

# **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)

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## **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-BASICKNOWLEDGE:** 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-PROBLAMANALYSIS:** problem analysis in teacher education focus 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-LIFELONG LEARNING:**Enhance knowledge and skills for professional and life long development.

**Programme specific Outcomes(PSOs):**

1. Develop balanced personalities in teacher. Impart core competencies for addressing societal changes.
2. Acquire knowledge and skills in human development and pedagogy.
3. Address gender inequalities in education. Equip teachers for guidance, 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<br>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.Education in 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)<br>71ED274-AFood preservation<br>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     |
| <b>Semester -III</b>                                    |        | <b>Semester – IV</b>   |        |
| 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)<br>(Any One of the Subject mention below)<br>A .71ED436-A, Value Education<br>B. 71ED436-B,Environmental Education<br>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<sup>III<sup>rd</sup></sup> 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 1<sup>st</sup> 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     | Category | Code  | Course Title   | L  | T | P | Total Hour | Credit |
|---------|----------|---|--|----|---|---|------------|--------|
| 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/Geography/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 | Category | Code                | Course Title   | L | T | P  | Total Hour | Credit |
|-----|----------|---------------------|--|---|---|----|------------|--------|
| 1   | LC       | 71AR371A/372A/373A/ | 1-school subject (Hindi/English/Sanskrit/Science) 2- school subject(Social | 1 | - | 16 | 17         | 16     |

|   |    |  |  |   |   |        |    |    |
|---|----|--|--|---|---|--------|----|----|
|   |    | 71SC371B/<br>71AR374A<br>/375A/<br>376A/377A/378<br>A/379A/<br>71SC375B/374<br>B | Science/Civics/economics/history/geography/commerce/Life Science/Math)<br>Internship<br>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<br>[ 2 credit]  | - | - | 2      | 2  | 2  |
| 5 | LC | 71ED383  | Understanding of ICT<br>[2 credit]   | 1 | - | 2      | 3  | 2  |
| 6 | LC | 71ED384  | Understanding of Self<br>[2 credit]  | 1 | - | 2      | 3  | 2  |
| 7 |    |  | Total  | 5 | - | 2<br>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<br>71AR436B<br>71AR436C | Optional Course:<br>(Any One of the Subject mention<br>below)<br>Value Education<br>Environmental Education<br>Guidance and counseling in<br>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**

| Course 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                             |
|             | <b>TOTAL</b>  | <b>35</b>    | <b>320</b>        | <b>330</b> | <b>650</b> | <b>35</b>                     |

**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<br>71AR234-A<br>71AR235-A  | Pedagogy of a School Subject –<br><b>Part-1-Course-I-for Art Group</b> (choose anyone)<br>) Language<br>Hindi teaching/<br>English teaching<br>/Sanskrit teaching  | 6            | 30                 | 70       | 100         | 6                             |
| 71SC233-B  | <b>For Science group--</b><br>Science Teaching   |              |                    |          |             |                               |
| 71AR236-A<br>71AR239-A<br>71AR237-A<br>71AR240-A<br>71AR238-A<br>71AR241-A<br>71SC237-B<br>71SC236-B | Pedagogy of a School Subject<br>Knowledge and the Related Pedagogic<br>Dimensions<br><b>Part-II- Course –I I-</b> for art group -<br>(choose anyone) social science teaching<br>/History teaching/<br>Civic teaching<br>Geography teaching<br>/Economic teaching<br>/Commerce teaching<br><b>For Science group</b><br>-life science teaching<br>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<br>71ED273-B   | <b>Work experience--</b> A-Chalk making/<br>B-candle<br>making (practical)   | 2            | 25                 | ---      | 25          | 2                             |
| 71ED274-A  | C-Any one of the following (practical)<br>Food preservation  | 2            | 25                 | ----     | 25          | 2                             |

|                  |  |    |     |     |     |    |
|------------------|--|----|-----|-----|-----|----|
| <b>71ED274-B</b> | Gardeningand Horticulture                  |    |     |     |     |    |
| <b>71ED-272</b>  | ReadingandReflectingon<br>Texts(practical) | 2  | 50  | -   | 50  | 2  |
|                  | IKS(IndianKnowledgeSystem)                 | 2  | 50  | 50  | 100 | 2  |
|                  | <b>Total</b>                               | 32 | 295 | 355 | 650 | 32 |

### B.EDSemester–III

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

### 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:<br>(Any One of the Subject<br>mention below) | 6            | 30                 | 70         | 100         | 6                             |
| 71AR436-B   | i. Value Education  |              |                    |            |             |                               |
| 71ED436-C   | ii. Environmental<br>Education                                |              |                    |            |             |                               |
|             | iii. Guidance and<br>counseling in<br>School                  |              |                    |            |             |                               |
|             | <b>Total</b>  | <b>34</b>    | <b>180</b>         | <b>420</b> | <b>600</b>  | <b>34</b>                     |

### 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 Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|---|--------------------------------|----|----|----|---------------------------------|-------------------|
|          |             |   | 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<br>5 number<br>5 marks each<br>(CA) | Class Test 2<br>(CT) | Seminar {any one}<br>(SA) | Class Activity any one<br>(CAT) | Class Attendance<br>(AT) | Total Marks<br>(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)   |
|---|-----------------------------|---|--|
| <p><b>ISO1.</b> Students will gain knowledge about both the ancient education system of India and the Western education system.</p> <p><b>ISO2.</b> Student will understand the functions of Education and its role in society</p> <p><b>ISO3.</b> Students will comprehend the functions of education and its significance in society.</p> <p><b>ISO4.</b> Students will grasp the concepts of formal and non formal education.</p> <p><b>ISO5.</b> Students will comprehend the intersection of human rights and education of Modern India.</p> |                             | <p>UNIT-1: Concept of education</p> <p>1.1 History of Indian Education.</p> <p>1.2 Meaning and concept of education.</p> <p>1.3 Aims of Indian Education.</p> <p>1.4 Western Aims of Education</p> <p>1.5 Base of education.</p> <p>1.6 Western education.</p> <p>1.7 Philosophy of western education system.</p> <p>1.8 Norms of education.</p> <p>1.9 Functions of Education.</p> <p>1.10 Society and education.</p> <p>1.11 Culture and education.</p> <p>1.12 Education as an instrument of Social Control</p> <p>1.13 Education as instrumentation of Social Changes</p> <p>1.14 Cultural Heritage and its preservation</p> <p>1.15 Role of human value in Education</p> <p>1.16 Impact of human value in society</p> <p>1.17 School and its role in society,</p> <p>1.18 Culture and Education,</p> <p>1.19 School as a Social System.</p> <p>1.20 Agencies of formal Education</p> <p>1.21 Agencies of Non-formal education</p> <p>1.22 Agencies of informal education</p> <p>1.23 Human rights and education.</p> | <p>Agencies of formal Education</p> <p>Agencies of Non-formal education system</p> <p>Role of human value in Education</p> |

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.**

**ApproximateHours**

|       |          |
|-------|----------|
| 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. student will understand salient features of ancient education</p> <p>2SO2. student will understand Vedic Buddhist, Islamic Tradition in Education</p> <p>2SO3. student will understand Major landmarks of British System of Education in Colonial India</p> <p>2SO4. student will understand particularly from the view point of Aims, Structure, Curriculum and Methods of Education</p> <p>2SO5. student will understand Efforts towards evolving a national system of Education</p> | 0                           | <p>Unit-2.0 Salient Features of Ancient Indian Education</p> <p>2.1 Salient Features of Ancient Indian Education–</p> <p>2.2 Vedic education.</p> <p>2.3 vaidakshikshaka aims.</p> <p>2.4 characteristics of vaidik education.</p> <p>2.5 merits and demerits of vaidik education system.</p> <p>2.6 Buddhist education system.</p> <p>2.7 characteristics of Buddhist education system.</p> <p>2.8-merits and demerits of Buddhist education system.</p> <p>2.9 Islamic education system.</p> <p>2.10 merits and demerits of education system.</p> <p>2.11 characteristics of Buddhist education system.</p> <p>2.12 Major landmarks of British System of Education in Colonial India.</p> <p>2.14 char-taract-1793 and 1813 and 1833.</p> <p>2.15 Macaulay minute.</p> <p>2.16 filtration theory of Macaulay.</p> <p>2.17 wood dispatch-1854.</p> <p>2.18 Indian education commission-1882.</p> <p>2.19 Shimalashiksha sammelan.</p> <p>2.20 Indian university commission-1902.</p> <p>2.21 lard CORZEN education policy.</p> <p>2.22 Calcutta university commission-1917</p> <p>2.23 patriarchy and education. Hortong committee. ward ha scheme and basic education of mahatma Gandhi.</p> | 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)  |
|---|-----------------------------|---|---|
| <p>3.SO1 student will understand General Aims and Objectives of Secondary Education and Structure</p> <p>3. SO2. student will understand Education during Post Independence Period</p> <p>3.SO3. student will understand Constitutional provisions for education</p> <p>3SO4. student will understand about commission 1952-53, 1964-66 and new education policy 1986 and 1992</p> <p>3SO5. student will understand new education policy 2020</p> | 0                           | <p><b>Unit-3</b> General Aims and Objectives of Secondary Education and Structure.</p> <p>3.1 General Aims and Objectives of Secondary Education and Structure.</p> <p>3.2 Education during Post Independence Period.</p> <p>3.3 Indian constitution.</p> <p>3.4 Constitutional provisions for education,</p> <p>3.5 Secondary Education commission 1952- 53.</p> <p>3.6 suggestion of Secondary Education commission 1952-53.</p> <p>3.7 Education Commission 1964-66.</p> <p>3.8 implement of Education Commission 1964-66.</p> <p>3.9 merits and demerits of Commission 1964-66.</p> <p>3.10 National education policy-1968.</p> <p>3.11 New Education Policy 1986.</p> <p>3.12 planning of Education Policy 1986.</p> <p>3.13 merits and demerits of Education Policy 1986.</p> <p>3.14 Rammurtisamiksha samiti 1990.</p> <p>3.15 Programme of Educational 1992,</p> <p>3.16 - New Education policy 2020.</p> <p>3.17 planning of New Education policy 2020.</p> <p>3.18 merits and demerits New Education policy 2020.</p> <p>Different streams of Secondary Education</p> <p>3.19-C.B.S.E., I.C.S.E. and KSEEB with respect to curriculum.</p> <p>3.20.-Examination System secondary education.</p> <p>3.21.Secondary School Teacher– Qualifications, Competences, Job Profile,</p> <p>3.22 Professional Code of Ethical conduct.</p> <p>Role of Secondary school teacher in Emerging India</p> | <p>1. Constitution notional provisions for education</p> <p>2. Education commission</p> |

