts of sustainability.	SO1.1 SO1.2 SO1.3 SO1.4		How Climate Change may be a Threat to Sustainable Development	
PSO1,2,3,4,	CO3: Understand the implications of overuse of resources, population growth and economic growth and	SO1.5		Role of Corporations and Ecological Sustainability	
PO1,2,3,4,5,6,7,8,9,10,	CO4: Describe the steps of the design thinking methodology and how design thinking can	SO1.1 SO1.2 SO1.3 SO1.4		Need and Importance of Sustainable Development	
PO1,2,3,4,5,6,7,8,9,10,	CO5: Describe the steps of the design thinking methodology and how design thinking can accelerate effective SDG implementation. Deepen knowledge and pedagogical tools to incorporate values-based education for sustainable development in educational programmes and processes.	SO1.1 SO1.2 SO1.3 SO1.4		Education for Sustainable Development (ESD): Tools, Systems, and Innovation for Sustainability	

(e)Books:

S. No.	Title	Author	Publisher	Edition& Year
1	TheEconomicsofSustainable Development: The Case of India (NaturalResourceManagementand Policy)"	Surender Kumarand ShunsukeManagi	Springer Switzerland	2009
2	Corporate Social Responsibility inDevelopingandEmergingMarkets	OnyekaOsuji	Cambridge	NewEdition June2022
3	SmartCitiesforSustainableDevelopment	RamKumarMishra,Ch LakshmiKumari,Sandeep Chachra,P.S.JanakiKrishna	Springer Switzerland	March 2022
4	SustainableDevelopment:Linking Economy,Society,Environment	TraceyStrangeand Anne Bayley		
5	ManagementOfResourcesForSustainable Devpt	SushmaGoyal	The Orient Blackswan	2016
6	Energy,EnvironmentandSustainable Development:IssuesandPolicies	S.RamaswamySathis G. Kumar	Regal Publications	2009
7	TheNewMap:Energy, Climate,and theClashofNations	DanielYergin	PenguinPress	September 2015
8	Contributions of Education for SustainableDevelopment(ESD)to QualityEducation:	Laurie,R.,Nonoyama-Tarumi,Y.,Mckeown, R., & Hopkins, C.	A Synthesis of Research.Journal of Education for Sustainable Development, 10(2),226–242.	2016
9	SustainableResultsinDevelopment: Using the SDGs for Shared Results and Impact	OECD	OECD Publishing, Paris	2019
10	DevelopmentDiscourseandGlobal Historyfromcolonialismtothe sustainable development goals	Ziai,Aram	Routledge, London&New York	2016
11	SustainableDevelopmentGoalsAn Indian Perspective,	Hazra,Somnath.,Bhukta, Anindya	Springer Switzerland	2020
12	EnvironmentalEcology,Biodiversity and Climate Change	HMSaxena	Rawat Publication	January 2021
	https://www.un.org/sustainabledevelopment/	https://www.un.org/sustainabledevelopment/		
	https://www.aiu.ac.in/documents/AIU Publications/UN-SDGgoals	https://www.aiu.ac.in/documents/AIU Publications/U		

Suggested Instructional/Implementation Strategies:

Improved Lecture, Group Discussion, Role Play, Visit to school, Demonstration, ICT Based Teaching Learning (Vid

Curriculum Development Team

1. Dr. R. S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Mr. Amir Haseeb Siddiqi
8. Smt. Seema Dwivedi
9. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

B.Ed.IIndsemester

Course Code: 71ED-231

Course Title: .Languageacrossthecurriculum

Pre-requisite Students should have knowledge of Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication.

Rationale:

Course Outcomes:

Co1- Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication.

Co2- Enhancing one's facility in the language of instruction is thus a vital need of student-teachers, irrespective of the subject area as that they are going to teach.

Co3- This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.

Co4- It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.

Co5: To cultivate insight into the objectives and scope of Secondary Education and teacher education, and to foster an awareness of professional ethics

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
MC	71ED-231	Language across the curriculum	5	0	2	01	10	05

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning, **C:** Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Category	Cours e Code	Course Title	Scheme ofAssessment(Marks)							End Semester Assessment	Total Marks
			ProgressiveAssessment(PRA)								
			Class/Ho me Assignmen t 5 number 5marks each (CA)	Class Test2 (CT)	Semin ar one (SA)	Class Activit y any one (CAT)	Class Attendance (AT)	TotalMarks (CA+CT+SA+CA T+AT)			
MC	71E D- 231	Language across the curricul um	25	-	-	5	-	30	70	100	

Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1: -Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication.

Approximate Hours

Item	Appx.Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge about Engaging with narrative and descriptive account ISO2. Student will understand the The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories. ISO3. Students will comprehend the Reading for comprehending and visualizing the account ISO4. Students will understand Re-telling the account—in one's own words/ from different points of view ISO5. Students will comprehend the Narrating/ describing a related account from one's life experience.	0	Unit-1 1.1 introduction of Engaging with narrative and descriptive account 1.2 These selected texts could include stories or chapters from fiction 1.3 dramatic incidents, vivid descriptive accounts, even 1.4 well-produced comic strip stories. 1.5 Suggested Activities Reading for comprehending 1.6 visualizing the account 1.7 Re-telling the account—in one's own words/ from different points of view 1.8 Narrating/ describing a related account from one's life experience 1.9 Discussion of characters and situations— 1.10 Discussion of situations 1.11 sharing interpretations and points of view 1.12 Writing based on the text, e.g. 1.13 summary of a scene, 1.14 extrapolation of story, 1.15 converting a situation in to a dialogue, etc.	Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue Discussion of characters and situations— sharing interpretations and points of view

SW-1 Suggested Sessional Work (SW):

Assignments: Reading for discerning the themes and argument of the essay analyzing the structure of the argument identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions. Discussion of the theme, sharing responses and points of view. writing a response paper. presentations of selected papers, questions and answers.

CO2:Enhancing one's facility in the language of instruction is thus a vital need of student- teachers, irrespective of the subject they are going to teach.

Approximate Hours

Item	Appx. Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Students will gain knowledge about Engaging with popular subject based expository writing 2SO2. Students will gain knowledge about the selected texts could include articles, biographical writing 2SO3. Students will gain knowledge about the student-teachers should working groups divided according to their subjects 2SO4. Students will gain knowledge about Writing are view or a summary of the text, with comments and opinions 2SO5. Students will gain knowledge about extracts from popular on-fiction writing, with the themes that are drawn from the subject areas of the student teachers For this Unit	0	Unit-2 2.1 introduction of Engaging with popular subject based expository writing 2.2 These selected texts could include articles, 2.3 biographical writing, 2.4 extracts from popular on-fiction writing with the themes that are drawn from the subject areas of the student teachers for this Unit, 2.5 the student-teachers should work in groups 2.6 divided according to their subjects, 2.7 within which different texts could be read by different pairs of student-teachers 2.8 reading of view. And attend writing style. 2.9 a summary of the text, with comments 2.10 a summary of the text, with opinions 2.11 reading to extract overall meaning 2.12 subject knowledge. 2.13 specific vocabulary. 2.14 perspective in which different topic is presented 2.15 some interpretative skills for placing.	popular subject based expository writing The selected texts could include articles

SW-2 Suggested Sessional Work

Assignments Reading for discerning the themes and argument of the essay. analyzing the structure of the argument, identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions. discussion of the theme, sharing responses and point of view. writing a response paper. presentations of selected papers, questions and answers.

CO3: This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction

Approximate Hours

Item	Appx.Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Student will understand the Engaging with writing 3SO2. Student will understand the Theselected texts would include news paper or magazine articles on topics of contemporary interest 3SO3. Student will understand the student - teachers can be grouped randomly 3SO4. Student will understand the reading strategies, such as scanning, skimming and reading for extracting information—as appropriate for initial reading of articles 3SO5. Student will understand the Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants	0	UNIT 3 3.1 introduction of. Engaging with writing 3.2 Theselected texts would include newspaper or 3.3 magazine articles on topics of contemporary interest. 3.4 Student-teachers can be grouped randomly for this Suggested Activities 3.5 Using reading strategies 3.6 such as scanning, skimming 3.7 reading for extracting information—as appropriate for initial reading of articles 3.8 Analysis of structure of the article, 3.9 identifying sub-headings, keywords Sequencing of ideas, 3.10 use of concrete details, illustrations 3.11 statistical representations, etc. 3.12 Critical reading for attending 'framing' of the article, 3.13 point(s) of view presented, possible biases slants 3.14 Researching and writing articles on topics of local interest 3.15 writing articles on topics of local interest	Analysis of structure of the article, Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants

SW-3 Suggested Sessional Work (SW):

Assignments Reading for discerning the themes and argument of the essay. analyzing the structure of the argument identifying main ideas, understanding topics sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions. discussion of the theme, sharing responses and points of view. writing a response paper. presentations of selected papers, questions and answers.

CO4: It is likely that student teachers will begin the programme with different levels of language ability; hence groupwork that supports different levels of learning is envisaged as a central feature of this course.

Approximate Hours

Item	Appx. Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>4SO1. Student will understand the Engaging with subject related reference books</p> <p>4SO2. Student will understand the the student-teachers should working groups divided according to their subject</p> <p>4SO3. Student will understand the pairs of student-teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books</p> <p>4SO4. Student will understand the the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves</p> <p>4SO5. Student will understand the Sequence of Activities Selecting the topic for research and articulating some guiding questions Searching and locating relevant reference books</p>	0	<p>Unit 4.</p> <p>4.1 Engaging with subject related reference books For this Unit,</p> <p>4.2 the student-teachers should work in groups</p> <p>4.3 divided according to their subjects. Within the set groups,</p> <p>4.4 pairs of student-teachers would make a</p> <p>4.5 choice of a specific topic in their subject area which</p> <p>4.5 they could research from a set of available reference books.</p> <p>4.6 The focus of this Unit is, as much the</p> <p>4.7 learning of effective processes of reference research and its presentation,</p> <p>4.8 as the actual reading of the reference books themselves.</p> <p>4.9 Sequence of Activities</p> <p>Selecting the topic for research and</p> <p>4.10 articulating some guiding questions</p> <p>4.11. Searching and locating relevant reference books</p> <p>4.12. Scanning, skimming and extracting relevant information from the books by making notes</p> <p>4.13. Collating notes and organizing information under various sub-headings</p> <p>4.14 Planning a presentation – with display and oral components</p> <p>4.15. Making presentation to whole subject group, fielding questions</p>	<p>Making presentations to whole subject group, fielding questions</p> <p>Sequence of Activities</p> <p>Selecting the topic for research and articulating some guiding questions</p> <p>Searching and locating</p>

SW-4 Suggested Sessional Work (SW):

Assignment. Reading for discerning the themes and argument of the essay. analyzing the structure of the argument identifying main ideas, understanding topic.

CO5:

Item	Appx.Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

To cultivate insight into the objectives and scope of Secondary Education and teacher education, and to foster an awareness of professional ethics.

Approximate Hours

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
5SO1. Student will understand the Engaging with educational writing 5SO2. Student will understand the Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, 5SO3. Student will understand the The writings selected should present a definite point of view or argument 5SO4. Student will understand the Student-teachers can be grouped randomly for this 5SO5. Student will understand the Reading for discerning the theme(s) and argument of the essay	0	Unit.5. 5.1 Engaging with educational writing 5.2 Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, 5.4 extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. 5.5 The writings selected should present a definite point of view or argument about some aspects of the above themes. 5.6 Student-teachers can be grouped randomly for this 5.7. Suggested Activities Reading for discerning the theme(s) and argument of the essay 5.8 Analyzing the structure of the argument— identifying main ideas 5.9 understanding topic sentences of paragraphs, supporting ideas and examples, 5.10 terms used as connectors and transitions 5.11. Discussion of the theme, 5.12 sharing responses 5.13 point(s) of view Writing a response paper 5.14. Presentations of selected papers, 5.15 Questions and answers (large group)	1. Engaging with educational writing

SW-5 Suggested Sessional Work (SW):

Assignments: Reading for discerning the themes and argument of the essay, analyzing the structure of the argument, identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions. discussion of the theme, sharing responses and points of view. writing a response paper. presentations of selected papers, questions and answers.

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO-1: Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication.	15	2	1	18
Co2-- Enhancing one's facility in the language of instruction is thus a vital need of student- teachers, irrespective of the subject taken as that they are going to teach.	15	2	1	18
Co3 - This course is visualized as a range of primarily text- based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of	15	2	1	18
Co4- It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.	15	2	1	18
CO5: To hence group work that supports different levels of learning is envisaged as a central feature of this course	15	2	1	18
Total Hours	75	10	5	90

SuggestionforEndSemesterAssessment SuggestedSpecificationTable(ForESA)

CO	UnitTitles	MarksDistribution			Total Marks
		R	U	A	
CO-1	introduction of Engaging with narrative and descriptive account.	2	8	4	14
CO-2	introduction of Engaging with popular subject base d expository writing	2	8	4	14
CO-3	introduction of. Enganging with writing	2	8	4	14
CO-4	- Engaging with subject related reference booksFor this Unit.	2	8	4	14
CO-5	Engaging with educational writing	2	8	4	14
Total-		10	40	20	70

Legend: R: Remember, U: Understand,A: Apply

Note. DetailedAssessment rubricneedtobepreparedbythecoursewiseteachersfor abovetasks. Teacherscan also design different tasks as per requirement, for end semester assessment.

SuggestedInstructional/ImplementationStrategies:

ImprovedLecture GroupDiscussion Role Play

Visittoschool Demonstration

ICTBasedTeachingLearning(VideoDemonstration, Whatsapp,Mobile,Onlinesources

Courses	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and teamwork	Po9 communication	Po10 Lifelong learning	Pso1 Ability to apply technical & digital technologies	Pso2 Ability to understand the different SDGs and their significance	Pso3 Ability to understand technology	Pso4 Ability to research and innovate knowledge
CO-1: Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication.	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2-- Enhancing one's facility in the language of instruction is thus a vital need of student-teachers, irrespective of the subject area as they are going to teach.	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3 - This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss' and 'write'.	2	3	3	3	2	2	2	2	2	2	3	2	2	3

ussand communic ate'aswell asto'write' in the languag eof														
Co4- It is likely th at student te achers will begin the programm ewith diffe rent levelso flanguagea bility; henc e groupwork thatsuppor ts different levelsof learning Is envisaged as central feat ure of this course.	2	3	2	2	2	2	2	1	3	3	2	1	1	2
CO5: To hencegr oup workthats upports different levels of learning Is envisaged as central feature of this course														

Course Curriculum Map:

Course Curriculum Map

POs & P SOs No.	Cos No. & Titles	SOs No.	Labor atory Instru ction(LI)	Classroom Instruction (CI)	Self Lea rning (SL)
PO1,2,3 ,4,5,6 7,8,9,10,	CO-1: Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication.	SO1 .1 SO1 .2 SO1 .3		Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication.	

PSO1,2,3,4,		SO1.4 SO1.5			
PO1,2,3,4,5,6,7,8,9,10,	Co2 --Enhancing one's facility in the language of instruction is thus a vital need of student- teachers, irrespective of the subject they are going to teach.	SO1.1 SO1.2 SO1.3 SO1.4		It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as central feature of this course.	
PSO1,2,3,4,	Co3 - This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of	SO1.5		Enhancing one's facility in the language of instruction is thus a vital need of student- teachers, irrespective of the subject they are going to teach.	
PO1,2,3,4,5,6,7,8,9,10,	Co4 --It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as central feature of this course	SO1.1 SO1.2 SO1.3 SO1.4		This course is visualized as a range of primarily text-based language activities, which will aid in strengthening	
PO1,2,3,4,5,6,7,8,9,10,	Co5 : To hence group work that supports different levels of learning is envisaged as central feature of this course	SO1.1 SO1.2 SO1.3 SO1.4		Enhancing one's facility in the language of instruction is thus a vital need of student- teachers, irrespective of the subject they are going to teach.	

Suggested Learning Resources

S.N.	Title	Author	Publisher	Edition & year
1.	The Primary Teacher's Guide to the New National Curriculum	Ashcroft, Kate and David	Palladio, London: Flamer Press	1995
2.	Curriculum Improvement– Decision Making and Process	Doll, Ronald C	London; Allyn and Bacon	1996.
3.	How to Assess the Vocational Curriculum	Eccl-estone, Kathryn	London: Koran Page Ltd	1996
4.	Total Learning Developmental Curriculum for the Young Child	Hendricks, Joanne	New-York: Maxwell McMillan International	1994

Suggested Instructional/Implementation Strategies:

Improved Lecture, Group Discussion, Role Play, Visit to school, Demonstration, ICT Based Teaching Learning (Vid

Curriculum Development Team

1. Dr. R. S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Mr. Amir Haseeb Siddiqi
8. Smt. Seema Dwivedi
9. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

Course Code: 71AR233-A

Course Title: Hinditeaching

Pre-requisite: Student should have knowledge about enable Students to responds to a variety of Maxims of Hindi Teaching.

Rationale: Student will know about enable Students to responds to a variety of Maxims of Hindi Teaching. Develop the teaching skills of Students. To master the different techniques, devices of the language structure, sounds and vocabulary distinguish between different approaches and methods of teaching Hindi and their use in the classroom. Acquire the basic skills of language learning. Plan and execute of different types of lessons in prose, poetry and grammar according to classroom situations. To appreciate the importance and use of suitable audio -visual aids in classroom situations. To know the principles of curriculum construction

Course Outcomes:

Co1- To enable Student to respond to a variety of Maxims of Teaching.

Co2- To develop the teaching skills of Students. To master the different techniques, devices of the Language structure, sounds and vocabulary.

Co3- To distinguish between different approaches and methods of teaching Hindi and their use in the classroom.

Co4- Acquire the basic skills of language learning. Plan and execute of different types of lessons in prose, poetry according to classroom situations.

Co5- To appreciate the importance and use of suitable audio-visual aids in classroom situations. To know the principles of curriculum construction.

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
OEC	71AR233-A	Hinditeaching	6	02	2	1	11	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others), **LI:** Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies), **SW:** Sessional Work (includes assignment, seminar, mini project etc.), **SL:** Self Learning, **C:** Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Category	Course Code	Course Title	Scheme of Assessment(Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ ESA)
			Progressive Assessment(PRA)								
			Class/Homework Assignment 5 number each (CA)	Class Test 2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)			
OEC	71A R23 3-A	Hindi teaching	25	-	-	5	-	30	70	100	

Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1:Co1-ToenableStudentstorespondtoavarietyofMaximsof Teaching.
ApproximateHours

Item	Appx.Hrs
CI	18
LI	02
SW	2
SL	1
Total	23

SessionOutcomes (SOs)	Lab orator yInstr uction (LI)	ClassroomInstruction (CI)	SelfLearning(SL)
ISO1.Studentswillgain knowledge about Perspectives of Hindi Language. ISO2. Student will understandtheMeaningand concept of language. Nature and importance of language ISO3. Students will comprehend the Three languageformulaandHindi Place of Hindi in the Secondary School Curriculum of M.P. ISO4. Student will understand the Present position of Hindi in India ISO5. Student will understand the. Aims of teachingHindiasasecond/third language	0	UNIT1 1.1 PerspectivesofHindiLanguage, Aimsand 1.2 ObjectivesofTeaching Hindi 1.3 Meaningandconceptoflanguage. 1.4 conceptoflanguage 1.5 Natureandimportanceoflanguage 1.6 threelanguageformulaandHindi 1.7 PlaceofHindiintheSecondary 1.8 School Curriculum of M.P. 1.9.-Presentposition ofHindiinIndia 1.10 - Inthe constitution 1.11 InthelifeofIndianpeople 1.12 AimsoteachingHindiasasecond/third language. 1.13Functional aims of Hindi Teaching. 1.14- Cultural Aims of Hindi Teaching. 1.15.NationalandInternationalAimsofHindi Teaching. 1.16.-Instructionalobjectiveswith practical, Theoreticallbackground 1.17Writingofinstructionalobjectivesof Hindi Teaching 1.18Modificationof Objectivesintermsof behavioralchanges.	Functional aims of Hindi Teaching. CulturalAimsofHindi Teaching. National and International Aims of Hindi Teaching Instructional objectives with practical the theoretical background Writing of instructionalobjectivesofHindi Teaching

SW-1 SuggestedSessionalWork (SW):

Assignments.Hindi bhasha kavikas. Prose, poetry. Grammar,drama teaching. Solving grammar exercise of eighth and ninth standardtextbooksof languageHindi. preparingcrosswordpuzzlesontechnicalterms, difficulttermsofprescribed Hinditextbooks. constructionsofsubstitution, tablesonteconcernedtexts.

report on constitutional provisions, provided to Hindi and the implication.

Co-2-To develop the teaching skills of Students.
structure, sounds and vocabulary.

To master the different techniques, devices of the language

Approximate Hours

Item	Appx. Hrs
CI	18
LI	02
SW	2
SL	1
Total	23

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Student will understand the. Planning Lessons, Resource Units, Unit Plan 2SO2. Student will understand the Planning of prose, poetry and Grammar lessons 2SO3. Student will understand the Processing of lesson notes and micro lesson plans 2SO4. Student will understand the Meaning and importance of a Unit plan and administration 2SO5. Student will understand the Resource Units– Use and implications	0	Unit-2.0 2.1 Planning Lessons, Resource Units, 2.1 Unit Plan, 2.3 Planning of prose 2.4 Planning of poetry 2.5 Planning of Grammar lessons. 2.6. Processing of lesson notes and 2.7. Processing of micro lesson plans. 2.8 Meaning of a Unit plan 2.9 importance of a Unit plan 2.10 Resource Units– Use and implications. 2.11 Plan of lessons in Practice teaching 2.12 process of lessons 2.13 Practice teaching. 2.14- prose & poetry lesson plan. 2.15- grammar lesson plan 2.16 lesson plan. 2.17 NCERT lesson plan. 2.18. base lesson plan.	Plan and process of lessons in Practice teaching Planning Lessons, Resource Units, Unit Plan,

SW-2 Suggested Sessional Work (SW):

Assignments: Hindibhasha kavikas. prose poetry. Grammar, drama teaching. Solving grammar exercise of eighth and ninth standard textbook of language Hindi. preparing crossword puzzles on technical terms, difficult terms of prescribed Hindi text books. constructions of substitution, tables on the concerned texts. report on constitutional provisions, provided to Hindi and the implication.

Co3-To distinguish between different approaches and methods of teaching Hindi and their use in the classroom.

Approximate Hours

Item	Appx. Hrs
CI	18
LI	02
SW	2
SL	1
Total	23

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>3SO1. Students will gain knowledge about Language Skills Development of language Skills listening objectives and importance</p> <p>3SO2. Students will gain knowledge about role of learning by heart, role-play, extempore and prepared</p> <p>3SO3. Students will gain knowledge About speeches, debates, languages games, Substitution table need for correct pronunciation</p> <p>3SO4 Students will gain knowledge about Remedial Measures .Reading Objectives Types of readings silent and loud</p> <p>3SO5. Students will gain knowledge about methods of teaching reading Writing Objectives</p>	0	<p>Unit-3</p> <p>3.1. Language Skills</p> <p>3.2 Development of language skills-</p> <p>3.3 listening objectives and</p> <p>3.4 importance activities for its development</p> <p>Speaking</p> <p>3.5 Objective activities for its development</p> <p>3.6 role of learning by heart,</p> <p>3.7 role-play,</p> <p>3.8 extempore and prepared</p> <p>3.9 speeches,</p> <p>3.10 debates,</p> <p>3.11 languages games,</p> <p>3.12 Substitution table need for correct pronunciation on</p> <p>3.13 Remedial Measures</p> <p>3.14 Reading Objectives Types of reading silent and loud, intensive</p> <p>3.15 methods of teaching reading Writing Objectives</p> <p>3.16 Characteristics of Handwriting dictation Composition Objectives</p> <p>3.17 Types Oral, written and picture composition-Free and guided composition,</p> <p>3.18 Translation Objectives-Importance's - Characteristics of good translation</p>	<p>Characteristics of handwriting dictation</p> <p>Composition on Objectives</p> <p>Types Oral, written and picture composition-Free and guided composition</p> <p>Translation Objectives-Importance's-Characteristics of good translation</p>

SW-3 Suggested Sessional Work (SW):

Assignment Hindi bhasha vikas prose poetry. Grammar, drama teaching. Solving grammar exercise of eighth and ninth standard text books of language Hindi. Preparing cross word puzzles on technical terms, difficult terms of prescribed Hindi text books. constructions of substitution, tables on the concerned texts. report on constitutional provisions, provided to Hindi and the implication.

Co4-Acquire the basic skills of language learning. Plan and execute of different types of lessons in prose, poetry according to classroom situations.

Approximate Hours

Item	Appx. Hrs
CI	18
LI	02
SW	2
SL	1
Total	23

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
4SO1. Students will gain knowledge about Curriculum Design of Hindi 4SO2. Students will gain knowledge about. Principles of Curriculum construction of Hindi 4SO3. Students will gain knowledge about Curriculum Design in Hindi – Subject centered–Learner Centered–Problem centered 4SO4. Students will gain knowledge about Trans Educational of curriculum / Co-curricular, Extra curricular activities 4SO5. Students will gain knowledge about Ancient/Medieval/Modern prose versions. Poetry–Bhakti period–Riti period–Modern period	0	Unit-4 4.1 Curriculum Design 4.2 Principles of Curriculum construction of Hindi 4.3. Curriculum Design in Hindi – 4.4 Subject centered– 4.5 Learner Centered– 4.6 Problem centered. 4.7 Trans Educational of curriculum / Co-curricular 4.8 Extra curricular activities 4.9 pertaining to teaching and learning. 4.10 Curriculum of prose 4.11 poetry 4.12 composition Prose– 4.13 Ancient/Medieval/Modern prose versions. 4.14 Poetry–Bhakti period– 4.15 Riti period–Modern period. 4.16 Composition–Exercises, Assignments and remedial 4.17 teaching activities and Grammar – Translations. 4.18 Curriculum development and evaluation.	Composition–Exercises, Assignments and remedial teaching activities and Grammar Translations. Curriculum development and evaluation. Curriculum Design

SW-4 Suggested Sessional Work (SW):

Assignments: Hindi bhaskavikas. prose poetry. Grammar, drama teaching. Solving grammar exercise of eighth and ninth standard textbooks of language Hindi. preparing crossword puzzles on technical terms, difficult terms of prescribed Hindi text books.

Co5-To appreciate the importance and use of suitable audio-visual aids in classroom situations. principles of curriculum construction
Approximate Hours

To know the

Item	Appx. Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
5SO1. Student will understand about the Seminar 5SO2. Student will understand the Review of Books 5SO3. Student will understand the Resource Unit Uses 5SO4. Student will understand the A study of an Author/Poet 5SO5. Student will understand the Developing Linguistics Skills	0	Unit-5 5.1 Seminar Topics (anyone) 5.2 Preparing scheme of assessment A study of a poet. 5.4- A study of an author. 5.5 Developing Linguistics Skills. 5.6 System of four examination. 5.7- type of examination System. 5.8 Importance of teaching materials for effective teaching. 5.9 Importance of teaching aids. 5.10 types of teaching aids. 5.11 audio teaching aids. 5.12 visual teaching aids. 5.13 audio-visual teaching aids. 5.14 Review of Books – 8, 9 standard school textbooks. 5.15 Resource Unit Uses. 5.16 Unit plan processing 5.17 evaluation of Hindi 5.18 Developing Linguistics Skills.	Importance of teaching materials for effective teaching System of four examination

SW-5 Suggested Sessional Work (SW):

Assignments Hindi bhaskavikas. prose poetry. Grammar, drama teaching. Solving grammar exercise of eighth and ninth standard text books of language Hindi. Preparing cross word puzzles on technical terms, difficult terms of prescribed Hindi text books. constructions of substitution, tables on the concerned texts. report on constitutional provisions, provided to Hindi and the implication.

Brief of Hour suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
Co1-To enable Students to respond to a variety of Maxims of Teaching.	18	2	1	21
Co2-To develop the teaching skills of Students. To master the different techniques, devices of the language structure, sounds and vocabulary.	18	2	1	21
Co3-To distinguish between different approaches and methods of teaching Hindi and their use in the classroom.	18	2	1	21
Co4-Acquire the basic skills of language learning. Plan and execute of different types of lessons in prose, poetry according to classroom situations.	18	2	1	21
Co5-To appreciate the importance and use of suitable audio-visual aids in classroom situations. To know the principles of curriculum construction.	18	2	1	21
Total Hours	90	10	5	105

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi	2	8	4	14
CO-2	Planning Lessons, Resource Units	2	8	4	14
CO-3	Language Skills and Development of language skills	2	8	4	14
CO-4	Curriculum Design Principles of Curriculum construction of Hindi	2	8	4	14
CO-5	Preparing scheme of assessment	2	8	4	14
Total		10	40	20	70

Remember, U: Understand, A: Apply

assessment for Introduction to pedagogy will be held with written examination of 70 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies: Improved Lecture, Case Method, Group Discussion,

Courses	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and team work	Po9 communication	Po10 Lifelong learning	Pso1 The ability to apply technical &	Pso2 Ability to understand the Different SD Goals and their significance	Pso3 Ability to understand the Technology to achieve	Pso4 Ability to use the research based innovative knowledge
Co1- To enable Student to respond to a variety of Maxims of Teaching.	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2- To develop the teaching skills of Students. To master the different techniques, devices of the language structure, sounds and vocabulary.	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3- To distinguish between different approaches and methods of teaching Hindi and their use in the classroom.	2	3	3	3	2	2	2	2	2	2	3	2	2	3
Co4- Acquire the basic skills of language learning. Plan and execute of different types of lessons in prose, poetry according to classroom situations.	2	3	2	2	2	2	2	1	3	3	2	1	1	2
Co5- To appreciate the														

ortanceand useofsuita ble audio- visualaidsi nclassroo msituation s. Toknowth e principles of curriculum constructi on.														
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Course Curriculum Map

POs&PS Os No.	CosNo.&Titles	SOsNo.	Laboratory Instruction(LI)	ClassroomInstruction(CI)	SelfLearning (SL)
PO1,2,3,4, 5,6 7,8,9,10, PSO1,2, 3,4,	Co1- ToenableStudentstorepondstoavarietyof Maxims of Teaching.	SO1. 1 SO1. 2 SO1. 3 SO1. 4 SO1. 5		ToenableStudentstorepondstoavarietyofMaxi ms of Teaching	
PO1,2,3,4, 5,6 7,8,9,10,	Co2- TodeveloptheteachingskillsofStudents. Tomaster the different techniques, devices of the language structure, sounds and vocabulary.	SO1. 1 SO1. 2 SO1. 3 SO1. 4		TodeveloptheteachingskillsofStudents. Tomasterthedifferent techniques,devicesofthelanguagestructure,sou nds and vocabulary.	
PSO1,2, 3,4,	Co3-To distinguish between different approaches and methodsofteachingHindiandtheiruseinth eclassroom.	SO1. 5		Todistinguishbetween differentapproachesandmethodsof teaching Hindi and their use in the classroom.	
PO1,2,3,4, 5,6 7,8,9,10,	Co4-Acquire the basic skills of language learning. Plan andexecuteofdifferenttypesof lessons in prose, poetry according to classroom situations.	SO1. 1 SO1. 2 SO1. 3 SO1. 4		Acquirethebasicskillsoflanguagelearning. Planandexecuteof differenttypesoflessons in prose, poetry according to classroom situations	
PO1,2,3,4, 5,6 7,8,9,10,	Co5- Toappreciatetheimportanceanduseofsuit able audio-visualaids in classroomsituations. Toknowthe principles of curriculum construction.	SO1. 1 SO1. 2 SO1. 3 SO1. 4		Toappreciatetheimportanceanduseofsuitable audio-visual aids in classroom situations. To know the principles of curriculum construction.	

Suggested Learning Resources:

S.N.	Title	Author	Publisher	Edition & year
1.	Hindi Bhasa Shikshan	Bhai. Y	Vinod Pustak Mandir Agra	1978
2.	Bhasa Vishesh Shankar Patricka		Department of Education, Rajasthan, Bikaner	1980
3.	Adhapan Kala Varanasi	Chaturvedi, VS	Ggopinath Bhargav Nand Kishor and Sons	1999
4.	Bhasha Shikshan Paddhathi.	Jha, L	Allahabad N.G. Saigal U.P Press	1940

Suggested Instructional/Implementation Strategies:

Improved Lecture, Group Discussion, Role Play, Visitation to school, Demonstration, ICT Based Teaching Learning (Vid

Curriculum Development Team

1. Dr. R. S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Mr. Amir Haseeb Siddiqi
8. Smt. Seema Dwivedi
9. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

CourseCode: 71AR235-A

CourseTitle: Sanskritteaching

Pre- requisite: Students should have knowledge to respond to a variety of Maxims of Teaching. To develop the teaching skills of Students

Rationale: Student will know about the enable Student to respond to a variety of Maxims of Teaching. To develop the teaching skills of Students.

To master the different techniques, devices of the language structure, sounds and vocabulary. To distinguish between different approaches and methods of teaching Sanskrit and their use in the classroom. Acquire the basic skills of language learning. Plan and execute of different types of lessons in prose, poetry according to classroom situations. To appreciate the importance and use of suitable audio -visual aids in classroom situations. To know the principles of curriculum construction

CourseOutcomes:

Co1- To enable Student to respond to a variety of Maxims of Teaching.

Co2- To develop the teaching skills of Students. To master the different techniques, devices of the language structure, sounds and vocabulary.

Co3- To distinguish between different approaches and methods of teaching Sanskrit and their use in the classroom.

Co4- Acquire the basic skills of language learning. Plan and execute of different types of lessons in prose, poetry according to classroom situations.

Co5- To appreciate the importance and use of suitable audio-visual aids in classroom situations. To know the principles of curriculum construction.

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
OEC	71AR235-A	Sanskritteaching	6	02	2	1	11	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others), **LI:** Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other location using different instructional strategies) **SW:** Sessional Work (includes assignment, seminar, mini project etc.), **SL:** Self Learning, **C:** Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA+ESA)
			Class/Home Assignment 5 number 5 marks each (CA)	Class Test 2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks CA+CT+SA+CAT+AT		
OEC	71AR235-A	Sanskrit teaching	25	-	-	5	-	30	70	100

Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which

students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1-To enable Student to respond to a variety of Maxims of Teaching.**Approximate Hours**

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge about both the Sanskrit Language ISO2. Student will understand the Importance of Sanskrit language ISO3. Students will comprehend the Contributions of Sanskrit to other Indian Languages ISO4. Student will understand the Contributions of Sanskrit to Indian culture ISO5. Student will understand and the Contributions of Sanskrit to tradition and to emotional integration.	0	UNIT1 1.1 Sanskrit Language–Nature 1.2 Importance of Sanskrit language, 1.3 Contributions of Sanskrit to other Indian Languages 1.4 Contributions of Sanskrit to Indian culture 1.5 Contributions of Sanskrit to tradition and to emotional integration. 1.6 Nature and importance of language 1.7 Three language formula and Sanskrit 1.8 Place of Sanskrit in the Secondary School Curriculum of M.P. 1.9 Present position of in Sanskrit India 1.10 In the constitution 1.11 In the life of Indian people 1.12 Aims of teaching Sanskrit as a second language 1.13 Aims of teaching Sanskrit as a third language 1.14 Functional aims of Sanskrit Teaching. 1.15 Cultural Aims of Sanskrit Teaching. 1.16 National Aims of Sanskrit Teaching. 1.17 International Aims of Sanskrit Teaching 1.18 Instructional objectives with practical back ground 1.19 Instructional objectives with Theoretical back ground 1.20 Writing of instructional objectives of Sanskrit Teaching 1.21 Modification of Objectives in terms of behavioral changes. 1.22 vocabulary of Sanskrit 1.23 place of Sanskrit in high school Curriculum	Contributions of Sanskrit Sanskrit Language– Nature and Importance

SW-1 Suggested Sessional Work (SW): Assignments: Students to respond to a variety of Maxims of Teaching. To develop the teaching skills of Students. To master the different techniques, devices of the language structure, sounds and vocabulary. To distinguish between different approaches and methods of teaching Sanskrit and their use in the classroom.

CO2: To develop the teaching skills of Students. To master the different techniques, devices of the language structure, sounds and vocabulary.

Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Student will understand the Place of Sanskrit in the Secondary School 2SO2. Student will understand the Aims & Objectives of teaching Sanskrit 2SO3. Student will understand the Sanskrit with reference to three language formula 2SO4. Student will understand the instructional Objectives 2SO5. Student will understand the Specification of each objective in the form of specific behavioral changes	0	Unit-2 2.1 Place of Sanskrit in the Secondary School Curriculum 2.2 Aims & Objectives of teaching Sanskrit 2.3 Sanskrit with reference to three language formula. 2.4 Instructional objectives 2.5 Specifications of each objective in the form of specific behavioral changes 2.6 Planning Lessons, 2.7 Resource Units, 2.8 Unit Plan, 2.9 Planning of prose 2.10 Planning of poetry 2.11 Planning of Grammar lessons. 2.12 Processing of lesson notes and 2.13 Processing of micro lesson plans. 2.14 Resource Units – Use and implications. 2.15 Plan of lessons in Practice teaching 2.16 process of lessons 2.17 Practice teaching. 2.18 prose & poetry lesson plan. 2.19 grammar lesson plan 2.20 nib andh lesson plan. 2.21 NCERT Adharit lesson plan. 2.22 importance of unit plan. 2.23 importance of resource unit.	Instructional Objectives Place of Sanskrit in the Secondary School Curriculum

SW-2 Suggested Sessional Work (SW):

Assignments: Students to respond to a variety of Maxims of Teaching. To develop the teaching skills of Students. To master the different techniques, devices of the language structure, sounds and vocabulary. To distinguish between different approaches and methods of teaching Sanskrit and their use in the classroom. Acquire the basic skills of language learning. Plan and execute of different types of lessons in prose, poetry

according to classroom situations. To appreciate the importance and use of suitable audio -visual aids in classroom situations.

Co3-

To distinguish between different approaches and methods of teaching Sanskrit and their use in the classroom.

Approximate Hours

Item	Appx.Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Student will understand the Lesson Plan in Sanskrit Language 3SO2. Student will understand the Planning lesson plans in prose, poetry, grammar and composition 3SO3. Student will understand the Unit plan importance, characteristics, format 3SO4. Student will understand the Resource unit: importance, characteristics 3SO5. Student will understand the format Micro lesson plan importance format, practice	0	Unit-3 3.1 Lesson Plan in Sanskrit Language 3.2 Planning lesson plans in prose, poetry, grammar and composition 3.3 Unit plan importance, format 3.4 Unit plan characteristics 3.5 Resource unit: importance, characteristics 3.6 format Micro lesson plan 3.7 importance, format, practice Language Skills 3.8 Development of language skills- 3.9 listening objectives 3.10 importance activities for its development Speaking 3.11 Objective activities for its development 3.12 role of learning by heart, 3.13 role of learning by role-play, 3.14 extempore prepared speeches 3.15 extempore prepared. debates, 3.16 language games, 3.17 Substitution table need for correct pronunciation 3.18 Remedial Measures 3.19 Reading Objectives Types of readings silent and loud, intensive 3.20 methods of teaching reading Writing Objectives 3.21 Characteristics of handwriting dictation Composition Objectives 3.22 Type Oral, written and picture composition – Free and 3.23 guided composition, and Translation Objectives- Importance's – Characteristics of good translation	format Micro lesson plan importance, format, practice Resource unit: importance, characteristics

SW-3 Suggested Sessional Work (SW):

Assignments -Students to respond to a variety of Maxims of Teaching. To develop the teaching skills of Students. To master the different techniques, devices of the language structure, sounds and vocabulary. To distinguish between different approaches and methods of teaching Sanskrit and their use in the classroom. Acquire the basic skills of language learning. Plan and execute of different types of lessons in prose, poetry according to classroom situations.

Co4-Acquire the basic skills of language learning. Plan and execute of different types of lessons in prose, poetry according to classroom situations. To appreciate the importance and use of suitable audio-visual aids in classroom situations. To know the principles of curriculum construction
Approximate Hours

Item	Appx. Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
4SO1. Student will understand the. Development of Language Skills, Curriculum Design 4SO2. Student will understand the Listening : importance, activities for its development 4SO3. Student will understand the Speaking: importance, characteristics of good speaking, activities for its development 4SO4. Student will understand the Reading: mechanics of reading, objectives, different kinds of reading— Silent reading and loud reading 4SO5. Student will understand the remedial measures. Principles of curriculum construction of Sanskrit	0	Unit-4 4.1 Development of Language Skills, 4.2 Curriculum Design 4.3 Listening importance, activities for its development. 4.4. Speaking: importance, 4.5 characteristics of good speaking, 4.6 activities for speaking development. 4.7 mechanics of reading, 4.8 objectives, of reading, 4.9 different kinds of reading 4.10 Silent reading and loud reading. 4.11 Writing: importance of good hand writing 4.12 specialties of the Devanagari script, 4.13 remedial measures. 4.14 Principles of curriculum 4.15 construction of Sanskrit. 4.16 Curriculum design in Sanskrit 4.17 subject centered Curriculum 4.18 learner centered, Curriculum 4.19 problem centered Curriculum. Trans Educational of curricular/ 4.20 co- curricular activities. 4.21 Curriculum development and evaluation. 4.22 evaluation of Sanskrit language 4.23 Developing Linguistics Skills.	Curriculum design in Sanskrit: subject centered, learner centered, problem centered Trans Educational of curricular/ co-curricular activities. Curriculum development and evaluation

SW-4 Suggested Sessional Work (SW):

Assignments: 1. Students to respond to a variety of Maxims of Teaching. 2. To develop the teaching skills of Students. To master the different techniques, devices of the language structure, sounds and vocabulary.

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (SI)	Total hour (Cl+SW+SI)
Co1-To enable Students to respond to a variety of Maxims of Teaching.	23	2	1	26
Co2-To develop the teaching skills of Students. To master the different techniques, devices of the language structure, sounds and vocabulary.	23	2	1	26
Co3-To distinguish between different approaches and methods of teaching Sanskrit and their use in the classroom.	22	2	1	25
Co4-Acquire the basic skills of language learning. Plan and execute of different types of lessons in prose, poetry according to classroom situations. To know the principles of curriculum construction	22	2	1	25
Total Hours-	90	8	4	102

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Sanskrit Language–Nature Importance of Sanskrit language	4	10	3	17
CO-2	Place of Sanskrit in the Secondary School Curriculum	3	10	4	17
CO-3	Lesson Plan in Sanskrit Language	3	10	5	18
CO-4	Development of Language Skills, Curriculum Design	3	10	5	18
	Total-	13	40	17	70

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 70 marks. **Note:** Detailed Assessment rubric needs to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

Improved Lecture, Case Method, Group Discussion, Role Play, Visit to school, Demonstration ICT Based Teaching Learning (Video Demonstration/Whatsapp, Mobile, Online sources)

Course outcomes	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and team work	Po9 communication	Po10 Lifelong learning	Pso1 The ability to apply technical &	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest Technology to achieve	Pso4 Ability to use the research base in innovative knowledge
Co1- To enable students to respond to a variety of Maxims of Teaching.	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2- To develop the teaching skills of Students. To master the different techniques, devices of the language structure, sounds and vocabulary.	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3- To distinguish between different approaches and methods of teaching Sanskrit and their use in the classroom.	2	3	3	3	2	2	2	2	2	2	3	2	2	3
Co4- Acquire the basic skills of language learning. Plan and execute of different types of lessons in prose, poetry according to classroom	2	3	2	2	2	2	2	1	3	3	2	1	1	2

situations. To know the principles of curriculum construction														
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Course Curriculum Map

POs & PS Os No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6,7,8,9,10, PSO1,2,3,4,	Co1- To enable Students to respond to a variety of Maxims of Teaching.	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		To enable Students to respond to a variety of Maxims of Teaching	
PO1,2,3,4,5,6,7,8,9,10,	Co2- To develop the teaching skills of Students. To master the different techniques, devices of the language structure, sounds and vocabulary.	SO1.1 SO1.2 SO1.3 SO1.4		To develop the teaching skills of Students. To master the different techniques, devices of the language structure, sounds and vocabulary.	
PSO1,2,3,4,	Co3- To distinguish between different approaches and methods of teaching Sanskrit and their use in the classroom	SO1.5		To distinguish between different approaches and methods of teaching Hindi and their use in the classroom.	
PO1,2,3,4,5,6,7,8,9,10,	Co4- Acquire the basic skills of language learning. Plan and execute of different types of lessons in prose, poetry according to classroom situations. To know the principles of curriculum construction	SO1.1 SO1.2 SO1.3 SO1.4		Acquire the basic skills of language learning. Plan and execute of different types of lessons in prose, poetry according to classroom situations	

Suggested Learning Resources:

S.N.	Title	Author	Publisher	Edition & year
1.	Teaching of Sanskrit	Apte. D. G.	Bombay Padma Publications	2000
2.	Subhoda Sanskrit Vyakarana. Dharwad	Shanbhag D.N	Dharwad: Bharat Book Depot & Publications.	2002

3.	The Problems of Sanskrit Teaching	Hulkerikar. G. S	Kolhapur Bharat Book Depot	1998
4.	Evaluation in Language Education.	Narasimharao. K. V.V.	Mysore: CIIL Publications	1997

Suggested Instructional/Implementation Strategies:

Improved Lecture, Group Discussion, Role Play, visit to school, Demonstration, ICT Based Teaching Learning (Vid

Curriculum Development Team

1. Dr. R.S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Mr. Amir Haseeb Siddiqi
8. Smt. Seema Dwivedi
9. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

CourseCode: 71AR234-A

CourseTitle: English/Urdu teaching

Pre-requisite: Students should have knowledge of the different techniques, devices of the Second language structure, sounds and vocabulary

Rationale:

Student will know the different techniques, devices of the Second language structure, sounds and vocabulary. To understand the status of English language. To distinguish between different approaches and methods of teaching English and their use in the classroom. Acquire the basic skills of language learning. Plan and execute of different types of lessons in prose, poetry according to classroom situations. To appreciate the importance and use of suitable audio -visual aids in classroom situations. To know the principles of curriculum construction. To realize his/her responsibilities as language teacher and pursue towards the aims of professional.

CourseOutcomes:

Co1- To master the different techniques, devices of the Second language structure, sounds and vocabulary. To understand the status

Co2 To distinguish between different approaches and methods of teaching English and their use in the classroom. Acquire the basic skills of language learning.

Co3 Plan and execute of different types of lessons in prose, poetry according to classroom situations. To appreciate the importance and use of suitable audio -visual aids in classroom situations.

Co4 To know the principles of curriculum construction.

Co5 To realize his/her responsibilities as language teacher and pursue towards the aims of professional growth.

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
OEC	71AR234-A	English/Urdu teaching	6	02	2	1	11	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others), **LI:** Laboratory Instruction

(Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies) **SW:** Sessional Work (includes assignment, seminar, mini project etc.), **SL:** Self Learning, **C:** Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA+ ESA)
			Class/Ho me Assignment 5 number 5 marks each (CA)	Class Test 2 (CT)	Semi nar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
OEC	71AR234-A	English/Urdu teaching	25	-	-	5	-	30	70	100

Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1-To master the different techniques, devices of the Second language structure, sounds and vocabulary. To understand the status of English language.

Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge about Structure of English Language ISO2. Student will understand the Nature of English Language ISO3. Students will comprehend the Functions of language- Informative, expressive and Directive Linguistic Principles. ISO4. Student will understand the Language its nature and structure- Meaning of language ISO5. Student will understand the Structure of English Language- phonological morphological, Syntactic, Semantic and graphic.	0	UNIT 1: 1.1 Nature of English Language. 1.2 Nature of language 1.3 structure of language 1.4 Language and power 1.5 Language society and culture 1.6 Concept of language Scope of English Language 1.7 Functions of language 1.8 Informative Function 1.9 expressive Function 1.10 Directive Function 1.11 Linguistic Principles. 1.12 Structure of English Language 1.13 Phonological (sound structure) 1.14 Morphological (Word structure) 1.15 Syntactic, 1.16 Semantic 1.17 Graphic 1.18 Words and Morphemes 1.19 Structure of Sentence 1.20 Types of sentence 1.21 Phrase and Idioms 1.22 Clause and its types 1.23 Tense	Structure of English Language- phonological morphological, Syntactic, Semantic and graphic Nature of English Language

SW-1 Suggested Sessional Work (SW): Assignments: 1. Student will know the different techniques, devices of the Second language structure, sounds and vocabulary. 2. To understand the status of English language.

Co2-To distinguish between different approaches and methods of teaching English and their use in the classroom. Acquire the basic skills of language learning. Approximate Hours

Item	Appx.Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Student will understand the Aims and Objectives of Teaching English 2SO2. Student will understand the Aims and objectives of teaching English at the Secondary School level as first and second language 2SO3. Student will understand the English as a library language, link language and international language 2SO4. Student will understand the Position of English in India before and after Independence 2SO5. Student will understand the Three language formula, its meaning and scope	0	Unit-2.0 Aims and Objectives of Teaching English 2.1 Aims of Teaching English in India 2.2 Objectives of Teaching English in India 2.3 Aims of Teaching English at the Secondary level 2.4 Aims of teaching English at the Secondary 2.5 School level as first language 2.6 Aims of teaching English at the secondary school level as Second Language 2.7 Objectives of teaching English at the Secondary school level as first Language 2.8 Objectives of Teaching English at the secondary school level as Second language 2.9 Policies of Language Education 2.10 English as a library language 2.11 English as a link language 2.12 English as an international language 2.13 English as a language of Knowledge 2.14 English as a global language English as a Discipline 2.15 Role of English language in the Indian Context 2.16 Position of language in India 2.17 Position of English in India before Independence- 2.18 Position of English in India after Independence 2.19 The three language formula 2.20 The three language formula in NEP 2020 2.21 Meaning of three Language Formula 2.22 Scope of Three Language Formula Kothari Commission 2.23 National Policy of Education (NPE) 1986	The three language formula its meaning and scope 2. Aims and Objectives of Teaching English

SW-2 Suggested Sessional Work (SW):

Assignments. Student will know the different techniques, devices of the Second language structure, sounds and vocabulary. To understand the status of English language. To distinguish between different approaches and methods of teaching English and their use in the classroom. Acquire the basic skills of language learning. Plan and execute of different types of lessons in prose, poetry according to classroom situations.

Co3. Plan and execute of different types of lessons in prose, poetry according to classroom situations. To appreciate

the importance and use of suitable audio -visual aids in classroom situations.

Approximate Hours

Item	Appx. Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Student will understand the Instructional design of Teaching English Language 3SO2. Student will understand the Teaching of Prose- detailed and non-detailed Objectives 3SO3. Student will understand the Methods and Approaches steps in lesson planning 3SO4. Student will understand the Teaching of poetry - Objectives - Methods and Approaches - Steps in lesson planning 3SO5. Student will understand the Use of mother tongue in teaching of English, different occasions for its effective use	0	Unit-3 3.1 Instructional design of Teaching English Language 3.2 Meaning of Prose 3.3 Teaching of Prose 3.4 Detailed Objectives of prose 3.5 Non detailed objectives of Prose 3.6 Methods of Teaching Prose 3.7 Approaches of Teaching Prose 3.8 Steps of lesson planning in Prose 3.9 Meaning of poetry Teaching of Poetry 3.10 Objectives of Teaching Poetry 3.11 Methods of Teaching Poetry 3.12 Approaches of Teaching Poetry 3.13 Steps of lesson planning in Poetry. 3.14 Meaning and Definition of Grammar 3.15 Teaching of Grammar- 3.16 Objectives of Grammar 3.17 Formal and Functional of teaching grammar. 3.18 Methods of Teaching Grammar 3.19 Use of mother tongue in teaching of English 3.20 Different occasions for its effective use 3.21 Preparation of Unit plan, 3.22 Resource Unit	Use of mother tongue in teaching of English, different occasions for its effective use

SW-3 Suggested Sessional Work (SW):

Assignment- 1. Student will know the different techniques, devices of the Second language structure, sounds and vocabulary. 2. To understand the status of English language.

Co4. To know the principles of making curriculum to realize his/her responsibilities as language teacher

and pursue towards the aims of professional growth.
Approximate Hours

To realize his/her responsibilities as a language teacher

Item	Appx. Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
4SO1. Student will understand the Psychological principle of learning English as a foreign language 4SO2. Student will understand the Methods and approaches of Teaching English 4SO3. Student will understand the Development of language skill 4SO4. Student will understand the defects in pronunciation 4SO5. Student will understand the Use of Composition- Objectives-Types	0	Units 4: Methods, Approaches to Develop English Language Skills 4.1 Psychological principle of learning English as a foreign language 4.2 Methods and approaches of Teaching English 4.3 Grammar Translation Method. 4.4 Direct Method 4.5 Bilingual method. 4.6 Structural approach- Dr. WEST method 4.7 Communicative approach. 4.8 Development of language skills 4.9 listening objectives and importance - activities for its development. 4.10 Speaking- Objectives- Activities for its development 4.11 role of learning by heart, 4.12 role-play, 4.13 extempore and prepared speeches, 4.14 debates, language games, 4.15 substitution table need for correct pronunciation, 4.16 defects in pronunciation- Remedial Measures. 4.17 Reading- Objectives – 4.18 Types of reading- silent and aloud, 4.19 intensive- methods of teaching reading. 4.20 Writing- Objectives - 4.21 Characteristics of handwriting dictation. 4.22 Composition- Objectives- Types Free and guided composition Translation- Objectives – Importance – Characteristics of good translation.	Psychological principles of learning English as a foreign language

SW-4 Suggested Sessional Work (SW) Assignment. 1. Student will know the different techniques, devices of the Second language structure, sounds and vocabulary.
2. To understand the status of English language.

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
Co1- To master the different techniques, devices of the Second language structure, sounds and vocabulary. To understand the status of English language.	23	2	1	26
Co2- To distinguish between different approaches and methods of teaching English and their use in the classroom. Acquire the basic skills of language learning.	23	2	1	26
Co3. Plan and execute of different types of lessons in prose, poetry according to classroom situations. To appreciate the importance and use of suitable audio-visual aids in classroom situations.	22	2	1	25
Co4. To know the principles of curriculum construction. To realize his/her responsibilities as language teacher and pursue towards the aims of professional growth.	22	2	1	25
Total Hours-	90	8	4	102

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Nature of English Language	4	10	3	17
CO-2	Aims and Objectives of Teaching English	3	10	4	17
CO-3	Instructional design of Teaching English Language	3	10	5	18
CO-4	Methods, Approaches to Develop English Language Skills	3	10	5	18
	Total-	13	40	17	70

Courses	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and team work	Po9 communication	Po10 Lifelong learning	Pso1 The ability to apply technical &	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest technology to achieve	Pso4 Ability to use the research base in innovative knowledge
Co1- To master the different techniques, devices of the Second language structure, sounds and vocabulary. To understand the status of English language.	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2- To distinguish between different approaches and methods of teaching English and their use in the classroom. Acquire the basic skill of language learning.	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3- Plan and execute of different types of lessons in prose, poetry according to classroom situations. To appreciate the importance and use of suitable audio-	2	3	3	3	2	2	2	2	2	2	3	2	2	3

visual aids in classroom situations.														
Co4. To know the principles of curriculum construction. To realize his/her responsibilities as a language teacher and pursue towards the aims of professional growth.	2	3	2	2	2	2	2	1	3	3	2	1	1	2

Course Curriculum Map

POs & PSO s No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6,7,8,9,10, PSO1,2,3,4,	Co1- To master the different techniques, devices of the Second language structure, sounds and vocabulary. To understand the status of English language.	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Nature of English Language	
PO1,2,3,4,5,6,7,8,9,10,	Co2- To distinguish between different approaches and methods of teaching English and their use in the classroom. Acquire the basic skills of language learning.	SO1.1 SO1.2 SO1.3 SO1.4		Aims and Objectives of Teaching English	
PSO1,2,3,4,	Co3. Plan and execute of different types of lessons in prose, poetry according to classroom situations. To appreciate the importance and use of suitable audio- visual aids in classroom situations.	SO1.5		Instructional design of Teaching English Language	

PO1,2,3,4,5,6,7,8,9,10,	Co4. To know the principles of curriculum construction. To realize his/her responsibilities as a language teacher and pursue towards the aims of professional growth.	SO1.1 SO1.2 SO1.3 SO1.4	Methods, Approaches to Develop English Language Skills
-------------------------	---	----------------------------------	--

Suggested Learning Resources:

S.N.	Title	Author	Publisher	Edition & year
1.	Teaching of English as a Foreign Language	Ahuja R.L.	Indian Press Publications Allahabad	2000
2.	Teaching English	Allan C.R.	New-Delhi. McGrawhill	1971
3.	The English Teachers Handbook	Baruah T.C	Sterling Publishers	1984
4.	The Techniques of Language Teaching:	Billows: F.L.	London, Longman	1961

Suggested Instructional/Implementation Strategies:

Improved Lecture, Group Discussion, Role Play, visit to school, Demonstration, ICT Based Teaching Learning (Vid

Curriculum Development Team

1. Dr. R.S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Mr. Amir Haseeb Siddiqi
8. Smt. Seema Dwivedi
9. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

CourseCode: 71SC233-B

CourseTitle: Scienceteaching

Pre- requisite: About the nature, scope and importance of science with special reference to secondary school content. Understand the aims and objectives of teaching science.

Rationale: Student will know about the nature, scope and importance of science with special reference to secondary school content. Understand the aims and objectives of teaching science. State the specific behavioral changes under each objectives.

Understand and make use of different approaches & methods of teaching science.

Prepare objective based lesson plans and use them in their internship. Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method. Plan, use and maintain the science laboratory systematically Understand the principles of text-book construction.

CourseOutcomes:

Co1-Understand the nature, scope and importance of science with special reference to secondary school content.

Co2—Understand the aims and objectives of teaching science. State the specific behavioral changes under each objective.

Co3-Understand and make use of different approaches & methods of teaching science. Prepare objective based lesson plans and use them in their internship.

Co4-Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.

Co5-Plan, use and maintain the science laboratory systematically Understand the principles of text-book construction.

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
OEC	71SC233-B	Science teaching	6	02	2	1	11	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others), **LI:** Laboratory Instruction

(Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies) **SW:** Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning, **C:** Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Category	Course Code	Course Title	Scheme of Assessment (Marks)						
			Progressive Assessment (PRA)					End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Class/Home Assignment 5 number 5 marks each (CA)	Class Test 2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)		
							Total Marks (CA+CT+SA+CAT+AT)		

OEC	71SC 233-B	Science teaching	25	-	-	5	-	30	70	100
-----	---------------	---------------------	----	---	---	---	---	----	----	-----

Course- CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1- Understand the nature, scope and importance of science with special reference to secondary school content.

Approximate Hours

Item	Appx. Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge about Meaning, Nature and Impact of Science. ISO2. Student will understand the Concept of science- Science as process and science as a product ISO3. Students will understand the Impact of Science and Technology on modern living ISO4. Students will understand the Scientific Attitude- Meaning definition and importance ISO5. Student will understand the Scientific Method- Meaning, importance and steps involved	0	UNIT-1 1.1 Meaning and definition of science. 1.2 Nature of science. 1.3 Impact of Science. 1.4 Concept of science. 1.5 Science as process. 1.6 branches of science. 1.7 science as a product. 1.8 Nature of Physical Science. 1.9 Scope of Physical Science. 1.10 Impact of Science 1.11 Technology on modern living. 1.12 utility and importance of science in daily life. 1.13 Scientific Attitude- Meaning definition 1.14 Scientific Attitude importance. 1.15 Qualities of a person who possesses scientific attitude. 1.16 Scientific Method- Meaning 1.17 importance of Scientific Method. 1.18 impact of science on modern communities. 1.19 place of science in school curriculum. 1.20 famous scientists. 1.21 famous scientists functions. 22 - steps involved.	Qualities of a person who possesses scientific attitude Nature and Scope of Physical Science

SW-1 Suggested Sessional Work (SW): Assignments: 1. the nature, scope and importance of science with special reference to secondary school content.

2. Understand the aims and objectives of teaching science. State the specific behavioral change under each objectives.

CO2: Understand the aims and objectives of teaching science. State the specific behavioral changes under each objective.

Approximate Hours

Item	Appx. Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Students will gain knowledge about Aims and Objectives of Teaching Science 2SO2. Students will gain knowledge about Aims of teaching science in Secondary school 2SO3. . Students will gain knowledge about Learner's academic and process skills development aim 2SO4. . Students will gain knowledge about Objectives of teaching science 2SO5. . Students will gain knowledge about Instructional objectives of teaching science and stating them in observable behavioral changes	0	Unit-2 2.1 Aims of Teaching Science 2.2 Objectives of Teaching Science 2.3 Aims of teaching science in Secondary school. 2.4 classification of teaching objectives. 2.5 cognitive objective. 2.6 affective objective. 2.7 Personal development aim, 2.8 Learner's academic and process skills development aim 2.9 2.10 Disciplinary aim Cultural aim. 2.11 Objectives of teaching science 2.12 Bases for formulation of objectives 2.13 Objectives of teaching science at Secondary level 2.14 Instructional objectives of teaching science 2.15 stating them in observable behavioral 2.16 changes 2.17 Knowledge 2.18 Understanding 2.19 Application, 2.20 Skill 2.21 Attitude, Interest, 2.22 Appreciation	behavioral changes Bases for formulation of objectives

SW-2 Suggested Sessional Work (SW):

Assignments: the nature, scope and importance of science with special reference to secondary school content. Understand the aims and objectives of teaching science. State the specific behavioral changes under each objectives. Understand and make use of different approaches & methods of teaching science.

Co3-Understand and make use of different approaches & methods of teaching science. Prepare objective based lesson plans and use them in their internship.
Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Student will understand the Approaches and Methods of Teaching of Physical Science 3SO2. Student will understand the Enquiry Approach Meaning, Use with Illustrations, Advantages and disadvantages 3SO3. Student will understand the Inductive Approach Deductive Approach Laboratory Method 3SO4. Student will understand the Biographical Method-Meaning, uses with Illustration, Advantages and disadvantages 3SO5. Student will understand the Problem Solving Approach Demonstration Method Lectures-Cum- Demonstration	0	Unit-3 3.1 Approaches and Methods of Teaching Physical Science 3.2 Enquiry Approach Meaning, Use with 3.3 Illustrations, Advantages and disadvantages. 3.4 Inductive Approach-Meaning, Uses with Illustrations 3.5 Advantages and disadvantages. 3.6 Deductive Approach -Meaning, Use with Illustrations 3.7 Advantages and disadvantages 3.8 Problem Solving Approach 3.9 Meaning, Uses with Illustrations, 3.10 Steps for Problem Solving Approach 3.11 Advantages and disadvantages Problem Solving Approach 3.12 Demonstration Method-Meaning, uses, 3.13 Advantages and disadvantages Demonstration Method. 3.14 Lectures-Cum-Demonstration Method-Meaning, uses with Illustration, 3.15 Advantages and disadvantages for Lectures-Cum-Demonstration Method. 3.16 Laboratory Method-Meaning, uses with Illustration, 3.17 Advantages and disadvantages Laboratory Method. 3.18 Guided Discovery Method Meaning, uses with Illustration Guided Discovery Method 3.19 Advantages and disadvantages Guided Discovery Method. 3.20 Biographical Method. 3.21 Meaning uses with Illustration Biographical Method. 3.22 Advantages and disadvantages Biographical	1. Concept Mapping: Its use for summarizing a unit and evaluating students understanding

		Method. 3.23 Individual Instruction Techniques Learning	
--	--	--	--

SW-3 Suggested Sessional Work (SW): Assignment - the nature, scope and importance of science with special reference to secondary school content. Understand the aims and objectives of teaching science. State the specific behavioral changes under each objective.

Co4- Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method. - Plan, use and maintain the science laboratory systematically. Understand the principles of text-book construction.

Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)

4SO1. Student will understand the Instructional Design, Resources and Teaching Aid for teaching Science 4SO2. Student will understand the Lesson Planning-Meaning, Steps, Importance and Format of Lesson Plan according to active learning strategies. 4SO3. Student will understand the Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan 4SO4. Student will understand the Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan 4SO5. Student will understand the Chart Models OHP transparencies; Filmstrips; slides; Video tapes; Films; Educational C.D	0	Unit-4 4.1 Instructional Design 4.2 Resources and Teaching Aid for teaching Science (3 classes) 4.3 Lesson Planning- 4.4 Meaning, Steps, 4.5 importance and Format of Lesson Plan according to active learning strategies. (3 classes) 4.6 Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan 4.7 Resource Unit-Meaning, Steps, 4.8 Importance and Format of Lesson Plan. 4.9 Audio-Visual Aids 4.10 Chart Models OHP 4.11 transparencies 4.12 Filmstrips slides 4.13 Videotapes; Films; 4.14 Educational C.D.'s 4.15 Mass Media 4.16 Television (T.V.) 4.17 Radio-Meaning and importance. 4.18 Community Resources and Self 4.19 learning materials. Meaning and importance. 4.20 Science Library; Importance 4.21 organizing of science library 4.22 Sections of science library 4.23 Choice of book for science library	Science Library; Importance & organizing of science library Sections of science library
--	---	---	---

SW-4 Suggested Sessional Work (SW): Assignments: the nature, scope and importance of science with special reference to secondary school content. Understand the aims and objectives of teaching science. State the specific behavioral change

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO-1: Understand the nature, scope and importance of science with special reference to secondary school content.	22	2	1	25
Co2— Understand the aims and objectives of teaching science. state the specific behavioral changes under each objective.	22	2	1	25
Co3- Understand and make use of different approaches & methods of teaching science. prepare objective based lesson plans and use them in their internship.	23	2	1	26
Co4- Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method. Plan, use and maintain the science laboratory systematically Understand the principles of text-book construction	23	2	1	26
Total Hours-	90	8	4	102

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Understand the nature, scope and importance of science with special reference to secondary school content.	4	10	3	17
CO-2	Understand the aims and objectives of teaching science. State the specific behavioral changes under each objective.	3	10	4	17
CO-3	Understand and make use of different approaches & methods of teaching science. Prepare objective based lesson plans and use them in their internship.	3	10	5	18
CO-4	Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method. Plan, use and maintain the science laboratory systematically Understand the principles of text-book construction	3	10	5	18
	Total-	13	40	17	70

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 70 marks. **Note.** Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for the end semester assessment.

Suggested Instructional/Implementation Strategies:

Improved Lecture Case Method Group Discussion Role Play Visit to school
 Demonstration ICT Based Teaching Learning (Video Demonstration, Whatsapp, Mobile, Online sources)

Brainstorming.

Courses outcomes	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environ- ment and sustainability	Po7 Ethi cs	Po8 Individu- al and team work	Po9 com- munica- tion	Po10 Life long learn- ing	Pso1 The ability to apply technical &	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest technology to achieve	Pso4 Ability to use the research base for innovative knowledge
CO-1: Understand the nature, scope and importance of science with special reference to secondary school content.	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2— Understand the aims and objectives of teaching science. State the specific behavioral changes under each objective.	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3- Understand and make use of different approaches & methods of teaching science. Prepare objective based lesson plans and use them in their internship.	2	3	3	3	2	2	2	2	2	2	3	2	2	3
Co4- Understand	2	3	2	2	2	2	2	1	3	3	2	1	1	2

employ several teaching techniques help to develop scientific attitude and scientific method. Plan, use and maintain the science laboratory systematically Understand the principles of text-book construction														
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Course Curriculum Map

POs & PS Os No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6 7,8,9,10, PSO1,2,3,4,	Co-1: Understand the nature, scope and importance of science with special reference to secondary school content.	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Nature of English Language	
PO1,2,3,4,5,6 7,8,9,10,	Co2— Understand the aims and objectives of teaching science. state the specific behavioral changes under each objective.	SO1.1 SO1.2 SO1.3 SO1.4		Aims and Objectives of Teaching English	

PSO1,2,3,4,	Co3- Understand and make use of different approaches & methods of teaching science. prepare objective based lesson plans and use them in their internship.	SO1.5		Instructional design of Teaching English Language	
PO1,2,3,4,5,6,7,8,9,10,	Co4- Understand and employ several teaching techniques help to develop scientific attitude and scientific method. Plan, use and maintain the science laboratory systematically Understand the principles of text-book construction	SO1.1 SO1.2 SO1.3 SO1.4		Methods, Approaches to Develop English Language Skills	

Suggested Learning Resources:

S. N.	Title	Author	Publisher	Edition & year
1.	Management of Laboratory Science Programme: Report of Orientation Programme in Educational Planning and Administration,	Ahmed, Shaikh.	New-Delhi; NIEPA Memo.	1983
2.	Teaching of Science,	Bhandula & Chand	Prakash Brothers, Ludhiana	1986
3.	Strategies in Science Education	Bose, A.H. Sood J.K. and Vaidya N	Regional Institute of Education, Ajmer.	
4.	Physical Science	Cleaveland J.M.	C.E. Merrill Publishing Co., Ohio	1964

Suggested Instructional/Implementation Strategies:

Improved Lecture, Group Discussion, Role Play, visit to school, Demonstration, ICT Based Teaching Learning (Vid

Curriculum Development Team

1. Dr. R.S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Mr. Amir Haseeb Siddiqi
8. Smt. Seema Dwivedi
9. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

CourseCode: 71AR236-A

CourseTitle: TeachingofSocialScience

Pre- requisite: Student should have knowledge of concept, nature and scope of Social Science differentiate between social science and social studies. Teaching skill of social science as History, Economics, Civics, Geography etc.

Rationale: Student will know about the explain the concept, nature and scope of Social Science differentiate between social science and social studies.

understand the contribution of eminent Social Scientists identify the aims and objectives of teaching social science at secondary level (NCF, 2005) develop the skill of preparing behavioral objectives for teaching social science. lesson explain different approaches and methods of Teaching of social science elate the use of modern trends in teaching social science at secondary level differentiate between different approaches of lesson planning prepare lesson plans by applying knowledge of planning apply skills in preparation and use of instructional aids for social science teaching.

CourseOutcomes:

CO1-explain the concept, nature and scope of Social Science. differentiate between social science and social studies.

Co2-understand the contribution of eminent Social Scientists identify the aims and objectives of teaching social science at secondary level (NCF, 2005)

Co3-develop the skill of preparing behavioral objectives for teaching social science lesson explain different approaches and methods of Teaching of social science.

Co4-relate the use of modern trends in teaching social science at secondary level differentiate between different approaches of lesson planning.

Co5-prepare lesson plans by applying knowledge of planning apply skills in preparation and use of instructional aids for social science teaching.

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
OEC	71AR236-A	Teaching of Social Science	6	02	2	1	11	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others), **LI:** Laboratory Instruction

(Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies) **SW:** Sessional Work (includes assignment, seminar, mini project etc.), **SL:** Self Learning, **C:** Credits.

Note: SW & SL have to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Class/Home Assignment 5 number 5 marks each (CA)	Class Test 2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
OEC	71AR 236-A	Teaching of Social Science	25	-	-	5	-	30	70	100

Course-Curriculum Detailing:

This course illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1-explain the concept, nature and scope of Social Science, differentiate between social science and social studies.

Approximate Hours

Item	Appx. Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge about Objective, Purpose and Scope of social science. ISO2. Student will understand the Meaning and nature of concept of social sciences and Social Studies ISO3. Student will understand the Integration of different subjects of Social Science-History, Civics, Economics, Geography and Sociology ISO4. Student will understand the Social Science at School stage ISO5. Student will understand the Aims and objectives of teaching of Social Science in Secondary School.	0	UNIT 1-objective purpose and scope 1.1 meaning definition and objective of social science 1.2 concept of social science 1.3 Purpose of social science 1.4 Scope of social science 1.5 nature of social science 1.6 Important of social science 1.7 meaning of social studies. 1.8 nature of social studies 1.9 concept of social studies 1.10 Integration of different subjects of Social Science 1.11 History, Civics, Economics, Geography and Sociology 1.12 Integration of History 1.13 Integration of civics 1.14 Integration of economics. 1.15 Integration of geography. 1.16 Integration of sociology. 1.17 Social Science at School stage. 1.18 Aims and objectives of teaching of Social Science in Secondary School.	Aims and objectives of teaching of Social Science Integration of different subjects of Social Science

SW-1 Suggested Sessional Work (SW): Assignments: explain the concept, nature and scope of Social Science. differentiate between social science and social studies.

understand the contribution of eminent Social Scientists identify the aims and objectives of teaching social science at secondary level (NCF, 2005) develop the skill of preparing behavioural objectives for teaching social science. lessons explain different approaches and methods of Teaching of social science elaborate the use of modern trends in teaching social science at secondary level differentiate between different approaches of lesson planning prepare lesson plans by applying knowledge of planning apply skills in preparation and use of instructional aids for social science teaching.

Co2-understand the contribution

of eminent Social Scientists, identify the aims and objectives of teaching of social science at secondary level (NCF, 2005)

Approximate Hours

Item	Appx. Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Student will understand the Curriculum: General approach and underlying principles of curriculum construction 2SO2. Student will understand the applicability in continuation of social science 2SO3. Student will understand the curriculum study of curriculum developments in MP 2SO4. Student will understand the Gradation and organization of course in the context of MP 2SO5. Student will understand the curriculum study of other states including National curriculum	0	Unit-2 2.1 Curriculum General approach 2.2 Importance of general approach 2.3 uses of general approach. 2.4 scope of general approach 2.5 characteristic of general approach. 2.6 needs of general approach. 2.7 underlying principles of curriculum construction 2.8 applicability in continuation of social science 2.9 curriculum study in M.P. 2.10 curriculum developments in M.P. 2.11 curriculum developments in other states including National curriculum. 2.12 curriculum study in other states including National curriculum. 2.13 Gradation of course in the context of M.P 2.14 organization of course in the context of M.P 2.15 importance of gradation of course. 2.16 teaching learning aids 2.17 selection of co educational activities 2.18 visual equipments	curriculum study of other states including National curriculum

SW-2 Suggested Sessional Work (SW):

Assignments. explain the concept, nature and scope of Social Science. differentiate between social science and social studies.

Co3-

develop the skills of preparing behavioural objectives for teaching of social science lessons, explain different approaches and methods of Teaching of social science

Approximate Hours

Item	Appx. Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Student will understand the Methods and Techniques 3SO2. Student will understand the Lecture methods, Conversion method, Discussion method, Problem solving method, Project method, Unit method, Source method, Field visits 3SO3. Student will understand the Value discussion, model, Inquiry 3SO4. Student will understand the Techniques: Skills of questioning, Using Black Boards, dramatization, role playing, story telling etc. 3SO5. Student will understand the Aids: Use of Audio and video materials	0	Unit-3 3.1 Methods and Techniques 3.2 Method: Lecture methods, 3.3 Conversion method, 3.4 Discussion method, 3.5 Problem solving method, 3.6 Project method, 3.7 Unit method, 3.8 Source method, 3.9 Field visits 3.10 Value discussion, 3.11 model, Inquiry 3.12 Techniques: 3.13 Skills of questioning, 3.14 Using Black Boards, 3.15 dramatization, 3.16 role playing, 3.17 story telling etc. 3.18 Aids: Use of Audio and video materials electronic media in teaching social science, Preparation of low cost teaching aids.	electronic media in teaching social science Preparation of low cost teaching aids.

SW-3 Suggested Sessional Work (SW):

Assignment. explain the concept, nature and scope of Social Science. differentiate between social science and social studies.

Co4- relate the use of modern trends in teaching social science at secondary level differentiate between different approaches of lesson planning.

Approximate Hours

Item	Appx. Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
4SO1. Student will understand the Lesson Planning 4SO2. Student will understand the Year Plan 4SO3. Student will understand the Unit Plan 4SO4. Student will understand the Lesson Plan 4SO5. Student will understand the Unit test	0	Unit-4 4.1 Lesson Planning 4.2 general aims of social science 4.3 specific aims of social science 4.4 preknowledge about topic 4.5 introduction 4.6 teaching aids of social science 4.7 presentation 4.8 characteristics of a good lesson plan 4.9 blackboard work 4.10 summary of lesson plan 4.11 revision of teaching lesson plan. 4.12 homework. 4.13 importance of lesson planning. 4.14 Year Plan 4.15 importance of year plan 4.16 Unit Plan 4.17 importance of unit plan. 4.18 skill development of students in social science by using Harbert Panchpadi.	lesson plan steps annual planning and unit planning

SW-4 Suggested Sessional Work (SW):

Assignment. explain the concept, nature and scope of Social Science. differentiate between social science and social studies.

understand the contribution of eminent Social Scientists identify the aims and objectives of teaching social science at secondary level (NCF, 2005) develop the skill of preparing behavioral objectives for teaching social science. lessons explain different approaches and methods of Teaching of social science elate the use of modern trends in teaching social science at secondary level differentiate between different approaches of lesson planning prepare lesson plans by applying knowledge of planning apply skills in preparation and use of instructional aids for social science teaching.

Co5-prepare lesson plans by applying knowledge of planning apply skills in preparation and use of instructional aids for social science teaching.

Approximate Hours

Item	Appx. Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
5SO1. Student will understand the Evaluation: Concept 5SO2. Student will understand the and types of evaluation including continuous, comprehensive, evaluation 5SO3. Student will understand the Need for a criterion of systematic evaluation in Social Science 5SO4. Student will understand the Different types of systematic evaluation tools at their merits and demerits 5SO5. Student will understand the Construction of Unit test	0	Unit-5. 5.1 Evaluation Concept 5.2 types of evaluation 5.3 importance of evaluation. 5.4 continuous evaluation, 5.5 merits of continuous evaluation 5.6 demerits of continuous evaluation 5.7 comprehensive evaluation 5.8 demerits of comprehensive evaluation 5.9 merits of comprehensive evaluation 5.10 Need for a criterion of systematic evaluation in Social Science 5.11 importance of a criterion of systematic evaluation in Social Science 5.12 Different types of systematic evaluation tools 5.13 systematic evaluation 5.14 systematic evaluation merits 5.15 systematic evaluation demerits 5.16 Construction of Unit test. 5.17 importance of unit test. 5.18 importance of systematic evaluation.	1. types of evaluation including continuous, comprehensive, evaluation

SW-5 Suggested Sessional Work (SW): Assignments. explain the concept, nature and scope of Social Science. differentiate between social science and social studies.

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO1-explain a concept, nature and scope of Social Science. differentiate between social science and social studies.	18	2	1	21
Co2-understand the contribution of eminent Social Scientists identify the aims and objectives of teaching social science at secondary level (NCF, 2005)	18	2	1	21
Co3- develop the skill of preparing behavioural objectives for teaching social science lessons explain different approaches and methods of Teaching social science	18	2	1	21
Co4-relate the use of modern trends in teaching social science at secondary level differentiate between different approaches of lesson planning.	18	2	1	21
Co5-prepare lesson plans by applying knowledge of planning apply skills in preparation and use of instructional aids for social science teaching Approximate Hours.	18	2	1	21

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	explain a concept, nature and scope of Social Science. differentiate between social science and social studies	3	8	3	14
CO-2	understand the contribution of eminent Social Scientists identify the aims and objectives of teaching social science at secondary level (NCF, 2005)	3	8	3	14
CO-3	develop the skill of preparing behavioral objectives for teaching social science lessons explain different approaches and methods of Teaching social science.	3	8	3	14
CO-4	relate the use of modern trends in teaching social science at secondary level differentiate between different approaches of lesson planning.	2	8	4	14
CO-5	prepare lesson plans by applying knowledge of planning apply skills in preparation and use of instructional aids for social science teaching Approximate Hours.	2	8	4	14
Total		13	40	17	70

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to

Pedagogy will be held with written examination of 70 marks

Note. Detailed Assessment rubric needs to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Courses	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and team work	Po9 communication	Po10 Lifelong learning	Pso1 The ability to apply technical &	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest technology	Pso4 Ability to use the research base in innovative knowledge
CO1-explain a concept, nature and scope of Social Science. differentiate between social science and social studies.	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2-understand the contribution of eminent Social Scientists identify the aims and objectives of teaching social science at secondary level (NCF, 2005)	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3-develop the skill of preparing behavioural objectives for teaching social science lesson explain different approaches and methods of Teaching social science	2	3	3	3	2	2	2	2	2	2	3	2	2	3
Co4-relate the use of modern trends in	2	3	2	2	2	2	2	1	3	3	2	1	1	2

teaching social science at secondary level differentiate between different approaches of lesson planning.														
Co5-prepare lesson plans by applying knowledge of planning apply skills in preparation and use of instructional aids for social science teaching Approximate Hours.														

Course Curriculum Map

POs & PS Os No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6 7,8,9,10, PSO1,2,3,4,	CO1- explain a concept, nature and scope of Social Science. differentiate between social science and social studies.	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Nature of English Language	
PO1,2,3,4,5,6	Co2- understand the contribution of eminent Social	SO1.1 SO1.2		Aims and Objectives of Teaching English	

7,8,9,10,	Scientists identify the aims and objectives of teaching social science at secondary level (NCF, 2005)	SO1.3 SO1.4			
PSO1,2,3,4,	Co3- develop the skill of preparing behavioural objectives for teaching social science lessons explain different approaches and methods of Teaching social science	SO1.5		Instructional design of Teaching English Language	
PO1,2,3,4,5,6 7,8,9,10,	Co4- relate the use of modern trends in teaching social science at secondary level differentiate between different approaches of lesson planning.				
PO1,2,3,4,5,6 7,8,9,10,	Co5- prepare lesson plans by applying knowledge of planning apply skills in preparation and use of instructional aids for social science teaching Approximate Hours.	SO1.1 SO1.2 SO1.3 SO1.4		Methods, Approaches to Develop English Language Skills	

Suggested Learning Resources:

S.N.	Title	Author	Publisher	Edition & year
1.	Teaching of social studies in the Secondary School	Binning & Binning	, MC. Grow Hill Book Co. New York	
2.	Teaching Social science in Secondary school	James Fleming	Long man Green & Co. London	
3.	Teaching of History	NCERT:	New Delhi.	
4.	Teaching of Geography.	Shard. P. & Sharma J.C		

Suggested Instructional/Implementation Strategies:

Improved Lecture, Group Discussion, Role Play, visit to school, Demonstration, ICT Based Teaching Learning (Vid

Curriculum Development Team

- 1.Dr.R.S.Mishra
- 2.Dr.Bhagwan Deen
- 3.Dr.SanandKumarGautam
- 4.Dr.Shikha Tripathi
- 5.Dr.Kalpna Mishra
- 6.NeetaSingh
- 7.Mr. AmirHaseebSiddiqi
- 8.Smt. Seema Dwivedi
- 9.Smt.Neeru Singh
- 10.Dr.DileepKumarTiwari

CourseCode: 71AR239-A/71AR237-A

CourseTitle: TeachingofHistory/Civics

Pre- requisite: StudentshouldhaveknowledgeaboutUnderstandmeaning, scopeandimportance of History and civics in the school curriculum. acquire content knowledge of methods of history and civics.

Rationale:Student will know about Understand meaning scope and importance of History and civics in the school curriculum. acquire content knowledge of methods of history and civics. Acquire knowledge of aims and instructional objectives of teaching history and civic s Acquire skills in planning lessons in History andcivics Understand and apply the principles of organizing content in the teaching historyandcivics.AcquireknowledgeaboutLocalRegionalNational,andWorld History.AcquiretheknowledgeofInstructional Materialandresourcesinteaching History and Civics Preparing suitable teaching devices &using them &organizingfield trips

CourseOutcomes:

Co1-UnderstandmeaningscopeandimportanceofHistoryandcivicsintheschoolcurriculum.

Co2- Acquire content knowledge of methods of history and civics.

Acquireknowledgeofaimsandinstructionalobjectivesofteachinghistoryandcivics

Co3-Acquireskillsinplanninglessons inHistoryandcivicsUnderstandandapplytheprinciplesof organizingcontent in the teaching history and civics.

Co4-AcquireknowledgeaboutLocalRegionalNationalandWorldHistory.AcquiretheknowledgeofInstructional Material and resources in teaching History and Civics

Co5-Preparingsuitableteachingdevices&usingthem&organizingfieldtrips.

Category	Course Code	CourseTitle	Schemeofstudies(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	TotalStudyHours (CI+LI+SW+SL)	
MC	71AR239-A/71AR237-A	TeachingofHistory /Civics	6	02	2	1	11	6

Legend:CI:ClassroomInstruction(Includesdifferentinstructionalstrategiesi.e.Lecture(L)andTutorial (T)andothers),LI:LaboratoryInstruction(IncludesPracticalperformancesinlaboratoryworkshop,fieldorotherlocation using different instructional strategies)SW:SessionalWork(includesassignment,seminar,miniprojectetc.), SL:SelfLearning,C:Credits.

Note:SW&SLhastobeplannedandperformedunderthecontinuousguidanceandfeedback ofteacher to ensure outcome of Learning.

SchemeofAssessment: Theory

Category	Course Code	Course Title	Scheme ofAssessment(Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			ProgressiveAssessment(PRA)								
			Class/Ho me Assignment 5 number 5marks each (CA)	Class Test2 (CT)	Semi nar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	TotalMarks (CA+CT+SA+ C AT+AT)			

OECD	71AR 236-A	Teaching of Social Science	25	-	-	5	-	30	70	100
------	-----------------------	---	----	---	---	---	---	----	----	-----

Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1-Understand meaning, scope and importance of History and civics in the school curriculum.**Approximate Hours**

Item	Appx.Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge about Nature and Scope of History and Civics. ISO2. Student will understand the Meaning, Nature, and scope of history History-an art or Science ISO3. Student will understand the Modern Concept of History, exploration, criticism synthesis and exposition ISO4. Student will understand the Different levels of History - World History, National, Regional and Local History Meaning and scope of civics ISO5. Student will understand the Manas as a social animal and a citizen Manas as a social animal and a citizen	0	UNIT1: 1 1.1 Nature of History and Civics 1.2 Scope of History and Civics 1.3 Meaning, of history 1.4 Meaning, Nature, and scope of history 1.5 History- an art or Science 1.6 Modern Concept of History, 1.7 exploration, 1.8 criticism, synthesis 1.9 exposition 1.10 Different levels of History 1.11 World History, 1.12 National, History 1.13 Regional History 1.14 Local History 1.15 Meaning and scope of civics 1.16 Manas as a social animal 1.17 manas as a citizen 1.18 Manas as a social animal and a citizen	Manas as a social animal and as a citizen Modern Concept of History, exploration, criticism synthesis and exposition

SW-1 Suggested Sessional Work (SW): Assignments: Critical evaluate history/civics content of eighth, ninth and tenth standard. conducting quiz competition in history /civics. survey of the locality and collection of information on about places or institutions of historical interests.

Co2- Acquire content knowledge of methods of history and civics. Acquire knowledge of aims and instructional

objectives of teaching history and civics

Approximate Hours

Item	Appx. Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Student will understand the Aims and Objectives of Teaching History and Civics 2SO2. Student will understand the Meaning and Importance of teaching History and civics in Secondary Schools 2SO3. Student will understand the Political conciseness, understanding of current events, democratic citizenship, understanding of Union and the State Govt 2SO4. Student will understand the Instructional objectives and values of Teaching History and civics 2SO5. Student will understand the Correlation of History and Civics with other School Subject	0	Unit-2 2.1 Aims and Objectives of Teaching History and Civics 2.2 Meaning and Importance of teaching History and civics in Secondary Schools 2.3 Aims of teaching History and Civics 2.4 Political conciseness, understanding of current events 2.5 democratic citizenship, 2.6 understanding of Union and the State Govt 2.7 Functional awareness of Rights of citizens. 2.8 Functional awareness of Duties of citizens 2.9 Instructional objectives of Teaching History and civics 2.10 Instructional values of Teaching History and civics 2.11 Knowledge, understanding, critical thinking, skills, Attitude, Interests 2.12 Application- Analysis of these objectives in terms of specific behaviour of learners. 2.13 Spelling out Instructional objectives 2.14 learning out comes History and civics based hobby clubs, societies 2.15 Correlation of History and Civics with other School Subject 2.16 Meaning and Importance of correlation 2.17 Types of correlation. Correlation of History with Geography, Economics, Literature 2.18 Co-curricular/Activities in History and Civics Importance of organization of field trips, visits.	Correlation of History and Civics with other School Subject these objectives in terms of specific behaviour of learners.

SW-2 Suggested Sessional Work (SW): Assignments. Critical evaluate history/civics content of eighth, ninth and tenth standard. conducting quiz competition in history/civics. survey of the locality and collection of information on about places or institutions of historical interests. organizing short field trip to a place of historical/political interests.

Co-3 Acquires skills in planning lessons in History and civics Understand and apply the principles of organizing content in the teaching history and civics.

ApproximateHours

Item	Appx.Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

SessionOutcomes (SOs)	LaboratoryInstruction (LI)	ClassroomInstruction (CI)	Self Learning(SL)
3SO1.Studentwillunderstandthe Instructional design in TeachingHistoryandCivics 3SO2.Studentwillunderstandthe Format of lesson plan: 3SO3.Studentwillunderstandthe Format of lesson plan: Its stages, Selection of relevant content 3SO4.Studentwillunderstandthe selection of appropriate teaching devices and assignments,and plan according to active learning strategies. 3SO5.Studentwillunderstandthe Resource Unit UnitPlan	0	Unit-3 3.1 Instructional design in TeachingHistory 3.2 Instructional design in TeachingCivics 3.3 Format of lesson plan: 3.4 lesson plan stages, 3.5 Selection of relevant content, 3.6 selection of appropriate teaching devices 3.7 history assignments, 3.8 plan according to active 3.9 learning strategies. 3.10 Resource Unit 3.11 importance of resource unit. 3.12 Unit Plan 3.13 importance of unit plan. 3.14 history teaching aids 3.15 audio aids of teaching history. 3.16 visual aids of history. 3.17 flashcards 3.18 slides of history and civics	selection of appropriate teaching devices and assignments, and plan according to active learning strategies.