**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 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**

| <b>Course Outcomes</b>   | <b>Class Lecture (CI)</b> | <b>Sessional Work (SW)</b> | <b>Self Learning (SI)</b> | <b>Total hour (CI+SW+SI)</b> |
|--|---------------------------|----------------------------|---------------------------|------------------------------|
| <b>CO-1:</b> 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                           |
| <b>CO2:</b> To foster comprehension of the concise historical background of Indian Education, particularly with reference to Secondary Education   | 23                        | 2                          | 1                         | 26                           |
| <b>CO3:</b> 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                           |
| <b>CO4:</b> 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                           |
| <b>Total Hours-</b>  | 90                        | 8                          | 4                         | 102                          |

| <b>CO</b> | <b>Unit Titles</b> | <b>Marks Distribution</b> | <b>Total Marks</b> |
|-----------|--------------------|---------------------------|--------------------|
|-----------|--------------------|---------------------------|--------------------|

|      |   | <b>R</b> | <b>U</b> | <b>A</b> |    |
|------|---|----------|----------|----------|----|
| 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.<br>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 need 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 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 student will be exposed to ethical considerations and professional 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<br>7,8,9,10,<br>PSO1,2,3,4 | <b>CO1:</b> 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<br>SO1.2<br>SO1.3<br>SO1.4<br>SO1.5     |                             | Unit-1.0 Concept of education<br><br>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<br>7,8,9,10,<br>PSO1,2,3,4 | <b>CO2:</b> To foster comprehension of the concise historical background of Indian Education, particularly with reference to Secondary Education.   | SO2.1<br>SO2.2<br>SO2.3<br>SO2.4<br>SO2.5     |                             | Unit-2. Salient Features of Ancient Indian Education –<br><br>2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9      |                                      |
| PO1,2,3,4,5,6<br>7,8,9,10,<br>PSO1,2,3,4 | <b>CO3:</b> 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<br>SO3.2<br>SO3.3<br>SO3.4<br><br>SO3.5 |                             | 3. Unit-3 : Aims and Objectives of Secondary Education and Structure.<br><br>3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 |                                      |
| PO1,2,3,4,5,6<br>7,8,9,10,<br>PSO1,2,3,4 | <b>CO4:</b> 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<br>SO4.<br>SO4.3<br>SO4.4<br><br>SO4.5  |                             | 4. Unit-4: Teacher education<br><br>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.   | Compos 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
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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 diversabilities in social, cultural and political context. To build sensitivity towards children's developmental needs and capabilities, within their sociocultural context. develop a sensitive 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 a sensitive 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:**SessionalWork(includesassignment,seminar,miniprojectetc.), **SL:**SelfLearning,**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, motor, social and emotional development.

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

**SW-1 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.

**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<br>2SO2. Student will understand Developmental tasks of childhood and adolescence and their implications<br>2SO3. Student will understand characteristics of a child and an adolescent<br>2SO4. Student will understand Commonalities and diversities within the notion of childhood and how multiple childhoods<br>2SO5. Student will understand a reconstructed with particular reference to the Indian context. | 0                           | Unit-2.01 Stages of Human Development<br>2.1 Stages of Human Development<br>2.2 Child as a developing individual- introduction<br>2.3 A psycho-social entity;<br>2.4 stages of development<br>2.5. characteristics of a child and an adolescent:<br>2.6. characteristics of an adolescent:<br>2.7. physical development<br>2.8. cognitive development<br>2.9 social development<br>2.10 emotional development<br>2.11 moral and language their interrelationships<br>2.12 Developmental tasks of childhood<br>2.13. Developmental tasks of adolescence stage<br>2.14 their implications<br>2.15 Factors influencing development<br>2.16. heredity & environment, 2.17. media, nutrition,<br>2.18 child-rearing practices, siblings and peers<br>2.19 Commonalities and diversities within the notion of childhood<br>2.20 how multiple childhoods are reconstructed with particular reference to the Indian context- Living in an urban Slum<br>2.21 in rural slum<br>2.22 Growing girl<br>2.23, Growing up in a dalithousehold. | are reconstructed with particular reference to the Indian context- Living in an urban Slum, Growing girl, and Growing up in a dalithousehold<br>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<br>3SO2. Students will gain knowledge about Personality development<br>3SO3. Students will gain knowledge about Freud; psycho- social development- Erikson; 6.influence of early childhood experiences on later personality<br>3SO4. Students will gain knowledge about Social theories and gender development<br>3SO5. Students will gain knowledge about Development of emotions: functions of emotions, attachment | 0                           | Unit-3 social and emotional development-<br>3.1 Social Development.<br>3.2 Emotional Development<br>3.3 Basic understanding of emotions<br>3.4 how differential gender socialization occurs<br>3.5 Personality development theories<br>3.6-cognitive theory of freuds.<br>3.7 psycho-social development theory of Erikson;<br>3.8 influence of early childhood experiences on later personality.<br>3.9 Social theories gender development:<br>3.10 meaning of gender roles;<br>3.11- influences on gender role<br>3.12 stereotypes<br>3.13 gender in the playground.<br>3.14 introduction of emotion<br>3.15. meaning and definition of emotions<br>3.16 Types of emotions<br>3.17 Development of emotions<br>3.18 functions of emotions.<br>3.19-functions of attachment-Bowlby<br>3.20 importance of emotion for a child<br>3.21 significance of emotion in education<br>3.22 Importance of development theories in education | Development of emotions: functions of emotions, attachment<br>Social theories and gender development:<br>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<br><br>4SO2. Student will understand peer influences, school culture, relationships with teachers<br><br>4SO3. Student will understand teacher expectations and school achievement; being out of school, overage learner<br><br>4SO4. Student will understand Relationships with peers: friendships and gender<br><br>4SO5. Student will understand Social, economic and cultural differences in socialization: implications for inclusion | 0                           | Unit 4.<br>Contexts of Socialization<br>4.1 meaning and definition of socialization<br>4.2 family and child relationships<br>4.3 parenting,<br>4.4 child rearing practices<br>4.5 peer influences,<br>4.6 school culture and Schooling:<br>4.7 relationships with teachers,<br>4.8 teacher expectations<br>4.9 school achievement; being out of school,<br>4.10 overage learner<br>4.11 Relationships with peers:<br>4.12 friendships and gender<br>4.13- competition and cooperation<br>4.14 competition and conflict;<br>4.15 aggression from early childhood to<br>4.16 adolescence.<br>4.17 bullying from early childhood to<br>adolescence<br>4.18 Social, differences in socialization:<br>4.19 implications for inclusion.<br>4.20 economic differences in socialization<br>cultural differences in socialization<br>4.21 Social, economic and cultural differences in<br>socialization<br>4.22 importance of socialization | Social, economic and cultural differences in socialization: implications for inclusion<br>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 | <b>Perspectives in Development Concept, of Educational Psychology</b>              | 4                  | 10 | 3  | 17          |
| CO-2 | <b>Stages of Human Development Child as a developing individual - introduction</b> | 3                  | 10 | 4  | 17          |
| CO-3 | <b>social and emotional development</b>  | 3                  | 10 | 5  | 18          |
| CO-4 | <b>Contexts of Socialization</b>   | 3                  | 10 | 5  | 18          |
|      | <b>Total-</b>  | 13                 | 40 | 17 | 70          |

| Course outcomes  | Po1<br>Basic knowledge | Po2<br>Problem solving | Po3<br>Analytical skills | Po4<br>Design | Po5<br>Teamwork | Po6<br>Environmental sustainability | Po7<br>Innovation | Po8<br>Evidence based learning | Po9<br>Communication | Po10<br>Life long learning | Pso1<br>The ability to apply technical & | Pso2<br>Ability to understand the different SD Goals and their significance | Pso3<br>Ability to understand the latest Technology to achieve | Pso4<br>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                          | 3  | 2   | 2  |  |