SW-4 Suggested Sessional Work (SW): Assignment. mpetition in history/civics. survey of the locality and collection of information on about places or institutions of historical interests. organizing short field trip to a place of historical/political interests. Preparing a resource unit on a topic of your choice in history and civics Assignments.

CO: Critical evaluate history/civics content of eighth, ninth and tenth standard. conducting quiz competition in history/civics. survey of the locality and collection of information on about places or institutions.

ApproximateHours

Item	Appx.Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
4SO1. Student will understand the Methods, Techniques, and Instructional Materials of teaching History and civics 4SO2. Student will understand the Meaning and need of methods 4SO3. Student will understand the Methods of teaching Civics- 4SO4. Student will understand the Instructional Materials in History and civics: 4SO5. Student will understand the Aids-Radio, Tape recorder, Visual-Aids-Maps- Importance, Types, procedure of using maps, pictures, charts, models, filmstrips, diagrams	0	Unit-4 4.1 Methods of teaching History and civics, 4.2 Techniques of teaching History and civics 4.3 Instructional Materials of teaching History and civics 4.4 Meaning and need of methods 4.5 Methods and techniques of teaching 4.6 History- discussion, 4.7 project method, 4.8 problem solving method 4.9 source method, 4.10 dramatization method 4.11 biographical method, 4.12 Active Learning Strategies. 4.13 Methods of teaching Civics-Survey 4.14 observation 4.15 comparative and demonstration, Active Learning Strategies. 4.16 Instructional Materials in History and civics: 4.17 Collateral Reading- Importance, Reading materials, Historical Novels 4.18 Autobiographic, Magazines, Newspapers Drams, Journals Audio Aids- Radio, Tape recorder, Visual-Aids-Maps- Importance, Types, procedure of using maps, pictures, charts, models, filmstrips, diagrams, Audio- Visual Aids	Methods, Techniques, and Instructional Materials of teaching History and civics Aids- Radio, Tape recorder, Visual-Aids-Maps- Importance, Types, procedure of using maps, pictures, charts, models, filmstrips, diagrams

SW-4 Suggested Sessional Work (SW): Assignment. mpetition in history/civics. survey of the locality and collection of information on about places or institutions of historical interests. organizing short field trip to a place of historical/political interests. Preparing a resource unit on a topic of your choice in history and civics Assignments.

Co5-Preparing suitable teaching devices & using them & organizing field trips

Approximate Hours

CI	18
LI	0
SW	2
SL	1
Total	21

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
5SO1. Student will understand the Critical evaluate History civics 5SO2. Student will understand the Content of 8 th 9 th 10 th Standard 5SO3. Student will understand the Conducting quiz Competition in History/civics 5SO4. Student will understand the. Student is also allowed to do his own interested practical 5SO5. Student will understand the Preparation of materials for a History room or museum	0	Unit-5 5.1 Critical evaluate History civics 5.2 Content of 8 th , 9 th 10 th Standard. 5.3 Conducting quiz Competition in History/civics Historical interests. 5.4 Organizing short field trip to a place of historical/political interests 5.5 Preparing resource unit on a topic of your choice in History and Civics. 5.6 Preparation of materials for a history room or museum 5.7 Student is also allowed to do his own interested 5.8 practical work per training to the syllabus. 5.9 instructional support system 5.10 debate team teaching 5.11 cocurricular activities 5.12 notes writing. 5.13 history club. 5.14 quiz and words search 5.15 role playing. 5.16 Simulated teaching. 5.17 steps of role playing 5.18 characteristics of role playing.	Preparation of materials for a history room or museum Preparing resource unit on a topic of your choice in History and Civics

SW-5 Suggested Sessional Work (SW):

Assignments: Critical evaluate history/civics content of eighth ninth and tenth standard. Conducting quiz competition in history/civics. survey of the locality and collection of information on about places or institutions of historical interests. organizing short field trip to a place of historical/political interests. Preparing a resource unit on a topic of your choice in history and civics. Preparations of materials for a history room or museum. student is also allowed to do his own interested practical work pertaining to the syllabus

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CL)	Sessional Work (SW)	Self Learning (SL)	Total hour (CL+SW+SL)
Co1 –Understand meaning, scope and importance of History and civics in the school curriculum.	18	2	1	21
Co2 - Acquire content knowledge of methods of history and civics. Acquire knowledge of aims and instructional objectives of teaching history and civics	18	2	1	21
Co3 -Acquires skills in planning lessons in History and civics. Understand and apply the principles of organizing content in the teaching history and civics.	18	2	1	21
Co4 -Acquire knowledge about Local Regional National, and World History. Acquire the knowledge of Instructional Material and resources in teaching History and Civics	18	2	1	21
Co5 -Preparing suitable teaching devices & using them & organizing field trips	18	2	1	21
Total Hours	90	10	5	105

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Understand meaning, scope and importance of History and civics in the school curriculum	3	8	3	14
CO-2	Acquire content knowledge of methods of history and civics. Acquire knowledge of aims and instructional objectives of teaching history and civics	3	8	3	14
CO-3	Acquires skills in planning lessons in History and civics. Understand and apply the principles of organizing content in the teaching history and civics	3	8	3	14
CO-4	Acquire knowledge about Local, Regional National, and World history. Acquire the knowledge of Instructional Material and resources in teaching History and Civics.	2	8	4	14
CO-5	Preparing suitable teaching devices & using them & organizing field trips	2	8	4	14
Total		13	40	17	70

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 70 marks

Note. Detailed Assessment rubric needs to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester.

Courses	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and team work	Po9 communication	Po10 Lifelong learning	Pso1 The ability to apply technical &	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest technology to achieve	Pso4 Ability to use the research base to develop innovative knowledge
Co1– Understand meanings and importance of History and civics in the school curriculum.	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2– Acquire content knowledge of methods of history and civics. Acquire knowledge of aims and instructional objectives of teaching history and civics	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3– Acquire skills in planning lessons in History and civics. Understand and apply the principles of organizing content in the teaching history and civics.	2	3	3	3	2	2	2	2	2	2	3	2	2	3
Co4– Acquire knowledge about Local Regional National,	2	3	2	2	2	2	2	1	3	3	2	1	1	2

and World History. Acquire the knowledge of Instructional Material and resources in teaching History and Civics														
Co5- Preparing suitable teaching devices & using them & organizing field trips														

Course Curriculum Map

POs & PS Os No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6 7,8,9,10, PSO1,2,3,4,	Co1- Understand meanings, scope and importance of History and civics in the school curriculum.	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Nature of English Language	
PO1,2,3,4,5,6 7,8,9,10,	Co2- Acquire content knowledge of methods of history and civics. Acquire knowledge of aims and instructional objectives of teaching history and civics	SO1.1 SO1.2 SO1.3 SO1.4		Aims and Objectives of Teaching English	

PSO1,2,3,4,	Co3- Acquireskillsinplanninglessons inHistoryand civics Understandandapplytheprinciplesoforganizingcontentin the teaching history and civics.	SO1.5		InstructionaldesignofTeachingEnglish Language	
PO1,2,3,4,5,6 7,8,9,10,	Co4- Acquire knowledge about Local Regional National, andWorldHistory. AcquiretheknowledgeofInstructional Material and resources in teaching History and Civics				
PO1,2,3,4,5,6 7,8,9,10,	Co5- Preparingsuitableteachingdevices&usingthem &organizing field trips	SO1.1 SO1.2 SO1.3 SO1.4		Methods,ApproachestoDevelop English Language Skills	

Suggested Learning Resources:

S. N.	Title	Author	Publisher	Edition & year
1.	Essential of Educational technology: Teaching Learning Innovations in Education	Agarwal J.C.	Prakash Publishing house Pvt. Ltd New Delhi.	2002
2.	Teaching of History	Arora R.L	Prakas Brother Ltd	1990
3.	Teaching of Social Studies in Indian Schools	Bhattacharya S	Acharya Books Depot Baroda	1966
4.	Models of Teaching	Bruce Joyce and Marshal Weill	Third Edition – Prentice – Hall of Ind Pvt. Ltd. New Delhi	1990

Suggested Instructional/Implementation Strategies:

Improved Lecture, Group Discussion, Role Play, visit to school, Demonstration, ICT Based Teaching Learning (Vid

Curriculum Development Team

1. Dr. R.S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh

- 7.Mr. AmirHaseebSiddiqi
- 8.Smt. Seema Dwivedi
- 9.Smt.Neeru Singh
- 10.Dr.DileepKumarTiwari

CourseCode: 71AR240-A/71AR238-A

CourseTitle: TeachingofGeography/Economics

Pre- requisite: Studentshouldhaveknowledgeaboutbasic facts,concepts,lawsprinciplesand trends in Geography and Economics

Rationale:StudentwillknowabouttheAcquireknowledgeaboutbasicfacts,concepts,laws principles and trends in Geography and Economics

Acquire knowledge and understanding ofthe aims andobjectives of Geography and Economics Realize the values of learning geography and Economic Make use of Audio-visual aids about Geography and Economics DevelopskillsinequippingtheGeographyandEconomicsplanning-learning experiment and in writing and organizing thelesson plan Acquire the knowledge of GeographyandEconomics Curriculum

CourseOutcomes:

Co1-Acquireknowledgeaboutbasicfacts, concepts,lawsprinciplesandtrendsinGeographyandEconomics

Co2- Acquireknowledge and understanding ofthe aims andobjectives ofGeography andEconomics Realizethevalues oflearninggeography andEconomics

Co3-MakeuseofAudio-visualaidsaboutGeographyandEconomicsDevelopskillsin equipping the Geography andEconomics-(i)Museum(ii)Room(iii)Library

Co4-Developskillsinorganizingplanning-learningexperimentsandinwritingandorganizingthelesson plan. **Co5-** Acquire theknowledge of GeographyandEconomics Curriculum

Category	Course Code	CourseTitle	Schemeofstudies(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	TotalStudyHours (CI+LI+SW+SL)	
OEC	71AR240-A/71AR238-A	Teaching of Geography / Economics	6	02	2	1	11	6

Legend:**CI:**ClassroomInstruction(Includesdifferentinstructionalstrategiesi.e.Lecture(L)andTutorial(T)andothers)
LI:LaboratoryInstruction (IncludesPracticalperformancesinlaboratoryworkshop,fieldorotherlocationsusing different instructional strategies)
SW:SessionalWork(includesassignment,seminar,miniprojectetc.),**SL:**SelfLearning,**C:**Credits.

Note: SW&SLhastobeplannedandperformedunderthecontinuousguidanceandfeedback ofteacher to ensure outcome of Learning.

Schemeof Assessment: Theory

Caterogoy	Course Code	Course Title	Scheme ofAssessment(Marks)							
			ProgressiveAssessment(PRA)						End Semester Assessment (ESA)	Total Mark s (PRA + ESA)
			Class/Home Assignment number 5 each (CA)	Class Test2 (CT)	Semi nar one (SA)	Class Activity any one (CAT)	Class Attendanc e (AT)	TotalMarks (CA+CT+SA+ C AT+AT)		
OEC	71AR240A/71AR238-A	Teachingof Geography /Economics	25	-	-	5	-	30	70	100

Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1-Acquire knowledge about basic facts, concepts, laws principles and trends in Geography and Economics**Approximate Hours**

Item	Appx. Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge about Meaning, Nature and Scope of Geography and Economics. ISO2. Student will understand the Meaning, Nature, Scope and importance of Geography ISO3. Students will comprehend Branches of Geography and their importance- physical, economic, human and political ISO4. Students will grasp the Meaning, Nature, Scope and importance of Economics. ISO5. Students will comprehend the International relations and study of Geography and Economics.	0	UNIT 1 1.1 Meaning of Economics 1.2 Nature of Economics 1.3 Scope of Economics 1.4 Meaning of Geography 1.5 Nature, of Geography 1.6 Scope of Geography 1.7 importance of geography 1.8 importance of economics. 1.9 subject matter of economics 1.10 continent and coast bank full of water 1.11 lands coastal ocean 1.12 kinds Indian coast bank 1.13 Andaman Nikobar island Malabar coast 1.14 Branches of Geography and their 1.15 importance- physical, economic, human and political. Subject matter of economics 1.16 development of community life 1.17 Meaning, Nature, Scope and importance of Economics. 1.18 International relations and study of Geography and Economics	International relations and study of Geography and Economics Meaning, Nature and Scope of Geography and Economics

SW-1**Suggested Sessional Work**

(SW): **Assignment.** visit to an observatory planetarium or geography museum. collection of specimens, preparations of project report, based on local geographical survey.

Co2- Acquire knowledge and understanding of the aims and objectives of Geography and Realize the values of learning geography and Economics

Approximate Hours

Item	Appx. Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Student will understand the Aims and Objectives of teaching Geography and Economics 2SO2. Student will understand the Aims/Values of teaching Geography and Economics 2SO3. Student will understand the Intellectual aims Cultural aims Environmental aims Utilitarian aims Aesthetic aims 2SO4. Student will understand the Taxonomy and objectives of teaching Geography and Economics Knowledge 2SO5. Student will understand the Understanding Application Attitude and interest National Integration International Understanding	0	Unit-2 2.1 Aims of teaching Geography and Economics 2.2 Objectives of teaching Geography and Economics 2.3 Aims/Values of teaching Geography and Economics 2.4 Values of teaching Geography and Economics 2.5 Intellectual aims 2.6 Cultural aims 2.7 Environmental aims 2.8 Utilitarian aims 2.9 Aesthetic aims 2.10 Taxonomy of teaching Geography and Economics Knowledge 2.11 objectives of teaching Geography and Economics Knowledge 2.12 Understanding 2.13 Application Attitude interest 2.14 National Integration International Understanding. 2.15 Co-relation of Geography and Economics with History, Science, 2.16 Mathematics and languages Trends 2.17 Importance and Organization of Field trips, Visits Geography based hobby clubs/ societies	Co-relation of Geography and Economics with History, Science, Mathematics and languages Trends Importance and Organization of Field trips, Visits Geography based hobby clubs/ societies

SW-2 Suggested Sessional Work (SW):

Assignments: visit to an observatory, planetarium or geography museum. collection of specimens. preparation of project report, based on local geographical survey.

Co3-MakeuseofAudio-visualaidsaboutGeographyandEconomicsDevelopskillsinequipping the Geography andEconomics-(i)Museum(ii)Room(iii)Library
ApproximateHours

Item	Appx. Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

SessionOutcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	SelfLearning(SL)
3SO1.Studentwillunderstand the Instructional Design in GeographyandEconomics 3SO2.Studentwillunderstand the Meaning, importance and format of lesson plan 3SO3.Studentwillunderstand the Principles of lesson planning 3SO4.Studentwillunderstand the Characteristics of a lesson plan 3SO5.Studentwillunderstand the Prepare Lesson Plan according to Active Learning Strategies	0	Unit-3 3.1 InstructionalDesignin Geography 3.2 InstructionalDesignin Economics 3.3 Meaning,importanceandformatoflessonplana 3.4 Principles of lesson 3.5 planningCharacteristicssofalesson plan 3.6 developmentofcommunitylife. 3.7 socialization and its sources. 3.8 scopeofpsychologystudy. 3.9 socialproblems. 3.10 dowrysystem. 3.11 childexploitation. 3.12 measuresofpreventtodowrysystem. 3.13 problems of unemployment. 3.14 causesofemploymentmeasuresofpreventtounemployment 3.15 PrepareLessonPlanaccordingtoActiveLearning Strategies 3.16 Unit plan 3.17 Resourceunit. 3.18 importanceofunitplan	Unit plan ResourceUnit Characteristics of a lesson plan

SW-3 SuggestedSessionalWork (SW):

Assignment. visittoanobservatory,planetariumorgeographymuseumcollection ofspecimenspreparationsof project report,based on local geographical survey.

Co4-Develop skills in organizing planning-learning experiments and in writing and organizing the lesson plan.

Approximate Hours

Item	Appx. Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
4SO1. Student will understand the Methods of Teaching Geography and Economics 4SO2. Student will understand the Meaning and importance of methods of teaching Geography and Economics 4SO3. Student will understand the Different Methods of teaching Geography and Economics 4SO4. Student will understand the Laboratory Method Observation Method 4SO5. Student will understand the Observation Method Excursion Method Project Method Discussion Method Active Learning Strategies	0	Unit-4 4.1 Methods of Teaching Geography and Economics 4.2 Meaning and importance of methods of teaching Geography 4.3 Meaning and importance of methods of teaching economics. 4.4 Different Methods of teaching Geography and Economics 4.5 Lecture Method 4.6 Laboratory Method 4.7 Observation Method 4.8 Excursion Method 4.9 Project Method 4.10 Discussion Method 4.11 Active Learning Strategies 4.12 importance of Lecture Method 4.13 importance of Laboratory Method 4.14 importance of Observation Method 4.15 importance of Excursion Method 4.16 importance of Project Method 4.17 importance of Discussion Method aids 4.18 devices and techniques of economics and geography teaching	Observation Method Excursion Method Project Method Discussion Method Active Learning Strategies Methods of Teaching Geography and Economics

SW-4

Suggested Sessional Work

(SW): Assignments. visit to an observatory planetarium or geography museum collection of specimens. preparation of project report based on local geographical survey.

Co5-Acquire the knowledge of Geography and Economics

Approximate Hours

Item	Appx. Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
5SO1. Student will understand the Preparation of charts ,globe and models of Geography 5SO2. Student will understand the Preparation of transparencies about-section of volcanoes, sea bed, plains etc 5SO3. Student will understand the Interpretation of weather maps 5SO4. Student will understand the geographical maps 5SO5. Student will understand the Preparation of resource unit in Geography	0	Unit-5 5.1 preparation of chart of Geography. 5.2 preparation of globe of Geography 5.3 preparation of models of Geography 5.4 preparation of charts of economics 5.5 preparation of models of economics. 5.6 importance of chart in teaching geography and economics 5.7 importance of models in teaching geography and economics 5.8 importance of globe in teaching geography 5.9 Preparation of transparencies about section of volcanoes, 5.10 Preparation of transparencies about section of sea bed 5.11 Preparation of transparencies about section of, plains etc. 5.12 Interpretation of weather maps 5.13 Drawing geographical maps 5.14 Preparation of resource unit in Geography or economics 5.15 unit plan meaning. 5.16 importance of unit plan. 5.17 Resource unit. 5.18 teaching learning materials of economics.	Preparation of resource unit in Geography Preparation of charts, globe and models of Geography

SW-5 Suggested Sessional Work (SW): Assignments: visit to an observatory, planetarium or geography museum, collection of specimens, preparation of project report, based on local geographical survey.

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
Co1- Acquire knowledge about basic facts, concepts, laws principles and trends in Geography and Economics	18	2	1	21
Co2- Acquire knowledge and understanding of the aims and objectives of Geography and Economics Realize the values of learning geography and Economics	18	2	1	21
Co3- Make use of Audio-visual aids about Geography and Economics Develop skill in equipping the Geography and Economics- (i) Museum (ii) Room (iii) Library	18	2	1	21
Co4- Develop skills in organizing planning-learning experiments and in writing and organizing the lesson plan.	18	2	1	21
Co5- Acquire the knowledge of Geography and Economics	18	2	1	21
Total Hours	90	10	5	105

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Meaning, and Scope of Economics and Geography	3	8	3	14
CO-2	Aims of teaching Geography and Economics	3	8	3	14
CO-3	Instructional Design in Geography and Economics	3	8	3	14
CO-4	Methods of Teaching Geography and Economics	2	8	4	14
CO-5	preparation of chart and globe of Geography and Economics	2	8	4	14
Total		13	40	17	70

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 70 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

Improved Lec

Courses	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and team work	Po9 communication	Po10 Lifelong learning	Pso1 The ability to apply technical &	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest technology to achieve	Pso4 Ability to use the research base to innovate knowledge
Co1- Acquire knowledge about basic facts, concepts, laws, principles and trends in Geography and Economics	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2- Acquire knowledge and understanding of the aims and objectives of Geography and Economics Realize the values of learning geography and Economics	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3- Make use of Audio-visual aids about Geography and Economics Develops skills in equipping the Geography and Economics (i) Museum (ii) Room (iii) Library	2	3	3	3	2	2	2	2	2	2	3	2	2	3

Co4- Develop skills in organizing planning- learning experimen tsandinwri tingandorg anizingthe lessonplan .	2	3	2	2	2	2	2	1	3	3	2	1	1	2
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Course Curriculum Map

POs&PS Os No.	CosNo.&Titles	SOsNo.	Laborat ory Instru ction(LI)	ClassroomInstru ction (CI)	SelfLearn ing (SL)
PO1,2,3,4, 5,6 7,8,9,10,	Co1-Acquireknowledgeaboutbasicfacts,concepts,laws principles and trends in Geography and Economics	SO1. 1 SO1. 2 SO1. 3 SO1. 4		Meaning, and Scope of Economics and Geography	

PSO1,2,3,4,		SO1.5			
PO1,2,3,4,5,6,7,8,9,10,	Co2- Acquire knowledge and understanding of the aims and objectives of Geography and Economics Realize the values of learning geography and Economics	SO1.1 SO1.2 SO1.3 SO1.4		Aims of teaching Geography and Economics	
PSO1,2,3,4,	Co3- Make use of Audio-visual aids about Geography and Economics Develop skills in equipping the Geography and Economics- (i) Museum (ii) Room (iii) Library	SO1.5		Instructional Design in Geography and Economics	
PO1,2,3,4,5,6,7,8,9,10,	Co4- Develop skills in organizing planning-learning experiments and in writing and organizing the lesson plan.			Methods of Teaching Geography and Economics	

Suggested Learning Resources:

S.N.	Title	Author	Publisher	Edition & year
1.	Geography in and out of School	Brilliant, E.W. and D.W. Shave	London, Harrap and Co	1965
2.	physical geography	Lake, Philip	Madras, Macmillan Co. of India Ltd	1974
3.	Teaching of Geography	Long and Robertson	London, Heinemann Educational Books Ltd	1968
4.	Handbook for Geography Teachers,	Long, M.L (Ed)	London Methuen Educational Ltd	1974

Suggested Instructional/Implementation Strategies:

ImprovedLecture, GroupDiscussion, RolePlay, visittoschool, Demonstration, ICTBasedTeachingLearning(Vid

CurriculumDevelopmentTeam

- 1.Dr.R.S.Mishra
- 2.Dr.Bhagwan Deen
- 3.Dr.SanandKumarGautam
- 4.Dr.Shikha Tripathi
- 5.Dr.Kalpna Mishra
- 6.NeetaSingh
- 7.Mr. AmirHaseebSiddiqi
- 8.Smt. Seema Dwivedi
- 9.Smt.Neeru Singh
- 10.Dr.DileepKumarTiwari

Coursecode: 71AR241-A

Course title: Teaching of Commerce

Pre-requisite: Students should have knowledge about the introduction of student teachers with the methodology of teaching used in teaching of Commerce in schools.

Rationale: student will know about the introduction of student teachers with the methodology of teaching used in teaching of Commerce in schools. To make student teachers aware of the values of Commerce and the relationship of Commerce with other subjects. To encourage student teachers to use a wide range of teaching techniques in order to enable them to plan their lessons in teaching of commerce. To acquaint student teachers with the role of teaching aids, text book, home work, libraries in commerce. To equip student teachers with the curriculum

Course outcome

Co1—To introduce student teachers with the methodology of teaching used in teaching of Commerce in schools.

Co2 To make student teachers aware of the values of Commerce and the relationship of Commerce with other subjects.

Co3 To encourage student teachers to use a wide range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.

Co4—To acquaint student teachers with the role of teaching aids, textbook, homework, libraries in commerce.

Co5—To equip student teachers with the curriculum.

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
OEC	71AR241-A	Teaching of Commerce	6	02	2	1	11	6

Legend: CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (U) and others), LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies) SW: Sessional Work (includes assignment, seminar, mini project etc.), SL: Self Learning, C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Category	Cous e Code	Course Title	SchemeofAssessment(Marks)							End Semester Assessment	Total Marks
			ProgressiveAssessment(PRA)								
			Class/Ho me Assignment 5 number 5marks each (CA)	Class Test2 (CT)	Semin ar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	TotalMarks (CA+CT+SA+CA T+AT)			
OEC	71A R241- A	Teaching ofCommerce	25	-	-	5	-	30	70	100	

Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1--To introduce student teachers with the methodology of teaching used in-teaching of Commerce in schools.

Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge about Meaning, nature, scope and concept of Commerce. ISO2. Student will understand the Place of commerce ISO3. Students will comprehend the Place of commerce in secondary school curriculum and its critical appraisal ISO4. Students will understand the Commerce and its relationship with other Social Sciences	0	UNIT 1 1.1 Meaning of Commerce. 1.2 nature of Commerce 1.3 scope of Commerce 1.4 concept of Commerce 1.5 importance of commerce. 1.6 aims of commerce teaching 1.7 objectives of commerce teaching 1.8 values of commerce teaching. 1.9 correlation with other school subjects. 1.10 Place of commerce in secondary school curriculum 1.11 Place of commerce in secondary school critical appraisal. 1.12 Commerce and its relationship with other Social Sciences 1.13 importance of commerce in school curriculum 1.14 importance of commerce for national outlook 1.15 utility of commerce in life. 1.16 general aims of commerce teaching. 1.17 specific aims of commerce teaching. 1.18 aims of commerce teaching in present condition. 1.19 aims of commerce teaching at the different 1.20 stages of education 1.21 Bloom's taxonomy of educational objectives. 1.22 values of aims of commerce teaching. 1.23 role of commerce in the development of international understanding	Commerce and its relationship with other Social Sciences Meaning, nature, scope and concept of Commerce

SW-1 Suggested Sessional Work

Assignments: visit to an observatory, planetarium or geography museum. collection of specimens. preparations of project report, based on local geographical survey.

Co2. To make student teachers aware of the values of Commerce and the relationship of Commerce with other subjects

Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Student will understand the Different methods of teaching commerce, uses and critical analysis 2SO2. Student will understand the Lecture Method discussion Method Problem-Solving Method Project Method Survey Method Demonstration Method 2SO3. Student will understand the Commerce Text-books and Supplementary Materials 2SO4. Student will understand the Techniques of teaching commerce 2SO5. Student will understand the Questioning – Answering, Assignment, Observation Explanation and Illustration	0	Unit-2 2.1 Different methods of teaching commerce 2.2 uses and critical analysis. 2.3 Lecture Method 2.4 Discussion Method 2.5 Problem-Solving Method 2.6 Project Method 2.7 Survey Method 2.8 Demonstration Method 2.9 importance of Lecture Method 2.10 importance of Discussion Method 2.11 importance of Problem-Solving Method 2.12 importance of Project Method 2.13 importance of Survey Method 2.14 importance of Demonstration Method 2.15 Commerce Text-books and Supplementary Materials. 2.16 Techniques of teaching commerce subject 2.17 Questioning – Answering, 2.18 Assignment, 2.19 Observation 2.20 Explanation 2.21 Illustration. 2.22 importance of teaching techniques 2.23 characteristics of ideal commerce teaching	Techniques of teaching commerce Different methods of teaching commerce

SW-2 Suggested Sessional Work (SW):

Assignments: visit to an observatory, planetarium or geography museum. collection of specimens. preparations of project report, based on local geographical survey.

Co3 To encourage student teachers to use a wider range of teaching techniques in order to enable them to plan their

lessons in teaching of commerce.

Approximate Hours

Item	Appx.Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Student will understand the Analysis and Discussion on skills of teaching Commerce 3SO2. Student will understand the Lesson planning in commerce 3SO3. Student will understand the Meaning, need and importance 3SO4. Student will understand the construction of composite lesson plan. Lesson Plan according to Active Learning Strategies 3SO5. Student will understand the Development and utilization of teaching aids required for commerce programme	0	Unit-3 1.1 Analysis skills of teaching Commerce 1.2 Discussion on skills of teaching Commerce 1.3 Skill of introducing the lesson 1.4 Skill of questioning 1.5 Skill of explanation 1.6 Skill of stimulus variation 1.7 Skill of blackboard writing 1.8 Lesson planning in commerce, 1.9 Meaning, need and importance, 1.10 construction of composite lesson plan 1.11 need of composite lesson plan 1.12 construction of composite lesson plan 1.13 importance construction of composite lesson plan 1.14 1.15 Lesson Plan according to Active Learning Strategies. 1.16 Development of teaching aids required for commerce programme 1.17 utilization of teaching aids required for commerce programme 1.18 general aims of commerce lesson plan specific aims of commerce lesson plan 1.19 importance of lesson plan. 1.20 lesson plan according to Herbert panchnadi. 1.21 unit plan 1.22 resource unit and teaching learning material.	Analysis and Discussion on skills of teaching Commerce

SW-3 Suggested Sessional Work (SW): Assignment. visit to an observatory, planetarium or geography museum. collection of specimens preparation of project report, based on local geographical survey.

Co4. To acquaint student teachers with the role of teaching aids, textbook, homework, libraries in commerce. To equip student teachers with the curriculum

Approximate Hour

Item	Appx. Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>4SO1 Student will understand the. Qualification, Qualities and Professional growth of Commerce Teacher</p> <p>4SO2. Student will understand the Role of Co-curricular activities in commerce</p> <p>4SO3. Student will understand the Types and Techniques of evaluation.</p> <p>4SO4. Student will understand the Evaluation of a commerce text-book at Secondary level</p> <p>4SO5. Student will understand the Writing objectives and specifications on any one Topic from commerce and discussions among the group regarding decision making while selecting objectives and difficulties faced</p>	0	<p>Unit.4.</p> <p>4.1 Qualification growth of Commerce Teacher</p> <p>4.2 Qualities growth of Commerce Teacher</p> <p>4.3 Professional growth of Commerce Teacher</p> <p>4.4 the Role of Co-curricular activities in commerce</p> <p>4.5 the Types of evaluation.</p> <p>4.6 Techniques of evaluation</p> <p>4.7 The Evaluation of a commerce text-book</p> <p>4.8 Secondary level</p> <p>8. the Writing general objectives</p> <p>4.9 the Writing objectives specifications</p> <p>4.10 Topic from commerce and discussions</p> <p>4.11 among the group regarding decision making while selecting objectives and difficulties faced</p> <p>4.12 development of different skills.</p> <p>4.13 direction and analysis</p> <p>4.14 aims of direction.</p> <p>importance of planning.</p> <p>4.15 principles or target point for task</p> <p>4.16 definition of supervise synthesis</p> <p>4.17 different steps of synthesis</p> <p>4.18 studying and supervision method.</p> <p>4.19 subject matter distributing method.</p> <p>4.20 appropriate direction method</p> <p>4.21 reformation method.</p> <p>4.22 learning scope of commerce</p>	<p>the Role of Co-curricular activities in commerce</p> <p>The Evaluation of a commerce text-book at Secondary level</p>

Suggested Sessional Work (SW):

SW 4 Assignments: visit to an observatory, planetarium or geography museum. collection of specimens. of project report, based on local geographical survey.

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
Co1 To introduce student teachers with the methodology of teaching used in- teaching of Commerce in schools.	23	2	1	26
Co2 To make student teachers aware of the values of Commerce and the relationship of Commerce with other subjects.	23	2	1	26
Co3 To encourage student teachers to use a wide range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.	22	2	1	25
Co4 —To acquaint student teachers with the role of teaching aids, textbook, home work libraries in commerce. To equip student teachers with the curriculum	22	2	1	25
Total Hours-	90	8	4	102

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Meaning and nature of Commerce	4	10	3	17
CO-2	Different methods of teaching commerce uses and critical analysis	4	10	3	17
CO-3	Analysis skills of teaching Commerce	3	10	5	18
CO-4	Qualification growth of Commerce Teacher	2	10	6	18
	Total-	13	40	17	70

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 70 marks **Note.** Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies: Improved Lecture, Group Discussion Role Play, Visit to school, **Demonstration** Based Teaching Learning (Video Demonstration Whats app, Mobile, Online sour

Courses outcomes	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and meth ods	Po5 The teacher and society	Po6 Environ mentand sustainabili ty	Po7 Ethi cs	Po8 Individu al and team work	Po9 com munica tion	Po10 Life longlear ning	Pso1 Theab ility toapp lytechn ical &	Pso2 Abilit y tounder standtheD ifferentSD Goalsandth eirsignifi cance	Pso3 Abili ty tohelat estTechnol ogy toach ieve	Pso4 Abili ty torese archbase dinnovati veknowle d
Co1 To introduce student teachers with the methodology of teaching of Commerce in schools.	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2 To make student teachers aware of the values of Commerce and their relationship of Commerce with other subjects.	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3 To encourage student teacher to use a wide range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.	2	3	3	3	2	2	2	2	2	2	3	2	2	3
Co4 — To acquaint student teachers with the role of teaching aids, textbook, home work libraries in commerce.	2	3	2	2	2	2	2	1	3	3	2	1	1	2

Toequipst udentteach erswiththe curriculum														
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Course Curriculum Map

POs&PSOs No.	CosNo.&Titles	SOsNo.	Laborator y Instru ction(LI)	ClassroomInstruction (CI)	SelfLearn ing (SL)
PO1,2,3,4,5, 6 7,8,9,10, PSO1,2, 3,4,	Co1 To introduce student teachers with the methodology of teaching used in- teaching of Commerce in schools.	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Meaning, and Scope of Economics and Geography	
PO1,2,3,4,5, 6 7,8,9,10,	Co2 To make student teachers aware of the values of Commerce and the relationship of Commerce with other subjects.	SO1.1 SO1.2 SO1.3 SO1.4		Aims of teaching Geography and Economics	
PSO1,2, 3,4,	Co3 To encourage student teachers to use a wide range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.	SO1.5		Instructional Design in Geography and Economics	
PO1,2,3,4,5, 6 7,8,9,10,	Co4 — To acquaint student teachers with the role of teaching aids, textbook, home work libraries in commerce. Toequip student teachers with the curriculum			Methods of Teaching Geography and Economics	

Suggested Learning Resources:

S.N.	Title	Author	Publisher	Edition & year
1.	The Spirit AND Purpose of Geography,	Woolridge, S. W. and W. G. East	New York, Hutchinson	1951
2.	Regional Geography of	Wheeler, Jr. J. Renton Kos	New York: Holt, Right-	1969

	theWorld	tabadeand RicharDSThoman	HanderWinston,Inc	
3.	Source Book for GeographyTeaching	UNESCO	London,Long man,LongmanCo	1965
4.	MountainsandRiversof India,	IndiaNationalcommitte efor Geography	Calcutta,21stIGUPublication	1968

Suggested Instructional/Implementation Strategies:

Improved Lecture, Group Discussion, Role Play, visit to school, Demonstration, ICT Based Teaching Learning (Vid

Curriculum Development Team

1. Dr. R. S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Mr. Amir Haseeb Siddiqi
8. Smt. Seema Dwivedi
9. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

CourseCode: 71SC236-B
CourseTitle: Teaching of Mathematics

Pre-requisite: Student should have knowledge the meaning, nature and scope of mathematics. Acquaints aims and objectives of teaching mathematics

Rationale: Student will know about the Recall the meaning, nature and scope of mathematics. Acquaint aims and objectives of teaching mathematics in Secondary school level. Plan teaching in mathematics at micro and macro level. Prepare unit plans, resource unit and organize lesson to meet at different class room situations. Analyze and evaluate the curriculum of mathematics at Secondary school level. Apply different approaches and methods of teaching mathematics in class room situations. Prepare and use instructional materials in teaching mathematics. Prepare different kinds of test and understand the comprehensive evaluation. Participate and organize the different co-curricular activities in mathematics.

Course Outcomes:

Co1- Recall the meaning, nature and scope of mathematics. Acquaints aims and objectives of teaching mathematics in Secondary school level.

Co2- Plan teaching in mathematics at micro and macro level. Prepare unit plans, resource unit and organize lesson to meet at different classroom situations.

Co3- Analyze and evaluate the curriculum of mathematics at Secondary school level. Apply different approaches and methods of teaching mathematics in class room situations.

Co4- Prepare and use instructional materials in teaching mathematics. Prepare different kinds of test and understand the comprehensive evaluation.

Co5- Participate and organize the different co-curricular activities in mathematics. Understand the professional competencies, commitments and expectations of a mathematics teacher

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
MC	71SC236-B	Teaching of Mathematics	6	2	2	1	11	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others), **LI:** Laboratory Instruction

(Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies) **SW:** Sessional Work (includes assignment, seminar, mini project etc.), **SL:** Self Learning, **C:** Credits

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Category	Course Code	Course Title	Scheme of Assessment(Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ ESA)
			Progressive Assessment(PRA)								
			Class/Ho me Assignment 5 number 5marks each (CA)	Class Test2 (CT)	Semi nar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	TotalMarks (CA+CT+SA+C AT+AT)			
MC	71SC23	Teaching ofMathemati	25	-	-	5	-	30	70	100	

	6-B	CS								
--	------------	----	--	--	--	--	--	--	--	--

Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1-Recall the meaning, nature and scope of mathematics. Acquaint aims and objectives of teaching mathematics in Secondary school level.
Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge about Meaning, Nature and scope of mathematics ISO2. Student will understand the Meaning of Mathematics As A Science of Number As A Science of Quantity As a Science of Measurement As a Science of Logical reasoning ISO3. Student will understand the Nature of Mathematics. Scope of Mathematics ISO4. Student will understand the Place of Mathematics in day to day life activities ISO5. Student will understand the Mathematics use in day to day life activities Relation with School subjects	0	UNIT1: 1.1 Meaning of Mathematics 1.2 Nature of Mathematics 1.3 Scope of Mathematics 1.4 Meaning of Mathematics 1.5 As A Science of Number 1.6 As A Science of Quantity 1.7 As A Science of Measurement 1.8 As A Science of Logical reasoning Needs of Mathematics 1.9 importance of Mathematics 1.10 Place of Mathematics in day to day life activities 1.11 Mathematics use in day to day life activities Relation with School subjects 1.12 Mathematics. Relation with School subjects 1.13 Place of Mathematics in secondary school curriculum 1.14 Place of Mathematics in secondary school critical appraisal. 1.15 importance of Mathematics in school curriculum 1.16 importance of Mathematics for national outlook 1.17 utility of Mathematics in life. 1.18 general aims of Mathematics teaching. 1.19 specific aims of Mathematics teaching.	Mathematics use in day to day life activities Relation with School subjects Mathematics use in day to day life activities Relation with School subjects

		1.20 aims of Mathematics teaching in present condition. 1.21 Bloom's taxonomy of educational objectives. 1.22 values of aims of Mathematics teaching. 1.23 role of Mathematics in the development of international Understanding.	
--	--	--	--

SW-1 Suggested Sessional Work (SW): Assignments: Practice of Microteaching skills/ Test construction/ Preparation of Unit plan and lesson Plan. Preparation of teaching AIDS. Content based test for secondary classes/ Project/assignment.

Co-2-Plan teaching in mathematics at micro and macro level. Prepare unit plans, resource unit and organize lesson to meet at different classroom situation

Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Student will understand the Aims and Objectives of Teaching Mathematics 2SO2. Student will understand the Aims /Values of Teaching Mathematics Meaning of Aim / Values Utilitarian Aim/ Values Disciplinary Aim /Values 2SO3. Student will understand the objectives of Teaching Mathematics 2SO4. Student will understand the Meaning of Instructional Objectives 2SO5. Student will understand the Understanding Application Skill Attitude	0	Unit-2.0 2.1 Aims of Teaching Mathematics 2.2 Objectives of Teaching Mathematics 2.3 Aims/Values of Teaching Mathematics 2.4 Meaning of Aim/Values 2.5 Utilitarian Aim/ Values 2.6 Disciplinary Aim/Values 2.7 Cultural Aim /Values 2.8 Intellectual Aim/ Values 2.9 Aesthetic and Recreational Aim/Values 2.10 Instructional objectives of Teaching Mathematics 2.11 Meaning of Instructional Objectives 2.12 Instructional Objectives and their specifications of teaching mathematics Knowledge 2.13 Understanding Application Skill Attitude 2.14 Appreciation Interest 2.15 Formulation of objectives in behavioral terms	Understanding Application Skill Attitude Formulation and Statement of objectives in behavioral terms

		2.16 Statement of objectives in behavioral terms 2.17 importance of educational objectives. 2.18 need and characteristics of educational aims. 2.19 Problem of mathematics teaching. 2.20 need for writing objectives in behavioral terms. 2.21 methods for writing objective in practical 2.22 remedial teaching in mathematics. 2.23 importance of teaching methods	
--	--	--	--

SW-2 Suggested Sessional Work (SW): Assignment-Practice of Microteaching skills. Test construction. Preparation of Unit plan and Lesson Plan. Preparation of teaching AIDS. Content based test for secondary classes. Project/assignment.

Co3- Analyze and evaluate the curriculum of mathematics at Secondary school level. Apply different approaches and methods of teaching mathematics in class room situations.

Approximate Hours

Item	Appx. Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Student will understand the Instructional Design in Mathematics and Co-curricular Activities in Mathematics 3SO2. Student will understand the Lesson Planning: Meaning, Steps, Importance and Format of Lesson Plan 3SO3. Student will understand the Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan 3SO4. Student will understand the Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan 3SO5. Student will understand the Yearly Planning-Meaning, Principles and Format	0	Unit-3 3.1 Instructional Design in Mathematics 3.2 Co-curricular Activities in Mathematics. 3.3 Lesson Planning: Meaning 3.4 Steps of Lesson Planning, 3.5 Importance of Lesson Planning 3.6 Format of Lesson Plan 3.7 importance of lesson plan. 3.8 Unit Plan-Meaning 3.9 Unit Plan, Steps 3.10 Importance and Format of unit Lesson Plan 3.11 Resource Unit-Meaning, 3.12. Resource Unit Steps, 3.13 Resource 3.14. Format of Lesson Plan 3.15 Yearly Planning-Meaning, Yearly Planning. Principles and Format	Mathematics Club : Objectives of Maths club, organization and activities Mathematics Olympiad objectives and importance

		3.16 Mathematics Club Objectives of Maths club , 3.17 organization and activities 3.18 Mathematics Olympiad objectives and importance 3.19 Mathematics Quiz: Organization and importance 3.20 Mathematics Museum Organization importance 3.21 Mathematics Fair Organization and importance 3.22 Mathematics Laboratory: Objective, importance and uses Recreational activities in mathematics: Games, Puzzles, Riddles, etc Ethno Mathematics	
--	--	---	--

SW-3 Suggested Sessional Work

(SW): Assignments-

• Practical of Micro teaching skills. Test construction. • Preparation of Unit plan and lesson Plan. Preparation of teaching Aids. Content based test for secondary classes. Project/assignment.

Co4- Prepare and use instructional materials in teaching mathematics. Prepared different kinds of test and understand the comprehensive evaluation. Participate and organize the different co-curricular activities in mathematics

Approximate Hours

Item	Appx. Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
4SO1. Student will understand the Approaches, Methods and Techniques of Teaching Mathematics Learner Centered Approach 4SO2 Student will understand the Inductive method and Deductive method Analytical method and Synthetic method Activity Centered Approach 4SO3. Student will understand the CAI in Teaching Mathematics 4SO4. Student will understand the Concept Mapping-Meaning, Advantages and disadvantages Techniques of teaching	0 Disadvantages Techniques of teaching Mathematics	Unit-4.0 4.1 Approaches Teaching Mathematics, 4.2 Methods of Teaching Mathematics 4.3 Techniques of Teaching Mathematics 4.4 Learner Centered Approach 4.5 Inductive method 4.6 Deductive method 4.7 Analytical method 4.8 Synthetic method 4.9 Activity Centered Approach 4.10 Guided discovery method 4.11 Problem Solving Method 4.12 Project Method 13. Discovery Learning Method 4.13 Active Learning Strategies 4.14 CAI in Teaching Mathematics	Supervised study Oral work and written work Drill and Review Assignment in Maths Homework

Mathematics 4SO5. Student will understand the Supervised study Oral work and written work Drill and Review Assignment in Maths Homework		4.15 Concept Mapping-Meaning, 4.16 Advantages Techniques of teaching Mathematics 4.17 Disadvantages Techniques of teaching Mathematics 4.18 importance of teaching techniques 4.19 Supervised study 4.20 Supervised. Oral work and written work 4.21 Drill and Review Assignment in Maths 4.22 Home work	
--	--	---	--

SW-4 Suggested Sessional Work (SW): Assignments: Practice OF Micro teaching skills. Test construction. Preparation of Unit plan and lesson Plan. Preparation of teaching AIDS • Content based test for secondary classes. Project / assignment.

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
Co1- Recall the meaning, nature and scope of mathematics. Acquaintance and objectives of teaching mathematics in Secondary school level.	23	2	1	26
Co2- Plan teaching in mathematics at micro and macro level. Prepare unit plans, resource unit and organize lesson to meet at different classroom situations.	23	2	1	26
Co3- Analyze and evaluate the curriculum of mathematics at Secondary school level. Apply different approaches and methods of teaching mathematics in classroom situations.	22	2	1	25
Co4- Prepare and use instructional materials in teaching mathematics. Prepare different kinds of test and understand the comprehensive evaluation. Participate and organize the different co-curricular activities in mathematics	22	2	1	25
Total Hours-	90	8	4	102

SuggestionforEndSemesterAssessmentSuggestedSpecificationTable(ForESA)

CO	UnitTitles	MarksDistribution			Total Marks
		R	U	A	
CO-1	Meaning Nature and Scope of Mathematics	4	10	3	17
CO-2	Aims and Objectives of Teaching Mathematics	3	10	4	17
CO-3	Instructional Design in Mathematics	3	10	5	18
CO-4	Approaches Teaching Mathematics.	3	10	5	18
	Total-	13	40	17	70

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 70 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also

design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies: Lecture Group Discussion Role Play Visit to school Demonstration ICT Based Teaching Learning (Video Demonstration Whatsapp, Mobile, Online source

Courses outcomes	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and meth ods	Po5 The teacher and society	Po6 Environ mentand sustainabili ty	Po7 Ethi cs	Po8 Individu al and team work	Po9 com munica tion	Po10 Life longlear ning	Pso1 Theab ility toapp lytechni cal &	Pso2 Abilit y found standtheD iffere ntSD Goals andth eirsigni ficance	Pso3 Abili tytounder standthe estTechnol ogy toach ieve	Pso4 Abili tytoreser chbase dinn ovati veknow ledge
Co1- Recall the meaning, nature and scope of mathemat ics. Acquaint aimsando bjectives ofteachin g mathemat icsin Secondar y schoollev el.	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2- Planteach inginmat hematics atmicroa nd macrolev el.Prepar eunitplan s,resource unitand organizel esson tomeetatd ifferentcl assroom situations .	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3- Analyze and evaluate the curriculu m of	2	3	3	3	2	2	2	2	2	2	3	2	2	3

mathematics at Secondary school level. Apply different approaches and methods of teaching mathematics in classroom situations.														
Co4- Prepare and use instructional materials in teaching mathematics. Prepare different kinds of test and understand the comprehensive evaluation. Participate and organize the different co-curricular activities in mathematics.	2	3	2	2	2	2	2	1	3	3	2	1	1	2

Course Curriculum Map

Course Curriculum Map

POs&PSOs No.	CosNo.&Titles	SOsNo.	Laboratory Instruction(LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6 7,8,9,10,	Co1- Recall the meaning, nature and scope of mathematics. Acquaintance and objectives of teaching mathematics in Secondary school level.	SO1.1 SO1.2 SO1.3 SO1.4		Meaning, and Scope of Economics and Geography	

PSO1,2, 3,4,		SO1.5			
PO1,2,3,4,5,6 7,8,9,10,	Co2- Plan teaching in mathematics at micro and macro level. Prepare unit plans, resource unit and organize lesson to meet at different classroom situations.	SO1.1 SO1.2 SO1.3 SO1.4		Aims of teaching Geography and Economics	
PSO1,2, 3,4,	Co3- Analyze and evaluate the curriculum of mathematics at Secondary school level. Apply different approaches and methods of teaching mathematics in class room situations	SO1.5		Instructional Design in Geography and Economics	
PO1,2,3,4,5,6 7,8,9,10,	Co4- Prepare and use instructional materials in teaching mathematics. Prepare different kinds of test and understand the comprehensive evaluation. Participate and organize the different co-curricular activities in mathematics			Methods of Teaching Geography and Economics	

Books

S. No.	Title	Author	Publisher	Edition & Year
1	The Teaching of Secondary Mathematics	Butler and Wren	Tokyo; McGraw Hill book Company.	1960

2	Dynamics of Teaching Secondary Mathematics	Henderson, K. et al	London Houghton Mifflin in	1975
3	Subodha Ganitha Bodhane ,	Jantli, R. T	Vidhya nidhi Prakashan, Gadag.	2000
4	Teaching Secondary School Mathematics.	Krulik and Weis	London W.B. Saunders	1975

Suggested Instructional/Implementation Strategies:

Improved Lecture, Group Discussion, Role Play, visit to school, Demonstration, ICT Based Teaching Learning (Vid

Curriculum Development Team

1. Dr. R. S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Mr. Amir Haseeb Siddiqi
8. Smt. Seema Dwivedi
9. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

CourseCode: 71SC237-B

CourseTitle: Teaching of Life Science

Pre-requisite: Students should have knowledge about the Aims, Objectives of teaching Life Science and will be able to state the objectives in behavioral terms.

Rationale: Student will know about the Aims, Objectives of teaching Life Science and will be able to state the objectives in behavioral terms. Acquaint with the Resources for teaching life science & their effective Utilization. Get exposed to Micro teaching and preparing Resource Unit, Unit Plan & Lesson Plans. Understand the concept of curriculum, principles of curriculum construction and trends curriculum revision- Be introduced to various methods, approaches & models of teaching life Science and implement them in their teaching practice. Understand and prepare the different types of test items for the Evaluation of students performance in life science. Appreciate and inculcate the Competencies and commitments needed for a life Science Teacher. Plan & execute various curricular & co-curricular activities related to teaching of life-Science

Course Outcomes:

Co1- Understand the Aims, Objectives of teaching Life Science and will be able to state the objectives in behavioral terms

Co2- Acquaint with the Resources for teaching life science & their effective Utilization. Get exposed to Micro teaching and preparing Resource Unit Unit Plan & Lesson Plans.

Co3- Understand the concept of curriculum principles of curriculum construction and trends curriculum revision- Be introduced to various methods approaches & models of teaching life Science and implement them in their teaching practice.

Co4- Understand and prepare the different types of test items for the Evaluation of students performance in life science.

Co5- Appreciate and inculcate the Competencies and commitments needed for a life Science Teacher. Plan & execute various curricular & co-curricular activities related to teaching of life-Science

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
OEC	71SC237-B	Teaching of Life Science	6	2	2	1	11	6

Legend:

CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others), **LI:** Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies) **SW:** Sessional Work (includes assignment, seminar, mini project etc.), **SL:** Self Learning, **C:** Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Scheme of Assessment (Marks)			

Category	Course Code	Course Title	Progressive Assessment(PRA)						End Semester Assessment (ESA)	Total Marks (PRA+ ESA)
			Class/Home Assignment 5 number 5marks each (CA)	Class Test2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
OEC	71SC237-B	Teaching of Life Science	25	-	-	5	-	30	70	100

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1-Understand the Aims, Objectives of teaching Life Science and will be able to state the objectives in behavioral terms

Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>ISO1. Students will gain knowledge about Introduction to Teaching life Science</p> <p>ISO2. Student will understand the Co-curricular Activities and Resources in Teaching life Science</p> <p>ISO3. Student will understand the life Science laboratory - Need and importance, equipping, life science lab</p> <p>ISO4. Student will understand the Preservation of specimen through Play Station - Meaning, Importance and Steps</p> <p>ISO5. Student will understand the Meaning, importance and Organization of Co-Curricular Activities</p>	0	<p>UNIT 1</p> <p>1.1 Introduction to Teaching life Science</p> <p>1.2 life Science: Meaning,</p> <p>1.3 life science: Nature</p> <p>1.4 Relationship between life science & human welfare</p> <p>1.5 Latest developments in the field of life science</p> <p>1.6 Co-curricular Activities in life science</p> <p>1.7 Resources in Teaching life Science</p> <p>1.8 life Science laboratory –</p> <p>1.9 Need of life Science laboratory</p> <p>1.10 importance of life Science laboratory, equipping, life science lab,</p> <p>1.11 Organizing practical Work</p> <p>1.12 Project Activities:</p> <p>1.13 Aquarium, Vivarium</p> <p>1.14 Terrariums, Museum, School garden,</p> <p>1.15 Preservation of specimen through plastination - Meaning,</p> <p>1.16 Importance and Steps.</p> <p>1.17 Meaning importance and</p> <p>1.18 Organization of Co-Curricular Activities</p> <p>1.19 life-Science Club – organization & its activities</p> <p>1.20 life Science Exhibition</p> <p>1.21 Field trip Life Science Quiz</p> <p>1.22 Nature Study Bird watching</p> <p>1.23 Collection & Preservation of Specimens-Plants and Animals</p> <p>1.24 lesson plan formation</p>	<p>life-Science Club organization & its activities</p> <p>life Science Exhibition</p> <p>Field trip Life Science Quiz</p> <p>Nature Study Bird watching</p> <p>Collection & Preservation of Specimens-Plants and Animals</p>

SW-1. Suggested Sessional Work (SW): Assignment –Preparing power point slides for any selected unit in VIII or IX class life science.

- Preparing a set of (OHP) transparencies.
- Slides for a selected Unit in 10th Std. life science.

Co2-Acquaint with the Resources for teaching life science & their effective Utilization. Get exposed to Micro teaching and preparing Resource Unit Unit Plan & Lesson Plans.

ApproximateHours

Item	Appx.Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

SessionOutcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	SelfLearning(SL)
<p>2SO1.Studentwillunderstandthe.Aims and Objectives Utilitarian,CulturalandDisciplinaryAims Scientific Attitude and Training in Scientific Method</p> <p>2SO2.Studentwillunderstandthe Instructional Objectives: life–ScienceinSecondaryschools:As per NCERT</p> <p>2SO3.Student will understand the CurriculumFramework-AsperNCTE Curriculum Framework AsperNationalCurriculumFramework</p> <p>2SO4. Student will understand the BehaviorSpecificationsofInstructional Objectives: KnowledgeUnderstanding</p> <p>2SO5.Studentwillunderstandthe Application skills</p>		<p>Unit-2 AimsandObjectivesoflifescience teaching</p> <p>2.1 aims oflifescience</p> <p>2.2 objectives oflifescience</p> <p>2.3 discipline oflifescience</p> <p>2.4 Aims ofScientificAttitude</p> <p>2.5 Training inScientificMethod</p> <p>2.6 Instructional Objectives:</p> <p>2.7 life –Science in Secondary schools: Asper NCERT</p> <p>2.8 CurriculumFramework-Asper NCTE</p> <p>2.9 framework suggestions:</p> <p>2.10 Knowledge Understanding</p> <p>2.11 Applicationskillsaccording blooms taxonomy</p> <p>2.12 domain ofobjectives</p> <p>2.13 cognitiveobjective.</p> <p>2.14 affectiveobjective.</p> <p>2.15 Learner’sacademicand</p> <p>2.16 process skillsdevelop</p> <p>2.17 Objectives ofteachingscience</p> <p>2.18 Bases for formulation of objectives</p> <p>2.19 Objectives ofteaching</p> <p>2.20 scienceat Secondarylevel;</p> <p>2.21 Instructionalobjectives understanding</p> <p>2.22 skills oflifescienceteaching</p> <p>2.23 Application skills</p>	<p>Applicationskills</p> <p>Curriculum Framework-AsperNCTE</p> <p>CurriculumFramework As per National Curriculum Framework</p>

SW-2 SuggestedSessionalWork(SW):

Assignments:PreparingpowerpointslidesforanyselectedunitinVIIIorIXclasslifescience.
Preparingasetof(OHP) transparencies/ SlidesforaselectedUnitin10thStd.lifescience.

CO3: Co3-Understand the concept of curriculum, principles of curriculum construction and trends curriculum revision-Beintroducedtovariousmethods, approaches& modelsofteachinglifeScienceandimplementthemin their teaching practice.

Approximate Hours

Item	Appx. Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Student will understand the Approaches, Methods and Models of Teaching life science 3SO2. Student will understand the Approaches: Structure and function 3SO3. Student will understand the Approach Types specimen Approach Inductive and Deductive Approach 3SO4. Student will understand the Methods of Teaching 3SO5. Student will understand the Life Science Enquiry Model (Joseph Schwab) Memory Model (J. Lucas)		Unit-3 Approaches, Methods and Models of Teaching life science 3.1 Approaches 3.2 Structure and function of approach 3.3 Types of approach 3.4 specimen Approach 3.5 inductive approach 3.6 Deductive Approach 3.7 Inductive approach, Uses with Illustrations, 3.8 Advantages and disadvantages. 3.9 Deductive Approach -Meaning, Use with Illustrations, 3.10 Advantages and disadvantages. 3.11 Problem Solving Approach. Meaning, Uses with Illustrations, 3.12 Steps for Problem Solving Approach 3.13 Advantages and disadvantages Problem Solving Approach 3.14 Demonstration Method-Meaning, uses, 3.15 Methods of Teaching 3.16 Demonstration Method. 3.17 Lectures-Cum-Demonstration Method-Meaning, uses with Illustration, 3.18 Laboratory Method-Meaning, 3.19 Guided Discovery Method 3.20 Models of Teaching: 3.21 Life Science Enquiry Model (Joseph Schwab) 3.22 Memory Model (J. Lucas) Illustration,	Approaches, Methods and Models of Teaching life science Life Science Enquiry Model (Joseph Schwab) Memory Model (J. Lucas)

SW-3 Suggested Sessional Work (SW):

Assignment-Preparing powerpoint slides for any selected unit in VIII or IX class life science.

Preparing a set of (OHP) presentations. Slides for a selected Unit in 10th Std. life science.

Co4-Understand and prepare the different types of test items for the Evaluation of students performance in life science. Appreciate and inculcate the Competencies and commitments needed for a life Science Teacher. Plan & execute various curricular & co-curricular activities related to teaching of life-Science.
Approximate Hours

Item	Appx.Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
4SO1. Student will understand the Instruction Design in Teaching life Science 4SO2. Student will understand the Pedagogical Analysis: Analysis of 8 th , 9 th and 10 th Standard life science Text book of Karnataka State 4SO3. Student will understand the Lesson Planning-Meaning, Importance and format according to active learning strategies 4SO4. Student will understand the Unit Plan –Meaning, importance and steps 4SO5. Student will understand the Resource Unit -Meaning, importance and components	0	Unit-4 Instruction Design in Teaching life Science. 4.1 pedagogy introduction 4.2 Pedagogical Analysis: Analysis of 8 th , 9 th and 10 th Standard life 4.3 science Text book of M.P. State 4.4 Lesson Planning-meaning steps of lesson planning 4.5 Importance and format according to active learning strategies. 4.6 characteristics of good lesson plan 4.7 importance and steps of lesson plan 4.8 Resource Unit -Meaning, 4.9 importance and components 4.10 Teaching aids-introduction 4.11 types of teaching aids 4.12 precaution of using teaching aids 4.13 Audio-Visual Aids 4.14 Chart Models 4.15 OHP 4.16 Filmstrips; 4.17 slides; 4.18 Videotapes; Films; 4.19 Educational C.D.'s 4.20 Mass Media Television. 4.21 Community Resources and 4.22 Self learning materials. Meaning	Lesson Planning-Meaning, Importance and format according to active learning strategies Resource Unit -Meaning, importance and components

		and importance	
--	--	----------------	--

SW-4.

(SW):AssignmentPreparingpowerpointslidesforanyselectedunitinVIIIorIXclass

SuggestedSessionalWork

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
Co1- Understand the Aims, Objectives of teaching Life Science and will be able to state the objectives in behavioral term	23	2	1	26
Co2- Acquaint with the Resources for teaching life science & their effective Utilization. Get exposed to Micro teaching and preparing Resource Unit, Unit Plan & Lesson Plans.	23	2	1	26
Co3- Understand the concept of curriculum principles of curriculum construction and trends curriculum revision- Be introduced to various methods, approaches & models of teaching life Science and implement them in their teaching practice.	22	2	1	25
Co4- Understand and prepare the different types of test items for the Evaluation of students performance in life science Appreciate and inculcate the Competencies and commitments needed for a life Science Teacher. Plan & execute various curricular & co-curricular activities related to teaching of life-Science	22	2	1	25
Total Hours-	90	8	4	102

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Introduction to Teaching life Science	4	10	3	17
CO-2	Aims and Objectives of life science teaching	3	10	4	17
CO-3	Approaches Structure and function of approach	3	10	5	18
CO-4	Instruction Design in Teaching life Science	3	10	5	18
	Total	13	40	17	70

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 70 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Courses	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and team work	Po9 communication	Po10 Lifelong learning	Pso1 The ability to apply technical &	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest technology to achieve	Pso4 Ability to use the research base in innovative knowledge
Co1- Understand the Aims, Objectives of teaching Life Science and will be able to state the objectives in behavioral term	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2- Acquaint with the Resources for teaching life science & their effective Utilization. Get exposed to Micro teaching and preparing Resource Unit, Unit Plan & Lesson Plans.	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3- Understand the concept of curriculum principles of curriculum construction and trends curriculum revision- Be introduced to various methods	2	3	3	3	2	2	2	2	2	2	3	2	2	3

,approaches & models of teaching life science and implement them in their teaching practice.														
Co4- Understand and prepare the different types of test items for the Evaluation of students performance in life science. Appreciate and inculcate the Competencies and commitments needed for a life Science Teacher. Plan & execute various curricular & co-curricular activities related to teaching of life-Science	2	3	2	2	2	2	2	1	3	3	2	1	1	2

Course Curriculum Map

POs&PSOs No.	CosNo.&Titles	SOsNo.	Laboratory Instruction(LI)	ClassroomInstruction (CI)	SelfLearning (SL)
PO1,2,3,4,5, 6 7,8,9,10, PSO1,2, 3,4,	Co1- UnderstandtheAims, Objectivesofteaching Life Science and will be able to state the objectives in behavioral term	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Meaning, and Scope of Economics and Geography	
PO1,2,3,4,5, 6 7,8,9,10,	Co2- Acquaint with the Resources for teaching life science&theireffectiveUtilization. Getexp osedtoMicro teaching and preparing Resource Unit, Unit Plan &Lesson Plans.	SO1.1 SO1.2 SO1.3 SO1.4		Aims of teaching Geography and Economics	
PSO1,2, 3,4,	Co3- Understandtheconceptofcurriculumprinci plesof curriculum construction and trends curriculum revision- Beintroducedtovariousmethodsapproache s&models ofteachinglifeScienceandimplementthemi ntheir teachingpractice	SO1.5		Instructional Design in Geography and Economics	
PO1,2,3,4,5, 6 7,8,9,10,	Co4- Understand and prepare the different types of test items for the Evaluation of students performance in life science Appreciate and inculcate the Competencies and commitments needed for a life Science Teacher. Plan&executevariouscurricular& co-curricular activities related to teaching oflife-Science			Methods of Teaching Geography and Economics	

Suggested Learning Resources:

S.N .	Title	Auther	Publisher	Edition&year
1.	PrinciplesofBiology,	<i>Mountainsand RiversofIndia,</i>	PrenticeHallofIndia, New Delhi	1969
2.	TeachingofBiology	Chikkara& Sharma	Pre-washBros.Ludhiana.	1989
3.	TeachingofBiologyinTropicalSecondary Schools	GreenTL	OxfordUniversity Press,London	1965
4.	TeachingofPhysical&LifeSciences	ManGals.K.	Avg.BookDepot, NewDelhi	1997

Suggested Instructional/Implementation Strategies:

ImprovedLecture GroupDiscussion Role Play

Visittoschool Demonstration

ICTBasedTeachingLearning(VideoDemonstration,Whatsapp,Mobile,Onlinesources

CurriculumDevelopmentTeam

1.Dr.R.S.Mishra

2.Dr.Bhagwan Deen

3.Dr.SanandKumarGautam

4.Dr.Shikha Tripathi

5.Dr.Kalpna Mishra

6.NeetaSingh

7.Mr. AmirHaseebSiddiqi

8.Smt. Seema Dwivedi

9.Smt.Neeru Singh

10.Dr.DileepKumarTiwari

CourseCode: 71ED-232

CourseTitle: Yoga,HealthandPhysicalEducation

Pre- requisite: Studentshouldhaveknowledgethe significanceofHealthEducationfortheall- round development. Maintain and promote good health. Develop the understanding of physical education.

Rationale: Student will know about the significance of Health Education for the all-round development. Maintain and promote good health. Develop the understanding of physicaleducationanditsrelatedfields.Acquiretheknowledgeabouttheteaching methods of physical education and its activities.Know about the effective organization of physical education activities. HealthMeaning, Aims and Objectives, Importance and Scope.Physical Education: Meaning, Aims and Objectives, Importanceand Scope. Related fields – Recreation, Health Education and Education.National and Emotional Integration through Sports and Physical Education.Yoga – Meaning – Astanga Yoga – Significance in Modern Society.

CourseOutcomes:

Co1-UnderstandthesignificanceofHealthEducationfor theall-rounddevelopment.Maintain andpromotegood health.

CO2.Developtheunderstandingofphysicaleducationanditsrelatedfields. acquiretheknowledgeaboutthe teaching methods of physical education and its activities.

CO3. Know about the effective organization of physical education activities. Health Meaning, Aims and Objectives,ImportanceandScope.PhysicalEducation:Meaning,AimsandObjectives,ImportanceandScope. **CO4-**Relatedfields–Recreation,HealthEducationandEducation.NationalandEmotionalIntegrationthrough Sports and Physical Education.Yoga – Meaning – Astanga Yoga – Significance in Modern Society.

CO5-HealthServiceandSupervision.MedicalInspection–Meaning,ProcedureandImportance.PersonalCare –Skin,Eyes, EarsandTeeth

Categ ory	Course Code	CourseTitle	Schemeofstudies(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	TotalStudyHours (CI+LI+SW+SL)	
MC	71ED-232	Yoga Health and PhysicalEducation	5	0	2	1	8	5

Legend:CI:ClassroomInstruction(Includesdifferentinstructionalstrategiesi.e.Lecture(L)andTutorial (T)andothers),LI:LaboratoryInstruction

(IncludesPracticalperformancesinlaboratoryworkshop,fieldorotherlocationsusing different instructional strategies)SW:SessionalWork(includesassignment,seminar,miniprojectetc.),SL:SelfLearning,C:Credits.

Note: SW&SLhastobeplannedandperformedunderthecontinuousguidanceandfeedback ofteacher to ensure outcome of Learning.

SchemeofAssessment: Theory

Category	Course Code	Course Title	Scheme ofAssessment(Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ ESA)
			ProgressiveAssessment(PRA)								
			Class/Ho me Assignment 5marks each (CA)	Class Test2 (CT)	Semi nar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	TotalMarks (CA+CT+SA+C AT+AT)			
MC	71ED-232	YogaHealth and Physical Education	25	-	-	5	-	30	70	100	

Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which

students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1-Understand the significance of Health Education for the all-round development. Maintain and promote good health.

Approximate Hours

Item	Appx.Hrs
CI	19
LI	0
SW	2
SL	1
Total	22

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge about. Health and Physical Education Health: Meaning Aims and Objectives, Importance and Scope ISO2. Student will understand the Physical Education: Meaning, Aims and Objectives Importance and Scope ISO3. Students will gain knowledge about. National and Emotional Integration through Sports and Physical Education ISO4. Students will gain knowledge about. Yoga–Meaning– Astanga Yoga–Significance in Modern Society ISO5. Students will gain knowledge about Yoga in Early Upanishads of The Yoga Sutra.		UNIT 1 1.1 Health and Physical Education 1.2 Health: Meaning and concept 1.3 Aims and Objectives health education 1.4 Importance of health education 1.5 Scope of health education 1.6 Physical Education: Meaning, 1.7 Aims and Objectives of Physical Education 1.8 Importance and Scope of Physical Education 1.9 Related fields–Recreation, Health Education and Education 1.10 National and Emotional Integration through Sports and Physical Education. 1.11 school health programme. 1.12 healthy school environment. 1.13 personal hygiene. 1.14 water arrangement in school. 1.15 sitting arrangement in school 1.16 Yoga–Meaning– 1.17 Astanga Yoga–Significance in Modern Society. 1.18 Test: Introduction of Meaning and Definition of Yoga Aims and Objectives of Yoga 1.19 Yoga in Early Upanishads of The Yoga Sutra.	Yoga in Early Upanishads of The Yoga Sutra General Consideration Need and Importance of Yoga in Physical Education and Sports

SW-1 Suggested Sessional Work

(SW): Assignments: Participation in any one major game and one sports item. Ground marking for selected games and sports. Commands, line formation and marching, ceremonial parade.

CO2. Develop the understanding of physical education and its related fields. Acquire the knowledge about the teaching methods of physical education and its activities.

Approximate Hours

Item	Appx. Hrs
CI	19
LI	0
SW	2
SL	1
Total	22

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>2SO1. Students will gain knowledge about. Health Service and Supervision. Medical Inspection– Meaning, Procedure and Importance Students will gain knowledge about.</p> <p>2SO2. Students will gain knowledge about. Personal Care– Skin, Eyes Ears and Teeth</p> <p>2SO3. Students will gain knowledge about. Safety Education– Meaning and Significance, Safety in Classrooms, Play field, Gymnasium, Roads and Homes</p> <p>2SO4. Students will gain knowledge about First Aid– Meaning, Significance, principles of giving first aid Fatigue– Meaning, Causes and Remedies.</p> <p>2SO5. Students will gain knowledge about Balanced DIET– Meaning and Benefits.</p>	0	<p>Unit-2.0</p> <p>2.1 Health Service and Supervision.</p> <p>2.2 Medical Inspection– Meaning,</p> <p>2.3 Procedure of Medical Inspection</p> <p>2.4 Importance Medical Inspection</p> <p>2.5 Personal Care– Skin, Eyes</p> <p>2.6 Personal Care Ears and Teeth.</p> <p>2.7 Safety Education– Meaning a</p> <p>2.8 Significance of Safety Education</p> <p>2.9 Safety in Classrooms,</p> <p>2.10</p> <p>Safety in Play field, Gymnasium,</p> <p>2.11- Safety in Roads and Homes</p> <p>2.12 First Aid– Meaning,</p> <p>Significance, principles of giving first aid.</p> <p>2.13 Fatigue– Meaning, Causes and Remedies.</p> <p>2.14 Balanced DIET– Meaning and Benefits</p> <p>2.15 Foundation of Yoga of The Astanga Yoga:</p> <p>2.16 Yama, Niyama, Asana, Pranayama, Pratyahara,</p> <p>2.17 Dharana, Dhyana and Samadhi</p> <p>2.18 Yoga in the Bhagavadgita - Karma Yoga,</p> <p>2.19 Raja Yoga, Jnana Yoga and Bhakti Yoga.</p>	<p>Balanced DIET– Meaning and Benefits</p> <p>Foundation of Yoga of The Astanga Yoga Yama, Niyama, Asana, Pranayama, Pratyahara Dharana, Dhyana and Samadhi of Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga</p>

SW-2 Suggested Sessional Work (SW): Assignment— Participation in any one major game and one sports item. Ground marking for selected games and sports. Commands, line formation and marching, ceremonial parade. Participation in two national festival programmes for flag hoisting.

CO3. Know about the effective organization of physical education activities. Health

Approximate Hours

Item	Appx.Hrs
CI	19
LI	0
SW	2
SL	1
Total	22

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Students will gain knowledge about. Leadership, Discipline, Incentive and Awards Leadership Qualities of good leader in physical education 3SO2. Students will gain knowledge about. Teacher leadership, Student leadership, Discipline Meaning, Common forms of indiscipline in schools 3SO3. Students will gain knowledge about. Causes for indiscipline, Steps to check indiscipline, Rewards and discipline, Punishment and discipline 3SO4. Students will gain knowledge about. Incentives and Award Letter – Crest Cup Trophy Medal Honor scholarship Certificate e Cash prize –based on the 3SO5. Students will gain knowledge about. Player's Performance, Asanas of Effect of Asanas and Pranayama on various system of the body	0	Unit-3 3.1 Leadership, 3.2 Discipline, 3.3 Incentives and Awards. 3.4 Leadership Qualities of good leader in physical education. 3.5 Teacher leadership. 3.6 Student leadership. 3.7 Discipline Meaning. 3.8 Common forms of indiscipline in schools. 3.9 Causes for indiscipline. 3.10 Steps to check indiscipline. 3.11- Rewards and discipline 3.12 Punishment and discipline. 3.13 Incentives and Award Letter – Crest. 3.14 Cup Trophy Medal Honor scholarship Certificate 3.15 Cash prize –based on the Player's Performance. 3.16 Asanas of Effect of Asanas and Pranayama on various system of the body of Classification of asanas with 3.17 special referent to physical education and sports of Influences of relaxative, 3.18 meditative posture on various system of the body Types of Bandhas 3.19 types of mudras Type of kriyas.	Leadership, Discipline, Incentive and Awards Leadership Qualities of good leader in physical education Player's Performance Asanas of Effect of Asanas and Pranayama on various system of the body

SW-3 Suggested Sessional Work (SW):

Assignments:-

- Participation in any one major game and one sports item. • Ground marking for selected games and sports.
- Commands, line formation and marching, ceremonial parade.
- Participation in two national festival programmes for flag hoisting.

CO4-Related fields–Recreation, Health Education and Education. National and Emotional Integration through

Sports and Physical Education.Yoga – Meaning – Astanga Yoga – Significance in Modern Society.

Approximate Hours

Item	Appx. Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
4SO1. Students will gain knowledge about. Organization of Physical Education Activities 4SO2. Students will gain knowledge about. Intramural and Extramural Competitions: Meaning, Organization, Benefits 4SO3. Students will gain knowledge about. Camps and Hikes: Meaning, Organization, Benefits 4SO4. Students will gain knowledge about. Participation in any one major game and one sports item 4SO5. Students will gain knowledge about.. Yoga Education oBasic, applied and action research in Yoga oDifference between yogic practices and physical exercises oYoga education centers in India and abroad Competitions in Yoga sanas	0	Unit.4. 4.1 Organization of Physical Education Activities 4.2 Intramural and Extramural 4.3 Competitions: Meaning, 4.4 Competitions: Organization, Benefits. 4.5 Tournaments: Meaning, 4.6 Types–Knock-out and league, Benefits. 4.7 Sports meet: Meaning, Organization, Benefits. 4.8 Camps and Hikes: Meaning, Organization 4.9 Camps and Hikes Benefits. 4.10 Participation in any one major game and one sports item. 4.11 Ground marking for selected games and sports. 4.12 Commands, line formation and marching, 4.13 ceremonial parade. 4.14 Participation in two National festival programmes for flag hoisting. 4.15 Yoga Education Basic, 4.16 applied and action research in Yoga 4.17 Difference between yogic practices and physical exercises 4.18 Yoga education centers in India and abroad of Competitions in Yoga sanas.	Organization of Physical Education Activities Yoga Education Basic, applied and action research in Yoga Difference between yogic practices and physical exercises Yoga education centers in India and abroad Competitions in Yoga sanas

SW-4 Suggested Sessional Work (SW): Assignments—Participation in any one major game and one sports item.
 Ground marking for selected games and sports.
 Commands, line formation and marching, ceremonial parade.
 Participation in two national festival programmes for flag hoisting.

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
Co1-Understand the significance of Health Education for the all-round development. Maintain and promote good health.	19	2	1	22
CO2. Develop the understanding of physical education and its related fields. Acquire the knowledge about the teaching methods of physical education and its activities	19	2	1	22
CO3. Know about the effective organization of physical education activities. Health Meaning, Aims and Objectives, Importance and Scope. Physical Education Meaning, Aims and Objectives, Importance and Scope.	19	2	1	22
CO4-Related fields– Recreation, Health Education and Education. National and Emotional Integration through Sports and Physical Education. Yoga – Meaning	18	2	1	21

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Health and Physical Education Meaning and concept	4	10	3	17
CO-2	Health Service and Supervision.	3	10	4	17
CO-3	Leadership, Discipline Incentive and Awards	3	10	5	18
CO-4	Organization of Physical Education Activities	3	10	5	18
	Total-	13	40	17	70

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 70 marks **Note.** Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Courses	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and team work	Po9 communication	Po10 Lifelong learning	Pso1 The ability to apply technical &	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest technology	Pso4 Ability to use the research base and innovative knowledge
CO1- Understand the significance of Health Education for the all-round development. Maintain and promote good health.	3	2	2	3	3	2	3	2	3	2	2	2	3	2
CO2. Develop the understanding of physical education and its related fields. Acquire the knowledge about the teaching methods of physical education and its activities	2	3	3	3	3	3	3	2	2	2	2	2	2	2
CO3. Know about the effective organization of physical education activities. Health Meaning, Aims and Objectives, Importance and Scope. Physical Education Meaning, Aims and Objectives	2	3	3	3	2	2	2	2	2	2	3	2	2	3

ectives, Importance and Scope.														
CO4- Related fields – Recreation, Health Education and Education. National and Emotional Integration through Sports and Physical Education. Yoga – Meaning –	2	3	2	2	2	2	2	1	3	3	2	1	1	2

Course Curriculum Map

POs&PSOs No.	CosNo.&Titles	SOsNo.	Laboratory Instruction(LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6 7,8,9,10, PSO1,2, 3,4,	Co1- Understand the significance of Health Education for the all-round development. Maintain and promote good health.	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Meaning, and Scope of Economics and Geography	
PO1,2,3,4,5,6 7,8,9,10,	CO2. Develop the understanding of physical education and its related fields. Acquire the knowledge about the teaching methods of physical education and its activities	SO1.1 SO1.2 SO1.3 SO1.4		Aims of teaching Geography and Economics	

PSO1,2, 3,4,	CO3. Knowabouttheeffectiveorganization ofphysical education activities. Health Meaning, Aims andObjectives,ImportanceandScope.PhysicalEducationMeaning,AimsandObjectives .ImportanceandScope.	SO1.5		Instructional Design in Geography and Economics	
PO1,2,3,4,5, 6 7,8,9,10,	CO4- Relatedfields– Recreation,HealthEducation andEducation.NationalandEmotionalIntegrationthrough Sports and Physical Education. Yoga – Meaning –			Methods of Teaching Geography and Economics	

SL.NO.	Title	Author	Publisher	Edition & year
1.	HealthandPhysicalEducation	SarojkantBihariand Prasann KumarChowdhary	Ludhiana:KalyeniP u blishers	2003
2.	Organization,Administration and Recreation in physical Education	PrakashBrothers	PrakashBrother Publication.	2000
3.	ArogyaMuttuAragyaShikshan	Nadgir,K.G	DharwadMallasajja naVyamaShale	1997
4.	PrinciplesandHistoryofPhysicalEducation,	KamalehsandSangral	LudhianaTandonPu blication	2000

Suggested Instructional/Implementation Strategies: Improved Lecture, Role Play, Visittoschool, Demonstration ICT Based Teaching Learning (Video Demonstration/Tutorials, Whatsapp, Mobile, Online

Curriculum Development Team

- 1.Dr.R.S.Mishra
- 2.Dr.Bhagwan Deen
- 3.Dr.SanandKumarGautam
- 4.Dr.Shikha Tripathi
- 5.Dr.Kalpna Mishra

6. Neeta Singh
7. Mr. Amir Haseeb Siddiqi
8. Smt. Seema Dwivedi
9. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

CourseCode: 71ED-271

CourseTitle: EducationalPsychology

Pre- requisite: Student should have knowledge of psychology and behaviour, their creativity, intelligence, mental fatigue, interest, personality, memory, learning

Rationale: Student will know about the intelligence, mental fatigue, memory of students, know about interest of students to develop personality and know about learning in student to develop creativity adjustment, attitude value, anxiety, achievement in students

CourseOutcomes:

Co1- To know intelligence, mental fatigue, memory of student

Co2- To develop creativity, adjustment, attitude, value, anxiety, achievement in students

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
LC	71ED-271	Educational Psychology	02	04	-	02	07	02

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (U) and others) **LI:** Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies) **SW:** Sessional Work (includes assignment, seminar, mini project etc.) **SL:** Self Learning, **C:** Credits

Note: SW & SL have to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

			Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment	Total Marks
Category	Course Code	Course Title	Class/ Home Assignment 5 number 5 marks each (CA)	Class Test 2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)	(ESA)	(PRA+ESA)
LC	71ED-271	Educational Psychology	-	-	-	25	-	25	25	50

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1-To know intelligence, mental fatigue, memory of students. To develop personality and know about learning in students. To develop personality and know about learning in students

Approximate Hours

Item	Appx.Hrs
CI	15
LI	04
SW	01
SL	02
Total	22

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge about Intelligence Test- Verbal. ISO2. Student will understand the Intelligence Test- Non - Verbal record ISO3. Student will understand the ISO4. Student will understand the. ISO5. Student will understand the.	1. Mental fatigue test Intelligence Test Intelligence Test Verbal 2. self evaluation, Learning, memory test	UNIT 1 1.1 Intelligence Test- Verbal. 1.2 Meaning and concept of verbal test. 1.3 Intelligence Test- 1.4 Non-verbal record. 1.5 Meaning and concept of non verbal test. 1.6 Mental fatigue, 1.7 Meaning and concept of Mental fatigue, 1.8 Mental fatigue test in students. 1.9 Memory test. 1.10 concept of memory, 1.11 types of memory. 1.12 Learning by Whole and Part Method. 1.13 temporary memory and permanent memory. 1.14 self evaluation scale 1.15 self evaluation	Intelligence Test Mental fatigue, Memory

SW-1 Suggested Sessional Work (SW):

Students should do intelligence test, mental fatigue test, memory test, learning test, personality test, self evaluation.

Co2-To know about interest of students To develop creativity, adjustment, attitude, value, anxiety, achievement in students.

Approximate Hours

Item	Appx. Hrs
CI	15
LI	04
SW	01
SL	02
Total	22

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Student will understand the interest of field 2SO2. Student will understand the vocational interest record 2SO3. Student will understand the Educational interest 2SO4. Student will understand the importance of interest inventory	Educational interest , vocational interest Attitude test Adjustment Test, Value Test Achievement Test, Anxiety Test	Unit-2 2.1 Interest test. 2.2 meaning and field. 2.3 vocational interest record, 2.4 concept of vocational interest record. 2.5 Educational interest. 2.6 meaning and concept of Educational interest. 2.7 importance of interest inventory. 2.8 meaning and concept of interest inventory. 2.9 meaning and concept of Attitude. 2.10 Attitude test. 2.11 meaning and concept of value. 2.12 Value Test. 2.13 Adjustment Test 2.14 Anxiety Test 2.15 Achievement Test	vocational interest record Educational interest

SW-2 Suggested Sessional Work (SW): Assignments: student should do vocational and educational interest record, value test, adjustment test, anxiety, achievement test.

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SL)	Total hour (CI+SW+SL)
Co1- To know intelligence, mental fatigue, memory of students To develop understanding in students To develop personality and know about learning in students	15	01	02	18
Co2- To know about interest of students. To develop creativity, adjustment, attitude, value, anxiety, achievement in student	15	01	02	18
Total Hours-	30	02	04	36

Cours e outcome s	Po1 Basic knowledge	Po2 Problem Analy sis	Po3 Design develop ment of solution	Po4 Skills and meth ods	Po5 The teac her and society	Po6 Environ mentand sustainabili ty	Po7 Ethi cs	Po8 Individu al and team work	Po9 com munica tion	Po10 Life longlear ning	Pso1 Theab ility toapp lytech nical &	Pso2 Abilit y tound erstand theD iffere ntSD Goals andth eirsig nifica nce	Pso3 Abili tytou nders tand helat estTe chnol ogy toac hievel owle d	Pso4 Abili tyto useth arch base dinn ovati vekn owle d
-------------------------	------------------------	--------------------------------	--	-------------------------------------	--	---	----------------	---	------------------------------	----------------------------------	---	--	--	--

**SuggestionforEndSemesterAssessment
SuggestedSpecificationTable(ForESA)**

CO	UnitTitles	MarksDistribution			Total Marks
		R	U	A	
CO-1	Intelligence Test Mental fatigue, Learning by Whole and Part Method.self evaluation scale	05	05	15	25
CO-2	Interest test. vocational interest record.Educational interest Adjustment Test ..Anxiety TestAchievement Test	05	05	15	25

Legend: R: Remember, U: Understand,A: Apply

Theendofsemesterassessmentforpracticalofpsychologywillbeheld withwrittenexaminationof25marksand internal exam 25 marks.

Note. DetailedAssessmenttrubricneedtobepreparedbythecoursewiseteachersfor abovetasks.Teacherscan also design different tasks as per requirement, for end semester assessment.

SuggestedInstructional/ImplementationStrategies:Improved Lecture, Casestudy, GroupDiscussion, RolePlay, Visit to school, Demonstration, ICT Based Teaching Learning Whats app, Mobile, Online sources)

MappingofCO's,POs,andP SOs

COURSECODE-71ED271(EDUCATIONAL PSYCHOLOGY)

Co1- To know intelligence, mental fatigue, memory of students To develop understanding in students To develop personality and knowledge about learning in students	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2- To know about interest of students. To develop creativity, adjustment, attitude, value, anxiety, achievement in student	2	3	3	3	3	3	3	2	2	2	2	2	2	2

POs & PSOs No.	CosNo.&Titles	SOsNo.	Laboratory Instruction (L I)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6 7,8,9,10,11,12 PSO1,2, 3,4,	CO1 To know intelligence, mental fatigue of students To develop understanding in students to develop personality and know about learning in students	SO1.1S O1.2S O1.3S O1.4 SO1.5		Unit-1.0 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	As mentioned in page number 17 to 25
PO1,2,3,4,5,6 7,8,9,10,11,12 PSO1,2,3,4,	CO2: To know about interest of students. To develop creativity, adjustment, attitude, value, anxiety, achievement in student	SO2.1S O2.2S O2.3 SO2.4 SO2.5		Unit-2 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	

Suggested Learning Resources:

S. N.	Title	Author	Publisher	Edition & year
1.	How Languages are Learned	Leighow N, P. M & Spada N	Oxford University Press	1999
2.	Pictures for Language Learning.	Wright, A.	Cambridge: Cambridge University Press	1989
3.	Tasks for language teachers Cambridge	Parrot M.	Cambridge University Press	1993
4.	English for primary teachers: A handbook of activities & classroom language.	Slatterly, M. & Willis, J.	Oxford: Oxford University Press	2001

Curriculum Development Team

1. Dr. R. S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Mr. Amir Haseeb Siddiqi
8. Smt. Seema Dwivedi
9. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

Workexperience--**A-Chalkmaking71ED273-A/ candlemaking71ED273-B****co1-Todevelopskills ofchalkmakingandcandlemaking**

Code	Course Code	CourseTitle	Schemeofstudies(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	TotalStudyHours (CI+LI+SW+SL)	
LC	71ED273-A/ 71ED273-B	Chalkmaking/ candle making	02	04	0	1	07	02

Legend: **CI**:ClassroomInstruction(Includesdifferentinstructionalstrategiesi.e.Lecture(L)andTutorial(T)andothers), **LI**:LaboratoryInstruction(IncludesPracticalperformancesinlaboratoryworkshop,fieldorotherlocationsusingdifferentinstructional strategies)**SW**:SessionalWork **SL**: Self Learning, **C**:Credits.

SchemeofAssessment:

Board of Study	Course Code	Course Title	SchemeofAssessment(Marks)							
			ProgressiveAssessment(PRA)						End Semester Assessment	Total Marks
			Class/Homework Assignment number 5marks each (CA)	Class Test 2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	TotalMarks (CA+CT+SA+CAT+AT)		
LC	71ED273-A/ 71ED273-B	Chalk making /candle making	-	-	-	25	-	25	-	25

Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Note-

The end of semester assessment for practical of chalkmaking/candlemaking will be held with internal assessment 25 marks for chalkmaking.

Co1-Toknowaboutinterestofstudentsinchalkmaking
Approximate Hours

Item	Appx. Hrs
CI	08
LI	04
SW	01
SL	02
Total	15

SessionOutcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	SelfLearning(SL)
ISO1. Studentwillunderstandthe Uses and Importance of Chalk. ISO2. Student will understand the PhysicalandChemicalPropertiesof Chalk ISO3. Student will understand the Developmentofknowledgefortools and raw materials ISO4. Studentwillunderstandthe developmentofnecessaryskillsin chalk forming	Practical: Cleaningof tools. Knowledge of raw materials. Preparation of chalk making. Packingof chalk sticks	Unit-1 1.1 UsesandImportanceofChalk typesofChalk, 1.2 Physical and Chemical Properties of Chalk. 1.3 Development of knowledge for tools and raw materials 1.4 together with proper and economical working habits. 1.5 Also acquiring of the basic skills in handlingtools. 1.6 Familiarization with various processesinvolved in making chalks from raw materials and 1.7 development of necessary skills inchalkformingthen 1.8 packingto marketing provision of the maximum opportunity to individual student to handle materials tools and techniques.	Usesand Importance of Chalk types of Chalk developmentof necessaryskillsin chalk forming

B-Anyone of the following
Food preservation
Gardening and horticulture
Food preservation 71ED274-A

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
LC	71ED274-A	1. Food preservation	02	02	-	1	05	02

Legend:

CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.), **SL:** Self Learning, **C:** Credits.