**CourseCurriculumMap:**

| POs &PSOsNo.                             | CosNo.&Titles   | SOsNo.   | Laboratory Instruction(LI) | ClassroomInstruction(CI)   | SelfLearning (SL) |
|--|---|--|----------------------------|--|-------------------|
| PO1,2,3,4,5,6<br>7,8,9,10,<br>PSO1,2,3,4 | <b>CO1:</b> To develop an understanding of different aspects of a child physical, motor, social and emotional development.  | SO1.1 SO1.2<br>SO1.3<br>SO1.4 SO1.5            |                            | <b>Unit-1.0 Perspectives in Development</b><br><br>1.1,1.2,1.3,1.4,1.5,1.6,1.7,      |                   |
| PO1,2,3,4,5,6<br>7,8,9,10,<br>PSO1,2,3,4 | <b>CO2:</b> To understand the Development process of children with diverse abilities in social, cultural and political context.   | SO2.1 SO2.2<br>SO2.3 SO2.4<br>SO2.5            |                            | <b>Unit-2 Stages of Human Development</b><br><br>2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9 |                   |
| PO1,2,3,4,5,6<br>7,8,9,10,<br>PSO1,2,3,4 | <b>CO3:</b> To build sensitivity towards children's developmental needs and capabilities, within their sociocultural context  | SO3.1 SO3.2<br>SO3.3 SO3.4<br><br>SO3.5        |                            | <b>Unit-3 :social and emotional development-</b><br>3.2,3.3,3.4,3.5,3.6,3.7,3.8      |                   |
| PO1,2,3,4,5,6<br>7,8,9,10,<br>PSO1,2,3,4 | <b>CO4:</b> 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 through gender caste and social class may impact the lived experience of children. | SO4.1 SO4.2<br>SO4.3<br><br>SO4.4<br><br>SO4.5 |                            | <b>Unit-4: Contexts of Socialization</b><br>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<br>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 schematic children in a gender schematic society | 1987           |

**Curriculum Development Team**

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**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 Study Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|---------------------|--------------------------------|----|----|----|---------------------------------|-------------------|
|          |             |                     | 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<br><br>(ESA) |
|          |             |                     | Class/Home Assignment<br>5 number<br>5 marks each<br>(CA) | Class Test 2<br>(CT) | Seminar<br>one<br>(SA) | Class Activity<br>any one<br>(CAT) | Class Attendance<br>(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)   |
|--|-----------------------------|---|--|
| <p><b>ISO1.</b> Students will gain knowledge about Learning; meaning, types, factors, process, basic principles of learning</p> <p><b>ISO2.</b> Student will understand the learning style</p> <p><b>ISO3.</b> Perspectives on human learning.</p> <p><b>ISO4.</b> Students will grasp the Behaviorists, cognitivist, information-processing view,</p> <p><b>ISO5.</b> Students will comprehend humanist, social-constructive.</p> |                             | <p><b>UNIT-1</b><br/><b>THEORETICAL PERSPECTIVES ON LEARNING</b></p> <p>1.1 Learning; meaning and definition</p> <p>1.2 types of learning</p> <p>1.3 effective factors of learning</p> <p>1.4 process of learning</p> <p>1.5 basic principles of learning</p> <p>1.6 learning style</p> <p>1.7 laws of learning-primary laws</p> <p>1.8 Secondary laws of learning</p> <p>1.9 Methods of learning</p> <p>1.10 Aspects of learning</p> <p>1.11 Perspectives on human</p> <p>1.12 learning: introduction</p> <p>1.13 Behaviorist</p> <p>1.14 social-constructionist</p> <p>1.15 Skinner theory</p> <p>1.16 Piaget cognitive development</p> <p>1.17 Vygotsky theory</p> <p>1.18 Kohler theory</p> <p>1.19 Pavlov theory</p> <p>1.20 Burner theory</p> <p>1.21 important of learning theory</p> <p>1.22 Dialogue and discussions</p> <p>1.23 field based projects</p> <p>1.24 analytically document their findings</p> | <p>1. theoretical perspectives on learning</p> <p>Implantation on own behavior</p> |

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

**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<br>4SO2. Student will understand Dimensions of differences in psychological attributes— cognitive abilities, interest, aptitude, creativity, personality, values   | 0                           | Unit-4.<br>individual differences among learners.<br>4.1 introduction of individual difference<br>4.2 types of individual difference<br>4.3 effective factor of individual factors<br>4.4 interest, definition and meaning<br>4.5 types and effective factors of interest<br>4.6 aptitude definition and meaning<br>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<br>4SO4 Student will understand. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence |                             | 4.8 introduction of personality<br>4.9 theories of personality<br>4.10 introduction of values<br>4.11<br>Understanding learners from multiple intelligence<br>4.12 theory of multiple intelligence.<br>4.13 introduction and importance of emotional intelligence.<br>4.14<br>Understanding differences based on a range of cognitive abilities—<br>4.15 learning difficulties,<br>4.16 slow learners and dyslexia | 2. Implications For catering to individualization in view of 'difference' rather than 'deficit' perspective |
| 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<br>4.18 Gifted child (introduction and importance) problem child<br>4.19 learning difficulties, and their<br>4.20<br>Implications for classroom practices and teaching.<br>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<br>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<br>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  | A s |            |
| CO-1 | <b>THEORETICAL PERSPECTIVES ON LEARNING</b> | 4                  | 10 | 3   | 17         |

|        |  |    |    |    |           |
|--------|--|----|----|----|-----------|
| CO-2   | <b>UNDER STANDING LEARNER AND LEARNING</b>     | 3  | 10 | 4  | <b>17</b> |
| CO-3   | <b>Learning in constructivist perspective.</b> | 3  | 10 | 5  | 18        |
| CO-4   | <b>individual differences among learners</b>   | 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<br>outcomes  | Po1<br>Basic<br>knowle<br>dge | Po2<br>Problem<br>Analy sis | Po3<br>Design<br>develop<br>ment<br>of<br>solution | Po4<br>Skills<br>and<br>meth<br>ods | Po5<br>The<br>teac her<br>and<br>society | Po6<br>Environ<br>mentan<br>cs<br>d<br>sustaina<br>bility | Po7<br>Ethi<br>cal | Po8<br>Indiviu<br>al and<br>team<br>work | Po9<br>com<br>municat<br>ion | Po10<br>Life<br>longle<br>arning | Pso1<br>T<br>heabil<br>ity<br>toappl<br>ytech<br>nical<br>& | Pso2<br>Abilit<br>y<br>tound<br>erstan<br>dtheD<br>iffere<br>ntSD<br>Goals<br>andth<br>eirsig<br>nifica<br>nce | Pso3<br>Abilit<br>y<br>toun<br>dersta<br>ndthel<br>atestT<br>chnol<br>ogy<br>toachi<br>eve | Pso4<br>Abilit<br>y<br>to<br>usethe<br>resear<br>chbas<br>edinn<br>ovativ<br>ekno<br>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<br>To become aware of different contexts of learning and situations 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 a 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<br>Appreciate the  | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 |
|  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

**CourseCurriculumMap:**

| POs&PS Os No.                              | CosNo.&Titles   | SOs No.                                   | Laboratory Instruction(LD) | ClassroomInstruction (CI)  | SelfLearning (SL) |
|--|---|---|----------------------------|--|-------------------|
| PO1,2,3,4,5,6,7,8,9,10,<br><br>PSO1,2,3,4, | <b>CO1:</b> Torefect on their own implicit understandingofthe nature andkinds of learning;Gain anunderstandingof differenttheoreticalperspectiveson learningwithafocuson cognitiveviewsoflearning as wellassocial–constructivist                        | SO1.1<br>SO1.2<br>SO1.3<br>SO1.4<br>SO1.5 |                            | Unit-1.0THEORETICAL PERSPECTIVES ON LEARNING<br><br>1.1,1.2,1.3,1.4,1.5,1.6,1.7, |                   |
| PO1,2,3,4,5,6,7,8,9,10,                    | <b>CO2:</b> .Develop an understanding about differentiallearningneedsof learners<br>Tobecomeawareofdiffernt contexts of learning and situateschoolsasaspecial environment for learning  | SO1.1<br>SO1.2<br>SO1.3<br>SO1.4          |                            | Unit2UNDERSTANDING LEARNERAND LEARNING   |                   |
| PSO1,2,3,4,                                | Co3<br>Explorethepossibilitiesofanunderstandingofprocessesinhumancognitionandmeaning– making them as basis for designing learning environments and experiences at schooldevelopunderstandingabouttheconceptofteachingandpedagogyfromvariesperspectives. | SO1.5                                     |                            | Thepsychologyoflearning-and instruction  |                   |
| PO1,2,3,4,5,6,7,8,9,10,                    | Co4<br>Explorethepossibilitiesofanunderstandingofprocessesinhumancognitionandmeaning  | SO1.1<br>SO1.2<br>SO1.3<br>SO1.4          |                            | UccharshikshaManovigyan, siddhanievamvyavहार                                     |                   |
| PSO1,2,3,4,                                | Co5<br>exploreteachingstrategiestoaddressdiversityofstudentsinaclassroom Appreciatethe  | SO1.5                                     |                            | Essentialofeducational 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, siddhanievamvyavhaar                 | Gupta S.P                              | Allahabad: Sharda pustak sadan    | 2016           |
| 5   | Essential of educational psychology                            | Agrwal j.c.                            | Vikash publishing house newdelhi. | 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