Note:

SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment	Total Marks
			Progressive Assessment (PRA)								
			Class/Home Assignment 5 number 5 marks each (CA)	Class Test 2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)			
LC	71ED274-A	Food preservation	-	-	-	25	-	25	-	25	

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI),

Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Note- The end of semester assessment for practical of Food preservation will be held with internal assessment 25 marks

Co1-ToknowaboutinterestofstudentsinFoodpreservation

Approximate Hours

Item	Appx. Hrs
CI	12
LI	04
SW	01
SL	02
Total	19

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>ISO1. Students will gain knowledge about the Meaning and importance of Food preservation</p> <p>ISO2. Students will gain knowledge about the knowledge of food damaging agents and their eradication. Enzymes, Micro-organisms, Yeast, Mould, Bacteria, Rods.</p> <p>ISO3. Students will gain knowledge about the preservation Method of Heating. Refrigeration. Dehydration. Bottling. Canning. Chemical</p> <p>ISO4. Students will gain knowledge about the understanding of necessary tools and other accessories like Mixy, Gas burner, pressure cooker, sealing machine measuring</p>	<p>knowledge of food damaging agents and their eradication</p> <p>Method of Heating. Refrigeration. Dehydration. Bottling. Canning. Chemical techniques of preservation of different food articles- cereals, pulses, oil seeds, nuts, vegetables, fruits</p>	<p>UNIT 1: Meaning and importance of Food preservation. Aims and objectives of Food preservation. needs of Food preservation. 4. knowledge of food damaging agents and their eradication. 5. Enzymes, Micro-organisms, Yeast, Mould, Bacteria, Rods. 6. preservation Method of Heating. 7. Refrigeration 8. Dehydration 9. Bottling 10. Canning 11. Chemical 12. Difference of traditional methods and technical methods of food preservation in respect of reliability, durability, taste and economy.</p>	<p>1 preservation Method of Heating Refrigeration Dehydration Bottling Canning, Chemical</p> <p>2. Aims and objectives of Food preservation. needs of Food preservation. knowledge of food damaging agents and their eradication</p>

SW-1 Suggested Sessional Work (SW):

Assignments:

Ancient Indian Educational system, Modern educational system of India, Impact of education on society, Methods of preservation of culture and heritage,

Coursecode.71ED274-B
Gardeningandhorticulture

Category	Course Code	CourseTitle	Schemeofstudies(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	TotalStudyHours (CI+LI+SW+SL)	
LC	71ED274-B	2.Gardeningand horticulture	02	02	-	1	05	02

Legend:

CI:ClassroomInstruction(Includesdifferentinstructionalstrategiesi.e.Lecture(L)andTutorial(T)andothers),
LI:LaboratoryInstruction(IncludesPracticalperformancesinlaboratoryworkshop,fieldorotherlocationsusing different instructional strategies) **SW:** Sessional Work (includes assignment, seminar, mini project etc.),**SL:** Self Learning, **C:**Credits.

Category	Course Code	Course Title	SchemeofAssessment(Marks)							
			ProgressiveAssessment(PRA)						End Semester Assessment (ESA)	Total Marks
			Class/Home Assignment 5 number 5marks each (CA)	Class Test2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	TotalMarks (CA+CT+SA+CAT+AT)		
LC	71ED274-B	Gardening and horticulture	-	-	-	25	-	25	-	25

Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and sessionlevels, which studentsare anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW),andSelfLearning(SL). Asthecourseprogresses,studentsshouldshowcasetheirmasteryofSessionOutcomes(SOs),culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Note-

TheendofsemesterassessmentforpracticalGardeningandhorticulturwillbeheldwithinternalassessment25marks.

Co1-ToknowaboutinterestofstudentsinGardeningandhorticulture

Approximate Hours

Item	Appx. Hrs
CI	10
LI	04
SW	01
SL	02
Total	17

SessionOutcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	SelfLearning(SL)
ISO1. Students will gain knowledge.about the place gardening ISO2.Students will gain knowledge.abouththe site selection for garden.irrigationanddrainage-method of irrigation ISO3.Students will gain knowledge.abouththemethodofsowing germination vegetative propagation ISO4. Students will gain knowledge.abouththecareandupkeep of garden –nter culture Mulchingandweedcontrol insects and pests.sunglar	care and handingof equipment upkeep of plants,pots 3preparation of beds, 4.sprayingof insecticides etc. 5.collection of seeds bulbs,pestsetc.	UNIT1: 1.1 place gardening 1.2 importanceofgardening. 1.3 Aims of gardening. 1.4 site selection for garden. 1.5 irrigationanddrainage-methodof irrigation 1.6 importanceofirrigation seedandselection, 1.7 methodofsowinggermination vegetative propagation. 1.8 placeofpotculture, waterculture 1.9 mixingofsoil. manure. 1.10 careandupkeepofgarden–nterculture Mulchingandweedcontrol insectsandpests.sunglar	siteselectionfor garden irrigation and drainage-method of irrigation importance of irrigation careandupkeep of garden –nterculture Mulchingand weed control insects and pests.sunglar

SW-1 SuggestedSessionalWork(SW):

Assignments:

AncientIndianEducationalsystem,Moderneducationalsystem ofIndia,Impactofeducationonsociety
,Methodsof preservation of culture and heritage,

CourseCode: 71ED272

Course title- READING AND REFLECTING ON TEXTS (practical)

Pre-requisite: Student will know about to read and response to a variety of text in different ways

Rationale: Student will know about to read and response to a variety of text in different ways develop Meta cognitive awareness, enhance the capacities as readers and writers by becoming participants in the process of reading enable the student teacher to work on the field and make predictions, enable the students check their predictions and then to summarize Scheme of studies

Course Outcome

Co1- To enable the student to read and response to a variety of text in different ways

Co2- To develop Meta cognitive awareness.

Co3- To enhance the capacities as readers and writers by becoming participants in the process of reading

Category	Course Code	Course Title	(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
LC	71ED272	Reading and reflecting on text	2	0	2	1	5	2

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others), **LI:** Laboratory Instruction

(Includes Practical performance in laboratory workshop, field or other locations using different instructional strategies) **SW:** Sessional Work (includes assignment, seminar, mini project etc.), **SL:** Self Learning, **C:** Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment Theory

Category	Course Code	Course Title	Scheme of Assessment(Marks)							
			Progressive Assessment(PRA)						End Semester Assessment (ESA)	Total Marks (PRA+ ESA)
			Class/Home Assignment 5 number 5marks each (CA)	Class Test2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
LC	71ED272	Reading and reflecting on text	-	-	-	50	-	50	-	50

Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1-To enable the students to read and respond to a Variety of text in different ways.

Approximate Hours

Item	Appx. Hrs
CI	7
LI	0
SW	2
SL	1
Total	10

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge about the Reading Skills Creating environment for reading ISO2. Students will gain knowledge about the reading clubs, class libraries Reading a loud and silent reading ISO3. Students will gain knowledge about the Scaffolding: concept and activities ISO4. Students will gain knowledge about the Reading different text types of books like stories poems, riddles jokes and instructions for games	Model making in classroom	UNIT1: 1.1. Reading Skills 1.2- Creating environment for reading 1.3- reading clubs, 1.4- class libraries Reading a loud and silent reading 1.5- Scaffolding: concept and activities 1.6- Reading different text types of books like stories poems, riddles 1.7- jokes and instructions for games	Reading different text types of books like stories poems riddles jokes Reading Skills Creating environment for reading

SW-1 Suggested Sessional Work (SW):

Assignments: Ancient Indian Educational system, Modern educational system of India, Impact of education on society, Methods of preservation of culture and heritage,

Co2-To develop Metacognitive awareness**Approximate Hours**

Item	Appx.Hrs
CI	11
LI	0
SW	2
SL	1
Total	14

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Students will gain knowledge Reading with comprehension Reading for global and local comprehension Inferences, analysis and extrapolation 2SO2. Students will gain knowledge Reading strategies including word-attack strategies 2SO3. Students will gain knowledge Discourse analysis Using reading as a tool for reference skills 2SO4. Students will gain knowledge use of dictionary, encyclopedia and internet 2SO5. Students will gain knowledge Using ideas of critical literacy to analyze chapters from text	0	Unit-2 1. Reading with comprehension 2- Reading for global and local comprehension 3- Inferences analysis and extrapolation 4- Reading strategies including word-attack strategies 5- Discourse analysis 6- Using reading as a tool for reference skills i.e. 7. use of dictionary, 8- encyclopedia 9- internet 10- Using ideas of critical literacy to analyze chapters from text books 11- Acquisition of Reading Skills	1. Using ideas of critical literacy to analyze chapters from text

SW-2 Suggested Sessional Work (SW):

Assignments: Reading strategies including word-attack strategies
 Discourse analysis

Co3-To enhance the capacities as readers and writers by becoming participants in the process of reading. To enable the student teacher to work on the field and make predictions. to enable the students check their predictions and then to summarize Scheme of studies.

Approximate Hours

Item	Appx.Hrs
CI	12
LI	0
SW	2
SL	1
Total	15

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Students will understand the Types of text Narrative Expository Autobiographical Narratives Field 3SO2. Students will understand the Notes Ethnographic Addressing different types of skills and strategies 3SO3. Students will understand the Participating in tasks and activities to improve 3SO4. Students will understand the Text analysis of school text book to improve skills in critical literacy 3SO5. Students will understand the Reflecting on one's own learning to make connections with pedagogy		Unit-3 3.1 Types of text Narrative text Expository 3.2 Autobiographical Field 3.3 Narratives Field. 3.4 Notes Ethnographic. 3.5 Addressing different types of skills and strategies 3.6 Mode of Trans Educational 3.7 Participating in tasks. 3.8 Participating in activities to improve. 3.9 proficiency in the receptive skills of English. 3.10 productive skills of English. 3.11 Text analysis of school text book to improve skills in critical literacy. 3.12 Reflecting on one's own learning to make connections with pedagogy	1. Mode of Trans Educational 2. proficiency in the receptive and productive skills of English

SW-3 Suggested Sessional Work (SW):

Assignments Students will understand the Notes Ethnographic Addressing different types of skills and strategies

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO-1: Co1-To enable the student to read and response to a variety of text in different ways	7	2	1	10
Co2- To develop Metacognitive awareness	11	2	1	14
Co3- To develop Metacognitive awareness to enable the student teacher to work on the field and make predictions to enable the students check their predictions and then to summarize Scheme of studies	12	2	1	15
Total Hours	30	6	3	39

**Suggestion for End Semester Assessment
Suggested Specification Table (For ESA)**

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Reading Skills Creating environment for reading	04	10	03	17
CO-2	Reading with comprehension	03	10	03	16
CO-3	Types of text Narrative text Expository	03	10	04	17
	Total-	10	30	10	50

Legend: R: Remember, U: Understand, A: Apply

Semester assessment for practical Reading and reflecting on text will be held with internal assessment 50 marks

Courses	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and teamwork	Po9 communication	Po10 Lifelong learning	Pso1 The ability to apply technical &	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest technology	Pso4 Ability to use the research base and innovative knowledge
CO-1: Co1-To enable the students to read and respond to a variety of texts in different ways	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2- To develop Metacognitive awareness	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3- To develop Metacognitive awareness to enable the student teacher to work on the field and make predictions to enable the students to check their predictions and then to summarize Scheme of studies	2	3	3	3	2	2	2	2	2	2	3	2	2	3

CURRICULUM MAPPING

[illegible]

S. No.	Title	Author	Publisher	Edition& Year
1	How Languages are Learned	Lightbown, P. M. & Spada, N.	Oxford University Press	1999
2	Drama technique in Language learning: A resource book of communication activities for language teachers	Maley, A. & Duff, A.	Cambridge: Cambridge University Press	1991
3	Once upon a time: Using stories in the language classroom.	Morgan, J. & Rinvolucri, M.	Cambridge: Cambridge University Press	.1983
4	Picture for Language Learning	Wright, A.	Cambridge: Cambridge University Press	1989

Curriculum Development Team

1. Dr. R. S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Mr. Amir Haseeb Siddiqi
8. Smt. Seema Dwivedi
9. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

SECOND SEMESTER

Course Code: IKS

Course Title: Fundamentals of Indian Knowledge System

Pre-requisite: Creating awareness among the youths about the true history and past rich culture of India.

Rationale: India has very rich and versatile knowledge system and cultural heritage since antiquity. The Indian Knowledge systems was developed on life science, medical science, literature, drama, art, music, dance, astronomy, mathematics, architecture (Sthapatyaveda), chemistry, aeronautics etc, during ancient period. In this basic course, a special attention is given to the ancient and historical perspective of ideas occurrence in the ancient society, and implication to the concept of material world and religious, social and cultural beliefs. On the closer examination, religion, culture and science have appeared epistemologically very rigidly connected in the Indian Knowledge System. This land of Bharat bhumi has provided invaluable knowledge stuff to the society and the world in all sphere of life.

Course Outcomes:

CO- IKS. 1: To understand the ancient civilization, Indian Knowledge Systems, Concept of Panch Mahabhuta, Origin of name Bharat Varsha, Ancient Rivers, Ancient Universities and ancient agriculture.

CO- IKS. II: Students will have the ability to learn about ancient books, Religious places, basic concept of Indian dance, music and arts, and fundamental aspects of Sangeeta and Natyashastra etc.

CO- IKS. III: Student will be able to gain knowledge on Vedic Science, Astronomy, Astro vastu, Vedic Mathematics, Aeronautics, Metallurgy, Nakshatras, Panchang, Concept of Zero, Pi and point etc.

CO- IKS. IV: Understanding on ancient Engineering, Science and Technology, Town Planning, Temple architecture, Chemistry and Metallurgy, Metal manufacturing etc.

CO- IKS. V: Student will be able to understand about the Life, Nature and Health through basic concept of Ayurveda and Yoga, Traditional Medicinal Systems, Ethnomedicine, Nature conservation, World Heritage Sites etc.

Scheme of Studies:

Category of Course	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours CI+LI+SW+SL	
MC	IKS	Indian Knowledge System	2		1	1	4	2

Legend:

CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Session Work (includes assignment, seminar, mini project etc.),

SL: Self Learning, **C:** Credits.

Proposed examination scheme (Marking) as per the recommendation of University Grant Commission (UGC) for Under Graduate Courses in Fundamentals of Indian Knowledge Systems 2022-23 onwards

S. No.	Category of Course/Subject	Component of Marks				Total
		Semester End Examination (External)	Mid Term exam (Internal)	Assignment (Internal)	Practical Exam (Internal)	
1	Only Theory Subject Course					

2	Subject/Course with theory and Practical					
3	Subject/Course only Practical					

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

IKS.1. To understand Indian Civilization and Indian Knowledge Systems

Approximate Hours

Item	Approximate Hours
CI	6
LI	
SW	2
SL	1
Total	9

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
SO 1.1. Understand Overview of Indian Knowledge Systems (IKS) SO 1.2. Understand Classification of Ancient IKS texts SO 1.3. Understand Introduction to Panch Mahabharata (Earth, Water, Fire, Sky and Air) SO 1.4. Understand Origin of the name Bharatanatyam: the Land of Natural Endowments SO 1.5. Understand Rivers of ancient India (The Ganga, Yamuna, Godawari, Saraswati, Narmada, Sindhu and Kaveri) SO 1.6. Understand Ancient Agriculture and ancient Universities: Takshashila and Nalanda, Gurukul system		Unit-1. Indian Civilization and Indian Knowledge Systems 1.1. Overview of Indian 1.2 Knowledge Systems (IKS) 1.3 Classification of Ancient IKS texts 1.4 Introduction to Panch Mahabharata (Earth, Water, Fire, Sky and Air) 1.5 Origin of the name Bharatvarsha: the Land of Natural Endowments 1.6 Rivers of ancient India (The Ganga, Yamuna, Godawari, Saraswati, Narmada, Sindhu and Kaveri)	Golden era of ancient India

SW-1 Suggested Sessional Work (SW): Assignments:

Concepts of Panch Mahabharata, Classification of ancient texts, origin of ancient rivers

Mini Project: Ancient Universities: Takshashila and Nalanda,

Other Activities (Specify):

IKS.2: Students will have the ability to apply the knowledge gained about Indian Art, Literature and Religious Places

Approximate Hours

Item	Approximate Hours
CI	6
LI	
SW	2
SL	1
Total-	9

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
SO 2.1. Understand the Ancient Indian Books: Vedas, Puranas, Shastras, Upanishads, Mahakavyas (Ramayana & Mahabharata), Smrities, Samhitas SO 2.2. Understand the Religious places: Puries, Dhams, Jyotirlinga, Shaktipeeths, Kumbha Mela SO 2.3. Understand the Legendary places of Madhya Pradesh: Ujjain, Chitrakoot, Omkareshwar, Bharhut, Maihar SO 2.4. Understand the Basic concept of Indian Art, Music and Dance, Indian Musical Instruments SO 2.5. Understand the Fundamental aspects of Sangeeta and Natyashastra SO 2.6. Understand the different schools of music, dance and painting in different regions of India		Unit-2. Indian Art, Literature and Religious Places 1.1 Ancient Indian Books: Vedas, Puranas, Shastras, 1.2 Upanishads, Mahakavyas (Ramayana & Mahabharata), Smrities, Samhitas Religious places: Puries, Dhams, Jyotirlinga, Shaktipeeths, Kumbha Mela Legendary places of Madhya Pradesh: Ujjain, Chitrakoot, Omkareshwar, Bharhut, Maihar Basic concept of Indian Art, Music and Dance, Indian Musical Instruments 1.5 Fundamental aspects of Sangeeta and Natya shastra 1.6 Different schools of music, dance and painting in different regions of India	1. Indian Art, Music and Dance

SW-2 Suggested Sessional Work (SW):

Assignments:

Visit of Chitrakoot, Maihar and Bharhuta

Mini Project:

ii. Kumbhmela, Story of Ramayana and Mahabharata

Other Activities (Specify):

IKS.3: Student will be able to understand Ancient Science, Astronomy and Vedic Mathematics**Approximate Hours**

Item	Approximate Hours
CI	6
LI	0
SW	2
SL	1
Total	9

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
SO 3.1. Understand Vedic Cosmology SO 3.2. Understand the Astronomy, Astro vastu, Vedang Jyotish, Nakshatras, Navagraha, Rashis, Vastushastra and their related plants SO 3.3. Understand the Time and Calendar, Panchang SO 3.4. Understand the Concept of Zero, Point, Pi-numbers system, Pythagoras SO 3.5. Understand the Vedic Mathematics, Vimana- Aeronautics, Basic idea of planetary model of Aryabhatta SO 3.6. Understand the Varanamala of Hindi language based on classification of sounds on the basis of their origin, Basic purpose of science of Vyakarana		Unit-3. Ancient Science, Astronomy, Mathematics 3.1 Vedic Cosmology Astronomy, Astro vastu, Vedang Jyotish, Nakshatras, Navagraha, 3.3 Rashis, Vastushastra and their related plants Time and Calendar, Panchang Concept of Zero, Point, Pi- 3.4 number system, Pythagoras Vedic Mathematics, Vimana- 3.5 Aeronautics, Basic idea of planetary model of Aryabhatta 3.6 Varanamala of Hindi language based on classification of sounds on the basis of their origin, Basic purpose of science of Vyakarana.	1. Ancient Science, Astronomy and Vedic Mathematics

SW-2 Suggested Sessional Work (SW):**Assignments:**

Varanamala of Hindi language based on classification of sounds on the basis of their origin

Mini Project:

Nakshatras, Navagraha and their related plants

Other Activities (Specify):

IKS.4: Understand the Engineering, Technology and Architecture
Approximate Hours

Item	Approximate Hours
CI	6
LI	
SW	2
SL	1
Total	9

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
SO4.1. Understand the Engineering Science and Technology in Vedic and Post Vedic Era SO 4.2. Understand the Town and Home planning, Sthapatya Veda SO4.3. Understand the Chemistry and Metallurgy as gleaned from archeological artifacts SO 4.4. Understand the Chemistry of Dyes, Pigments used in Paintings, Fabrics, Potteries and Glass SO 4.5. Understand the Temple Architecture: Khajuraho, Sanchi Stupa, Chonsath Yogini temple SO 4.6. Understand the Mining and manufacture in India of Iron, Copper, Gold from ancient times		Unit-4. Engineering, Technology and Architecture 4.1 Engineering Science and Technology in Vedic and Post Vedic Era 4.2 Town and Home planning, Sthapatya Veda 4.3 Chemistry and Metallurgy as gleaned from archeological artifacts 4.4 Chemistry of Dyes, Pigments used in Paintings, Fabrics, Potteries and Glass 4.5 Temple Architecture: Khajuraho, Sanchi Stupa, Chonsath Yogini temple 4.6 Mining and manufacture in India of Iron, Copper, Gold from ancient times	1. Ancient Science, Astronomy and Vedic Mathematics

SW-2 Suggested Sessional Work (SW):

Assignments:

Varanama of Hindilanguage based on classification of sounds on the basis of their origin

Mini Project:

Nakshatras, Navagraha and their related plants

Other Activities (Specify):

IKS.5: Understand about the Life, Nature and Health**Approximate Hours**

Item	Approximate Hours
CI	6
LI	
SW	2
SL	1
Total	9

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
SO 5.1. Understand the Fundamentals of Ayurveda (Charaka & Shushruta) and Yogic Science (Patanjali), Ritucharya and Dinacharya SO 5.2. Understand the Traditional system of Indian medicines (Ayurveda, Siddha, Unani and Homoeopathy) SO 5.3. Understand Fundamentals of Ethnobotany and Ethnomedicines of India SO 5.4. Understand the Nature Conservation in Indian ancient		Unit-5. Life, Nature and Health 5.1 Fundamentals of Ayurveda (Charaka & Shushruta) and Yogic 5.2 Science (Patanjali), Ritucharya and Dinacharya 5.3 Traditional system of Indian medicines (Ayurveda, Siddha, Unani and Homoeopathy) 5.4 Fundamentals of Ethnobotany and Ethnomedicines of India 5.5 Nature Conservation in Indian ancient texts 5.6 Introduction to Plant Science in Vrikshayurveda	Concept of Ayurveda and Yoga Traditional system of Indian medicines Ethnobotany and Ethnomedicines of India World Heritage Sites

SW-2 Suggested Sessional Work (SW):**Assignments:**

Visit to world Heritage Site Khajuraho

Mini Project:

Ritucharya and Dinacharya, Ethnomedicinal plants

Other Activities (Specify):

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
IKS.1: To understand Indian Civilization and Indian Knowledge Systems	6	2	1	9
IKS.2: Students will have the ability to apply the knowledge gained about Indian Art, Literature and Religious Places	6	2	1	9
IKS.3: Student will be able to understand the Ancient Science, Astronomy and Vedic Mathematics	6	2	1	9
IKS.4: Understand the Engineering, Technology and Architecture	6	2	1	9
IKS. 5: Understand about the Life, Nature and Health	6	2	1	9
Total	30	10	5	45

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO1	Indian Civilization and Indian Knowledge Systems	2	5	1	8
CO2	Indian Art, Literature and Religious Places	2	6	2	8
CO3	Ancient Science, Astronomy and Vedic Mathematics	2	6	5	13
CO4	Engineering, Technology and Architecture	2	4	4	10
CO5	Life, Nature and Health	2	5	2	9
Total		10	26	14	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for **Indian Knowledge Systems** will be held with written examination of 50 marks. Note: Detailed Assessment rubric needs to be prepared by the course teacher for above tasks. Teacher can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

Improved Lecture

Tutorial

Case Method

Group Discussion

Role Play

Visit to Religious places, World Heritage Sites

Demonstration

ICT Based Teaching Learning (Video Demonstration/Tutorials CBT, Blog, Facebook, Twitter, Whatsapp, Mobile, Online sources)

Brainstorming

Cours e outcome s	Po1 Basic knowledge	Po2 Problem Analy sis	Po3 Design develop ment of solution	Po4 Skills and meth ods	Po5 The teac her and society	Po6 Environ mentand sustainabili ty	Po7 Ethi cs	Po8 Individu al and team work	Po9 com munica tion	Po10 Life longlear ning	Pso1 Theab ility toapp lytechni cal &	Pso2 Abilit y tounder standtheD iffere ntSD Goals andthei rsignifi cance	Pso3 Abili ty tounder standthe estTechn ology toac hieve	Pso4 Abili ty to use the archi tectural base dinnova tive know ledge
IKS.1: To understand IndianCivi lizationan d Indian Knowledge Systems	3	2	2	3	3	2	3	2	3	2	2	2	3	2
IKS.2: Stu dentswillh avetheabili tytoapplyt he knowledge gained about Indian Art, Literature and Religious Places	2	3	3	3	3	3	3	2	2	2	2	2	2	2
IKS.3: Stu dentwillbe abletounder standtheA ncient Science,As tronomyan d Vedic Mathemati cs	2	3	3	3	2	2	2	2	2	2	3	2	2	3
IKS.4: Un derstandthe Engineering, Techno logy and Architectu re														
IKS.5: Underst andaboutt heLife,Nat ureand Health														

Mapping of CO's, POs, and PSOs

POs & PSOs No.	CosNo.&Titles	SOsNo.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6 7,8,9,10, PSO1,2, 3,4,	IKS.1: To understand Indian Civilization and Indian Knowledge Systems	SO1.1 S O1.2 S O1.3 S O1.4 SO1.5		Unit-1.0 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	PO1,2,3,4,5,6 7,8,9,10, PSO1,2, 3,4,
PO1,2,3,4,5,6 7,8,9,10,11,1 2 PSO1,2,3,4,	IKS.2: Students will have the ability to apply the knowledge gained about Indian Art, Literature and Religious Places	SO2.1 S O2.2 S O2.3 SO2.4 SO2.5		Unit-2 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	PO1,2,3,4,5,6 7,8,9,10,11,1 2 PSO1,2,3,4,
PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,	IKS.3: Student will be able to understand the Ancient Science, Astronomy and Vedic Mathematics	SO3.1 S O3.2 SO3.3 SO3.4 SO3.5		Unit-3:3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,
PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,	IKS.4: Understand the Engineering, Technology and Architecture	SO4.1 S O4.2 S O4.3 S O4.4 SO4.5		Unit-4: 4.1, 4.2,4.3,4.4,4.5,4.6,4.7	PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,
PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,	IKS.5: Understand about the Life, Nature and Health	SO5.1 S O5.2 S O5.3 SO5.4		SO5.1 SO5.2 SO5.3 SO4.4	PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,

Suggested Learning Resources:

Books

S. No.	Title	Author	Publisher	Edition & Year
1	An Introduction of Indian Knowledge Systems: Concept and Applications	Mahadevan, B.; Bhat V.R. and Pavana, Nagendra R. N.	Prentice Hall of India.	2022

2	Indian Knowledge Systems: Vol. I and II.	Kapoor, Kapil and Singh, A. K.	D.K. Print World Ltd	2005
3	Science of Ancient Hindus: Unlocking Nature in Pursuit of Salvation	Kumar, Alok	Createpace Independent Publishing	2014
4	A History of Agriculture in India	Randhava, M.S.	ICAR, New Delhi	1980
5	Panch Mahabhuta,	Yogcharya, Jnan Dev	Yog Satsang Ashram	2021
6	The Indian Rivers	Singh, Dhruv Sen	Springer	2018
7	The Wonder That Was India	Basam, Arthur Llewellyn	Sidgwick & Jackson	1954
8	Ancient Cities, Sacred Skies: Cosmic Geometries and City Planning in Ancient India	Malville, J. Mac Kim & Gujjaral, Lalit M.	IGNCA & Aryan Books International, New Delhi	2000
9	The Natya Shastra of Bharat Muni	Jha, Narendra	Innovative Imprint, Delhi	2023
10	Astronomy in India: A Historical Perspective	Padmanabhan, Thanu	Indian National Science Academy, New Delhi & Springer (India).	2010
11	History of Astronomy in India 2 nd Ed.	Sen, S.N. and Shukla, K.S.	INSAN New Delhi	2001
12	History of Indian Astronomy A Handbook	Ramasubramanian, K.; Sule, Aniket and Vahia, Mayank	Science and Heritage Initiative, I.I.T. Mumbai and Tata Institute of Fundamental Research, Mumbai	2016
13	Indian Mathematics and Astronomy: Some Landmarks	Rao, Balachandra S.	Jnana Deep Publications, Bangalore, 3 rd Edition	.2004
14	Vedic Mathematics and Science in Vedas	Rao, Balachandra S.	Navakarnataka Publications, Bengaluru	2019
15	A History of Hindu Chemistry	Ray, Acharya Prafulla Chandra	Repbl Shaibya Prakashan Bibhag, Centenary Edition, Kolkata	1902
16	Early Indian Architecture: Cities and City Gates	Coomeraswamy, Anand	Munciram Manoharlal Publishers	2002
17	Theory and Practices of Temple	Hardy, Adams	Dev Publishers &	2015
18	Indian Science and Technology in Eighteenth Century	Dharm Pal	Academy of Gandhian Studies, Hyderabad.	1971
19	Science in India: A Historical Perspective	Subbarayappa, B.V.	Rupa New Delhi	2013
20	Fine Arts & Technical Sciences in Ancient India with special reference to Someswara's Manasollasa	Mishra, Shiv Shankar	Krishnadas Academy, Varanasi	1982
21	Fundamental Principles of Ayurveda, Volume One	Lad, Vasant D.	The Ayurvedic Press, Albuquerque, New Mexico.	2002
22	Charak Samhita, Chaukhamba	Pandey, Kashinath and Chaturvedi Gorakhnath	Vidya Bhawan, Varanasi	
23	Ayurveda: The Science of Self-Healing	Lad, Vasant D.	Lotus Press: Santa Fe	1984
24	Ayurveda: Life, Health and Longevity	Svoboda, Robert E	Penguin: London	1992
25	Plants in the Indian Puranas	Sensarma, P.	Naya Prokash, Calcutta	1989

26	Indian Cultural Heritage Perspective for Tourism	Singh, L.K.	Gyan Publishing House, Delhi	2008
27	Glimpses of Indian Ethnobotany	Jain, S.K.	Oxford & IBH Publishing Company Private Limited, New Delhi	1981

Curriculum Development Team

1. Dr. R.S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
- Neeta Singh
- Mr. Amir Haseeb Siddique
- Smt. Seema Dwivedi
9. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

B.Ed.III Semester

Bachelor of Education Internship 15 weeks 16 credits

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
	71AR371A/ 71AR372-	Internship Subject-1 st Hindi/English/Sanskrit	16	15	-	01	31	16

LC	A/71AR373-	Science teaching Subject-2 nd - Social Science/Civics/Economics/Histo ry/Geography Commerce teaching/Mathematics/ Life Science teaching					
	A/71SC371-						
	B						
	71AR374-						
	A/71AR375-						
	A/71AR376-						
	A/71AR377-						
	A/71AR378-						
	A/71AR379-						
	A/71SC374-						
	B/71SC375-						
	B						

Legend:

CI:Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI:Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW:Sessional Work (includes assignment, seminar, mini project etc.),

SL:Self Learning,

C:Credits.

Note:In

internship student will go to schools and do teaching practice and develop skills of teaching and learning and they also understand to deal with the matter and how to manage them.

Scheme of Assessment: Theory

			Scheme of Assessment (Marks)		
			Progressive Assessment (PRA)	End Semester Assess	Total Marks

									ment	
Catego ry	Cour se Code	Course Title	Class/Ho me Assignmen t 5 number 5marks each (CA)	Class Test2 (CT)	Semi nar one (SA)	Class Activity any one (CAT)	Class Attendanc e (AT)	TotalMarks (CA+CT+S A+C AT+AT)	(ESA)	(PRA + ESA)
LC	71AR371	InternshipS ubject-1 st	-	-	-	50	-	50	50	100
	A/71AR372-	Hindi /Engli sh	-	-	-	50	-	50	50	100
	A/71AR373-	/Sanskrit / Science teaching	-	-	-	50	-	50	50	100
	A/71SC371-B	Subject-2 nd - Social Science								
	71AR374-	/Civ ics								
	A/71AR375-	/Economics /History								
	A/71AR376-	/ Geography								
	A/71AR377-	/ Commerce teaching								
	A/71AR378-	/M athematics / Life								
	A/71AR379-	Science teaching								
	A/71SC374-									
	B/71SC375-B									

Interns are expected to engage in observations, co-planning and co-teaching with their mentor teachers and to build theirto Ward assuming responsibility for extended lead teaching during the semester. Interns are in a period of transition from student to professional teachers. During this transition, they must retain the perspective of a learner as they take on the new and unfamiliar role of a teacher. Interns are expected to take an active role in their own learning and to contribute to the learning of fellow

Planning and Communication

Keep supervisor informed about classroom schedules and events
Schedule observations and conferences with the mentor and inform supervisor of changes promptly
Meet regularly with the mentor to discuss planning for instruction
Prepare written lesson and unit plans according to both mentor teacher and supervisor's expectations
Engage in reflective diary writing or other communication forums required by mentors and/or supervisors
Provide mentor/supervisor with copies of plans and materials

Confer regularly with the mentor teacher and supervisor about progress and concerns

Professional Activities

Prepare for and participate in seminars

Participate in orientation activities, faculty meetings and other school events

Initiate introduction to school faculty, staff and administrators

Maintain accurate contact information for mentor teacher(s) and supervisor

Comply with the Professional Conduct policy

Consult mentor teacher and supervisor about the work schedule for any parttime job and arrange a mutually acceptable schedule

Personal Learning

Take initiative in asking questions, searching out resources, inviting feedback and creating opportunities to learn.

Reflect on teaching and learning through discussions and assignments

Work with intern as co-teacher as soon as possible, sharing decisions and observations

Observe intern's teaching and help the intern think about student understanding, alternative approaches, grouping, management, etc.

Observe teachers and students carefully, taking notes and asking questions

Planning and Communication

Negotiate with intern and supervisor a sequence of intern responsibilities in accordance with the program standards

Provide intern with an outline or list of topics intern will be responsible for teaching, allowing extra time for intern to locate resources, plan, receive feedback from mentor teacher and supervisor, and revise

Establish regular times to confer with the intern about unit planning and provide support for identifying big ideas and appropriate curriculum materials

Help identify places in the curriculum where the intern can try out ideas learned in seminars

Confer regularly with the supervisor about progress and concerns

Participate in all school activities from morning assembly to evening assembly

Support of Intern Learning by the supervisor

Observe the intern's teaching and confer about the planning and teaching of each observed lesson

Provide constructive written and oral feedback for each observed lesson

Identify the intern's specific needs and work on them with the intern and mentor teacher

Keep notes of all observation visits including date progress observed, suggestions made and Educational taken

Submit evaluation reports and professional development plans to the department head

After the initial week or two of school, the intern should have lead teaching responsibility (but not sole teaching responsibility) for at least one class period in a week.

In the initial internship programme, short periods of increased lead' (sole) teaching responsibilities should be preceded and followed by periods during which interns return to teaching only the focus class. From each period of increased lead teaching responsibility to the next, the demands on the intern's planning, teaching, and/ or assessing should increase. Interns' on-campus classes do not meet every week of the internship. During certain weeks, the classes do not meet so that interns can be in their placement schools all five days of the week. Interns' obligations to their courses during this time focus more on at-school or in-class activities and less on lengthy reading or writing assignments

Note: In internship student will go to schools and do teaching practice and develop skills of teaching and learning and they also understand to deal with them and how to manage them.

Scheme of Assessment: The end of semester assessment for practical Internship subject-1 and Subject-2 will be held with internal assessment 50-50 marks and external assessment 50-50 marks.

UnitPlan (Coursecode 71ED380)3credit**Legend:**

CI:ClassroomInstruction(Includesdifferentinstructionalstrategiesi.eandoneweekof internship equal one credit. Lecture (L) and Tutorial (T) and others),

LI:LaboratoryInstruction(IncludesPracticalperformancesinlaboratoryworkshop,fieldorotherlocationsusing different instructional strategies)

SW:SessionalWork(includesassignment,seminar,miniprojectetc.),

SL:SelfLearning,

C:Credits.

Code	Course Code	CourseTitle	Schemeofstudies(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	TotalStudyHours (CI+LI+SW+SL)	
LC	71ED-380	UnitPlan	01	15	-	01	17	01

Scheme ofAssessmentTheory

Category	Course Code	Course Title	Scheme ofAssessment(Marks)							
			ProgressiveAssessment(PRA)						End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Class/Ho me Assignment t 5 number 5marks each (CA)	Class Test2 (CT)	Semi nar one (SA)	Class Activit y any one (CAT)	Class Attendance (AT)	TotalMarks (CA+CT+SA+C AT+AT)		
LC	71E D-380	Unit Plan	-	-	-	50	-	50	-	50

Co1-Understandingbasicsofdiffernt Artforms–impactofArtformsonthehuman mind

ApproximateHours

Item	Appx.Hrs
CI	15
LI	-
SW	-
SL	2
Total	17

SessionOutcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	SelfLearning(SL)
ISO1. Students will gain knowledge about Meaning of UnitPlanningandImportanceof Unit Planning ISO2. Students will gain knowledgeaboutDevelopment of Unit Plan LinlitationsofUnitPlanning	0	UNIT-1 1.1 Introduction 1.3 Objectives 1.3 UnitPlanning 1.4 MeaningofUnitPlanning 1.5 NeedandImportanceofUnit Planning 1.6 StepsInvolvedinUnitPlanning 1.7 Development of Unit Plan 1.8 LinlitationsofUnitPlanning 1.9 LessonPlanning 1.10 Meaning of Lesson Planning 1.11Need and Importance of Lesson Planning,StepsofLessonPlanning 1.12 Methods of Lesson Planning 1.13FeaturesofaGoodLessonPlan 1.14 Development of a Lesson Plan 1.15 Limitations of Lesson Planning	1. Unit Planning and Importance of Unit PlanningStepsInvolved in Unit Planning 2.DevelopmentofUnit Plan LinlitationsofUnit Planning

Note;In unit plan student willgo to schoolsanddo teachingpractice and developing skillsof teaching and learning and they also understand to deal with themand how to manage them. The end of semester assessment for practical Unit Plan will be heldwith internal assessment 50marks

CourseCode: 71ED-381
title DRAMAANDARTINEDUCATION

Prerequisite: Students should have knowledge to integrate arts education in the formal schooling of four students.

Rationale: to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the hearts. A n understanding of the arts will give our youth the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the Nation.

Keeping in view some of these ideas, the National Curriculum Framework-2005, introduced arts education as a main stream curricular area, which must be taught in every school as a compulsory subject (up to Class X) and facilities for the same may be provided in every school. Keeping this in view, it is all the more important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this, not only Art teachers but every teacher in the school system should be sensitized to understand and experience the use of Arts for holistic development of the learner, as a teacher as well as an individual.

Course Outcomes:

CO1- Understanding basics of different Art forms – impact of Art forms on the human mind

CO2- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different forms, through genuine exploration, experience and free expression.

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

CO4- Enhance awareness of the rich cultural heritage, artists and artisans.

Code	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
LC	71ED-381	Unit Plan	01	15	-	01	17	01

Legend:

CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Category	Course Code	Course Title	Scheme of Assessment(Marks)							
			Progressive Assessment(PRA)						End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Class/Home Assignment 5 number 5marks each (CA)	Class Test2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
LC	71E D-381	Drama and art in education	-	-	-	50	-	50	50	100

Course-Curriculum Detailing: This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1-Understandingbasicsofdiffernt Artforms–impactofArtformsonthehuman mind

ApproximateHours

Item	Appx.Hrs
CI	15
LI	4
SW	-
SL	1
Total	20

SessionOutcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	SelfLearning(SL)
ISO1. Studentswillgain knowledge about xperimentation with different materials ISO2. Students will gain knowledge about materials of VisualArt,suchaspastel, poster pen and ink rangoli materials, clay, ISO3. Students will gain knowledgeabout Exploration and	1.poster making withdrypasteland poster colour 2.mural painting,block printing,paper cutting,folding 3.paperframing 4.printmakingon cloth,clay modling,ceramic with shilpkar,photography	UNIT1. VISUALARTS ANDCRAFTS(PRACTICAL) 1.1 Experimentationwithdifferent 1.2 materials of Visual Art, such as pastel,posterpenandrangoli materials, clay, etc. 1.3 Exploration and experimentation withdifferentmethodsofVisualArts 1.4 likePainting,blockprinting,collage, 1.5 claymodelling,papercuttingand folding, etc.	Paper framing and displayofArtworks1 Exploration and experimentation with different methods of Visual Arts like Painting, block printing,collage,clay model ling, paper cutting and folding
experimentation with differentmethodsofVisual Art ISO4 Students will gain knowledge about. Visual Arts like Painting, block printing,collage,claymodel ling, paper cutting and folding, ISO5. Students will gain knowledge about. Paper framinganddisplayofArt works1		1.6 Paper framing and display of Art Works. 1.7 muralsonpaper-AboutmuralsIts type. 1.8 Drawing-Thepracticesandvisual convention (with anatomy) 1.9 PrintMaking-Aboutprintmaking and its primery uses. 1.10 Sculpture– itsbasicknowledgeand pactice. 1.11 Ceramic-Usesofclayandovenfor ceramic. 1.12 Photography-Aboutphotography and its type. Video-typesanditstype. 1.13 Filmmaking-aboutfilmmaking and its type. Design-aboutdesignanditstype. 1.14 Craft-About craft and its uses. Collage-technicsofcollageandits type. 1.15 Motionpicture-Aboutmotion picture.	

SW-1 SuggestedSessionalWork(SW):

Co2=Enhanceartisticandaestheticsensibilityamonglearnerstoenablethemtorrespondtothebeautyin different forms, throughgenuine exploration,experience and freeexpression.

ApproximateHours

Item	Appx.Hrs
CI	15
LI	4
SW	-
SL	1
Total	20

SessionOutcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	SelfLearning(SL)
2SO1. Students will gain knowledgeaboutperformingarts dance,music,theatre,andpuppetry 2SO2. Students will gain knowledge about Listening/ viewing and exploring Regional Art forms of music, dance, theatre and puppetry 2SO3.Studentswillgain knowledge about Viewing/listeningtoliveand recorded performances of ClassicalandRegionalArtforms	1.planing of stage for performance 2.theater On Gandhi 3.studio designing 4.record performance ofprograms	Unit-2 2.1performingarts,dance,music theatre and puppetry 2.2Listening/viewingandexploring 2.3 Regional Art forms of music, 2.4 dance, 2.5 theatre and puppetry. 2.6 Viewing/listeningtolive 2.7 recordedperformancesof Classical 2.8 RegionalArtforms	Participation and performanceinanyoneof the Regional Arts forms keeping in mind the integrated approach Planning a stage- setting for a performance/presentation by the student-teacher
2SO4. Students will gain knowledge about Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach 2SO5. Students will gain knowledge about Planning a stage- setting for a performance/presentation by the student-teacher		2.9 Participation 2.10 performance in anyoneoftheRegionalArtsforms 2.11 keepinginmindtheintegrated approach 2.12 Planningastage-settingfora performance 2.13 presentationbythestudent-teacher. 2.14 needsofPlanningastage- setting for a performance 2.15 importanceofPlanningastage-setting for a performance	

SW-2SuggestedSessionalWork(SW):a.Assignments

Co3--EnhanceskillsforintegratingdifferentArtformsacrossschoolcurriculumat secondary level

Approximate Hours

Item	Appx.Hrs
CI	15
LI	4
SW	-
SL	1
Total	20

SessionOutcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	SelfLearning(SL)
<p>3SO1.studentwillunderstandthe appreciation of arts meaningandconcept</p> <p>3SO2.studentwillunderstandthe difference between Educationin Arts andArtsinEducation</p> <p>3SO3.student.Identificationof different performing Artformsand artists;dance,musicandmusical instrument ,theatre ,puppetrywillunderstandthe</p> <p>3SO4.studentwillunderstandthe Knowledge of Indian CraftTraditionsanditsrelevance in education</p> <p>3SO5. student will understand the Knowledge of Indian ContemporaryArtsandArtists ;VisualArts</p>	<p>1.Mandalaart</p> <p>2.madhuvani painting</p> <p>3.muralon wall</p> <p>4.rangoli</p>	<p>Unit-3</p> <p>APPRECIATIONOFARTS</p> <p>3.1 MeaningconceptsofArtsand aesthetics</p> <p>3.2 itssignificanceat secondary level of</p> <p>3.3 school education</p> <p>3.4difference between EducationinArtsandArts in Education</p> <p>3.5 Identificationofdifferent performing</p> <p>3.6 Artforms</p> <p>3.7artists</p> <p>3.8dance,</p> <p>3.9music</p> <p>3.10 musicalinstrument</p> <p>3.11theatre</p> <p>3.12 puppetry</p> <p>3.13 KnowledgeofIndian Crafts Traditions and its relevanceineducation</p> <p>3.14 KnowledgeofIndian Contemporary Arts and Artists-Visual Arts</p> <p>3.15 Indianfestivalsanditsartistic significance</p>	<p>Meaningandconcepts of Arts and aesthetics and its significance at secondarylevel ofschool education</p> <p>Indianfestivalsandits artistic significance</p>

Co4---Enhanceawarenessoftherichculturalheritage,artistsandartisans.