**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 StudyHours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|-------------------------------|-----------------------------|----|----|----|---|--------------------------------|-------------------|
|          |             |                               | 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/ 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       | 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<br>ISO2. Student will understand Curriculum – Meaning and Nature<br>ISO3. Students will understand types of Curriculum<br>ISO4. Students will understand Syllabus and Text books – their inter relationship<br>ISO5. Students will know Issues and problems of existing Curriculum. | 0                           | Unit-1. Curriculum<br>1. knowledge of curriculum<br>2. Curriculum – Meaning<br>3. Nature of curriculum<br>4. feature of curriculum<br>5. foundation of curriculum<br>6. human development<br>7. social force<br>8. nature of knowledge<br>9. types of Curriculum,<br>10. Syllabus and Text books – their interrelationship.<br>11. Meaning of text book<br>12. types of text book<br>13. main feature of text book<br>14. suggestion for making a good text book<br>15. Issues and problems of current Curriculum.<br>16. problem of curriculum development<br>17. problems of existing Curriculum<br>18. creation of curriculum development<br>19. Development of curriculum and structure of curriculum | Curriculum – Meaning and Nature<br>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 NCF 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<br>2SO2. Students will gain knowledge about Curriculum Designing: steps, Concepts and differences<br>2SO3. Students will gain knowledge about Determinants and motives of Curriculum Development<br>2SO4. Students will gain knowledge Different Curriculum Models-open university, Open School, etc<br>2SO5. Student curriculum framework and their significance in school education will gain knowledge | 0                           | Unit-2.0 Construction, development and curriculum<br>1 parts of curriculum<br>2 process of preparation<br>3 Step of curriculum development<br>4 Goal and objective of curriculum<br>5 evaluation and structure of the curriculum<br>6 election of learning<br>7. experience and content<br>8. curriculum design and development<br>9. Curriculum Construction,<br>10. Curriculum Development<br>11. Curriculum Designing: steps<br>12 Curriculum Concepts<br>13 Curriculum differences.<br>14 Determinants and motives of Curriculum Development.<br>15 Different Curriculum<br>16. Models-open university,<br>17. Open School.<br>18. curriculum framework<br>their significance in school education<br>19. curriculum significance in school education | 1. curriculum framework and their significance in school education<br>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<br>3SO2. Students will understand Teacher role in generating dynamic curricular about<br>3SO3. Students will understand about experiences through Flexible interpretation of curricular aims<br>3SO4. Students will understand about Contextualization of learning<br>3SO5. Students will understand about Teacher education | 0                           | Unit-3<br>curriculum implementation and renewal<br>1. Definition and meaning of a good teacher<br>2 teacher role in generating dynamic curricular experiences<br>3 curriculum implementation<br>4 curriculum renewal<br>5 teacher education<br>6 meaning and concept of teacher education<br>7 characteristic of teacher education<br>8 problem of teacher education<br>9. solution of teacher education<br>10. curriculum at primary school<br>11 Curriculum of upper primary level<br>12. curriculum of secondary and senior secondary level<br>13 development and implementation of curriculum<br>14 Contextualization of learning<br>15. dr. Rradhakrisnan education commission (1964)<br>16. Mudaliar secondary education commission (1952- 53)<br>17 Kothari education commission (1964-66)<br>18. national education policy 1986<br>19. NEP 2020 for school education | Teacher role in generating dynamic curricular experiences through Flexible interpretation of curricular aims<br>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<br>Process of curriculum evolution and revision  | Enrichment of Curriculum.<br>6. Evaluation of B.Ed. Curriculum type of evaluation |
| 4SO2. Students will understand about Designing different Curriculum   |                             | 1 Process of curriculum evolution<br>2 Process of curriculum revision.  | Process of curriculum evolution and revision                                      |
| 4SO3. Students will understand about Selection, Gradation and Organization of Curriculum                        |                             | 3. Designing different Curriculum.<br>4. Selection of Curriculum  |   |
| 4SO4. Students will understand about Development and Implementation of Curriculum                               |                             | 5 Gradation of Curriculum<br>6. Organization of curriculum  |   |
| 4SO5. Students will understand about Enrichment of Curriculum Evaluation of B.Ed. Curriculum type of evaluation |                             | 7. Selection of good curriculum<br>8. Development of Curriculum.<br>9 .Implementation of Curriculum<br>10. curriculum evaluation<br>11. Role of evaluation in curriculum revision process<br>12. Enrichment of Curriculum.<br>13. Evaluation of various commission<br>14 types of teacher training institutions<br>15 qualitative improvement in teacher education for the<br>16 improvement of teacher education<br>17 new experiments in the field of teacher education<br>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 out com.                         | 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  | Process of curriculum evolution and revision                                   | 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 | 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<br>student will<br>be exposed to<br>ethical considerations<br>and professional<br>standards related to<br>curriculum they will<br>explore strategies for<br>sequencing content<br>selecting appropriate<br>material and diverse<br>teaching. | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 3 | 3 | 2 | 1 | 1 | 2 |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

**CourseCurriculumMap:**

| POs&PSOs No.                              | CosNo.&Titles   | SOsNo.                                    | Laboratory Instruction(LI) | ClassroomInstruction(CI)                                | SelfLearning (SL) |
|---|---|---|----------------------------|---|-------------------|
| PO1,2,3,4,5,6<br>7,8,9,10,<br>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.<br>Analyze curriculum framework according to NCF, .Design and development of Effective curriculum. and model.<br><br>Assess and evaluate curriculum students will gain knowledge about effective instructional strategies and assessment techniques Pradesh. | SO1.1<br>SO1.2<br>SO1.3<br>SO1.4<br>SO1.5 |                            | knowledge of curriculum                                 |                   |
| PO1,2,3,4,5,6<br>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<br>SO1.2<br>SO1.3<br>SO1.4          |                            | Construction, development and do of 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<br>7,8,9,10,                | Analyze curriculum framework according to NCF, .Design and development of Effective curriculum. and model.  | SO1.1<br>SO1.2<br>SO1.3<br>SO1.4          |                            | 4.0<br>Process of curriculum evolution and re<br>vision |                   |

| S. N. | Title   | Author                            | Publisher                                     | Edition & year |
|-------|---|-----------------------------------|---|----------------|
| 1.    | The Primary Teacher's Guide to the New National Curriculum.                         | Ashcroft, Kate and Palacio, David | 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   | Eccles tone, Kathryn              | London: Kogan Page Ltd                        | 1996           |
| 4.    | Total Learning Developmental Curriculum for the Young Child                         | Hendricks, Joanne                 | New York: Maxwell McMillan International      | 1994           |
| 5.    | The Curriculum Context, Design and Development                                      | Hoope, R                          | The Chaucer Press Ltd., Great Britain         | 1977           |
| 6.    | Handbook of Curriculum Evaluation. International Institute for Educational Planning | Lowy, A (Ed.):                    | New-York,                                     | 1977           |
| 7.    | The School Curriculum   | Richmond K. W                     | Methuen and Co. Ltd., London                  | 1973           |
| 8.    | Curriculum Development – Issues and Insights  | Orioso, D.E. and Smith, B.D       | Rand Mc Nally College Publishing Company, USA | 1976           |

**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
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9. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari



**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 methodskillTodeveloptheteachingmethods inclasssituation.Todevelopthe uses of teachingmethods