ApproximateHours

Item	Appx.Hrs
CI	15
LI	04
SW	2
SL	1
Total	20

SessionOutcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	SelfLearning(SL)
<p>4SO1. student will understand Body movement-Different theatre games, Exercises,MartialArts,FolkDances</p> <p>4SO2. student will understand Meditation-Focus,Concentration.</p> <p>3.Scriptwriting</p> <p>4SO3. student will understand PoetryrecitationRigvedMantras, VaachikAbhinay.</p> <p>5.Sellectionofplayfor childrencasting</p> <p>4SO4.studentwillunderstand building of a character</p> <p>4SO5studentwillunderstand.partsof speech</p>	<p>1.theater exercises</p> <p>2.script designing</p> <p>3.meditation</p> <p>4.vaachik abhinay</p>	<p>Unit-4</p> <p>Bodymovementandtheatergame</p> <p>4.1 Exercises,</p> <p>4.2 MartialArts,</p> <p>4.3 Folk Dances</p> <p>4.4 Meditation-Focus,</p> <p>4.5 Concentration.</p> <p>4.6 Scriptwriting</p> <p>4.7 characterization,</p> <p>4.8dialogue,</p> <p>timeandspace, beginning,</p> <p>4.9 middle,</p> <p>poetry recitation-</p> <p>4.10Rigved Mantras,</p> <p>4.11 Vaachik Abhinay Selection of play forchildren casting</p> <p>4.12 Building of a character partsofspeechVolume, Pitch, Speed, clarity, Audibility, Diction,</p> <p>4.13 Intonation, Fee-land Toner Quality, Projection</p> <p>4.14 Designofa production. Audience,Execution of Different</p> <p>4.15 AspectsofProduction, Analysis of Increasein Understanding of Children through Drama</p>	<p>1. DESIGNOF APRODUCTION PosterMaking, Audience, Execution of Different Aspects of Production, Analysis of Increase in Understanding of Children through Drama.</p>

SW-4SuggestedSessionalWork(SW):Assignments:

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
Co1- Under standing basics of different Art forms – impact of Art forms on the human mind	15	-	1	16
Co2= Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different forms, through genuine exploration, experience and free expression	15	-	1	16
Co3 Enhance skills for integrating different Art forms across School curriculum at secondary level	06	-	1	07
Co4--- Enhance awareness of the rich cultural heritage, artists and artisans	09	-	1	10
Total Hours-	45	-	4	49

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	VISUAL ARTS AND CRAFTS	3	10	13	26
CO-2	performing arts, dance, music theatre and puppetry 2	3	10	13	26
CO-3	APPRECIATION OF ARTS	2	10	12	24
CO-4	Body movement and theater game	2	10	12	24
	Total	10	40	50	100

Legend: R: Remember, U: Understand, A: Apply

Note. Detailed Assessment rubric needs to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment. The end of semester assessment for Introduction to drama and art in education 50 marks internal and 50 marks external assessment

Suggested Instructional/Implementation Strategies:

Improved Lecture Group Discussion Role Play

Visit to school Demonstration

ICT Based Teaching Learning

Courses	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and team work	Po9 communication	Po10 Lifelong learning	Pso1 The ability to apply technical &	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest technology to achieve	Pso4 Ability to use the research base to innovate knowledge
Co1- Understanding basics of different Art forms – impact of Art forms on the human mind	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2= Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different forms, through genuine exploration, experience and free expression	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3 Enhance skills for integrating different Art forms across School curriculum at secondary level	2	3	3	3	2	2	2	2	2	2	3	2	2	3
Co4--- Enhance awareness of the rich cultural heritage, artists and artisans														

Curriculum Mapping

POs & PSOs No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6 7,8,9,10, PSO1,2, 3,4,	Co1- Under standing basics of different Art forms – impact of Art forms on the human mind	SO1.1 S O1.2 S O1.3 S O1.4 SO1.5		Unit-1.0 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	PO1,2,3,4,5,6 7,8,9,10, PSO1,2, 3,4,
PO1,2,3,4,5,6 7,8,9,10,11,1 2 PSO1,2,3,4,	Co2= Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different forms, through genuine exploration, experience and free expression	SO2.1 S O2.2 S O2.3 SO2.4 SO2.5		Unit-2 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	PO1,2,3,4,5,6 7,8,9,10,11,1 2 PSO1,2,3,4,
PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,	Co3 Enhances skills for integrating different Art forms across School curriculum at secondary level	SO3.1 S O3.2 SO3.3 SO3.4 SO3.5		Unit-3:3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,
PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,	Co4--- Enhance awareness of the rich cultural heritage, artists and artisans	SO4.1 S O4.2 S O4.3 S O4.4 SO4.5		Unit-4: 4.1, 4.2,4.3,4.4,4.5,4.6,4.7	PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,

Suggested Learning Resources Curriculum Development Team

1. Dr. R.S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Smt. Seema Dwivedi
8. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

CourseCode: 71ED-384

CourseTitle: UnderstandingtheSelf

Pre-requisite: Student should have knowledge The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are encouraged to explore and develop through self-reflection a greater insight into their aims of life.

Rationale: Student will know about the main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are encouraged to explore and develop through self-reflection a greater insight into their aims of life, strengths and weaknesses and dynamics of formation of identity and a true individuality. Students also develop a capacity for social-relational sensitivity, effective communication skills and ways to create harmony within one's own self and society. The workshops are also aimed at equipping the students with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching. To help student teachers discover and develop open mind, the attitude of a self-motivated learner, having self-knowledge and self-restraint To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony. To develop the capacity of facilitating personal growth and social skills in their own students

CourseOutcomes:

Co1 --The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are encouraged to explore and develop through self-reflection a greater insight into their aims of life,

Co2 - strengths and weaknesses and dynamics of formation of identity and a true individuality. Students also develop a capacity for social-relational sensitivity, effective communication skills and ways to create harmony within one's own self and society.

Co3---The workshops are also aimed at equipping the students with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching. to help student teachers discover and develop open mind, the attitude of a self-motivated learner, having self-knowledge and self-restraint.

Co4-To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.

Co5---To develop the capacity of facilitating personal growth and social skills in their own students

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
LC	71ED-384	Understanding the Self	04	05	-	01	10	04

Legend: CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure

outcome of Learning.

Scheme of Assessment: Theory

Category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA+ESA)
			Class/Home Assignment 5 number 5 marks each (CA)	Class Test 2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
LC	71E D-384	Understanding the Self	-	-	-	25	-	25	25	50

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1--The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are encouraged to explore and develop through self-reflection a greater insight into their aims of life,

Approximate Hours

Item	Appx.Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>ISO1. Students will gain knowledge about. To enable students to develop a vision of life for themselves</p> <p>ISO2. Students will gain knowledge about encourage students to give conscious direction to their lives to take responsibility for their Education</p> <p>ISO3. Students will gain knowledge about develop a holistic and integrated understanding of the human self and personality.</p> <p>ISO5. Students will gain knowledge about Vision as a person: Aspiration and purpose of life</p>	0	<p>UNIT1: Exploring the Aim of Life Objectives To enable students to develop a vision of life for themselves To encourage students to give conscious direction to their lives to take responsibility for their Educational ‘ To develop a holistic and integrated understanding of the human self and personality Workshop Themes Vision as a person: Aspiration and purpose of life. Giving a conscious direction to life. Understanding different dimensions of self personality and way in which they influence the dynamics of identity formation, 12. values and direction of life. vision of life importance of Vision as a person importance of Aspiration and purpose of life.</p>	<p>Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life Giving a conscious direction to life</p>

SW-1 Suggested Sessional Work (SW):

Co2 - strengths and weaknesses and dynamics of formation of identity and a true individuality. Students also develop capacity for social-relational sensitivity, effective communication skills and ways to create harmony within one's own self and society.

Approximate Hours

Item	Appx. Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>2SO1. Students will gain knowledge about growth of the students by helping them to identify their own potential</p> <p>2SO2. Students will gain knowledge about To develop the power of positive attitude</p> <p>2SO3. Students will gain knowledge about To encourage students to develop the capacity for self-reflection and personal integration</p> <p>2SO4. Students will gain knowledge about Understanding one's strengths and weaknesses through self observation exercises</p> <p>2SO5. Students will gain knowledge about Taking responsibility for one's own Educational</p>	0	<p>Unit-2.0 Discovering one's True Potential To facilitate the personal growth of the students by helping them to identify their own potential To develop the power of positive attitude. To encourage students to develop the capacity for self-reflection and personal integration. 7. Workshop Themes 8. Understanding one's strengths 9. weaknesses through self observation exercises. 10. Taking responsibility for one's own Educational 11. Developing positivity, self esteem 12. emotional integration. 13. Exploring fear and trust; 14. competition and cooperation 15. Developing skills of inner self organization and self reflection Writing a self-reflective journal</p>	<p>Developing skills of inner self organization and self reflection Writing as a self-reflective journal Exploring fear and trust; competition and cooperation</p>

SW-2 Suggested Sessional Work (SW):

Co3. The workshops are also aimed at equipping the students with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching. To help student teachers discover and develop open mind, the attitude of a self-motivated learner, having self-knowledge and self-restraint.

Approximate Hours

Item	Appx. Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>3SO1. Students will gain knowledge about enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation</p> <p>3SO2. Students will gain knowledge about encourage students to develop the capacity for perspective taking and appreciating different points of view.</p> <p>3SO3. Students will gain knowledge about develop sensitivity towards needs of children by connecting with one's own childhood experiences Workshop Themes</p> <p>3SO4. Students will gain knowledge about Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced</p>	0	<p>Unit-3 Developing Sensitivity To enable students to examine and challenge the stereotypical attitudes prejudices that influence identity formation and the process of individuation. To encourage students to develop the capacity for perspective taking appreciating different points of view. To develop sensitivity towards needs of children by connecting with one's own childhood experiences 7. Workshop Themes 8. Understand and challenge the unconscious 9, conditioned attitudes that are stereotyped and prejudiced</p>	<p>Developing the capacity for empathetic listening and communication skills. Understanding one's own childhood and adult-child gaps in society</p>

3SO5. Students will gain knowledge about Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness	critically examine the sources of stereotyped messages (e.g., media). Defining consciously one's own values towards self and society develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness. Developing the capacity for empathetic listening and communication skills. Understanding one's own childhood and adult-child gaps in society	
---	---	--

SW-3 Suggested Sessional Work (SW)

Co4 To help student teachers To develop the capacity to facilitate personal growth and social skills in their own students develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.

Approximate Hours

Item	Appx. Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
4SO1. Students will gain knowledge about Peace, Progress and Harmony To develop the capacity to establish peace within oneself 4SO2. Students will gain knowledge about To develop the capacity to establish harmony with in a group and methods of conflict resolution 4SO3. Students will gain knowledge about To understand the meaning of leadership and develop attitudes and skills of a catalyst 4SO4. Students will gain knowledge about To understand the basis of social disharmony	0	Unit-4 Peace To develop the capacity to establish peace within oneself Progress To develop the capacity to establish peace with in oneself Harmony To develop the capacity to establish peace with in oneself To develop the capacity to establish harmony with in a group methods of conflict resolution To understand the meaning of leadership develop attitudes skills of a catalyst	understand the basis of social disharmony the factors those contribute to it and ways to facilitate change develop the capacity to establish harmony with in a group and methods of conflict resolution

4SO5.Studentswillgainknowledge aboutthefactorsthosecontribute to it and ways to facilitatechange		To understand the basis of social disharmony thefactorsthosecontribute to it ways to facilitate change 13.importance of methods of conflict resolution 14.importanceofsocialharmony. 15. importance of develop attitudesandskillsofacatalyst	
--	--	---	--

SW-4 SuggestedSessionalWork (SW):

To develop the capacity to establish harmony within a group and methods of conflict resolution

To understand the meaning of leadership and develop attitudes and skills of a catalyst to understand the basis of social disharmony the factors those contribute to it and ways to facilitate change

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
Co1 --The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are encouraged to explore and develop through self-reflection a greater insight into their aims of life,	15	2	1	18
Co2 - strengths and weaknesses and dynamics of formation of identity and a true individuality. Students also develop a capacity for social-relational sensitivity, effective communication skills and ways to create harmony within one's own self and society	15	2	1	18
Co3 ---The workshops are also aimed at equipping the students with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching. To help student teachers discover and develop an open mind, the attitude of a self-motivated learner, having self-knowledge and self-restraint	15	2	1	18
CO4: To gain insight into the concise historical context of Indian Education, specifically focusing on Secondary Education. To develop the capacity to facilitate personal growth and social skills in their own students	15	2	1	18

TotalHours-	60	8	4	72
-------------	----	---	---	----

SuggestionforEndSemesterAssessment SuggestedSpecificationTable(ForESA)

CO	UnitTitles	MarksDistribution			Total Marks
		R	U	A	
CO-1	Exploring the Aim of Life Objectives	02	05	05	12
CO-2	Discovering one's True Potential	02	05	05	12
CO-3	Developing Sensitivity	03	05	05	13
CO-4	Peace To develop the capacity to establish peace with in oneself	03	05	05	13
	Total-	10	20	20	50

Legend: **R: Remember, U: Understand,A: Apply**

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment. the end of semester assessment for Introductiontopedagogywill beheldwithwrittenexaminationofUnderstandingtheSelf25marksexternaland 25 marks internal assessment.

SuggestedInstructional/ImplementationStrategies:

ImprovedLecture GroupDiscussion Role Play

Visittoschool Demonstration

ICTBasedTeachingLearning(VideoDemonstrationWhatsapp,Mobile,Onlinesources)

Course outcomes	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and team work	Po9 communication	Po10 Lifelong learning	Pso1 The ability to apply technical &	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest technology to achieve	Pso4 Ability to use the research base to develop innovative knowledge
Co1 --The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are encouraged to explore and develop through self-reflection a greater insight into their aims of life.	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2 - strengths and weaknesses and dynamics of formation of identity and a true individuality. Students also develop capacity	2	3	3	3	3	3	3	2	2	2	2	2	2	2

for social-relational sensitivity, effective communication skills and ways to create harmony within one's own self and society														
Co3 --- The workshops are also aimed at equipping the students with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching. To help student teachers discover and develop an open mind, the attitude of a self-motivated learner, having self-knowledge and self-restraint	2	3	3	3	2	2	2	2	2	2	3	2	2	3
CO4: To gain insight into the concise historical context of Indian Education, specifically focusing on Secondary Education. To develop the capacity to facilitate personal	2	2	1	2	3	2	1	1	2	3	2	1	1	1

growth and social skills in their own students														
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Curriculum Mapping

POs & PSOs No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6 7,8,9,10, PSO1,2, 3,4,	Co1 --The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are	SO1.1 S O1.2 S O1.3 S O1.4 SO1.5		Unit-1.0 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	PO1,2,3,4,5,6 7,8,9,10, PSO1,2, 3,4,

	encouraged to explore and develop through self-reflection a greater insight into their aims of life,				
PO1,2,3,4,5,6 7,8,9,10,11,12 PSO1,2,3,4,	Co2 - strengths and weaknesses and dynamics of formation of identity and a true individuality. Students also develop a capacity for social-relational sensitivity, effective communication skills and ways to create harmony within one's own self and society	SO2.1 S O2.2 S O2.3 SO2.4 SO2.5		Unit-2 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	PO1,2,3,4,5,6 7,8,9,10,11,12 PSO1,2,3,4,
PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,	Co3 ---The workshops are also aimed at equipping the students with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching. To help student teachers discover and develop an open mind, the attitude of a self-motivated learner, having self-knowledge and self-restraint	SO3.1 S O3.2 SO3.3 SO3.4 SO3.5		Unit-3:3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,
PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,	CO4: To gain insight into the concise historical context of Indian Education, specifically focusing on Secondary Education. To develop the capacity to facilitate personal growth and social skills in their own students	SO4.1 S O4.2 S O4.3 S O4.4 SO4.5		Unit-4: 4.1, 4.2,4.3,4.4,4.5,4.6,4.7	PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,

Suggested Learning Resources:

S.N.	Title	Author	Publisher	Edition & year
1.	A Greater Psychology. Pondicherry, India:	Dalal, A.S.	Sri Aurobindo Ashram Tr	2001
2.	Living Within, Pondicherry, India	Dalal, A.S.	Sri Aurobindo Ashram Trust	1987
3.	The Evolving Self: A Psychology for the Third Millennium.	Csikszentmihalyi, M.	New York: Harper Collins	1993

- 1.Dr.R.S.Mishra
- 2.Dr.Bhagwan Deen
- 3.Dr.SanandKumarGautam
- 4.Dr.Shikha Tripathi
- 5.Dr.Kalpna Mishra
- 6NeetaSingh
- 7Smt.SeemaDwivedi
- 8.Smt.Neeru Singh
- 10.Dr.DileepKumarTiwari

CourseCode: 71ED-383

CourseTitle: Understanding of ICT

Pre-requisite: Students should have knowledge about Develop skill in handling computer and using word documents. develop skill in computation, analysis and interpretation of data by using Excel.

Rationale: Student will know about Develop skill in handling computer and using word documents. develop skill in computation, analysis and interpretation of data by using Excel Spread sheets. Understand the Educational implications of Power Point Presentation and its use in classroom Understand the applications of Information Technology in the field of teacher education programme and training.

CourseOutcomes:

Co1-- Develop skill in handling computer and using word documents.

Co2— Develop skill in computation, analysis and interpretation of data by using Excel Spreadsheets. Understand the Educational implications of Power Point Presentation and its use in classroom

Co3- Understand the applications of Information Technology in the field of teacher education programme and training.

Co4- Understand the applications of Information Technology in the field of MS Power point.

Co5- Understand the applications of Information and communication Technology in the field of Browsing the Internet and downloading in teacher education

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
LC	71ED-383	Understanding of ICT	02	04	-	01	07	02

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others), **LI:** Laboratory Instruction

(Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies) **SW:** Sessional Work (includes assignment, seminar, mini project etc.), **SL:** Self Learning, **C:** Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Category	Couse Code	Course Title	Scheme ofAssessment(Marks)								End Semester Assessment (ESA)	Total Marks (PRA+ ESA)
			ProgressiveAssessment(PRA)						TotalMarks (CA+CT+SA+C AT+AT)			
			Class/Ho me Assignment 5 number 5marks each (CA)	Class Test2 (CT)	Semi nar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)					
LC	71ED-383	Understand ing of ICT	-	-	-	25	-	25	25	50		

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which

students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion. about Develop skill in handling computer and using word documents. Develop skill in computation, analysis and interpretation of data by using Excel

Co1--Develop skill in handling computer and using word documents.

Approximate Hours

Item	Appx. Hrs
CI	10
LI	04
SW	2
SL	1
Total	17

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge about both the ancient education system of India and the Western education system. ISO2. Student will understand the functions of Education and its role in society	0	UNIT1: 1. Computer Fundamental. Instructions on operating the Computer Connecting of all peripheral to CPU for a system 2. Switching on/off/5 restart Inserting / removing a floppy from the floppy drive 3. Running a file from a floppy 4. using floppy drive Copying a file from hard disk to floppy disk 5. Inserting/removing a CD from the CD-ROM drive Running a file from a CD-ROM using CD-ROM drive Copying files from one drive to another Creating a new folder .Running a file from hard disk Connecting the printer. print out hard copies	Computer Fundamental Creating a new folder Running a file from hard disk Connecting the printer and print out hard copies
ISO3. Students will comprehend the functions of education and its significance in society. ISO4. Students will grasp the concepts of formal and non-formal education. ISO5. Students will comprehend the intersection of human rights and education of Modern India.			

SW-1 Suggested Sessional Work (SW): Assignments:

Ancient Indian Educational system, Modern educational system of India, Impact of education on society, Methods of preservation of culture and heritage,

Co2—Develop skill in computation, analysis and interpretation of data by using Excel Spreadsheets. Understand the Educational implications of Power Point Presentation and its use in classroom

ApproximateHours

Item	Appx. Hrs
CI	05
LI	04
SW	2
SL	1
Total	12

SessionOutcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	SelfLearning(SL)
2SO1.studentwillunderstandthe Exercise in Ms- Word Creatinganewdocument 2SO2. student will understand the Formattingandeditingofadocument Insertingpictures,objects,framesand tables 2SO3.studentwillunderstandthe PracticingMail-Merge facility 2SO4. student will understand the Workingwiththedrawing tools	0	Unit-2 ExerciseinMs-Word Creating a new document 3.Formattingandeditingofa document Inserting pictures, objects, frames and tables PracticingMail-Mergefacility Workingwiththedrawing tools	ExerciseinMs- Word Creatinganew document Workingwith thedrawing tools

SW-2SuggestedSessionalWork (SW):**Co3-UnderstandtheapplicationsofInformationTechnologyinthefieldofteachereducation**

Approximate Hours

Item	Appx.Hrs
CI	05
LI	04
SW	2
SL	1
Total	12

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. student will understand the Exercise in Ms-Excel Creating a new worksheet Inserting and deleting rows/columns in work sheet 3SO2. student will understand the Formatting and editing of a document-sorting Preparation of statement of marks and using of some statistical concepts 3SO3. student will understand the Descriptive Statistics Preparation of School Time Table 3SO4. student will understand the Preparation of Tables	0	Unit-3 1. Exercise in Ms-Excel Creating a new worksheet Inserting 2 deleting rows/columns in work sheet Formatting and editing of a document-sorting Preparation of statement of marks and using of some statistical concepts Descriptive Statistics Preparation of School Time Table Preparation of Tables	Exercise in Ms- Excel Creating a new work heet Inserting and deleting rows/columns in work sheet Formatting and editing of a document-sorting Preparation of statement of marks and using of some

SW-3 Suggested Sessional Work (SW):

Co4-Understand the applications of Information Technology in the field of MS Power point. understand the applicationsofInformation andcommunicationinTechnologyinthefieldofBrowsingtheInternetanddown loadingin teacher education

ApproximateHours

Item	Appx. Hrs
CI	05
LI	04
SW	2
SL	1
Total	12

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
4SO1. student will understand the Exercise in Ms Power Point 4SO2. student will understand the preparation MS Power Point presentation 4SO3. student will understand the PowerPoint presentation using text, picture, sound,	0	Unit-4 1. Exercise in Ms Power Point 2. Preparation of MS- Power 3. Point presentation 4. Preparation of MS- Power 5. Point presentation using text, picture, sound	Power Point presentation using text, picture, sound, Exercise in Ms Power Point

Co5- Understand the applications of Information and communication in the field of Browsing the Internet and down loading in teacher education

Approximate Hours

Item	Appx. Hrs
CI	05
LI	04
SW	2
SL	1
Total	12

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
5SO1. student will understand the Exercise in Information and Communication Technology 5SO2. student will understand the Browsing the Internet and down loading 5SO3. student will understand the search word using search engine 5SO4. student will understand the Working with Multimedia 5SO5. student will understand the Receiving/ Sending of Email and attachment	0	Unit-5 1. Exercise in Information and Communication Technology 2. Browsing the Internet and down loading 3. search word using search engine 4. Working with Multimedia 5. Receiving/ Sending of Email and attachment	search word using search engine Working with Multimedia

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
Co1 --Develop skill in handling computer and using word documents.	10	2	1	13
Co2 —Develop skill in computation, analysis and interpretation of data by using Excel Spreadsheets. Understand the Educational implications of PowerPoint Presentation and its use in classroom	05	2	1	08
CO3: Co3- Understand the applications of Information Technology in the field of teacher education programme and training.	05	2	1	08
Co4 -Understand the applications of Information Technology in the field of MS Power point.	05	2	1	08
CO5. Understand the applications of Information and communication Technology in the field of Browsing the Internet and downloading in teacher education	05	2	1	08
Total-	30	10	5	45

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Computer Fundamental. Instructions on operating the Computer Connecting of all peripherals to CPU for a system	02	04	04	10
CO-2	Exercise in Ms- Word, Creating a new document	02	04	04	10
CO-3	Exercise in Ms-Excel Creating a new worksheet Inserting	02	04	04	10
CO-4	Exercise in Ms Power Point.	02	04	04	10
CO-5	Exercise in Information and Communication Technology	02	04	04	10
Total-		10	20	20	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to will be held with written examination of 25 marks

Note. Detailed Assessment rubric needs to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment. The end of semester assessment for Introduction to pedagogy will be held with written examination of Understanding of ICT 25 marks external and 25 marks internal assessment.

Suggested Instructional/Implementation Strategies: Improved Lecture Role Play Visits to school Demonstration

Mapping of CO's, POs, and P SOs

Courses	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and team work	Po9 communication	Po10 Lifelong learning	Pso1 The ability to apply technical &	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest technology to achieve	Pso4 Ability to use the research base in innovation and knowledge
Co1-- Develop skill in handling computer and using word documents.	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2— Develop skill in computation, analysis and interpretation of data using Excel Spreadsheets. Understand the Educational implications of PowerPoint Presentation and its use in classroom	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3: Understand the applications of Information Technology in the field of teaching	2	3	3	3	2	2	2	2	2	2	3	2	2	3

hereducat ionprogra mme andtraini ng.														
Co4- Understa ndtheappl icationsof Informati on Technolo gy in the field of MS Power point.	1	1	2	2	1	3	2	2	1	1	3	1	2	2
CO5. Un derstand the applicatio ns of Informati on and communi catinTech nologyint hefieldof Browsing the Internet and down loadingin teacher education	2	2	1	2	3	2	1	1	2	3	2	1	1	1

POs &PSOsNo.	CosNo.&Titles	SOsNo.	Labora tory Instru ction(LI)	ClassroomInstruction (CI)	SelfLear ning (SL)
PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,	Co1-- Developskillinhandlingcom puterandusing worddocuments.	SO1.1S O1.2S O1.3S O1.4 SO1.5		Unit-1.0 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	
PO1,2,3,4,5,6 7,8,9,10 PSO1,2,3,4,	Co2— Develop skill in computation, analysis and interpretationofdatabyusing ExcelSpreadsheets. UnderstandtheEducationali mplicationsofPowerPoint Presentation and its use in classroom	SO2.1S O2.2S O2.3 SO2.4 SO2.5		Unit-2 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	
PO1,2,3,4,5,6 7,8,9,10	CO3: Co3- Understandtheapplicationso fInformationTechnologyint hefieldofteachereducationpr ogramme andtraining.	SO3.1S O3.2 SO3.3 SO3.4 SO3.5		Unit-3:3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	

PSO1,2, 3,4,					
PO1,2,3,4,5,6 7,8,9,10, PSO1,2, 3,4, 5	Co4- Understand the applicationso fInformation Technology in the field of MS Power point.	SO4.1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4: 4.1, 4.2,4.3,4.4,4.5,4.6,4.7	
PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,	Co5. Understand the applications of Information and communicatinTechnologyi nthe fieldofBrowsingthe Internet and down loadingin teacher education	SO5.1 SO5.2 SO5.3 SO5.4		Unit 5 5.1,5.2,5.3,5.4,	

Suggested Learning Resources:

S. N.	Title	Author	Publisher	Edition & year
1.	ProgramminginBasic,	Balaguruswa myE	New-Delhi:TataMcGrawHillPublishing CompanyLimited	2001
2.	Multimedia:Production,Planning and Delivery,	Casanova andMolina	New-Delhi:Prentice- HallofIndPrivateLimited.	1996
3.	MicrosoftWindows,	Gupta,Vikash	New-Delhi:PustakMahal	1997
4.	TheCompleteInternetReference,	Harley,Hahn	New-Delhi:TataMcGrawHillPublishing Com PanyLimited	1996

Curriculum Development Team

- 1.Dr.R.S.Mishra
- 2.Dr.Bhagwan Deen
- 3.Dr.SanandKumarGautam

4.Dr.Shikha Tripathi
5.Dr.Kalpna Mishra
6NeetaSingh
7Smt.SeemaDwivedi
8.Smt.Neeru Singh
10.Dr.DileepKumarTiwari

CourseCode: 71ED-382

CourseTitle: WORKINGWITHCOMMUNITY

Pre- requisite: Students should have knowledge about the factors working within the society, community i.e

Rationale: Student will know about the factors working within the society, community i.e. knowledge of social realities. Develop the dignity of labour among student teachers. Arouse their interest in the social and economic reconstruction of the country. Make the student-teacher aware with the educational problems and needs of the society. Prepare youth for sustainable development. Develop the personality of the student-teacher through community service.

CourseOutcomes

Co1- Acquaint the student teachers with the factors working within the society, community i.e. knowledge of social realities

Co2--- Develop the dignity of labour among student-teachers

Co3-- Arouse their interest in the social and economic reconstruction of the country

Co4-- Make the student-teacher aware with the educational problems and needs of the society

Co5-- Prepare youth for sustainable development. Develop the personality of the student-teacher through community service

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
LC	71ED-382	Working with community	02	04	1	01	08	02

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others), **LI:** Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies) **SW:** Sessional Work (includes assignment, seminar, mini project etc.), **SL:** Self Learning, **C:** Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Category	Course Code	Course Title	Scheme of Assessment(Marks)							
			Progressive Assessment(PRA)						End Semester Assessment (ESA)	Total Marks (PRA+ ESA)
			Class/ Home Assignment 5 number 5marks each (CA)	Class Test2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+A+CAT+AT)		
LC	71ED-382	Working with community	-	-	-	50	-	50	-	50

Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1-Acquaint the student teachers with the factors working within the society, community i.e. knowledge of social realities

Approximate Hours

Item	Appx.Hrs
CI	08
LI	03
SW	2
SL	1
Total	14

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. student will understand the Study of the nature of community participation in a secondary school ISO2... student will understand the Survey of community resources for participation in scholastic and co-scholastic ISO3-. student will understand the activities of a school educational survey of a slum area Report on social customs, traditions and superstition ISO4. student will understand the Survey of a village/town with at least 20 households in order to study the socioeconomic and educational status of the villager ISO5. student will understand the Study of wastage and stagnation in local primary school	Visit at sohawal block for community awareness Visit in educational institutes	Unit-1 1 Study of the nature of community participation in a secondary school 2 Survey of community resources for participation in scholastic and co-scholastic 3 activities of a school educational survey of a slum area 4 Report on social customs, traditions and superstition 5 Survey of a village/town with at least 20 households in order to study the socioeconomic and educational status of the villager 6 educational status of the villager 7. Study of wastage and stagnation in local primary schools	Study of the nature of community participation in a secondary school Study of wastage and stagnation in local primary schools

SW-1 Suggested Sessional Work (SW): secondary school

Survey of community

Study of wastage and stagnation in local primary schools

CO2-Develop the dignity of labour among student-teachers

Approximate Hours

Item	Appx.Hrs
CI	08
LI	03
SW	2
SL	1
Total	14

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>2SO1. student will understand the Study of an area in regard to consumption of electricity and water and suggest</p> <p>2SO2. student will understand the remedial measures Tree plantation programme in the campus/nearby village</p> <p>2SO3. student will understand the Survey of parent's attitude towards education of their children</p> <p>2SO4. student will understand the Organization of non-formal education centers for dropouts and out of school</p> <p>2SO5. student will understand the children in a locality Organization of campus beautification programme</p>	<p>Child labour knowledge by field visit</p> <p>Importance of PTM in classroom</p> <p>Knowledge about SDGP goal</p>	<p>Unit-2</p> <p>1 Study of an area in regard to consumption of electricity</p> <p>2 water and suggest remedial measures</p> <p>3 Tree plantation programme in the campus/nearby village</p> <p>4 Survey of parent's attitude towards education of their children</p> <p>5 Organization of non-formal education centers for dropouts and out of school</p> <p>6 children in a locality</p> <p>7 Organization of campus beautification programme</p>	<p>children in a locality</p> <p>Organization of campus beautification programme</p> <p>Survey of parent's attitude towards education of their children</p>

SW-3 Suggested Sessional Work (SW): Importance of PTM in classroom

Survey of parent's attitude towards education of their children

CO3:Arousetheirinterestinthesocialandeconomicreconstructionofthecountry**ApproximateHours**

Item	Appx.Hrs
CI	07
LI	03
SW	2
SL	1
Total	13

SessionOutcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	SelfLearning(SL)
4SO1. student will under stand the Identificationofproblemsofparents with respect to education of their children 4SO2. student will under stand t Aids awareness, electoral awareness, road safety, human rights, women rights he 4SO3. student will under stand the literacyprogrammesinthecommunity Cleanliness drives in the community and awareness about its needs 4SO4. student will under stand the Trainingofcommunityinsomesimple vocations for self-employment 4SO5. student will under stand the Actionresearchonlocalproblemsin consultation with the community	Awareness about community Visitin villages Distributing fruits and clothesintribal area	Unit-3 1 Identification of problems of parents with respect to education of their children 2 Aidsawareness,electoral awareness, 3 road safety, human rights, women rights et.literacy 4 programmesinthecommunity Cleanliness drives in the community 5 awarenessaboutitsneeds Developinghealthyfoodhabits 6 among the community members 7 Trainingofcommunityinsome simple vocations for self-employment Action research on local problemsinconsultationwiththe community	Identification of problemsofparents with respect to education of their children Actionresearchon local problems in consultationwiththe community

SW-4 SuggestedSessionalWork (SW):Action research on local problemsinconsultationwiththe community road safety, human rights, women rights et.literacy

CO4: Make the student-teacher aware with the educational problems and needs of the society**Approximate Hours**

Item	Appx.Hrs
CI	07
LI	03
SW	2
SL	1
Total	13

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
4SO1. student will understand the Micro – planning exercises for assessing the educational status of the community 4SO2. student will understand the Establishment of peace-committees and making them functional effectively 4SO3. student will understand the Critical review of implementation of RTE Act (2009) 4SO4. student will understand the Assistance and working with local community in actual relief work whenever needed Training of community in first aid 4SO5. student will understand the Exploiting the community resources and finding means and ways	Working with local community Clean university green university program First aid training to students and villagers	Unit-4 4.1 Micro – planning exercises for assessing the educational status of the community 4.2 Establishment of peace-functional effectively 4.3 Critical review of implementation of RTE Act (2009) 4.4 Assistance and working with local community in actual relief 4.5 work whenever needed Training of community in first aid 4.6 Exploiting the community resources 4.7 finding means and ways of using them for school	Exploiting the community resources and finding means and ways Establishment of peace-committees and making them functional effectively

SW-5 Suggested Sessional Work (SW): finding means and ways of using them for school

Establishment of peace-committees and making them functional effectively

Brief of Hourssuggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
Co1- Acquaint the student teachers with the factors working within the society, community i.e. knowledge of social realities	08	2	1	11
Co2--- Develop the dignity of labour among student – teachers	08	2	1	11
Co3-- Arouse their interest in the social and economic reconstruction of the country	08	2	1	11
Co4-- Make the student-teacher aware with the educational problems and needs of the society Prepare youth for sustainable development Develop the personality of the student-teacher through community service	06	2	1	09
Total Hours-	30	8	4	42

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Title	Marks Distribution			Total Marks
		R	U	A	
CO-1	Study of the nature of community	03	05	05	13
CO-2	Study of an area in regard to consumption of electricity water and suggest remedial	03	05	05	13
CO-3	Identification of problems of parents with respect to education of their children	02	05	05	12
CO-4	Micro – planning exercises for assessing the educational status of the community	02	05	05	12
	Total-	10	20	20	50

Legends: R: Remember, U: Understand, A: Apply

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment. The end of semester assessment for Introduction to pedagogy will be held with written examination of Working with community 50 marks in internal assessment.

Suggested Instructional/Implementation Strategies:

Improved Leb Role Play Visits to school Demonstration

ICT Based Teaching L

Courses outcomes	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environ- ment and sustainability	Po7 Ethics	Po8 Individual and team work	Po9 com- munication	Po10 Life long learning	Pso1 The ability to apply technical & technological knowledge	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest technology to achieve	Pso4 Ability to use the research based innovative knowledge
Co1- Acquaint the student teachers with the factors working within the society, community, i.e. knowledge of social realities	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2--- Develop the dignity of labour among student – teachers	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3-- Arouse their interest in the social and economic reconstruction of the country	2	3	3	3	2	2	2	2	2	2	3	2	2	3
Co4-- Make the student- teacher aware with the educational problems and needs of the society Prepare youth for sustainable development	1	1	2	2	1	3	2	2	1	1	3	1	2	2

Develop the personality of the student-teacher through community service														
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Curriculum Mapping

POs & PSOs No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,	Co1- Acquaint the student teachers with the factors working within the society, community i.e. knowledge of social realities	SO1.1S O1.2S O1.3S O1.4 SO1.5		Unit-1.0 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	

PO1,2,3,4,5,6 7,8,9,10 PSO1,2,3,4,	Co2--- Develop the dignity of labour among student – teachers	SO2.1S O2.2S O2.3 SO2.4 SO2.5		Unit-2 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	
PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,	Co3-- Arouse their interest in the social and economic reconstruction of the country	SO3.1S O3.2 SO3.3 SO3.4 SO3.5		Unit-3:3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	
PO1,2,3,4,5,6 7,8,9,10, PSO1,2, 3,4, 5	Co4-- Make the student- teacher aware with the educational problems and needs of the society Prepare youth for sustainable development Develop the personality of the student- teacher through community service	SO4.1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4: 4.1, 4.2,4.3,4.4,4.5,4.6,4.7	

Curriculum Development Team

1. Dr. R. S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Smt. Seema Dwivedi
8. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

B.Ed. Fourth Semester

CourseCode: 71ED-431

CourseTitle: GenderSchoolandSociety

Pre- requisite: Students should have knowledge about the acquaint the student teachers with the concept to gender roles in society and their challenges.

Rationale: Student will know about the acquaint the student teachers with the concept to gender roles in society and their challenges. to develop an understanding of their equality and disparities in equal opportunities in education in societal context to enable the student teacher to critically examine the stereotypes and rethink their beliefs To help student teachers to develop abilities to handle notion of genders sexuality.

CourseOutcomes:

Co1 To acquaint the student teachers with the concept to gender roles in society and their challenges.

Co2-- To develop an understanding of the inequality and disparities in equal opportunities in education in societal context.

Co3- To enable the student teacher to critically examine the stereotypes and rethink their beliefs.

Co4--- To help student teachers to develop abilities to handle notion-of gender and sexuality.

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
MC	71ED-431	Gender, School and Society	6	0	2	1	9	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others), **LI:** Laboratory Instruction

(Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies) **SW:** Sessional Work (includes assignment, seminar, mini project etc.), **SL:** Self Learning, **C:** Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ ESA)
			Progressive Assessment (PRA)								
			Class/Homework Assignment number 5 marks each (CA)	Class Test 2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)			
MC	71ED-431	Gender School and Society	25	-	-	5	-	30	70	100	

Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1 To acquaint the student teachers with the concept of gender roles in society and their challenges.

Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge. Gender Issues: Key Concepts ISO2. Students will gain knowledge The meaning and concept of gender and experience of gender in across different social groups, regions and time-periods ISO3. Students will gain knowledge. Challenges in gendered roles in society: Family, caste, religion, culture, the media and popular culture law and the state. ISO4. Students will gain knowledge Unequal access of education to girls; access to schools; gender identity construction at home and in society ISO5. Students will gain knowledge. Indian societal context: Power and authority in Indian Social System	0	Unit 1. Gender Issues: Key Concepts 1. introduction of gender 2. The meaning and definition of gender 3. difference between gender and sex 4. condition of gender in different time periods 5. challenges of gender in caste region 6. challenges of gender in culture. 7. challenges of gender in family 8. challenges of gender in culture, 9. challenges of gender in media 10. popular culture law and the state. 11. concept and meaning of gender bias 12. causes of gender bias 13. effective factor of general bias 14. concept and meaning of general roles 15. effective factors of gender role in society 16. meaning and definition of gender identity 17. gender identity construction at home. 18. gender identity construction in society 19. introduction of Indian social system Power in Indian Social System authority in Indian Social System 20. meaning and definition of society 20. types of society 21. meaning and definition of socialization 22. introduction of girls education 23. policies for girls education	Socialization of child in to a specific gender influences, and opportunities for education.

SW-1 Suggested Sessional Work

(SW): Assignments: Student teachers will be exposed and trained to prepare pedagogic material and practice.

Co2-- To develop an understanding of the inequality and disparities in equal opportunities in education

insocietal context.
Approximate Hours

Item	Appx.Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Student will understand the Gender Challenges and Education 2SO2. Student will understand the Challenging gender inequalities or reinforcing gender parity 2SO3. Student will understand The role of schools, peers, teachers, curriculum and textbook 2SO4. Student will understand the Representation of gendered roles, relationships and ideas in textbooks and curricula 2SO5. Student will understand the Schools nurture or challenge creation of young people as masculine and feminine selves.		Unit-2 Gender challenges and education 1 introduction and concept of Gender equality 2 Challenging gender equality 3 meaning and definition of gender equality 4 Challenging gender in equalities parity 5 reinforcing factors of gender parity 6 role of school for gender parity 7 role of peers gender parity 8 role of teachers for gender parity 9 role of textbook for gender parity 10 needs of reinforcing gender parity 11 role of text book for representation of gender role 12 meaning and definition of curriculum 13 characteristics of good curriculum 14 relationships and ideas in textbooks 15 relationships and ideas in curricula and text books. 16 meaning of masculine gender 17 challenge creation of young people as masculine gender 18 meaning of feminine gender 19 challenge creation of feminine gender 20 role of teachers for gender 21 education in class room 22 characteristics of masculine and feminine gender	Challenging gender in e qualities or reinforcing gender parity Schools nurture or challenge creation of young people as masculine and feminine selves.

SW-2 Suggested Sessional Work (SW): Assignment—

Students teachers will be exposed and trained to prepare pedagogic material and practice pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities, while being sensitive to social groups.

Co3-Toenablethestudentteacherstocriticallyexaminethestereotypesandrethink theirbeliefs.
Approximate Hours

Item	Appx. Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

SessionOutcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	SelfLearning(SL)
<p>3SO1.Studentwillunderstandthe Gender Issues and Role of Teacher Counseling and Guidance:</p> <p>3SO2. Student will understand the Teachers' need help to develop abilities to handle notions of gender and sexuality</p> <p>3SO3.Studentwillunderstandthe Sex Education</p> <p>3SO4. Student will understand the Perceptions of safety at school, home and beyond Identification of sexual abuse/ violence and its verbalization</p>	0	<p>Unit-3 GenderIssuesandRoleofTeacher</p> <p>4 Introduction of gender issues</p> <p>5 Gender issues</p> <p>6 Importance of education in gender issues solutions</p> <p>7 Meaning and definition of counseling</p> <p>8 Characteristics of counseling</p> <p>9 Types of counseling</p> <p>10 Importance of counseling in gender</p> <p>11 Meaning and definition of guidance</p> <p>12 Characteristics of guidance Type of guidance</p> <p>13 Importance of guidance in general issue</p> <p>14 Difference between counseling and guidance</p> <p>15 role of teacher as good counselor and guider</p> <p>16 Role of teacher help to develop to handle notion of gender</p> <p>17 Meaning of gender inequality</p> <p>18 Causes of gender inequality</p> <p>19 difference between equity and equality</p> <p>20 Role of education for resolved gender and equality</p> <p>21 Definition and meaning of sex education</p> <p>22 Importance of sex education for child</p> <p>23 Perceptions of safety at schools and home</p> <p>24 introduction and meaning of sexual abuse or violence</p> <p>25 Identification of sexual abuse in schools and home</p> <p>26 Verbalization of sexual abuse Importance of education</p>	<p>1.Perceptions of safety at school, home and beyond</p> <p>Identification of sexual abuse/ violence and its verbalization</p>

SW-3 Suggested Sessional Work (SW):

Assignment-

Student teachers will be exposed and trained to prepare pedagogic material and practice pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge

Co4---To help student teacher to develop abilities to handle notion of gender and sexuality to cultivate insight into the objectives and scope of Secondary Education and teacher education, and to foster an awareness of professional ethics

Approximate Hours

Item	Appx. Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>4SO1. student will understand the Role of the Media and Life Skills Education</p> <p>4SO2. student will understand the Role of the media in propagation of popular beliefs, reinforcing gender roles in the popular culture and by implication, at school.</p> <p>4SO3. Student will understand the Life Skill courses in school :provisions to deal with some issues of gender identity roles and performative for the development of positive notions of body and</p> <p>4SO4. student will understand the Gender equality Education: of regions and exploring the roles of the institutions</p>	0	<p>Unit-4.0 Role of the Media and life skills 1. Introduction of life skills 2. Meaning and concept of life skill Type of life skills 3. Role of media to develop meant of life skills 4. Role of school to development of life skill 5. Role of government in life skill programs 6. Importance of education in life skill 7. Importance of life skills in society 8. Role of media in propagation of popular beliefs 9. Propagation of gender role in the popular culture 11. Reinforcing gender roll by implication at schools 12. Policies of state government for challenging gender e qualities 13. Policies of central government for challenging gender equality 14. Exploring the role of institution for gender equality 15. Gender equality education according to region 16. 1. Role of laws for gender equality 17. Amendment for gender equity 18. role of media in gender equality 19. role of culture in gender equality 20. Importance of state govt. for gender equality 21. role of institution for gender education 22. role of life skills for the development of positive notion of body and self</p>	<p>Gender equality Education: of regions and exploring the roles of the institutions</p> <p>Life Skill courses in school: provisions to deal with some issues of gender identity roles and performative for the development of positive notions of body and</p>

SW-4 Suggested Sessional Work**(SW): Assignment-**

Students teachers will be exposed and trained to prepare pedagogic material and practice pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender in equality, while being sensitive to social groups.