**CourseOutcomes:**

**Co1.**ToenableStudentstorepondstoavarietyofMaximsofTeaching.

**Co2.**To develop the teaching skills of Students.

**Co3.**Todeveloptheteachingmethodskill

**Co4.**Todeveloptheteachingmethodsinclasssituation.

**Co5.**To develop the uses of teachingmethods

| Category | Course Code | CourseTitle                       | Schemeofstudies(Hours/Week) |    |    |    | TotalStudyHours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|-----------------------------------|-----------------------------|----|----|----|-------------------------------|-------------------|
|          |             |                                   | 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                        | SchemeofAssessment(Marks)                      |                  |                   |                      |                       |                               |   | End Semester Assessment | Total Marks |
|----------|-------------|-------------------------------------|--|------------------|-------------------|----------------------|-----------------------|-------------------------------|---|-------------------------|-------------|
|          |             |                                     | ProgressiveAssessment(PRA)                     |                  |                   |                      |                       |                               |   |                         |             |
|          |             |                                     | 5Class/Home Assignment number 5marks each (CA) | Class Test2 (CT) | Semin ar one (SA) | Class Activity (CAT) | Class Attendance (AT) | TotalMarks (CA+CT+SA+CA T+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)   |
|---|-----------------------------|--|--|
| ISO1. Students will gain knowledge about . . maxims of Teaching and Micro Teaching<br>ISO2. Student will understand the microteaching Meaning, Nature and Types of Maxims of Teaching Meaning<br>ISO3. Students will understand. Micro Teaching , principals, Cycle<br>ISO4. Students will understand Process of Micro Teaching Advantages<br>ISO5. Students will understand limitations and uses of Micro Teaching | 0                           | 1 Maxims of Teaching<br>2 Micro Teaching<br>3 microteaching Meaning<br>4 Nature of microteaching<br>5 Types of microteaching<br>6- development of microteaching.<br>7 importance of microteaching.<br>8 implementation of microteaching.<br>9. principals of micro teaching.<br>10-. Microteaching Cycle,<br>11 Process of Micro Teaching<br>12- Advantages,<br>13- limitations and<br>14- uses of Micro Teaching<br>15- needs of microteaching. | micro teaching Meaning , Nature and Types of Maxims of Teaching Meaning<br>Process of Micro Teaching<br>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<br>2SO2. Students will understand Explaining Illustrating and use of Examples<br>2SO3. Students will understand Teacher's silences and Non Verbal Cues Lecturing variation<br>2SO4. Students will understand Blackboard Effective Communication Recognizing and Attending Behaviours Self Induction<br>2SO5. Students will understand Self Induction Classroom Management Planned repetition Achieving Closure | 0                           | Unit-2.0<br>teaching skills [any seven skills]<br>1. Introduction Skill<br>2 Fluency in Questioning<br>3. Probing Question<br>4. Explaining<br>5. Illustrating and<br>6 use of Examples<br>7 Teacher's silences and Non<br>8 Verbal Cues<br>Lecturing<br>9. Reinforcement<br>10- Stimulus variation<br>11. Blackboard<br>12. Effective Communication<br>13. Recognizing and Attending Behaviours<br>14. Self Induction Classroom Management<br>15. Planned repetition Achieving Closure | Introduction Skill<br>Fluency in Questioning Probing Question<br>Lecturing Reinforcement Stimulus variation<br>Blackboard<br>Effective Communication<br>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)   |
|--|-----------------------------|--|--|
| <p>3SO1. Students will understand Methods and Techniques</p> <p>3SO2. Students will understand Method: Lecture methods, Conversion method, Discussion method, Problem solving</p> <p>3SO3. Students will understand Techniques: Skills of questioning, Using Black Boards, dramatization, role playing, story telling</p> <p>3SO4. Students will understand Aids: Use of Audio and video materials And electronic Media in teaching social science, Preparation of low cost teaching aids</p> <p>3SO5. Students will understand Field visits, Value discussion, model, Inquiry</p> | 0                           | <p>Unit-3 Methods and Techniques:</p> <p>1 Methods and Techniques</p> <p>2 Method: Lecture methods,</p> <p>3. Conversion method,</p> <p>4. Discussion method,</p> <p>5 Problem solving method,</p> <p>6 Project method,</p> <p>7 Unit method,</p> <p>8 Source method, Field visits,</p> <p>9 Value discussion, model, Inquiry</p> <p>10 Techniques: Skills of questioning,</p> <p>11. Using Black Boards,</p> <p>12. dramatization,</p> <p>13. role playing, story telling etc.</p> <p>14. Aids: Use of Audio and video materials</p> <p>15. And electronic Media in teaching social science, Preparation of low cost teaching aids.</p> | <p>Methods and Techniques</p> <p>Aids: Use of Audio and video materials And electronic Media in teaching social science, Preparation of low cost teaching aids</p> |

**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          |
|      | <b>Total-</b>                     | 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 teamwork | Po9 communication | Po10 Lifelong learning | Pso1 Ability to apply technical & | Pso2 Ability to understand the different SDGs and their significance | Pso3 Ability to understand the latest technology to achieve | Pso4 Ability to research and 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   | 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. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

**CourseCurriculumMap:**

| POs&PSOs No.                              | CosNo.&Titles   | SOsNo.                                    | Laboratory Instruction(LI) | ClassroomInstruction(CI)                                | SelfLearning (SL) |
|---|---|---|----------------------------|---|-------------------|
| PO1,2,3,4,5,6<br>7,8,9,10,<br>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.<br>Analyze curriculum framework according to NCF, .Design and development of effective curriculum. and model.<br><br>Assess and evaluate curriculum students will gain knowledge about effective instructional strategies and assessment techniques Pradesh. | SO1.1<br>SO1.2<br>SO1.3<br>SO1.4<br>SO1.5 |                            | knowledge of curriculum                                 |                   |
| PO1,2,3,4,5,6<br>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<br>SO1.2<br>SO1.3<br>SO1.4          |                            | Construction, development and do of 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<br>7,8,9,10,                | Analyze curriculum framework according to NCF, .Design and development of effective curriculum. and model.  | SO1.1<br>SO1.2<br>SO1.3<br>SO1.4          |                            | 4.0<br>Process of curriculum evolution and re<br>vision |                   |



**Suggested Instructional/Implementation Strategies:**

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

**Curriculum Development Team**

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9. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari

### Preinternship

| Category | Course Code | Course Title  | Scheme of studies (Hours/Week) |    |    |    |    | Total Study Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|---------------|--------------------------------|----|----|----|----|---------------------------------|-------------------|
|          |             |               | 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 (ESA) | Total Marks (PRA+ESA) |
|----------|-------------|---------------|--|-------------------|------------------|------------------------------|-----------------------|-------------------------------|---|-------------------------------|-----------------------|
|          |             |               | 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    | Preinternship | -  | -                 | -                | 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 StudyHours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-----------------|--|-----------------------------|----|----|----|----|--------------------------------|-------------------|
|          |                 |  | CI                          | LI | SW | SL |    |                                |                   |
| LC       | <b>71ED-173</b> | 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)                               |                     |                   |                                    |                          |                                 |            | End Semester Assessment | TotalMarks (PRA+ ESA) |
|------|-----------------|---|---------------------|-------------------|------------------------------------|--------------------------|---------------------------------|------------|-------------------------|-----------------------|
|      |                 | ProgressiveAssessment(PRA)                              |                     |                   |                                    |                          |                                 | TotalMarks |                         |                       |
|      |                 | Class/HomeAssignment<br>5 number<br>5marks each<br>(CA) | Class Test2<br>(CT) | Seminaron<br>(SA) | Class Activity<br>any one<br>(CAT) | Class Attendance<br>(AT) | TotalMarks<br>(CA+CT+SA+CAT+AT) |            |                         |                       |
|      | <b>71ED-173</b> | -   | -                   | -                 | 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.

**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 Study Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|------------------------------|--------------------------------|----|----|----|---------------------------------|-------------------|
|          |             |                              | 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<br><br>(PRA+ ESA) |
|          |             |                              | 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) |                         |                               |
| 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        |
| <b>Total</b> | <b>8</b> |

| Session Outcome (SOs)  | Laboratory Instruction (LI) | Classroom Instruction (CI)  | Self Learning (SL)                             |
|--|-----------------------------|---|--|
| <b>SO1.1</b> Understand about Sustainable Development<br><b>SO1.2</b> Understand the Need and Importance of SDGs<br><b>SO1.3</b> Understand the historical evolution of SDGs<br><b>SO1.4</b> Gain knowledge of SDGs Different goals and their importance<br><b>SO1.5</b> Explain the Challenges & strategies of attaining SDGs in countries. |                             | <b>Unit-1.0 Introduction to Sustainable Development</b><br>1.1 Need and Importance of Sustainable Development<br>1.2 Historical & Policy perspectives of Sustainable Development<br>1.3 Sustainable Development: World and India Perspective<br>1.4 Introduction to 17 SDGs<br>1.5 Specific learning objectives for different SDGs<br>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)   |
|--|-----------------------------|---|--|
| <b>SO2.1</b> Explain Sustainable Development<br><b>SO2.2</b> Understand the NEP-2020 and SDG<br><b>SO2.3</b> Discuss higher Education role to achieve SDGs<br><b>SO2.4</b> Explain how education for Sustainable Development<br><b>SO2.5</b> Explain the measuring techniques for Sustainability |                             | <b>Unit-2.0</b> Special focus on SDG4- Quality Education and Lifelong Learning: Focus of NEP-2020 on SDG<br><b>2.02</b> Education for Sustainable Development (ESD):<br><b>2.03</b> Berlin Declaration 2021 on ESD<br><b>2.04</b> Integration of ESD in curriculum and textbooks<br><b>2.05</b> Tools, Systems, and Innovation for Sustainability<br><b>2.06</b> 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)  |
|--|-----------------------------|--|---|
| <p><b>SO3.1</b> Understand current economic issues in the context of the global sustainable development debate.</p> <p><b>SO3.2</b> Outline of health, hygiene and water sanitation issues.</p> <p><b>SO3.3</b> Discuss the renewable energy resources and its importance in present scenario</p> <p><b>SO3.4</b> Explain the importance of sustainable production and consumption</p> <p><b>SO3.5</b> Explain the problems and solution in rural and urban areas.</p> |                             | <p><b>Unit-3.0 Understanding the SDGs</b></p> <p><b>3.01</b> Circular economy (basic model of reuse, recycle, and reduce)</p> <p><b>3.02</b> Rural &amp; urban Problems</p> <p><b>3.03</b> Challenges Sustainable production and consumption</p> <p><b>3.04</b> Renewable energy</p> <p><b>3.05</b> Health &amp; Hygiene, water, sanitation &amp; water management</p> <p><b>3.06</b> Waste Management</p> | <p>Water treatment and management practices.</p> <p>Non renewable energy resources.</p> |

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

**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)                                    |
|--|-----------------------------|--|---|
| <p><b>SO4.1</b> Understand the relevance and the concept of sustainability and the global initiatives in this direction</p> <p><b>SO4.2</b> Understand role of Corporations and Ecological Sustainability.</p> <p><b>SO4.3</b> Explain role of CSR in Sustainability.</p> <p><b>SO4.4</b> Understand the SD challenge for companies, their responsibility and their potentials for action</p> <p><b>SO4.5</b> Discuss the role of world government for world justice and peace</p> |                             | <p><b>Unit-5.0 Sustainable Business Practices:</b></p> <p>5.1 Corporate Social Responsibility</p> <p>5.2 sustainable products and services Business and Environment</p> <p>5.3 Corporations and Ecological Sustainability</p> <p>5.4 Life Cycle Assessment:</p> <p>5.5 LCA Overview and Application</p> <p>World peace and justice:</p> <p>5.6 United Nations goals for peace and justice World Government for peace</p> | 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 (SI) | Total hour (CI+SW+SI) |
|---|--------------------|---------------------|--------------------|-----------------------|
| <b>VAC101.1:</b><br>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                     |
| <b>VAC101.2:</b> 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                     |
| <b>VAC101.3:</b> 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                     |
| <b>VAC101.4:</b> 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                     |
| <b>VAC101.5:</b> 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 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 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, Tutorial, Case Method, Group Discussion, Role Play, Visit to industry, water treatment plant Demonstration, ICT Based Teaching Learning (Video Demonstration/Tutorials, Whatsapp, Mobile, Online courses

| 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 the latest technological innovations | Pso4 Ability to research and develop new 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<br>l<br>Sustaina<br>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,<br><br>PSO1,2,3,4, | <b>CO1:</b> Examine critically the 17 newly minted UN Sustainable Development Goals and understand the historical evolution, key theories, and concepts of sustainable development.  | SO1.1<br>SO1.2<br>SO1.3<br>SO1.4<br>SO1.5 |                             | Need and Importance of Sustainable Development<br><br><br><br><br><br><br><br><br><br>Discuss the sustainable production and consumption |                    |
| PO1,2,3,4,5,6,7,8,9,10,                    | <b>CO2:</b> 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<br>SO1.2<br>SO1.3<br>SO1.4          |                             | How Climate Change may be Threat to Sustainable Development  |                    |
| PSO1,2,3,4,                                | <b>CO3:</b> 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,                    | <b>CO4:</b> Describe the steps of the design thinking methodology and how design thinking can  | SO1.1<br>SO1.2<br>SO1.3<br>SO1.4          |                             | Need and Importance of Sustainable Development   |                    |
| PO1,2,3,4,5,6,7,8,9,10,                    | <b>CO5:</b> 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<br>SO1.2<br>SO1.3<br>SO1.4          |                             | Education for Sustainable Development (ESD): Tools, Systems, and Innovation for Sustainability   |                    |

(e)Books:

| S. No. | Title   | Author  | Publisher  | Edition & Year        |
|--------|---|---|--|-----------------------|
| 1      | The Economics of Sustainable Development: The Case of India (Natural Resource Management and Policy)"                                   | Surender Kumar and Shunsuke Managi  | Springer Switzerland   | 2009                  |
| 2      | Corporate Social Responsibility in Developing and Emerging Markets  | <a href="#">Onyeka Osuji</a>  | Cambridge  | New Edition June 2022 |
| 3      | Smart Cities for Sustainable Development  | <a href="#">Ram Kumar Mishra, Ch Lakshmi Kumari, Sandeep Chachra, P.S. Janaki Krishna</a>   | Springer Switzerland   | March 2022            |
| 4      | Sustainable Development: Linking Economy, Society, Environment  | Tracey Strange and Anne Bayley  |  |                       |
| 5      | Management of Resources for Sustainable Development   | Sushma Goyal  | The Orient Blackswan   | 2016                  |
| 6      | Energy, Environment and Sustainable Development: Issues and Policies  | <a href="#">S. Ramaswamy Sathis G. Kumar</a>  | Regal Publications   | 2009                  |
| 7      | The New Map: Energy, Climate, and the Clash of Nations  | <a href="#">Daniel Yergin</a>   | Penguin Press  | September 2015        |
| 8      | Contributions of Education for Sustainable Development (ESD) to Quality Education:  | 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      | Sustainable Results in Development: Using the SDGs for Shared Results and Impact  | OECD  | OECD Publishing, Paris   | 2019                  |
| 10     | Development Discourse and Global History from colonialism to the sustainable development goals  | Ziai, Aram  | Routledge, London & New York   | 2016                  |
| 11     | Sustainable Development Goals An Indian Perspective,  | Hazra, Somnath., Bhukta, Anindya  | Springer Switzerland   | 2020                  |
| 12     | Environmental Ecology, Biodiversity and Climate Change  | HMSaxena  | Rawat Publication  | January 2021          |
|        | <a href="https://www.un.org/sustainabledevelopment/">https://www.un.org/sustainabledevelopment/</a>                                     | <a href="https://www.un.org/sustainabledevelopment/">https://www.un.org/sustainabledevelopment/</a>                                     |  |                       |
|        | <a href="https://www.aiu.ac.in/documents/AIU_Publications/UN-SDGgoals">https://www.aiu.ac.in/documents/AIU_Publications/UN-SDGgoals</a> | <a href="https://www.aiu.ac.in/documents/AIU_Publications/UN-SDGgoals">https://www.aiu.ac.in/documents/AIU_Publications/UN-SDGgoals</a> |  |                       |

**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



## 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 they are going to teach.

**Co3-** This course is visualized as an arrangement 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 Study Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|--------------------------------|--------------------------------|----|----|----|----|---------------------------------|-------------------|
|          |             |                                | 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 | Course Code | Course Title                   | Scheme of Assessment (Marks)                     |                   |                  |                              |                       |    |                               | End Semester Assessment (ESA) | Total Marks (PRA+ESA) |
|----------|-------------|--------------------------------|--|-------------------|------------------|------------------------------|-----------------------|----|-------------------------------|-------------------------------|-----------------------|
|          |             |                                | Progressive Assessment (PRA)                     |                   |                  |                              |                       |    | Total Marks (CA+CT+SA+CAT+AT) |                               |                       |
|          |             |                                | Class/Home Assignment 5 number 5 marks each (CA) | Class Test 2 (CT) | Seminar one (SA) | Class Activity any one (CAT) | Class Attendance (AT) |    |                               |                               |                       |
| MC       | 71ED-231    | Language across the curriculum | 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<br>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.<br>ISO3. Students will comprehend the Reading for comprehending and visualizing the account<br>ISO4. Students will understand Re-telling the account—in one's own words/ from different points of view<br>ISO5. Students will comprehend the Narrating/ describing a related account from one's life experience. | 0                           | <b>Unit-1</b><br>1.1 introduction of Engaging with narrative and descriptive account<br>1.2 These selected texts could include stories or chapters from fiction<br>1.3 dramatic incidents, vivid descriptive accounts, even<br>1.4 well-produced comic strip stories.<br>1.5 Suggested Activities<br>1.6 visualizing the account<br>1.7 Re-telling the account—in one's own words/ from different points of view<br>1.8 Narrating/ describing a related account from one's life experience<br>1.9 Discussion of characters and situations—<br>1.10 Discussion of situations<br>1.11 sharing interpretations and points of view<br>1.12 Writing based on the text, e.g.<br>1.13 summary of a scene,<br>1.14 extrapolation of story,<br>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<br>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)  |
|---|-----------------------------|---|---|
| <p>2SO1. Students will gain knowledge about Engaging with popular subject based expository writing</p> <p>2SO2. Students will gain knowledge about the selected texts could include articles, biographical writing</p> <p>2SO3. Students will gain knowledge about the student-teachers should working groups divided according to their subjects</p> <p>2SO4. Students will gain knowledge about Writing are view or a summary of the text, with comments and opinions</p> <p>2SO5. Students will gain knowledge about extracts from popularon-fictionwriting, with themesthat are drawnfrom the subject areas of the student teachers For this Unit</p> | 0                           | <p>Unit-2</p> <p>2.1 introduction of Engaging with popular subject based expository writing</p> <p>2.2 Theselectedtextscouldincludearticles,</p> <p>2.3biographical writing,</p> <p>2.4 extractsfrompopularon-fictionwriting withthemesthataredrawnfromthesubjectareas of the student teachers for this Unit,</p> <p>2.5 the student-teachers should work in groups</p> <p>2.6 dividedaccordingtotheirssubjects,</p> <p>2.7withinwhich different texts could be read by different pairs of student-teachers</p> <p>2.8 readingofview.Andattendwritingstyle.</p> <p>2.9 a summaryofthetext,withcomments</p> <p>2.10 a summaryofthetext,with opinions</p> <p>2.11 readingtoextractoverallmeaning</p> <p>2.12 subject knowledge.</p> <p>2.13 specificvocabulary.</p> <p>2.14 perspectivein whichdifferenttopicorpresented</p> <p>2.15 someinterpretativeskillsfor placing.</p> | <p>popularsubject basedexpository writing</p> <p>The selected texts could includearticles</p> |

**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 points of view. writing a response paper. presentations of selected papers, questions and answers.