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
Co1 To acquaint the student teachers with the concept of gender roles in society and their challenges	23	2	1	26
CO2- To develop an understanding of the inequality and disparities in equal opportunities in education in societal context	23	2	1	26
Co3- To enable the student teachers to critically examine the stereotypes and rethink their beliefs.	22	2	1	25
Co4--- To help student teachers to develop abilities to handle notion of gender and sexuality.	22	2	1	25
Total Hours-	90	8	4	102

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Gender Issues: Key Concepts	4	10	3	17
CO-2	Gender challenges and education	3	10	4	17
CO-3	Gender Issues and Role of Teacher	3	10	5	18
CO-4	Role of the Media and life skills	3	10	5	18
	Total	13	40	17	70

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to pedagogy will be held with written examination of 70 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Mapping of CO's, POs, and PSOs COURSE CODE -71ED-431

Courses	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and team work	Po9 communication	Po10 Lifelong learning	Pso1 The ability to apply technical &	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest technology to achieve	Pso4 Ability to use the research base to innovate knowledge
Co1 To acquaint the student teachers with the concept of gender roles in society and their challenges	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2- To develop an understanding of the inequalities and disparities in equal opportunities in education in societal context	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3- To enable the student teachers to critically examine the stereotypes and rethink their beliefs.	2	3	3	3	2	2	2	2	2	2	3	2	2	3
Co4---	1	1	2	2	1	2	2	2	1	1	3	1	2	2

To help student teacher develop abilities to handle notion of gender and sexuality.														
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Curriculum Mapping

POs & PSOs No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,	CO1 To acquaint the student teachers with the concept of gender roles in society and their challenges	SO1.1S O1.2S O1.3S O1.4 SO1.5		Unit-1.0 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	As mentioned in page number 17 to 25
PO1,2,3,4,5,6 7,8,9,10 PSO1,2,3,4,	CO2: o develop an understanding of the inequality and disparities in equal opportunities in education in societal context	SO2.1S O2.2S O2.3 SO2.4 SO2.5		Unit-2 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	
PO1,2,3,4,5,6 7,8,9,10	CO3 To enable the student teachers to critically examine the stereotypes and rethink their beliefs.	SO3.1S O3.2 SO3.3 SO3.4 SO3.5		Unit-3:3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	

PSO1,2, 3,4,					
PO1,2,3,4,5,6 7,8,9,10,	CO4.To help student teachers to develop abilities to handle notion of gender and sexuality. To cultivate insight into the objectives and scope of Secondary Education and teacher education, and to foster an awareness of professional ethics	SO4.1S O4.2S O4.3S O4.4		Unit-4: 4.1, 4.2,4.3,4.4,4.5,4.6,4.7	
PSO1,2, 3,4,		SO4.5			

Suggested Instructional/Implementation Strategies: Improved Lecture, Group Discussion Role Play
Visit to school Demonstration,
ICT Based Teaching Learning (Video Demonstration Whatsapp, Mobile, Online sources) Brainstorming

Curriculum Development Team

1. Dr. R. S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Smt. Seema Dwivedi
8. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

Course Code: 71ED-432

Course Title: Educational Technology & ICT

Pre-requisite: Students should have knowledge of the computer peripherals and its organization in computer system.

Rationale: The student teacher will understand about the computer peripherals and its organization in computer system. Develop skill in handling computer and use in word documents. Develop skill in computation, analysis and interpretation of data by using excel spreadsheets. Understand the educational implications of power point presentation and its use in classroom context. Understand the applications of information technology in the field of teacher education programme and training.

Course Outcomes:

Co1---understand the computer peripherals and its organization in computer system.

Co2---Develop skill in handling computer and use in word documents.

Co3---Develop skill in computation, analysis and interpretation of data by using excel spreadsheets.

Co4---understand the educational implications of power point presentation and its use in classroom context.

Co5---understand the applications of information technology in the field of teacher education programme and training.

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	

MC	71ED-432	Educational Technology&ICT	6	0	2	1	9	6
----	-----------------	----------------------------	---	---	---	---	---	---

Legend: CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others), LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies) SW: Sessional Work (includes assignment, seminar, mini project etc.), SL: Self Learning, C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Class/Home Assignment 5 number 5 marks each (CA)	Class Test 2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+C AT+AT)		
MC	71ED-432	Educational Technology & ICT	25	-	-	5	-	30	70	100

Course-Curriculum Detailing: This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should show case their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1---Understand the computer peripherals and its organization in computer system.

Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
------------------------	-----------------------------	----------------------------	--------------------

ISO1.Students will gain knowledge about Fundamentals of Computer History and Generations of Computer. ISO2.Students will gain knowledge about Meaning, Definition and Characteristics of Computer. ISO3. Students will gain knowledge about Basic Functions of Computer- Input- Process- Output Concepts. ISO4.Students will gain knowledge about. anatomy of Computer Classification of Computers ISO5.Students will gain knowledge about. Based on size and capacity and working principle	0	UNIT1: 1.Fundamentals of Computer 2-History of Computer 3.Generations of Computer 4 Meaning, Definition of Computer 5 Characteristics of Computer 6 Basic Functions of Computer. 7 uses of computer. 8 Limitations of computer. 9 classification of computer. 10 Input- Process 11. Output Concepts 12-Anatomy of Computer 13 Classification of Computers: 14 Based on size and capacity 15 Based on working principle 16 analog computer 17 digital computer 18 hybrid computer. 19 minicomputer. 20 microcomputer. 21 main computer. 22 general computer. 23. special computer.	1.Fundamentals of Computer History and Generations of Computer
--	---	---	--

SW-1 Suggested Sessional Work (SW):

Assignments: write the history and generations of Computer.

Write the input, output and storage devices of Computer system.

Preparation of a lesson plan, student lost. Letters, invitations - Hard copy and soft copy.

MS Excel - preparation of a school timetable, marks list - Analysis of data and graphical representation - Hard.

Co2---Develop skill in handling computer and using word documents.

Approximate Hour

Item	Appx.Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)

2SO1. Students will gain knowledge about Computer Organization: Hardware and Software Input Devices: 2SO2. Students will gain knowledge about Central Processing Unit: Arithmetic and Logic Unit, Control Unit and Memory Units. Memory Devices 2SO3. Students will gain knowledge about Output Devices: Monitor, Printer, Plotter, Speaker 2SO4. Students will gain knowledge about Operating System: Needs and Functions of Operating System, Types of Operating System. 2SO5. Students will gain knowledge about Computer Software: System Software, Application Software and Operating System	0	Unit-2 1. Computer Organization 2- Hardware and Software 3- Input Devices: 4 Key Board, Mouse 5 Scanner, Digital Camera, 6 Mike, Digital Board 7- Central Processing Unit: 8 Arithmetic and Logic Unit, 9 Control Unit 10 Memory Units. 11- Memory Devices (Storage devices): 12 Primary memory Devices: RAM, ROM, 13 PROM, EPROM and EEPROM. 14 Secondary memory Devices: Hard Disk, CD- Rom 15 - DVD, Optical Disk, Pendrive. 16- Output Devices: Monitor, Printer, Plotter, Speaker 17 Operating System: Needs and Functions of Operating System, 18 Types of Operating System—single user and multiuser 19 Programming Languages: 20 Types of Languages—LLL and HLL 21 Computer Software: System Software, 22 Application Software and Operating 23 System Computer Virus and its prevention.	Operating System: Needs and Functions of Operating System, Types of Operating System Computer Software: System Software, Application Software and Operating System
---	---	---	---

SW-2 Suggested Sessional Work (SW): Assignment-

write the history and generations of Computer • Write the input, output and storage devices of Computer system.

Co3--- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.

Approximate Hours

Item	Appx. Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)

3SO1.Students will gain knowledge about Microsoft Windows . 3SO2.Students will gain knowledge about Application Programme. 3SO3.Students will gain knowledge about Microsoft Word :Parts of Ms-Word windows, MS-Word Standard,. 3SO4.Students will gain knowledge about Microsoft Excel: Parts of Excel windows, Excel Standard, Formatting,Drawing Tool bars. 3SO5.Students will gain knowledge about Microsoft Power Point Parts of Power Point windowsPowerPoint Standard,Formatting, Drawing Toolbars.	0	Unit-3 1. Microsoft Windows 2 IntroductiontoMS-Windows:Elementsof MS-Windows, 3 StartMenu,Desktop,WindowAccessories, 4. Control panel, Windows Explorer 5.ApplicationProgramme:MS-OFFICE) 6 MS-WORD,MS-EXCELANDMS-POWER POINT. 7 Microsoft Word Parts of Ms-Wordwindows,MS-Word 8 Standard,Formatting,DrawingToolbars. 9 StartingMs-Word,Openinganewdocument. 10 Opening old document, Naming the new document, 11 Saving the documentusing save and save as commands. 12 Formatting the Document Fonts: Font style, Size, Bold, Italics, Underline, Normal, Spacing. 13.Paragraph: Line spacing, Paragraph spacing, Paragraph borders, bullets, Numbered list, 14.Shadings. Page Setup: Paper orientation,MarginsandPapersize.Alignment:Centre, 15- Left, Right, Justified 16 Editing the Document Cut, copy, paste, paste special, 17 undo, redo, select all, find, replace, go to, page number, clear 18 Inserting:Frame,objects,pictures,headers, f o o t e r s pagenumber, date and time 19 Tabs,Tables,Columns:Inserttable,deletecells, mergecells, split cells, 20 Microsoft Excel: PartsofExcelwindows,ExcelStandard, 21 Formatting, Drawing Tool bars. Creating a new worksheet Openingasexistingworksheet,saving the work sheet. 22 Working with work sheet, Inserting and deleting rows&columnsmergecells,formulae,sorting,inserting charts.	Microsoft Windows Application Programme
--	---	---	---

SW-3 Suggested Sessional Work

(SW):Assignments-

writethehistoryandgenerationsofComputer.Writetheinput,outputandstorage devices of Computersystem.

Co4--- Understand the Educational implications of Power Point Presentation and its use in classroom context.
understandtheapplicationsofInformationTechnologyinthefieldofteacher educationprogrammeand training

ApproximateHours

Item	Appx.Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>4SO1. Students will gain knowledge about Applications Information and Communication Technology in Education.</p> <p>4SO2. Students will gain knowledge about Introduction to Multi Media: Meaning of Multimedia, Scope of Multimedia</p> <p>4SO3. Students will gain knowledge about Introduction to Internet: Meaning of Internet, Characteristics of Internet.</p> <p>4SO4. Students will gain knowledge about Computer Application in Education.</p> <p>4SO5. Students will gain knowledge about Computer Assisted Instruction: Concept, Characteristics, Modes, Merits and demerits.</p>		<p>Unit-4</p> <p>1. Applications Information</p> <p>2. Communication Technology in Education</p> <p>3. Introduction to ICT:</p> <p>4. Meaning, Need and importance of ICT.</p> <p>5. Introduction to Multi Media: Meaning of Multimedia, Scope of Multimedia,</p> <p>6. Components of Multimedia, Pre-requisites of Multimedia PC</p> <p>7. Graphic Effects and Techniques, Sound and Music</p> <p>8. Uses of Multimedia for teaching,</p> <p>9. Developing a lesson plan using multimedia package</p> <p>10. Introduction to Internet:</p> <p>Meaning of Internet,</p> <p>11. Characteristics of Internet,</p> <p>Uses of Internet,</p> <p>12. Educational based applications of Internet</p> <p>13-Computer Application in Education</p> <p>14. Computer Assisted Instruction: Concept,</p> <p>15. Characteristics, Modes, Merits and demerits.</p> <p>16. Computer Assisted Testing: concept,</p> <p>17. characteristics, modes, merit and demerits</p> <p>18. Computer Managed Instruction.</p> <p>19. concept, characteristics, modes, merits and demerits</p> <p>20. Introduction to website—meaning</p> <p>21. importance social websites</p> <p>22. Introduction to ICT:</p>	<p>Applications Information and Communication Technology in Education</p> <p>Introduction to Internet: Meaning of Internet, Characteristics of Internet</p>

SW-4 Suggested Sessional Work (SW):**Assignment—**

writethehistoryandgenerationsofComputer.Writetheinput,outputandstorage devices of Computersystem.Preparation of a lesson plan, student lost. Letters, invitations-Hard copy and soft copy.

MS Excel-preparation of a school timetable, marks list-Analysis of data and graphical representation-Hard.

MS Power point preparation of animated slides.(Insert pictures, Cliparts, Word art,sound, effects, animation,etc).Internetsurfingeducativewebsites,downloading,takingaprintout,creatingE-mailID.

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
Co1--- Understand the computer peripherals and its Organization in computer system.	23	2	1	26
Co2--- Develop skill in handling computer and using word documents.	23	2	1	26
Co3--- Develop skill in computation, analysis and interpretation of data by using Excel Spreadsheets.	22	2	1	25
Co4--- Understand the Educational implication of Power Point Presentation and its use in classroom context. understand the applications of Information Technology in the field of teacher education programme and training	22	2	1	25
Total Hours-	90	8	4	102

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Fundamentals of Computer 2-History of Computer	4	10	3	17
CO-2	Computer Organization	3	10	4	17
CO-3	Microsoft Windows Introduction to MS-Windows: Elements of MS- Windows, Start Menu, Desktop, Window Accessories	3	10	5	18
CO-4	Applications Information Communication Technology in Education	3	10	5	18
	Total-	13	40	17	70

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to pedagogy will be held with written examination of 70 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Courses outcomes	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and meth ods	Po5 The teacher and society	Po6 Environ mentand sustainabili ty	Po7 Ethi cs	Po8 Individu al and team work	Po9 com munica tion	Po10 Life longlear ning	Pso1 Theab ility toapp lytechn ical &	Pso2 Abilit y found standtheD iffere ntSD Goals andth eirsign ifica nce	Pso3 Abili tytounder standthe estTechn ology toac hieve	Pso4 Abili tyto use the arch base dinn ovati vekn owle d
Co1--- Underst andthec omputer peripher alsandits Organiz ationinc omputer system.	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2--- Develop skillinha ndlingco mputera ndusing word docume nts.	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3--- Develop skill in computa tion, analysis and interpret ationofd atabyusi ngExcel Spreads heets.	2	3	3	3	2	2	2	2	2	2	3	2	2	3
Co4--- Underst andtheE ducation alimplic ationsof Power Point Presenta	1	1	2	2	1	3	2	2	1	1	3	1	2	2

tion and its use in classroom context. understa nd the applicati ons of Informat ion Technol ogy in the field of teacher educatio n program me andtraini ng														
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Curriculum Mapping

[illegible]

Suggested Learning Resources

S. N.	Title	Author	Publisher	Edition & year
1.	Programming in Basic,	Balaguruswamy E	New Delhi Tata McGraw Hill Publishing Company Limited	2001
2.	Multimedia: Production, Planning and Delivery,	Casanova and Molina	New Delhi: Prentice-Hall of India Private Limited.	1996
3.	Microsoft Windows,	Gupta, Vikas	New Delhi: Pustak Mahal	1997
4.	The Complete Internet Reference,	Harley, Hahn	New Delhi: Tata McGraw Hill Publishing Company Limited	1996

Curriculum Development Team

1. Dr. R. S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Smt. Seema Dwivedi
8. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

CourseCode: 71ED-433

CourseTitle: CREATINGANINCULSIVESCHOOL

Pre- requisite: Student should have understand the concept of disability identify the different typesofchildren with specialneeds acquire knowledge about the provisions made for CWSN under SSA and RTE Act, 2009.

Rationale: Student will understand the concept of disability identify the different types of children with special needs acquire knowledge about the provisions made for CWSN under SSA and RTE Act, 2009understand different pedagogical and assessment techniques for inclusion of CWSN (children with specialneed)develop skills for the creation of disable-friendly environment and inclusive culture in the schools.design and apply remedial instruction procedures for enhancing learning among children with needs.Understand the nature of special needstheirpsycho-educationalcharacteristicsandfunctional limitation.familiarize with assessment and placement procedure for children with specialneeds.Develop understanding about accommodating special.

CourseOutcomes:

CO1-understandtheconceptofdisabilityidentifythedifferenttypesofchildrenwithspecialneeds

CO2-acquireknowledgeaboutthevisionsmadeforCWSNunder SSA(sarvshikshaabhiyan)andRTEAct, 2009understand different pedagogical and assessment techniques for inclusion of CWSN

CO3-developskillsforthe creationofdisable-friendlyenvironmentandinclusivecultureintheschools.designand apply remedial instruction procedures for enhancing learning among children

Co4-Identifythechildrenofspecialneeds. understandthenatureofspecialneedstheirpsycho-educationalcharacteristicsandfunctionallimitation.

Co5-familiarizewithassessmantandplacementprocedureforchildrenwithspecialneeds. Developunder standing about accommodating special need sinregular classroom.

Code	Course Code	CourseTitle	Schemeofstudies(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	TotalStudyHours (CI+LI+SW+SL)	
	71ED-433	Creatinganinclusive school	6	0	2	1	9	6

Legend:CI:ClassroomInstruction(Includesdifferentinstructionalstrategiesi.e.Lecture(L)andTutorial (T)andothers),LI:LaboratoryInstruction

(IncludesPracticalperformancesinlaboratoryworkshop,fieldorotherlocationsusing different instructional strategies)SW:SessionalWork(includesassignment,seminar,miniprojectetc.),SL:SelfLearning,C:Credits.

Note: SW&SLhastobeplannedandperformedunderthecontinuousguidanceandfeedback ofteacher to ensure outcome of Learning

Scheme of Assessment: Theory

Category	Couse Code	Course Title	Scheme ofAssessment(Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ ESA)
			ProgressiveAssessment(PRA)								
			Class/Ho me Assignment 5 number 5marks each (CA)	Class Test2 (CT)	Semi nar one (SA)	Class Activity any one (CAT)	Class Attendan ce (AT)	TotalMarks (CA+CT+SA +C AT+AT)			
MC	71ED 433	Creating an inclusive school	25	-	-	5	-	30	70	100	

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1 understand the concept of disability identify the different types of children with special needs

Approximate Hours

Item	Appx. Hrs
CI	22
LI	0
SW	2
SL	1

Total	25
-------	----

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will understand the Special needs and education ISO2. Students will understand the Concept and types of special needs ISO3. Students will understand the education of children with special needs and its implication for universalization of elementary education ISO4. Students will understand the trends of education for children with special need in India ISO5. Students will understand the understanding and respecting diversity.		UNIT 1: 1 Special needs and education 2 Concept of special needs. 3 types of special needs. 4 Physical needs of special children. 5 Sensory needs of special children. 6 Developmental needs of special children. 7 Social needs of special children. 8 Psychological 9 needs of special children. 10 Mental needs of special children. 11 educational needs of special children. 12 education of children with special needs 13 its implication for universalisation of elementary education. 14 special needs laws. 15 special needs 15 educational considerations. 16 understanding and respecting diversity. 17 trends of education for children with special need in India. 18 policies schemes about the education of children with special educational needs 19 legislation about the education of children with special educational needs. 20 throw light on the policies of children with special educational needs. 21 schemes of children with special educational needs. 22. slow learners children	policies schemes and legislation about the education of children with special educational needs trends of education for children with special need in india

SW-1 Suggested Sessional Work (SW): Assignments:- • Preparation of a report on importance of education for children with special needs. • Case study of children with special needs in school situation. • Observation of class room situation and identification of special needs. • Identification of gifted/ creative / slow learner/ children with learning disability using standardized test. • Preparation of teaching plan for accommodation special need in irregular classroom. • List of the resources for effective implementation of integration programme with reference to any one category of special needs.

CO2-acquire knowledge about the provisions made for CWSN under SSA and RTE Act, 2009 understand different pedagogical and assessment techniques for inclusion of CWSN

Approximate Hours

Item	Appx. Hrs
CI	22

LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Students will understand the nature, types and characteristics of children with special needs 2SO2. Students will understand the psycho-social and educational characteristics, functional limitations with reference to- Locomotor impairment, Hearing impairment, Visual impairment 2SO3. Students will understand the Learning disability 2SO4. Students will understand the Gifted and disadvantaged children 2SO5. Students will understand the Mental retardation and slow learners	0	Unit-2 1. nature of special children 2. types of special children 3. characteristics of special children 4- what is psycho-social disability. 5- characteristics of psycho-social disability. 6. educational characteristics, functional limitations with reference to psycho-social disability. 8. what is Locomotor impairment, meaning and nature, 9. characteristics of Locomotor impairment, 10. needs of Locomotor impairment, educational needs of Locomotor impairment, 11. what is hearing impairment Children. 12. causes of hearing impairment Children. 13. characteristics of hearing impairment Children. 14. educational needs of hearing impairment Children. 15. what is visual impairment Children. 16. causes of visual impairment Children. 17. characteristics of visual impairment Children. 18. educational needs of visual impairment Children. 19. what is learning impairment Children. 20. educational needs of learning impairment Children. 21. Gifted children disadvantaged children 22. Mental retardation children, slow learners children	Mental retardation and slow learners Gifted and disadvantaged children

SW-2 Suggested Sessional Work (SW): Assignments:

Preparation of a report on importance of education for children with special needs.

Case study of children with special needs school in school situation.

CO3- develop skills for the creation of a disabled-friendly environment and inclusive culture in the schools. design and apply remedial instruction procedures for enhancing learning among children

Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Students will understand the Inclusive Education concept and philosophy of inclusive education teaching competencies required for inclusive education 3SO2. Students will understand the Roll of class teachers and Resource teachers in inclusive education 3SO3. Students will understand the School and classroom management for implementing inclusive education. 3SO4. Students will understand the guidance and counseling in inclusive education 3SO5. Students will understand the Specific roll of family and community participation	0	Unit-3 1. Inclusive Education. 2. concept of Inclusive Education 3. definition of inclusive education 4. types of inclusive education 5. Importance of inclusive education 6. characteristic of inclusive education 7. object of inclusive education 8. nature of inclusive education 9- philosophy of inclusive education 10. teaching competencies required for inclusive education 11. Roll of class teachers for inclusive education 12. Resource teachers in inclusive education. 13. School management for implementing inclusive education. 14. classroom management for implementing inclusive education. introduction of guidance 16. types of guidance 17. introduction of counseling, types of counseling. 18. guidance and counseling in inclusive education. 19. Specific roll of family in inclusive education. 20. Specific roll of community in inclusive education. 21. special roll of society in inclusive education. 22. Support services 23. needed for inclusive schools	Support services needed for inclusive schools Specific roll of family and community participation

SW-3 Suggested Sessional Work (SW): Assignments: Preparation of a report on importance of education for

children with special needs. Case study of children with special needs school in school situation. •

Co4-Identify the children of special needs. Understand the nature of special needs their psycho-educational characteristics and functions limitation. familiarize with assessment and placement procedure for children with special needs. Develop understanding about accommodating special need sin regular classroom

Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>4SO1. Students will understand the identification and assessment of children with special educational needs</p> <p>4SO2. Students will understand the Concept and techniques of assessment</p> <p>4SO3. Students will understand the identification and functional assessment of children with special needs</p> <p>4SO4. Students will understand the implicating of assessment for I instructional planning and curriculum. curriculum, adaptation, teaching strategies and evaluation in inclusive school</p> <p>4SO5. Students will understand the Principles and methods of curriculum adaptation and adjustment to address diversity</p>	0	<p>Unit-4</p> <p>1. identification of children with special educational needs</p> <p>2. assessment of children with special</p> <p>3. educational needs Concept and technique of assessment (2 classes)</p> <p>4. identification and functional</p> <p>5. assessment of children with special needs</p> <p>6. implicating of assessment for Instructional planning.</p> <p>7. implicating of assessment for Instructional curriculum.</p> <p>8. curriculum in inclusive school.</p> <p>9. adaptation in inclusive school.</p> <p>10. teaching strategies in inclusive school.</p> <p>11. evaluation in inclusive school.</p> <p>12. Principles of curriculum adaptation and adjustment to address diversity.</p> <p>13. methods of curriculum adaptation and adjustment to address diversity.</p> <p>14. Teaching learning strategies.</p> <p>15. Teaching learning strategies children with special educational needs:</p> <p>16. Comparative learning,</p> <p>17. peer tutoring.</p> <p>18. behavior modification, multi sensory approach,</p> <p>19. perceptual strategy system approach.</p> <p>20. individual educational program (IEP)</p> <p>21. use of emerging.</p> <p>22. technology adaptation.</p> <p>23. evaluation procedures.</p>	<p>individual educational program (IEP) and use of emerging technology adaptation in evaluation procedures</p> <p>Comparative learning, peer tutoring, behavior modification, multi sensory approach, perceptual strategy and system approach</p>

SW-4

Suggested Sessional Work (SW): **Assignments:** identification and assessment of children with special educational needs. Concept and techniques of assessment. identification and functional assessment of children with special needs.

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO1 understand the concept of disability identify the different types of children with special needs	22	2	1	25
CO2 -acquire knowledge about the provisions made for CWSN under SSA and RTE Act, 2009 understand different pedagogical and assessment techniques for inclusion of CWS	22	2	1	25
CO3 -develop skills for the creation of disability-friendly environment and inclusive culture in the schools. design and apply remedial instruction procedures for enhancing learning among children	23	2	1	26
CO4 -educational characteristics and functional limitation. familiarize with assessment and placement procedure for children with special needs. Develop understanding about accommodating special needs in regular classrooms	23	2	1	26
Total Hours	90	8	4	102

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Special needs and education Concept of special needs	4	3	1	8
CO-2	nature of special children types of special children	4	5	3	12
CO-3	Inclusive Education	5	7	5	17
CO-4	identification of children with special educational needs	-	15	5	20
	Total	13	40	17	70

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to pedagogy will be held with written examination of 70 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies: Improved Lecture, Group Discussion, Role Play, visit to school, Demonstration, ICT Based Teaching Learning (Video Demonstration Whats-app, Mobile, Online sources)

Suggested Learning Resources:

S. N.	Title	Author	Publisher	Edition & year
1.	Special need in ordinary schools: children with learning difficulties,	Montgomery, D	Cassel Education all limited, london	1990
2.	1990) special needs in the classroom: A Teacher education resource pack	Ainscow, M.	UNESCO 3. Hallahan and Kuffman J. M. exceptional children Prentice hall	1984
3.	Exceptional Children and youth Ohio:	Haring N. G.	Columbus Charles E. Merrill Publishing Co. A Bell and Howell Co	1986
4.	Education and children with Special	Hegarty S. and Mithu Alur		2002

Curriculum Development Team

1. Dr. R. S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Smt. Seema Dwivedi
8. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

Courses	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and teamwork	Po9 communication	Po10 Lifelong learning	Pso1 The ability to apply technical &	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest technology to achieve	Pso4 Ability to use the research base to develop innovative knowledge
CO1 understand the concept of disability identify the different types of children with special needs	3	2	2	3	3	2	3	2	3	2	2	2	3	2
CO2 - acquire knowledge about the provisions made for CWSN under SSA and RTE Act, 2009 understand different pedagogical and assessment techniques for inclusion of CWS	2	3	3	3	3	3	3	2	2	2	2	2	2	2
CO3 - develops skills for the recreation of disabled - friendly environment and inclusive culture in the schools. design and	2	3	3	3	2	2	2	2	2	2	3	2	2	3

apply remedial instruction procedures for enhancing learning among children														
CO4- education al characteristics and function all limitation. familiarize with assessment and placement procedure for children with special needs. Develop understanding about accommodations special needs in regular classrooms	1	1	2	2	1	3	2	2	1	1	3	1	2	2

Curriculum Mapping

POs & PSOs No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,	CO1 understand the concept of disability identify the different types of children with special needs	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	As mentioned in page number 328
PO1,2,3,4,5,6 7,8,9,10 PSO1,2,3,4,	CO2- acquire knowledge about the provisions made for CWSN under SSA and RTE Act, 2009 understand different pedagogical and assessment techniques for inclusion of CWS	SO2.1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 2.1,2.2,2.3,2.4,2.5,2.6,2.7, 2.8,2.9	

PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,	CO3- develop skills for the creation of a disabled-friendly environment and inclusive culture in the schools. design and apply remedial instruction procedures for enhancing learning among children	SO3.1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3:3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	
PO1,2,3,4,5,6 7,8,9,10,	CO4- educational characteristics and functional limitation. familiarize with assessment and placement procedure for children with special needs. Develop understanding about accommodating special needs in regular classrooms	SO4.1 SO4.2 SO4.3		Unit-4: 4.1, 4.2,4.3,4.4,4.5,4.6,4.7	

Course Code: 71ED-434

Course Title: School Management

Pre-requisite: Students should have knowledge about the management of social change and profit to carry out modernization

Rationale: Student will know about the to enable Students to respond to a variety of Maxims of Teaching and to carry out educational futures. to develop the teaching skills of Students and to reflect and conserve basic values. to manage social change and profit by experience-to carry out modernization
To realize national integration and to form character and values.

Course Outcomes:

CO1. To enable Students to respond to a variety of Maxims of Teaching and to carry out educational futures **CO2.** To develop the teaching skills of Students and to reflect and conserve basic values.

CO3. To Manage social change and profit by experience to carry out modernization

CO4. To realize national integration and to form character and values.

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	

MC	71ED-434	SchoolManagement	04	0	2	01	07	04
----	----------	------------------	----	---	---	----	----	----

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others), **LI:** Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies) **SW:** Sessional Work (includes assignment, seminar, mini project etc.), **SL:** Self Learning, **C:** Credits.
Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Category	Cours e Code	Course Title	Scheme ofAssessment(Marks)						End Semester Assessme ntt (ESA)	Total Marks (PRA+ ESA)
			ProgressiveAssessment(PRA)							
			Class/Ho me Assignment 5 number 5marks each (CA)	Class Test2 (CT)	Semi nar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	TotalMarks (CA+CT+S A+C AT+AT)		
MC	71ED-434	School Manage ment	25	-	-	5	-	30	70	100

Course-CurriculumDetailing: This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1. To enable Students to respond to a variety of Maxims of Teaching and to carry out educational futures

Approximate Hours

Item	Appx.Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
1SO1. Students will gain knowledge about School Management and Supervision. 1SO2. Student will understand the Concept and functions of school management 1SO3. Student will understand the concept and techniques of school supervision 1SO4. Student will understand the Institutional planning and finance 1SO5. Student will understand the Concept and process of institutional planning,	0	UNIT1: School Management and Supervision 1.1 Concept of school management 1.2 Function of school management 1.3 meaning and definition of school management 1.4 concept and meaning of school supervision 1.5 institutional planning 1.6 meaning of planning. 1.7 school records. 1.8 school finance 1.9 sources of income and items of expenditure 1.10 types of source income for school 1.11 school records, 1.12 types of records 1.13 attendance register 1.14 lab register 1.15 school register etc	school records, school finances sources of income and items of expenditure School Management and Supervision

SW-1 Suggested Sessional Work (SW): Assignments:

Student will understand the Institutional planning and finance

finances sources of income and items of expenditure
 School Management and Supervision

CO2. To develop the teaching skills of Students and to reflect and conserve basic values.

Approximate Hours

Item	Appx. Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Student will understand the school plant 2SO2. Student will understand the school building – its site, types and construction 2SO3. Student will understand the light and ventilation in classroom 2SO4. Student will understand the furniture and its impact on posture	0	Unit-2.0 School building: 2.1 good place for school building 2.2 Site for school building 2.3 Green environment 2.4 Importance of good school building 2.5 Types of construction 2.6 Management building 2.7 Classrooms 2.8 Washroom 2.9 library 2.10 light and ventilation in classroom, 2.11 school and furniture 2.12 furniture and its impact on posture 2.13 stairs and ramp 1 2.14 Examination hall 2.15 play ground	1. School building its site, types and construction furniture and its impact on posture

SW-2 Suggested Sessional Work (SW):

Assignments-

Identification of common ailments among children in any one school. Preparing a report on school plant of any one school.

Student will understand the school building – its site, types and construction.

Co3-ToManagesocialchangeandprofitbyexperientetocarryoutmodernization

ApproximateHours

Item	Appx.Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

SessionOutcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	SelfLearning(SL)
3SO1. Student will understand the SchoolpersonnelQualitiesandroles of principal and teacher 3SO2. Student will understand the procedureforrecruitmentofprincipals and teachers 3SO3.Studentwillunderstandthe codeof professional conduct for teachers 3SO4.Studentwillunderstandthe Functions and responsibilities of teachers with reference to School 3SO5. Student will understand the HealthService-commonailmentsof children, common, physical defects	0	Unit-3 3.1Schoolpersonnel Qualities rolesofprincipal 3.3Rollsofteacher 3.4procedureforrecruitment. 3.5principals and teachers 3.6codeofprofessionalconductfor teachers. 3.7Functionsandresponsibilitiesof teachers 3.8responsibilitiesofheadmaster 3.9HealthService-common ailments of children, 3.10 common, physical defects, 3.11conditionsofhealthyphysical life in school, 3.12school meals 3.13safetyeducation. 3.14schoolrecreation 3.15balancedietchart	conditions of healthyphysicallifein school nutrition,school meals, recreation, safetyeducation

SW-3 SuggestedSessionalWork(SW):

Assignments:•Identificationofcommonailmentsamongchildrenin any one school. Preparing a report on school plant of any one school.

Student will understand the procedureforrecruitmentofprincipals and teachers

CO4.To realizenationalintegrationandtoformcharacterandvalues

ApproximateHours

Item	Appx.Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

SessionOutcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	SelfLearning(SL)
4SO1. Student will understand the Organization of school activities 4SO2. Student will understand the Timetable– need,typesandprinciples ofconstructingit; 4SO3. Studentwillunderstand theco-curricularactivities-importance,types and organization 4SO4. Student will understand the InternalAssessmentIdentificationof common ailments among children in any one school 4SO5. Student will understand the Preparingareportonschoolplantof any one school	0	Unit-4.0 4.1Organizationofschoolactivities 4.2Timetable 4.3 Needoftime table 4.4typesandprinciplesof constructing IT 4.5co-curricularactivities 4.6meaningofco-curricular activities 4.7featuresofco-curricular activities 4.8importanceofco-curricular activities 4.9types of organization. 4.10.Internal AssessmentIdentificationofcomm onailmentsamongchildreninanyo neschool. 4.11Preparingareportonschool plant of any one school. 4.12schooldiscipline 4.13principalformaintaining discipline 4.14schoolandcommunitywork 4.15educational tours	Organisationof school activities Preparing a report onschooplanofany one school

SW-4 SuggestedSessionalWork (SW):

Assignment.Identification of common ailments among children in any one school. Preparing a report on school plant of anyone school.

Preparing a report onschooplanofany one school.

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CL)	Sessional Work (SW)	Self Learning (SL)	Total hour (CL+SW+SL)
CO1. To enable Students to respond to a variety of Maxims of Teaching and to carry out educational futures	15	2	1	18
CO2. To develop the teaching skills of Students and to reflect and conserve basic values.	15	2	1	18
CO3. To Manage social change and profit by experience to carry out modernization	15	2	1	18
CO4. To realize national integration and to form character and values	15	2	1	18
Total Hours-	60	8	4	72

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	School Management and Supervision	4	10	3	17
CO-2	School building.	3	10	4	17
CO-3	School personnel Qualities roles of principal	3	10	5	18
CO-4	Organization of school activities	3	10	5	18
	Total-	13	40	17	70

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 70 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Courses	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and methods	Po5 The teacher and society	Po6 Environment and sustainability	Po7 Ethics	Po8 Individual and team work	Po9 communication	Po10 Lifelong learning	Pso1 The ability to apply technical &	Pso2 Ability to understand the different SD Goals and their significance	Pso3 Ability to understand the latest technology to achieve	Pso4 Ability to use the research based innovative knowledge
CO1. To enable Students to respond to a variety of Maximsof Teaching and to carry out educational futures	3	2	2	3	3	2	3	2	3	2	2	2	3	2
CO2. To develop the teaching skills of Students and to reflect and conserve basic values.	2	3	3	3	3	3	3	2	2	2	2	2	2	2
CO3. To Manages ocial change and profit by experience to carry out modernization	2	3	3	3	2	2	2	2	2	2	3	2	2	3
CO4. To realize national integration and to form character and values	1	1	2	2	1	3	2	2	1	1	3	1	2	2

Crriculum Mapping of CO's, POs, and PSOs

POs & PSOs No.	CosNo.&Titles	SOsNo.	Laboratory Instruction(LI)	ClassroomInstruction (CI)	SelfLearning (SL)
PO1,2,3,4,5,6 7,8,9,10, PSO1,2, 3,4,	CO1. To enable Students to responds to a variety of MaximsofTeachingandtocarry outeducationalfutures	SO1.1 SO1.2 S O1. SO1.4 SO1.5		Unit-1.0 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	Asmentioned in page number 432
PO1,2,3,4,5,6 7,8,9,10, PSO1,2,3,4,	CO2. Todeveloptheteachingskills ofStudentsandto reflect and conserve basic values.	SO2.1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	
PO1,2,3,4,5,6 7,8,9,10, PSO1,2, 3,4,	CO3. ToManagesocialchangeandprofitbyexperience tocarry out modernization	SO3.1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3:3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	
PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,	CO4. Torealizenationalintegrationandtoformcharacter and values	SO4.1. SO4.2 SO4.3 sO4.4 SO4.5		Unit-4: 4.1, 4.2,4.3,4.4,4.5,4.6,4.7	

Suggested Instructional/Implementation Strategies:

Improved Lecture

Group Discussion

Role Play

Visit to school

Demonstration

ICT Based Teaching Learning (Video Demonstration, Whatsapp, Mobile, Online sources)

Suggested Learning Resources:

S.N.	Title	Author	Publisher	Edition & year
1.	Educational Planning and Administration	Thakur, D. & Thakur, D.N. (Ed.)		
2.	Advanced Educational Administration	Tara Chand and Ravi Prakash		
3.	Vidhyalay Prashasan Evam Sangathan	Sukhia, S.P.		
4.	School Management	Sharma, R.C		
5	Shaikshik Prashasan	Everad. K. and Morris.		

Curriculum Development Team

1. Dr. R.S. Mishra

2. Dr. Bhagwan Deen

3. Dr. Sanand Kumar Gautam

4. Dr. Shikha Tripathi

5. Dr. Kalpna Mishra

6. Neeta Singh

7. Smt. Seema Dwivedi

8. Smt. Neeru Singh

10. Dr. Dileep Kumar Tiwari

CourseCode: 71ED-435

CourseTitle: EducationalResearch

Pre-requisite: Student should have knowledge of concept of research and educational research. understandtheconceptofbasic,appliedandeducationalresearch andtheir differences.

Rationale: Student will know about the Acquire the knowledge of concept of research and educational research. understand the concept of basic, applied and educational research and their differences. understand the meaning, significanceandscopeofEducationalresearchBecomeawareofeducational research problems in differentare as in schools.

Acquire the knowledge of steps involved and tools used in educational researchAcquiretheskillsconductingeducationalresearchandto develop the skills of interpreting and reporting the findings of educational research.

CourseOutcomes:

Co1-Acquiretheknowledgeofconceptofresearchandeducationalresearch.

Co2-Understandtheconceptofbasic,appliedandeducationalresearchandtheir differences. Understandthe meaning, significance and scope ofeducational research

Co3-Becomeawareofeducationalresearchproblemsindifferentareasin schools.

Co4-Acquire the knowledge ofsteps involved and tools used in educationalresearch.

Co5-Acquiretheskillsconductingeducationalresearchandto developtheskills ofinterpretingand reportingthe findings of educational research.

Category	CourseCode	CourseTitle	Schemeofstudies (Hours/Week)					Total Credits(C)
			CI	LI	SW	SL	TotalStudy Hours (CI+LI+SW+SL)	
MC	71ED-435	EducationalResearch	6	01	2	1	10	6

Legend: **CI:**ClassroomInstruction(Includesdifferentinstructionalstrategiesi.e.Lecture(L)andTutorial (T)andothers), **LI:**LaboratoryInstruction(IncludesPracticalperformancesinlaboratoryworkshop,fieldorotherlocations usingdifferent instructional strategies)**SW:**SessionalWork(includesassignment,seminar,miniprojectetc.), **SL:**SelfLearning, **C:**Credits.

Note: SW&SLhastobeplannedandperformedunderthecontinuousguidanceandfeedback of teacher toensure outcome of Learning.

Schemeof Assessment: Theory

Category	Course Code	Course Title	Scheme of Assessment (Marks)							Total Marks (PRA+ ESA)
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	
			Class/Home Assignment 5 number 5marks each (CA)	Class Test 2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA +CAT+AT)		
MC	71ED-435	Educational Research	25	-	-	5	-	30	70	100

Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1-Acquire the knowledge of concept of research and educational research**Approximate Hours**

Item	Appx.Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge about Research and Educational Research ISO2. Students will gain knowledge about Research– meaning, definition and importance ISO3. Students will gain knowledge about Educational Research– meaning, definition and importance ISO4. Students will gain knowledge about Steps in Educational Research ISO5. Students will gain knowledge about Types of Research : Fundamental/Basic, Applied and Educational Research meaning definition and importance.	0	UNIT1: 1.1 meaning of Research 1.2 meaning of Educational Research 1.3 definition of Research 1.4. Definition of Educational Research 1.5 importance of Educational Research 1.6 needs of Educational Research 1.7 uses of Educational Research 1.8 Steps in Educational Research. 1.9 Format of Educational Research 1.10 Types of Research 1.11 Fundamental research. 1.12. Basic research 1.13, Applied research 1.14. Educational Research meaning definition and importance. 1.15 1. meaning and definition of Fundamental research 1.16 meaning and definition of basic research. 1.17 meaning and definition of Applied research 1.19 Methods of research: 1.20. Historical, Experimental 1.21 Survey method. 1.22 Differences between applied Educational research with reference to i) purpose, ii) definition, iii) hypotheses, iv) sample, v) data collection instruments, vi) data analyses, vii) generalization, viii) limitations	1. Differences between applied and Educational research with reference to– i) purpose, ii) definition, iii) hypotheses, iv) sample, v) data collection instruments vi) data analyses, vii) generalization, viii) limitations

SW-1 Suggested Sessional Work

(SW): **Assignments:** Identifying causes of poor reading ability and suggesting remedial measures.
Identifying the causes and types of spelling errors and suggesting remedial measures.

Co2-Understand the concept of basic, applied and educational research and their differences. Understand

the meaning, significance and scope of educational research
Approximate Hours

Item	Appx. Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Students will gain knowledge about Educational Research 2SO2. Students will gain knowledge about Meaning, definition and scope of educational research 2SO3. Students will gain knowledge about Importance of Educational research to classroom teachers, administrators and guidance personnel 2SO4. Students will gain knowledge about Limitations of Educational research 2SO5. Students will gain knowledge about educational problems in different areas in schools – examples	0	Unit-2.0 2.1 Educational Research 2.2 meaning of Educational Research 2.3 Definition of Educational Research 2.4 scope of educational research. 2.5 Importance of Educational research 2.6 Importance of Educational research to classroom teachers 2.7 Importance of Educational research to administrators 2.8 Importance of Educational research to guidance personnel. 2.10 Importance of Educational research to students 2.11 uses of Educational Research steps of Educational Research 2.12 research objectives. 2.13 Limitations of Educational research 2.14 needs of Limitations 2.15 importance of Limitations. 2.16 uses of Limitations. 2.17 meaning of Limitations 2.18 meaning of. educational problems. 2.19 needs of educational problems. 2.20 Uses of Educational problems. 2.21 importance of educational problems. 2.22 Educational problems. in different areas in schools	Educational problems in different areas in schools – examples Educational Research

SW-2 Suggested Sessional Work (SW): Assignment 1. Identifying causes of poor reading ability and suggesting remedial measures. **2.** Identifying the causes and types of spelling errors and suggesting remedial measures.