**CO3:**This course is visualized as arrange 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)   |
|---|-----------------------------|--|--|
| <p>3SO1. Student will understand the Engaging with writing</p> <p>3SO2. Student will understand the These selected texts would include news paper or magazine articles on topics of contemporary interest</p> <p>3SO3. Student will understand the student - teachers can be grouped randomly</p> <p>3SO4. Student will understand the reading strategies, such as scanning, skimming and reading for extracting information—as appropriate for initial reading of articles</p> <p>3SO5. Student will understand the Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants</p> | 0                           | <p>UNIT 3</p> <p>3.1 introduction of. Engaging with writing</p> <p>3.2 These selected texts would include newspaper or</p> <p>3.3 magazine articles on topics of contemporary interest.</p> <p>3.4 Student-teachers can be grouped randomly for this</p> <p>Suggested Activities</p> <p>3.5 Using reading strategies</p> <p>3.6 such as scanning, skimming</p> <p>3.7 reading for extracting information—as appropriate for initial reading of articles</p> <p>3.8 Analysis of structure of the article,</p> <p>3.9 identifying sub-headings, keywords Sequencing of ideas,</p> <p>3.10 use of concrete details, illustrations</p> <p>3.11 statistical representations, etc.</p> <p>3.12 Critical reading for attending 'framing' of the article,</p> <p>3.13 point(s) of view presented, possible biases slants</p> <p>3.14 Researching and writing articles on topics of local interest</p> <p>3.15 writing articles on topics of local interest</p> | <p>Analysis of structure of the article,</p> <p>Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants</p> |

**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 groupworkthat supportsdifferentlevelsoflearningIsenvisagedascentral featureof thiscourse.**

**ApproximateHours**

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

| SessionOutcomes (SOs)  | Labo<br>ratory<br>Instru<br>ctio<br>n (LI) | ClassroomInstruction (CI)  | SelfLearning(SL)  |
|--|--|--|---|
| <p>4SO1. Student will understand the Engaging with subject related reference books</p> <p>4SO2. Student will understand the the student-teachers should workingroups 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<br/>Selecting the topic for research and articulating some guiding questions<br/>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 these 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<br/>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 presentations to whole subject group, fielding questions</p> | <p>Making presentations to whole subject group, fielding questions</p> <p>Sequence of Activities<br/>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<br><br>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,<br><br>5SO3. Student will understand the The writings selected should present a definite point of view or argument<br><br>5SO4. Student will understand the Student-teachers can be grouped randomly for this<br><br>5SO5. Student will understand the Reading for discerning the theme(s) and argument of the essay | 0                           | Unit.5.<br>5.1 Engaging with educational writing<br>5.2 Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays,<br>5.4 extracts or chapters from authors who deal with themes from education, schooling, teaching or learning.<br>5.5 The writings selected should present a definite point of view or argument about some aspects of the above themes.<br>5.6 Student-teachers can be grouped randomly for this<br>5.7. Suggested Activities Reading for discerning the theme(s) and argument of the essay<br>5.8 Analyzing the structure of the argument— identifying main ideas<br>5.9 understanding topic sentences of paragraphs, supporting ideas and examples,<br>5.10 terms used as connectors and transitions<br>5.11. Discussion of the theme,<br>5.12 sharing responses<br>5.13 point(s) of view Writing a response paper<br>5.14. Presentations of selected papers,<br>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) |
|--|--------------------|---------------------|--------------------|-----------------------|
| <b>CO-1:</b> 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                    |
| <b>Co2--</b> 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.   | 15                 | 2                   | 1                  | 18                    |
| <b>Co3 -</b> 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                    |
| <b>Co4-</b> 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                    |
| <b>CO5:</b> To hence group work that supports different levels of learning is envisaged as a central feature of this course  | 15                 | 2                   | 1                  | 18                    |
| <b>Total Hours</b>   | 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 based expository writing | 2                 | 8  | 4  | 14          |
| CO-3   | introduction of. Engaging 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 & | Pso2 Ability to understand the different SDGs and their significance | Pso3 Ability to understand the latest technology to achieve | Pso4 Ability to use research based innovation 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 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', 'disc' | 2                   | 3                    | 3                                  | 3                      | 2                           | 2                                  | 2          | 2                           | 2                 | 2                      | 3                                 | 2  | 2   | 3   |

|  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ussand communicate as well as to write in the language of  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 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 central feature of this course. | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 3 | 3 | 2 | 1 | 1 | 2 |
| CO5:<br>To hence group work that supports different levels of learning is envisaged as central feature of this course  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

**Course Curriculum Map:**

**Course Curriculum Map**

| POs&P<br>SOs No.        | CosNo.&Titles  | SOs<br>No.                          | Laboratory<br>Instruction<br>(LI) | Classroom Instruction(CI)   | Self Learning<br>(SL) |
|-------------------------|--|-------------------------------------|-----------------------------------|---|-----------------------|
| PO1,2,3,4,5,6,7,8,9,10, | <b>CO-1:</b> Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. | SO1<br>.1<br>SO1<br>.2<br>SO1<br>.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<br>.4<br><br>SO1<br>.5                       |  |  |
| PO1,2,3,4,5,6,7,8,9,10, | <b>Co2</b> --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<br>.1<br>SO1<br>.2<br>SO1<br>.3<br>SO1<br>.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,             | <b>Co3</b> - 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<br>.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, | <b>Co4</b> -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<br>.1<br>SO1<br>.2<br>SO1<br>.3<br>SO1<br>.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, | <b>Co5</b> : To hence group work that supports different levels of learning is envisaged as central feature of this course  | SO1<br>.1<br>SO1<br>.2<br>SO1<br>.3<br>SO1<br>.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 Palladio, David | 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 Study Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|---------------|--------------------------------|----|----|----|---------------------------------|-------------------|
|          |             |               | 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/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      | 71AR233-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-ToenableStudentstorespondstoavarietyofMaximsof Teaching. ApproximateHours**

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

| SessionOutcomes (SOs)  | Lab oratory Instruction (LI) | ClassroomInstruction (CI)   | SelfLearning(SL)  |
|--|------------------------------|---|---|
| ISO1.Studentswillgain knowledge about Perspectives of Hindi Language.<br>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.<br>ISO4. Student will understand the Present position of Hindi in India<br>ISO5. Student will understand the. Aims of teachingHindiasasecond/ third language | 0                            | UNIT1<br>1.1 PerspectivesofHindiLanguage, Aimsand<br>1.2 ObjectivesofTeaching Hindi<br>1.3 Meaningandconceptoflanguage.<br>1.4 conceptoflanguage<br>1.5 Natureandimportanceoflanguage<br>1.6 threelanguageformulaandHindi<br>1.7 PlaceofHindiintheSecondary<br>1.8 School Curriculum of M.P.<br>1.9.-Presentposition ofHindiinIndia 1.10 -<br>Inthe constitution<br>1.11 InthelifeofIndianpeople<br>1.12 AimsoteachingHindiasasecond/third language.<br>1.13Functional aims of Hindi Teaching.<br>1.14- Cultural Aims of Hindi Teaching.<br>1.15.NationalandInternationalAimsofHindi Teaching.<br>1.16.-Instructionalobjectiveswith practical, Theoreticallbackground<br>1.17Writingofinstructionalobjectivesof Hindi Teaching<br>1.18Modificationof Objectivesintermsof behavioralchanges. | Functional aims of Hindi Teaching. CulturalAimsofHindi Teaching. National and International Aims of Hindi Teaching<br><br>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 standardtextbooksoflanguageHindi. preparingcrosswordpuzzlesontechnicalterms, difficulttermsofprescribed Hinditextbooks. constructions ofsubstitution, tables ontheconcernedtexts.

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)  |
|--|-----------------------------|--|---|
| <p>2SO1. Student will understand the. Planning Lessons, Resource Units, Unit Plan</p> <p>2SO2. Student will understand the Planning of prose , poetry and Grammar lessons</p> <p>2SO3. Student will understand the Processing of lesson notes and micro lesson plans</p> <p>2SO4. Student will understand the Meaning and importance of a Unit plan and administration</p> <p>2SO5. Student will understand the Resource Units– Use and implications</p> | 0                           | <p>Unit-2.0</p> <p>2.1 Planning Lessons, Resource Units,</p> <p>2.1 Unit Plan,</p> <p>2.3 Planning of prose</p> <p>2.4 Planning of poetry</p> <p>2.5 Planning of Grammar lessons.</p> <p>2.6. Processing of lesson notes and</p> <p>2.7. Processing of micro lesson plans.</p> <p>2.8 Meaning of a Unit plan</p> <p>2.9 importance of a Unit plan</p> <p>2.10. Resource Units– Use and implications.</p> <p>2.11 Plan of lessons in Practice teaching</p> <p>2.12 process of lessons</p> <p>2.13 Practice teaching.</p> <p>2.14- prose &amp; poetry lesson plan.</p> <p>2.15- grammar lesson plan</p> <p>2.16 lesson plan.</p> <p>2.17 NCERT lesson plan.</p> <p>2.18. base lesson plan.</p> | <p>Plan and process of lessons in Practice teaching</p> <p>Planning Lessons, Resource Units, Unit Plan,</p> |