Co3-Become aware of educational research problems in different areas in schools.

Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Students will gain knowledge about Research Steps and Tools Steps in Educational Research 3SO2. Students will gain knowledge about Identifying the problem area Pin pointing the problem. Problem analysis in terms of causes. 3SO3. Students will gain knowledge about Identifying the objectives. Formulating Educational hypotheses. 3SO4. Students will gain knowledge about Designing Educational plan. Execution of the plan. Analyzing the data. Findings Reporting 3SO5. Students will gain knowledge about Tools of Data Collection. Achievement Test Interview Schedule, Checklist, Rating Scale – meaning, need, advantages and limitations. Tests / Inventories of Aptitude, Attitude, Interest, Personality, Values, Intelligence and Creativity	0	Unit-3 3.1 Research Steps 3.2 Research Tools 3.3 Steps of Educational Research 3.4 Identifying the problem area 3.5 Pinpointing the problem. 3.6 Problem analysis in terms of causes. 3.7 Identifying the objectives. 3.8 uses of objectives in research. 3.9 Formulating Educational hypotheses. 3.10 needs of hypotheses 3.11 Designing Educational plan 3.12 Execution of the plan. 3.13 Analyzing the data. 3.14 Findings Reporting. 3.15 Tools of Data Collection. 3.16 Achievement Test 3.17 Questionnaire, Interview Schedule, Checklist 3.18 Rating Scale – meaning, need, advantages and limitations. 3.19 Tests / Inventories of Aptitude, Attitude, Interest, Personality, Values, Intelligence and Creativity 3.20 Measures in classroom – Sociology-metric technique and Classroom Social Distance Scale 3.21 Quantitative and Qualitative data meaning and examples. 3.22 Analysis of the Data – frequency distribution, measures of central tendency, variability, Co-efficient of correlation (Pearson's rank difference method). 3.23 Interpretation of data with an example descriptive and graphical	Interpretation of data with an example – descriptive and graphical Analysis of the Data – frequency distribution, measures of central tendency, variability, Co-efficient of correlation

SW-3 Suggested Sessional Work (SW): Assignment 1. Identifying causes of poor reading ability and suggesting remedial measures. 2. Identifying the causes and types of spelling errors and suggesting remedial

measures.

Co4-Acquire the knowledge of steps involved and tools used in educational research Acquire the skills of conducting educational research and to develop the skills of interpreting and reporting the findings of Educational Research
Approximate Hours

Item	Appx.Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
4SO1.Students will gain knowledge about Educational Research Report Format of report in terms of steps of Educational research 4SO2.Students will gain knowledge about Summary, bibliography and appendix. 4SO3.Students will gain knowledge about Identifying the causes of problem 4SO4.Students will gain knowledge about Identifying the causes of problem behavior of students in the classroom 4SO5.Students will gain knowledge about suggesting remedial measures	0	Unit-4.0 4.1 Educational Research Report 4.2 needs of educational research report. 4.3 uses of research report. 4.4 importance of research report. 4.5 research report steps. 4.6 Format of report in terms of 4.7 steps of educational research 4.8 needs of Format of report in terms 4.9 importance of Format of report in terms. 4.10 research Summary 4.11 needs of research Summary 4.12 importance of research Summary 4.13 Uses of research Summary 4.14 research Bibliography 4.15 needs of research 4.16 Bibliography 4.17 importance of research 4.18 Bibliography 4.19 uses of Bibliography 4.20 meaning of appendix. 4.21 needs of appendix. 4.22 uses of appendix. 4.23 importance of appendix. 4.24 Identifying the causes of problem 4.25 behavior of students in the classroom 4.26 suggesting remedial measures.	Educational Research Report Format of report in terms of steps of Educational research Identifying the causes of problem behavior of students in the classroom and suggesting remedial measures

SW-4 Suggested Sessional Work (SW): Assignment-

Identifying causes of poor reading ability and suggesting remedial measures.

Identifying the causes and types of spelling errors and suggesting remedial measures.

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
Co1-Acquire the knowledge of concept of research and educational research.	22	2	1	25
Co2-Understand the concept of basic, applied and educational research and their differences. understand the meaning, significance and scope of educational research	22	2	1	25
Co3-Become aware of educational research problems in different areas as in schools.	23	2	1	26
Co4-Acquire the knowledge of steps involved and tools used in educational research. Acquire the skills of conducting educational research and to develop the skills of interpreting and reporting the findings of educational research	23	2	1	26
Total Hours	90	8	4	102

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	UnitTitles	MarksDistribution			Total Marks
		R	U	A	
CO-1	Meaning, definition, Definition and importance of Educational Research	4	10	3	17
CO-2	meaning, Definition and scope of Educational research. 5.Importance of Educational research	3	10	4	17
CO-3	Research Steps	3	10	5	18
CO-4	Educational Research Report	3	10	5	18
	Total	13	40	17	70

Legend: R: Remember, U: Understand, A:

App The end of semester

assessment for

Pedagogy will be held with written examination of 70 marks

Note. Detailed Assessment rubric needs to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Courses outcomes	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and meth ods	Po5 The teacher and society	Po6 Environ mentand sustainabili ty	Po7 Ethi cs	Po8 Individu al and team work	Po9 com munica tion	Po10 Life longlear ning	Pso1 Theab ility toapp lytechn ical & differen tSD Goals andthe irsig nifica nce	Pso2 Abilit y tounder standthe Dhelat estTechnol ogy toac hieve	Pso3 Abili ty torese archbase dinn ovati vekn owle d	Pso4 Abili ty torese archbase dinn ovati vekn owle d
Co1- Acquire the knowledge of concept of research and education al research.	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2- Understand the concept of basic, applied and education al research and their differences. understand the meaning, significance and scope of education al research	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3- Become aware of educational research problems in different are as in schools.	2	3	3	3	2	2	2	2	2	2	3	2	2	3
Co4- Acquire the knowledge of steps	1	1	2	2	1	3	2	2	1	1	3	1	2	2

involved and tools used in educational research. Acquire the skills of conducting educational research and to develop the skills of interpreting and reporting the findings of educational research														
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Mapping of CO's, POs, and PSOs

Curriculum Mapping of CO's, POs, and PSOs

POs & PSOs No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6 7,8,9,10,	Co1- Acquire the knowledge of concept of research and	SO1.1 SO1.2 SO1.3		Unit-1.0 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	

PSO1,2, 3,4,	educational research.	SO1.4 SO1.5			As mentioned in page number 432
PO1,2,3,4,5,6 7,8,9,10, PSO1,2,3,4,	Co2- Understand the concept of basic, applied and educational research and their differences. understand the meaning, significance and scope of educational research	SO2.1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8, 2.9	
PO1,2,3,4,5,6 7,8,9,10, PSO1,2, 3,4,	Co3- Become aware of educational research problems in different areas as in schools.	SO3.1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3:3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	
PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,	Co4- Acquire the knowledge of steps involved and tools used in educational research. Acquire the skills of conducting educational research and to develop the skills of interpreting and reporting the findings of educational research	SO4.1. SO4.2 SO4.3 sO4.4 SO4.5		Unit-4: 4.1, 4.2,4.3,4.4,4.5,4.6,4.7	

Suggested Learning Resources:

S.N	Title	Author	Publisher	Edition&year
1.	Methodology of Research in Education	Sidhu, K.S	New-Delhi: Sterling Publishers Pvt. Ltd.	1984
2.	Methodology of Research in Education	Sharma, R.N	New-Delhi: Surjeet Publications	1993
3.	Methodology of Educational Research	Koul, L	New-Delhi: Vikas Publishing House Pvt. Ltd	1984
4.	Statistics in Psychology and Education.	Garrett, H.E	Bombay: Vakils, Feffer and Simons, Ltd	1969

Suggested Instructional/Implementation Strategies:

Improved Lecture Group Discussion Role Play

Visit to school Demonstration

ICT Based Teaching Learning (Video Demonstration, Whats-app, Mobile, Online sources)

Curriculum Development Team

1. Dr. R.S. Mishra

2. Dr. Bhagwan Deen

3. Dr. Sanand Kumar Gautam

4. Dr. Shikha Tripathi

5. Dr. Kalpna Mishra

6. Neeta Singh

7. Smt. Seema Dwivedi

8. Smt. Neeru Singh

10. Dr. Dileep Kumar Tiwari

Optional Course:
(Any One of the Subject mentioned below)

Course Code: 71ED436-A

Course Title: A-Value Education

Pre-requisite: Students should have knowledge about the concept and types of values. understand the meaning and basic-theories of Axiology.

Rationale: Student will know about the concept and types of values. understand the meaning and basic-theories of axiology. get an insight into the strategies of inculcation of values among children. develop awareness about the different agencies working in the sphere of value education.
Develop skills and techniques needed to teach value education. understand the role of the teacher in value education

Course Outcomes:

Co1- Understand the concept and types of values.

Co2- Understand the meaning and basic-theories of axiology. get an insight into the strategies of inculcation of values among children.

Co3- Develop awareness about the different agencies working in the sphere of value education.

Co4- Develop skills and techniques needed to teach value education.

Co5- Understand the role of the teacher in value education

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
OEC	71ED436-A	Value Education	6	0	2	1	9	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others), **LI:** Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies) **SW:** Sessional Work (includes assignment, seminar, mini project etc.), **SL:** Self Learning, **C:** Credits.
Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA+ ESA)
			Class/ Home Assignment 5 number 5 marks each (CA)	Class Test 2 (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
OEC	71ED436-A	Value Education	25	-	-	5	-	30	70	100

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1-Understand the concept and types of values.

Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge about Introduction to Values Values Concept, Nature, Types and Significance ISO2. Student will understand the Classification of Values-Intrinsic Values, Instrumental Values, Moral Values, Aesthetic Values, Economic Values, Social Values ISO3. Students will understand the Contemporary Values in Indian Context Panchakosha Theory of Values. ISO4. Students will understand the Basic Human Values–Truth, Beauty, Goodness, Love, Peace, Non-Violence ISO5. Students will understand the Contemporary Values–Scientific Temper Intellectual Honesty, Social Service and Protection of Environment	0	UNIT 1 1: Introduction to Values 2. meaning of Values 3: Concept of values, 4. Nature of values, 5. Types of values 6. Significance of values 7. Classification of Values- 8. Intrinsic Values, 9. Instrumental Values 10. Moral Values 11. Aesthetic Values 12. Economic Values, 13. Social Values 14. Contemporary Values in Indian Context Panchakosha 15. Theory of Values 16. Basic Human Values 17. Truth, 18. Beauty 19. Goodness, 20. Love, Peace, Non-Violence 21. Contemporary Values–Scientific Temper 22. Intellectual Honesty, Social Service 23. Protection of Environment	Basic Human Values–Truth, Beauty, Goodness, Love, Peace, Non-Violence Contemporary Values–Scientific Temper Intellectual Honesty, Social Service and Protection of Environment

SW-1 Suggested Sessional Work (SW): Assignments-

Visit to religious institutions which are involved in educational endeavor.

Documentation of the contributions of the great personalities and institutions for the promotion and protection of values

Co2- Understand the meaning and basic-theories of axiology. Get an insight into the strategies of inculcation of values among children.

Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>2SO1. Students will understand the Strategies of Inculcation of Values</p> <p>2SO2. Students will understand the Sources of Value Education</p> <p>2SO3. Students will understand the Autobiography and Biography of Great People, Parables, Vedas, Bhagavad gita, Shlokas, Poems, Newspaper Clippings Episodes from Real Life, Documents</p> <p>2SO4. Students will understand the Techniques of Inculcating Values in Life Ashtangayoga</p> <p>2SO5. Students will understand the Role of Teachers in Value Education.</p>	0	<p>Unit-2.0</p> <p>1 Strategies of Inculcation of Values</p> <p>2 needs of Strategies of Inculcation of Values</p> <p>3 importance of Strategies of Inculcation of Values</p> <p>4 Sources of Value Education</p> <p>5 Autobiography of Great People</p> <p>6 Biography of Great People</p> <p>7 Parables,</p> <p>8. Vedas,</p> <p>9. Bhagavad gita 10 Shlokas</p> <p>11, Poems,</p> <p>12. Newspaper Clippings</p> <p>13. Episodes from Real Life,</p> <p>14 Documents</p> <p>15. Techniques of Inculcating Values in Life</p> <p>16. Ashtangayoga</p> <p>17. Yama,</p> <p>18 Niyama,</p> <p>19 Asana,</p> <p>20 Pranayama,</p> <p>21. Prathyahara,</p> <p>22. Dhyana, Dharana, and Samadhi</p> <p>23. Techniques of Inculcating Values in Life, Ashtangayoga.</p>	<p>1. Techniques of Inculcating Values in Life</p> <p>Ashtangayoga</p> <p>Techniques of Inculcating Values in Life</p> <p>Ashtangayoga</p>

SW-2 Suggested Sessional Work (SW): Assignments:

Visit to religious institutions which are involved in educational endeavor.

Documentation of the contributions of the great personalities and institutions for the promotion and protection of values.

Co3- Develop awareness about the different agencies working in the sphere of value education.

ApproximateHours

Item	Appx.Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

SessionOutcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	SelfLearning(SL)
3SO1.Studentswillunderstandthe Role of Social Agencies in Value Education Family 3SO2.Studentswillunderstandthe Religion 3SO3.Studentswillunderstandthe Educational Institutions 3SO4.Studentswillunderstandthe Community 3SO5.Studentswillunderstandthe Mass Media	0	Unit-3 3.1 RoleofSocialAgenciesin 3.2 Value Education Family 3.3 needs of Role of Social 3.4 AgenciesinValueEducation Family 3.5 importanceofRoleofSocial 3.6 Agencies in Value Education Family 3.7 ReligioninValueEducation Family 3.8 NeedsofReligioninValue 3.9 Education Family 3.10 importance of Religion in Value Education Family 3.11 usesofReligioninValue Education Family 3.12 Educational Institutions 3.13 needs of Educational Institutions in values 3.14 importanceofEducational Institutions in values 3.15 valuesinCommunity 3.16 needsofvaluesinCommunity 3.17 importance of values in Community 3.18 meaningofCommunity 3.19 meaningofsocialAgencies needs of Mass Media 3.20 importanceofMassMedia 3.21 needsofPrintMedia 3.22 importanceofPrintMedia Electronic media	Role of Social AgenciesinValue EducationFamily Informationand Communication Technology

SW-3 SuggestedSessionalWork (SW):Assignments:

Visittoreligiousinstitutionswhichareinvolvedineducationalendeavor.

Documentationofthecontributionsofthegreatpersonalitiesandinstitutionsforthepromotionandprotectionof values.

Co4-Developskillsandtechniquesneededtoteach valueeducationUnderstandtheroleof the teacher in valueeducation

ApproximateHours

Item	Appx.Hrs
------	----------

CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
4SO1. Students will understand the Value Education in Secondary Schools 4SO2. Students will understand the Integrated approach Direct Approach 4SO3. Students will understand the Incidental approach 4SO4. Students will understand the Co-curricular and Extra-Curricular Activities 4SO5. Students will understand the Resolving Value	0	Unit-4.0 4.1 Value Education in Secondary Schools 4.2 Value Education in high Schools 4.3 Value Education in primary Schools 4.4 needs of Value Education in primary Schools 4.5 importance of Value 4.6 Education in primary Schools 4.7 needs of Value Education in high Schools 4.8 importance of Value 4.9 Education in high Schools 4.10 needs of Value Education in Secondary Schools 4.11 importance of Value 4.12 Education in Secondary Schools 4.13 Value Education in middle Schools 4.14 needs of Value Education in middle Schools 4.15 importance of Value 4.16 Education in middle Schools Integrated approach 4.17 Direct Approach 4.18 importance of Direct Approach 4.19 Incidental approach importance of Incidental approach 4.20 Co-curricular Activities 4.21 Extra-Curricular Activities. 4.22 Resolving Value Conflicts (value crisis) 22. Discussion of Burning Social and Moral Problems Project Work and Community Centered Activities	Discussion of Burning Social and Moral Problems Project Work and Community Centered Activities

SW-4 Suggested Sessional Work (SW): Assignments:

Visit to religious institutions which are involved in educational endeavor.

Documentation of the contributions of the great personalities and institutions for the promotion and protection of values.

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
Co1- Understand the concept and types of values.	23	2	1	26
Co2- Understand the meaning and basic-theories of axiology. get an insight into the strategies of inculcation of values among children.	23	2	1	26
Co3- Develop awareness about the different agencies working in the sphere of value education.	22	2	1	25
Co4- Develop skills and techniques needed to teach value education. Understand the role of the teacher in value education	22	2	1	25
Total Hours-	90	08	04	102

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	meaning and Concept of values,	4	10	3	17
CO-2	Strategies of Inculcation of Values needs of Strategies of Inculcation of Values	3	10	4	17
CO-3	Role of Social Agencies in Value Education Family	3	10	5	18
CO-4	Value Education in Secondary Schools	3	10	5	18
	Total-	13	40	17	70

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction Pedagogy will be held with written examination of 70 marks

Note. Detailed Assessment rubric needs to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Courses outcomes	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and meth ods	Po5 The teacher and society	Po6 Environ mentand sustainabili ty	Po7 Ethi cs	Po8 Individu al and team work	Po9 com munica tion	Po10 Life longlear ning	Pso1 Theab ility toapp lytechni cal &	Pso2 Abilit y tounder standtheD ifferentSD Goalsand theirsigni ficance	Pso3 Abili ty tohelat estTechnol ogy toach ieve	Pso4 Abili ty torese archbase dinnovati veknowle d
Co1- Underst andthec oncepta ndtypes ofvalues.	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2- Underst and the meaning and basic- theories of axiology . getanins ightintot hestrate giesofin culcatio n of values among children.	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3- Develop awarene ssaboutt hediffer entagenc ies working in the sphere of value educatio n.	2	3	3	3	2	2	2	2	2	2	3	2	2	3
Co4- Develop skillsand	1	1	2	2	1	3	2	2	1	1	3	1	2	2

techniques needed to teach value education. Understand the role of the teacher in value education														
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Mapping of CO's, POs, and PSOs

Curriculum Mapping of CO's, POs, and PSOs

POs & PSOs No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)

)		
PO1,2,3,4,5,6 7,8,9,10, PSO1,2, 3,4,	Co1- Understand the concept and types of values.	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	As mentioned in page number 366
PO1,2,3,4,5,6 7,8,9,10, PSO1,2,3,4,	Co2- Understand the meaning and basic-theories of axiology. Get an insight into the strategies of inculcation of values among children.	SO2.1S O2.2S O2.3 SO2.4 SO2.5		Unit-2 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	
PO1,2,3,4,5,6 7,8,9,10, PSO1,2, 3,4,	Co3- Develop awareness about the different agencies working in the sphere of value education.	SO3.1S O3.2 SO3.3 SO3.4 SO3.5		Unit-3:3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	
PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,	Co4- Develop skills and techniques needed to teach value education. Understand the role of the teacher in value education	SO4.1S O4.2S O4.3S O4.4 SO4.5		Unit-4: 4.1, 4.2,4.3,4.4,4.5,4.6,4.7	

Suggested Learning Resources:

S.N .	Title	Author	Publisher	Edition & year
1.	Value Education	Venkataiah N. (Ed)	New-Delhi: APH Publishing Corporation	1998
2.	Value-education: Theory and Practice	Gupta, N.L.	Amjeer, Krishna brothers	1986
3.	Values in Education and Society	Feather T, Norman	New-York: A Division of Macmillan Publishing	1975
4.	New Knowledge in Human Values	Marlowe A.H, Ed.	London: Harper and Row	1959

Curriculum Development Team

1. Dr. R.S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Smt. Seema Dwivedi
8. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

CourseCode: 71ED436-B

CourseTitle: B-OptionalSubject-EnvironmentalEducation

Pre- requisite: Studentshouldhaveknowledgeabouttheconcept,significance,scope, terminologies, Objectives and programs of environmentaleducation

Rationale: Studentwillknowabouttheconcept,significance,scopeandterminologies, objectives and programs of environmental education.

Develop awareness about the various types of pollution, ecological imbalancesand life and contributions of environmental activities. Interpret the environmental legislation in conservation and protection of the environment.Understand the role of governmental and non- governmentalagenciesin environmentaleducation.Applythethodsof teaching and evaluation in environmentaleducation.

CourseOutcome

Co1-Understandtheconcept,significance,scopeandterminologies,objectivesandprogramsof environmentaleducation.

Co2-Developawarenessaboutthevarioustypesofpollution,ecologicalimbancesandlifeand contributions ofenvironmental activities.

Co3-Interprettheenvironmentallegislationinconservationandprotectionoftheenvironment.

Co4-Understandtheroleofgovernmentalandnon-governmentalagenciesin environmental education.

Co5-Apply the methods of teaching and evaluation in environmental education.

Category	Course Code	CourseTitle	Schemeofstudies(Hours/Week)					Total Credits(C)
			CI	LI	SW	SL	TotalStudyHours (CI+LI+SW+SL)	
OEC	71ED436-B	Environment alEducation	6	0	2	1	9	6

Legend:CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),**LI:** LaboratoryInstruction (Includes Practical performances in laboratory workshop,fieldor otherlocationsusingdifferentinstructionalstrategies)**SW:**SessionalWork(includes assignment, seminar, mini project etc.),**SL:** Self Learning, **C:**Credits.

Note:SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Category	Course Code	Course Title	SchemeofAssessment(Marks)							
			ProgressiveAssessment(PRA)						End Semester Assessment	Total Marks
			Class/Ho me Assignment 5 number 5marks each (CA)	Class Test2 (CT)	Semi nar one (SA)	Class Activit y any one (CAT)	Class Attendance (AT)	TotalMark s (CA+CT+ SA+C AT+AT)		
OEC	71ED436 - B	Environ mental Education	25	-	-	5	-	30	70	100

Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1-Understand the concept, significance, scope and terminologies, objectives and programs of environmental education
Approximate Hours

Item	Appx.Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
ISO1. Students will gain knowledge about Introduction to Environmental Education. ISO2. Student will understand the Objectives and Principles of Environmental, Education ISO3. Student will understand the Basic Concepts in Environmental Education Ecology Eco-System Ecological Balance Food Chain ISO4. Student will understand the Pollution and Pollutants ISO5. Student will understand the. Natural Resources Green House Effect Bio-degradable and Non-degradable Materials. Bio-sphere-Bio-Diversity	0	UNIT1: 1.1 Introduction of Environmental Education 1.2 Concept of Environmental Education 1.3 Importance of Environmental Education 1.4. Scope of Environmental Education 1.5 needs of Environmental Education 1.1.6 Significance of Environmental Education 1.7 uses of Environmental Education 1.8 Objectives of Environmental, Education. 1.9. Principles of Environmental Education 1.10 Basic Concepts in Environmental Education 1.11 Ecology 1.12 Eco-System 1.13 Ecological Balance 1.14 Balance diet 1.15 Food Chain 1.16 Pollution and 1.17 Pollutants 1.18 Natural Resources 1.19 Green House Effect 1.20 Bio-degradable Materials 1.21 Non-degradable Materials. 1.22 Bio-sphere- 1.23 Bio-Diversity 1.24 National Environment Awareness Campaign (NEAC) 1.25 Environmental Orientation	National Environment Awareness Campaign (NEAC) Environmental Orientation for School Education (EOSE) Environmental Information System (ENVIS)

SW-1 Suggested Sessional Work**(SW): Assignments-1.**

Collect articles published in newspapers/periodicals concerning environment and write a critical comment on them. **2.** Prepare a directory of individuals and institutions working for protection of the purity of the environment in your district/state and document the activities.

Co2-Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities.

Approximate Hours

Item	Appx. Hrs
CI	22
LI	0
SW	2
SL	1
Total	25

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Student will understand the Environment and Pollution Meaning of Environment 2SO2. Student will understand the Types of Environment Types of Environment Pollution 2SO3. Student will understand the Air Pollution Meaning, Causes, The Air Act-1981 2SO4. Student will understand the Water Pollution: Meaning, Cause The Water Act-1977 2SO5. Student will understand the Soil Pollution: Meaning, Causes, Remedies Sound Pollution: Meaning, Causes, Remedies	0	Unit-2 2.1 Environment and Pollution 2.2 Meaning of Environment 2.3 Meaning of Pollution 2.4 Types of environment 2.5 Types of Environment Pollution 2.6 Meaning of Air Pollution 2.7 Causes of Air Pollution 2.8 Prevention of Air Pollution 2.9 Control of Air Pollution 2.10 Prevention and Control of Pollution Act-1981 2.11 Water Pollution Meaning 2.12 Causes of Water Pollution 2.13 Prevention of Water Pollution 2.14 Control of Water Pollution 2.15 Control of Water Pollution Act-1977 2.16 Soil Pollution: Meaning 2.17 Causes of Soil Pollution 2.18 Remedies of Soil Pollution 2.19 Sound Pollution Meaning, 2.20 Causes of Sound Pollution 2.21 Remedies of Sound Pollution 2.22 Ecological Imbalances 2.23 Deforestation 2.24 Soil Erosion 2.25 Extinction of Wild live	Environment and Pollution, Meaning of Environment Ecological Imbalances Deforestation Soil Erosion Extinction of Wild live Depletion of Ozone Layer, Life and contribution of Environmental Activists Mahesh Chandra Mehta, Sunderlal Bahuguna, Vandana Shiva, Maneka Gandhi, Shivaram Karanth

SW-2 Suggested Sessional Work (SW): Assignment-

Collect articles published in newspapers/periodicals concerning environment and write a critical comment on them. Prepare a directory of individuals and institutions working for protection of the purity of the environment in

your district/state and document the activities.

Co3-Interprettheenvironmentallegislationinconservationandprotectionoftheenvironment
Approximate Hours

Item	Appx.Hrs
CI	20
LI	0
SW	2
SL	1
Total	23

SessionOutcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	SelfLearning(SL)
2SO1.Studentwillunderstandthe Environment and Pollution Meaningof Environment 2SO2.Studentwillunderstandthe Types of Environment Types of Environment Pollution 2SO3.Studentwillunderstandthe Air Pollution Meaning, Causes, TheAirAct-1981 2SO4.Studentwillunderstandthe Water Pollution: Meaning, Cause The WaterAct-1977 2SO5.Studentwillunderstandthe Soil Pollution: Meaning,Causes, Remedies SoundPollutionMeaning,Causes Remedies	0	Unit-3 3.1Agencies in Environmental Education 3.2United National Environment Programme(UNEP) 3.3Importance of Agencies in Environmental Education 3.4Importance of United National Environment Programme(UNEP) 3.5International Union for Conservation of Nature 3.6Natural Resources (IUCN) 3.7importance of International Union for Conservation of Nature 3.8Union Ministry of Environment and Forests. 3.9Importance of Union Ministry of Environment and Forests 3.10Central Pollution Control Board (CPCB) 3.11importance of Central Pollution Control Board (CPCB 3.12Centre for Environment Education 3.13importance of Centre for Environment Education 3.14National Afforestation and Eco-Development Board(NAEB) 3.15importance of National Afforestation and Eco- Development Board(NAEB 3.16Environment Protection 3.17Chipko Movement 3.18Appiko Movement 3.19 BachaoAndolan (NBA) 3.20Western Ghats Protection Movement	Environment and Pollution,MeaningofEnvironment Ecological Imbalances Deforestation Soil Erosion ExtinctionofWild live DepletionofOzone Layer,Lifeandcontribution of Environmental Activists MaheshChandra Mehta,SunderlalBahuguna, VandanaShiva,Maneka Gandhi, ShivaramKaranth

SW-3 Suggested Sessional Work (SW):

Assignment Collect articles published in newspapers/periodicals concerning environment and write a critical comment on

them. Prepare a directory of individuals and institutions working for protection of the purity of the environment in your district/state and document the activities.

Co4-Understand the role of governmental and non-governmental agencies in environmental education. Apply the methods of teaching and evaluation in environmental education.

Approximate Hours

Item	Appx. Hrs
CI	12
LI	0
SW	2
SL	1
Total	15

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
4SO1. Student will understand the Methods of Teaching Environment Education Direct Approach 4SO2. Student will understand the Integrated Approach Incidental Approach 4SO3. Student will understand the Co-curricular and Extra Curricular activities Project Work. Intellectual Meet 4SO4. Student will understand the Eco-Clubs/ Nature Clubs. Problem Solving Activities related to Burning Ecological Problems 4SO5. Student will understand the Evaluation in Environmental Education Formative Evaluation Summative Evaluation	0	Unit-4 Methods of Teaching Environment Education 4.1 Direct Approach 4.2 Integrated (Multi-Disciplinary) Approach 4.3 Incidental Approach 4.4 Co-curricular activities and Extra-Curricular activities 4.5 Project Work 4.6 Intellectual Meet – 4.7 Seminars, Symposia, Workshops, Conferences, 4.8 Group Discussion, Debates, Special Lectures Brain Storming 4.9 Field Out reach and Extension Activities. Eco-Clubs/ Nature Clubs. Problem Solving 4.10 Activities related to Burning Ecological Problems. 4.11 Quiz, Poster Making, Models Making and Exhibitions 4.12 Evaluation in Environmental Education Formative Evaluation Summative Evaluation	Environment and Pollution, Meaning of Environment Ecological Imbalances Deforestation Soil Erosion Extinction of Wild life Depletion of Ozone Layer, Life and contribution of Environmental Activists Mahesh Chandra Mehta, Sunderlal Bahuguna, Vandana Shiva, Maneka Gandhi, Shivaram Karanth

SW-4 Suggested Sessional Work

(SW): Assignments: Collect articles published in newspapers/periodicals concerning environment and write a critical comment on them.

Prepare a directory of individuals and institutions working for protection of the purity of the

environment in your district/state and document the activities.

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
Co1 -Understand the concept, significance, scope and terminologies, objectives and programs of environmental education.	26	2	1	29
Co2 -Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities	32	2	1	35
Co3 -Interpret the environmental legislation in conservation and protection of the environment.	20	2	1	23
Co4 -Understand the role of governmental and non-governmental agencies in environmental Apply the methods of teaching and evaluation in environmental education	12	2	1	15
Total Hours-	90	8	4	102

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Introduction of Environmental Education	4	10	3	17
CO-2	Environment and Pollution Meaning	3	10	4	17
CO-3	Agencies in Environmental Education	3	10	5	18
CO-4	Methods of Teaching Environment Educat	3	10	5	18
	Total-	13	40	17	70

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 70 marks

Note. Detailed Assessment rubric needs to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Cours e outcome s	Po1 Basic knowledge	Po2 Problem Analy sis	Po3 Design develop ment of solution	Po4 Skills and meth ods	Po5 The teac her and society	Po6 Environ mentand sustainabili ty	Po7 Ethi cs	Po8 Individu al and team work	Po9 com munica tion	Po10 Life longlear ning	Pso1 Theab ility toapp lytech nical &	Pso2 Abilit y tounder stand theD iffere ntSD Goals andth eirsig nifica nce	Pso3 Abili tyto under stand the estTe chnol ogy toac hieve	Pso4 Abili tyto use eth arch base dinn ovati vekn owle d
-------------------------	------------------------	--------------------------------	--	-------------------------------------	--	---	----------------	---	------------------------------	----------------------------------	---	--	--	---

Co1- Underst and the concept, significa nce, scope and terminol ogies,ob jectivesa ndprogr ams ofen vironme ntal educatio n.	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2- Develop awarene ss aboutt hevariou stypesof pollutio n, ecologic al imbalan ces and life and contribu tions of environ mental activitie s	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3- Interpret the environ mental legislati on in conserva tionandp rotection oftheenv ironmen t.	2	3	3	3	2	2	2	2	2	2	3	2	2	3
Co4- Underst and the role of governm	1	1	2	2	1	3	2	2	1	1	3	1	2	2

ental and non- governm entalage nciesine nvironm entalAp plythe methods ofteachi ngandev aluationi nenviron mental educatio n														
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Curriculum Mapping of CO's, POs, and PSOs

POs & PSOs No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6 7,8,9,10, PSO1,2, 3,4,	Co1 -Understand the concept, significance, scope and terminologies, objectives and programs of environmental education.	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	
PO1,2,3,4,5,6	Co2 -Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities	SO2.1S O2.2S O2.3 SO2.4 SO2.5		Unit-2	

7,8,9,10, PSO1,2,3,4,				2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8, 2.9	As mentioned in page number 366
PO1,2,3,4,5,6 7,8,9,10, PSO1,2, 3,4,	Co3 -Interpret the environmental legislation in conservation and protection of the environment.	SO3.1S O3.2 SO3.3 SO3.4 SO3.5		Unit-3:3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	
PO1,2,3,4,5,6 7,8,9,10 PSO1,2, 3,4,	Co4 -Understand the role of governmental and non-governmental agencies in environmental education. Apply the methods of teaching and evaluation in environmental education	SO4.1S O4.2S O4.3S O4.4 SO4.5		Unit-4: 4.1, 4.2,4.3,4.4,4.5,4.6,4.7	

Curriculum Development Team

1. Dr. R. S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Smt. Seema Dwivedi
8. Smt. Neeru Singh

Course Code: 71ED436-C

Course Title: C-Guidance and Counselling in Schools

Pre- requisite: Student should Understand the principles, scope and need of guidance and counseling in schools

Rationale: Student will Understand the principles, scope and need of guidance and counseling in schools. Acquaint himself with nature of different problems faced by children in context of learning and development. Understand the acquisition and process of learning in children with special needs. Acquaint himself with learning disabilities of children and its remedies. Take up minimum guidance programme at school level.

Course Outcomes:

- Co1**-Understand the principles, scope and need of guidance and counseling in schools
- Co2**-Acquaint himself with nature of different problems faced by children in context of learning and development
- Co3**-Understand the acquisition and process of learning in children with special needs
- Co4**-Acquaint himself with learning disabilities of children and its Remedies
- Co5**-Take up minimum guidance programme at school level.

Category	CourseCode	CourseTitle	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+S)	
OEC	71ED436-C	Guidance and Counselling in Schools	6	0	2	1	9	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others), **LI:** Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies) **SW:** Sessional Work (includes assignment, seminar, mini project etc.) **SL:** Self Learning, **C:** Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Category	Couese Code	Course Title	Scheme ofAssessment(Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ ESA)
			ProgressiveAssessment(PRA)								
			Class/Ho me Assignment 5 number 5marks each (CA)	Class Test2 (CT)	Semi nar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	TotalMarks (CA+CT+S A+C AT+AT)			
OEC	71ED436-C	Guidance and Counselling in Schools	25	-	-	5	-	30	70	100	

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

Co1-Understand the principles, scope and need of guidance and counseling in schools

Approximate Hours

Item	Appx. Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)

Item	Appx.Hrs
CI	23
LI	0
SW	2
SL	1
Total	26

ISO1.Students will gain knowledge about. Guidance and Counselling Introduction to Guidance and Counselling ISO2. Student will understand the Nature, Purpose and Scope of Guidance and Counselling ISO3.Student will understand the Difference between Guidance and Counselling ISO4 Student will understand the Counselling Principles Approaches ISO5.Student will understand the Areas of Guidance Educational Guidance Vocational Guidance Personal Guidance	0	UNIT1: 1.1 Guidance and Counselling 1.2. Introduction to Guidance and Counselling 1.3 Nature of Guidance and Counselling 1.4 Purpose of Guidance and Counselling 1.5 Scope of Guidance and Counselling 1.6 Difference between Guidance and Counselling 1.7 Counselling Principles Approaches 1.8 Areas of Guidance 1.9 Educational Guidance 1.10 Vocational Guidance 1.11 Personal Guidance 1.12 principal of guidance 1.13 importance of guidance 1.14 function of guidance 1.15 types of guidance 1.16 meaning of counselling 1.17 definition of counselling 1.18 nature of counselling 1.19 characteristic of counselling 1.20 basic principle of counselling 1.21 types of counselling 1.22 nature of guidance 1.23 importance of counseling.	1 Nature, Purpose and Scope of Guidance and Counselling. Areas of Guidance Educational Guidance Vocational Guidance Personal Guidance
--	---	---	---

SW-1 Suggested Sessional Work (SW): Assignments: Case study of a child with special problem.

Publication of a career bulletin based on authentic sources of jobs employment.

Organization of career conference, campus interviews etc.

Co2-Acquaint himself with nature of different problems faced by children in context of learning and development.

Approximate Hours

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Student will understand the Problems of Developments in Children 2SO2. Student will understand the Problem related to physical Development 2SO3. Student will understand the Common problems faced by children 2SO4. Student will understand the Nutrition Problems related with Emotional Development 2SO5. Student will understand the Adjustment to Home Adjustment to School Adjustment to Peer Group	0	Unit-2.0 2.1 Problems of Developments in Children 2.2 Problem related to physical Development 2.3 Common problems faced by children 2.4 Nutrition Problems related with Emotional Development 2.5 Adjustment to Home 2.6 Adjustment to School 2.7 Adjustment to Peer Group 2.8 Problems related to academic achievement 2.9 Problems related to Gender bias and Gender related issues 2.10 Applications of the whole child 2.11 concept for parents, 2.12 teachers and counselors 2.13 Acquisition of Learning 2.14 Process of Learning 2.15 Concept of learning 2.16 Factors affecting learning 2.17 Physiological factors 2.18 Psychological factors 2.19 Socio-emotional factors 2.20 Educational factors 2.21 importance of psychological factors in affective learning. 2.22 importance of Physiological factors in affective learning 2.23 importance of socio logical factors in affective learning	1. Problems related to academic achievement Gender bias and Gender related issues psychological factors Socio emotional factors Educational factors

SW-2 Suggested Sessional Work (SW): Assignment.

case study of a child with special problem.

Publication of a career bulletin based on authentic sources of job employment.

Organization of career conference, campus interview etc.

Co3- Understand the acquisition and process of learning in children with special needs.

Approximate Hours

Item	Appx. Hrs
CI	22
LI	0
SW	2
SL	1

Total	25
-------	----

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Student will understand the Learning Disabilities of Children Factors 3SO2. Student will understand the Contributing to Learning Problems External factors Psychological and Educational Internal factors 3SO3. Student will understand the Low general ability, Attention, Specific reading, writing 3SO4. Student will understand the Assessment of the child Case history 3SO5. Student will understand the Assessment of general abilities Remediation	0	Unit-3 3.1 Learning Disabilities of Children Factors 3.2 Contributing to Learning Problems External factors 3.3 Psychological Internal factors 3.4 Educational Internal factors 3.5 Low general ability, Attention 3.6 Specific reading, writing etc. 3.7 Assessment of the child Case history 3.8 Assessment of general abilities 3.9 Remediation 3.10 Principles of Guidance Services 3.11 Designing remedial strategies. 3.12 Learning disability of children 3.13 external factors. 3.14 educational factors 3.15 assessment of child 3.16 case history 3.17 assessment of general abilities. 3.18 remediation 3.19 designing remedial strategies 3.20 questionnaire technique 3.21 characteristic of good questionnaires 3.22 types of questionnaire 3.23 interview technique	Learning Disabilities of Children Factors Principles of Guidance Services Designing remedial strategies.

SW-3 Suggested Sessional Work (SW): Assignments: Case study of a child with special problem.
 Publication of a career bulletin based on authentic sources of job employment.
 Organization of career conference, campus interview etc.

Co4-AcquainthimselfwithlearningdisabilitiesofchildrenanditsremediesTakeupminimumguidance programmeat school level.

Approximate Hours

Item	Appx.Hrs
CI	22
LI	0
SW	2
SL	1

Total	25
-------	----

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
4SO1. Student will understand the Guidance for Children with Special Need 4SO2. Student will understand the Meaning, definitions and types of exceptional children Gifted and Creative children 4SO3. Student will understand the Slow learners and backward children 4SO4. Student will understand the Strategies for helping exceptional children to overcome their problems	0	Unit-4.0 4.1 Guidance for Children with Special 4.2 Needs of Guidance 4.3 importance of Guidance 4.4 uses of Guidance 4.5 Guidance Meaning, 4.6 Guidance definitions 4.7 types of Guidance 4.8 exceptional children 4.9 Gifted children 4.10 Creative children. 4.11 Slow learners 4.12 backward children 4.13 Strategies for helping exceptional children to overcome their problems 4.14. meaning of special needs 4.15 purpose of interview 4.16 types of interview parts of interview. 4.17 qualities of interview 4.18 advantage of interview 4.19 case study method. 4.20 special children. 4.21 backward child 4.22 gifted child and creative children	1. Guidance for Children with Special Needs

SW-4 Suggested Sessional Work (SW): Assignments: case study of a child with special problem.
 Publication of a career bulletin based on authentic sources of jobs employment.

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CL)	Sessional Work (SW)	Le
Co1- Understand the principles, scope and need of guidance and counseling in schools	23	2	
Co2- Acquaint himself with nature of different problems faced by children in context of learning and development.	23	2	
Co3- Understand the acquisition and process of learning in children with special needs.	22	2	
Co4- Acquaint himself with I Take up minimum guidance programme at school level. Learning disabilities of children and its remedies	22	2	
Total Hours-	90	8	

Suggestion for End Semester Assessment Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Introduction and Nature of Guidance and Counselling	4	10	3	17
CO-2	Problems of Developments in Children	3	10	4	17
CO-3	Learning Disabilities of Children Factors	3	10	5	18
CO-4	Guidance for Children with Special needs	3	10	5	18
	Total-	13	40	17	70

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 70 marks

Note. Detailed Assessment rubric needs to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

Improved Lecture Group Discussion Role Play

Visit to school Demonstration

ICT Based Teaching Learning (Video Demonstration Whats-app, Mobile, Online sources)

Cours e outcome s	Po1 Basic knowledge	Po2 Problem Analysis	Po3 Design development of solution	Po4 Skills and meth ods	Po5 The teac her and society	Po6 Environ mentand sustainabili ty	Po7 Ethi cs	Po8 Individu al and team work	Po9 com munica tion	Po10 Life longlear ning	Pso1 Theab ility toapp lytech nical &	Pso2 Abilit y tound derstan dtheD iffere ntSD Goals andth eirsig nifica nce	Pso3 Abili tytou nders tand helat estTe chnol ogy toac hie ve	Pso4 Abili tyto rese arch base dinn ovati vekn owle d
Co1- Underst andthepr inciples, scopean dneedof guidanc e and counseli ng in schools	3	2	2	3	3	2	3	2	3	2	2	2	3	2
Co2- Acquaint himself with nature of different problem s facedby childreni ncontext oflearni ngandde velopme nt.	2	3	3	3	3	3	3	2	2	2	2	2	2	2
Co3- Underst andtheac quisition andproc essoflear ningin children with special needs.	2	3	3	3	2	2	2	2	2	2	3	2	2	3

Co4- Acquain thimself withITa keupmin imumgui dancepr ogramm eatschoo llevel.ea rningdis abilities ofchildr en and its remedie s	1	1	2	2	1	3	2	2	1	1	3	1	2	2
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Curriculum mapping

POs &PSOsNo.	CosNo.&Titles	SOsNo
PO1,2,3,4,5,6 7,8,9,10,	Co1- Understandtheprinciples,scopeandneedof guidance and counseling in schools	SO1.1 SO1.2 SO1.3 SO1.4

PSO1,2, 3,4,		SO1.5
PO1,2,3,4,5,6 7,8,9,10, PSO1,2,3,4,	Co2- Acquaint himself with nature of different problems faced by children in context of learning and development	SO2.1 SO2.2 SO2.3 SO2.4 SO2.5
PO1,2,3,4,5,6 7,8,9,10, PSO1,2, 3,4,	Co3- Understand the acquisition and process of learning in children with special needs.	SO3.1 SO3.2 SO3.3 SO3.4 SO3.5
PO1,2,3,4,5,6 7,8,9,10	Co4- Acquaint himself with I Take up minimum guidance programme at school level. Learning disabilities of children and its remedies	SO4.1 SO4.2 SO4.3

Suggested Learning Resources: Books

S.N .	Title	Author	Publisher	Edition & year
1.	Guidance and Counselling: Theoretical Perceptive	Asha Bhatnagar	New-Delhi: Vikas Publishing House	1999

2.	Guidance and Counselling Services: Introduction	Lowning, L.N.	Mc. Grow Hill Book Company	1968
3.	Research in Educational & Vocational Guidance.	Sharma, S.R.	New Delhi Anmol Publications	
4.	Guidance and Counselling Services: Introduction,	Lowning L.N.	Mc. Grow Hill Book Company	1968

Curriculum Development Team

1. Dr. R.S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpna Mishra
6. Neeta Singh
7. Smt. Seema Dwivedi
8. Smt. Neeru Singh