**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<br/>Reading Objectives Types of reading 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)   |
|---|-----------------------------|---|--|
| <p>4SO1. Students will gain knowledge about Curriculum Design of Hindi</p> <p>4SO2. Students will gain knowledge about Principles of Curriculum construction of Hindi</p> <p>4SO3. Students will gain knowledge about Curriculum Design in Hindi – Subject centered – Learner centered – Problem centered</p> <p>4SO4. Students will gain knowledge about Trans Educational of curriculum / Co-curricular, Extra curricular activities</p> <p>4SO5. Students will gain knowledge about Ancient/Medieval/Modern prose versions. Poetry – Bhakti period – Riti period – Modern period</p> | 0                           | <p>Unit-4</p> <p>4.1 Curriculum Design</p> <p>4.2 Principles of Curriculum construction of Hindi</p> <p>4.3. Curriculum Design in Hindi</p> <p>–</p> <p>4.4 Subject centered –</p> <p>4.5 Learner centered –</p> <p>4.6 Problem centered.</p> <p>4.7 Trans Educational of curriculum / Co-curricular</p> <p>4.8 Extra curricular activities</p> <p>4.9 pertaining to teaching and learning.</p> <p>4.10 Curriculum of prose</p> <p>4.11 poetry</p> <p>4.12 composition Prose –</p> <p>4.13 Ancient/Medieval/Modern prose versions.</p> <p>4.14 Poetry – Bhakti period –</p> <p>4.15 Riti period – Modern period.</p> <p>4.16 Composition – Exercises, Assignments and remedial</p> <p>4.17 teaching activities and Grammar – Translations.</p> <p>4.18 Curriculum development and evaluation.</p> | <p>Composition – Exercises, Assignments and remedial teaching activities and Grammar Translations. Curriculum development and evaluation.</p> <p>Curriculum Design</p> |

**SW-4 Suggested Sessional Work (SW):**

Assignments: Hindibhashakavikas. 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.

**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 about the Seminar<br>5SO2. Student will understand the Review of Books<br>5SO3. Student will understand the Resource Unit Uses<br>5SO4. Student will understand the A study of an Author/Poet<br>5SO5. Student will understand the Developing Linguistics Skills | 0                           | Unit-5<br>5.1 Seminar Topics (anyone)<br>5.2 Preparing scheme of assessment<br>A study of a poet.<br>5.4- A study of an author.<br>5.5 Developing Linguistics Skills.<br>5.6 System of four examination.<br>5.7- type of examination System.<br>5.8 Importance of teaching materials for effective teaching.<br>5.9 Importance of teaching aids.<br>5.10 types of teaching aids.<br>5.11 audio teaching aids.<br>5.12 visual teaching aids.<br>5.13 audio-visual teaching aids.<br>5.14 Review of Books – 8, 9 standard school textbooks.<br>5.15 Resource Unit Uses.<br>5.16 Unit plan processing<br>5.17 evaluation of Hindi<br>5.18 Developing Linguistics Skills. | Importance of teaching materials for effective teaching<br>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 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.   | 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                    |
| <b>Total Hours</b>  | <b>90</b>          | <b>10</b>           | <b>5</b>           | <b>105</b>            |

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

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

**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,

| 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 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 based 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 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 imp   |                     |                      |                                    |                        |                             |                                    |            |                             |                   |                        |                                       |  |   |   |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| importance and<br>use of suitable<br>audio-visual<br>aids in classroom<br>situations.<br>To know the<br>principles of<br>curriculum<br>construction. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

### Course Curriculum Map

| POs&PS<br>Os No.                                      | CosNo.&Titles  | SOsNo.  | Laborat<br>ory<br>Instru<br>ction(LI<br>) | ClassroomInstruction(CI)   | SelfLearn<br>ing<br>(SL) |
|---|--|---|---|--|--------------------------|
| PO1,2,3,4,<br>5,6<br>7,8,9,10,<br><br>PSO1,2,<br>3,4, | Co1-<br>ToenableStudentstorespondstoavarietyo<br>f Maxims of Teaching.   | SO1.<br>1<br>SO1.<br>2<br>SO1.<br>3<br>SO1.<br>4<br>SO1.<br>5 |   | ToenableStudentstorespondstoavarietyofMaxi<br>msofTeaching   |                          |
| PO1,2,3,4,<br>5,6<br>7,8,9,10,                        | Co2-<br>TodeveloptheteachingskillsofStudents.<br>Tomaster the different techniques,<br>devices of the language structure,<br>sounds and vocabulary.      | SO1.<br>1<br>SO1.<br>2<br>SO1.<br>3<br>SO1.<br>4              |   | TodeveloptheteachingskillsofStudents.<br>Tomasterthedifferent<br>techniques,devicesofthelanguagestructure,sou<br>ndsand vocabulary.            |                          |
| PSO1,2,<br>3,4,                                       | Co3-To distinguish between different<br>approaches and<br>methodsofteachingHindiandtheiruseinth<br>eclassroom.   | SO1.<br>5   |   | Todistinguishbetween<br>differentapproachesandmethodsof teaching<br>Hindi and their use in the classroom.                                      |                          |
| PO1,2,3,4,<br>5,6<br>7,8,9,10,                        | Co4-Acquire the basic skills of<br>language learning. Plan<br>andexecuteofdifferenttypesof<br>lessonsinprose,petry according to<br>classroom situations. | SO1.<br>1<br>SO1.<br>2<br>SO1.<br>3<br>SO1.<br>4              |   | Acquirethebasicskillsoflanguagelearning.<br>Planandexecuteof<br>differenttypesoflessonsinprose,<br>petryaccordingtoclassroom situations        |                          |
| PO1,2,3,4,<br>5,6<br>7,8,9,10,                        | Co5-<br>Toappreciatetheimportanceanduseofsuit<br>able<br>audio-visualaidsinclassroomsituations.<br>Toknowthe principles of curriculum<br>construction.   | SO1.<br>1<br>SO1.<br>2<br>SO1.<br>3<br>SO1.<br>4              |   | Toappreciatetheimportanceanduseofsuitable<br>dio-visual aids in classroom situations. To<br>know the principles of curriculum<br>construction. |                          |

### Suggested Learning Resources:

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

### 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:** 71AR235-A

**CourseTitle:** Sanskritteaching

**Pre- requisite:** StudentshouldhaveknowledgetorespondstoavarietyofMaximsof Teaching. To develop the teaching skills of Students

**Rationale:**StudentwillknowabouttheenableStudentstorespondsto avarietyofMaximsof Teaching. TodeveloptheteachingskillsofStudents.

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 Study Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|------------------|--------------------------------|----|----|----|----|---------------------------------|-------------------|
|          |             |                  | 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)                   |                   |                  |                              |                       |                                |    | 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+C AT+AT) |    |                               |                       |
| OEC      | 71AR235-A   | Sanskrit teaching | 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-ToenableStudentstorepondstoavarietyofMaximsofTeaching.****ApproximateHours**

| 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<br>ISO2. Student will understand the Importance of Sanskrit language<br>ISO3. Students will comprehend the Contributions of Sanskrit to other Indian Languages<br>ISO4. Student will understand the Contributions of Sanskrit to Indian culture<br>ISO5. Student will understand and the Contributions of Sanskrit to tradition and to emotional integration. | 0                           | UNIT1<br>1.1 Sanskrit Language–Nature<br>1.2 Importance of Sanskrit language,<br>1.3 Contributions of Sanskrit to other Indian Languages<br>1.4 Contributions of Sanskrit to Indian culture<br>1.5 Contributions of Sanskrit to tradition and to emotional integration.<br>1.6 Nature and importance of language<br>1.7 Three language formula and Sanskrit<br>1.8 Place of Sanskrit in the Secondary School Curriculum of M.P.<br>1.9 Present position of in Sanskrit India<br>1.10 In the constitution<br>1.11 In the life of Indian people<br>1.12 Aims of teaching Sanskrit as a second language<br>1.13 Aims of teaching Sanskrit as a third language<br>1.14 Functional aims of Sanskrit Teaching.<br>1.15 Cultural Aims of Sanskrit Teaching.<br>1.16 National Aims of Sanskrit Teaching.<br>1.17 International Aims of Sanskrit Teaching<br>1.18 Instructional objectives with practical back ground<br>1.19 Instructional objectives with Theoretical back ground<br>1.20 Writing of instructional objectives of Sanskrit Teaching<br>1.21 Modification of Objectives in terms of behavioral changes.<br>1.22 vocabulary of Sanskrit<br>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<br>2SO2. Student will understand the Aims & Objectives of teaching Sanskrit<br>2SO3. Student will understand the Sanskrit with reference to three language formula<br>2SO4. Student will understand the instructional Objectives<br>2SO5. Student will understand the Specification of each objective in the form of specific behavioral changes | 0                           | Unit-2<br>2.1 Place of Sanskrit in the Secondary School Curriculum<br>2.2 Aims & Objectives of teaching Sanskrit<br>2.3 Sanskrit with reference to three language formula.<br>2.4 Instructional objectives<br>2.5 Specifications of each objective in the form of specific behavioral changes<br>2.6 Planning Lessons,<br>2.7 Resource Units,<br>2.8 Unit Plan,<br>2.9 Planning of prose<br>2.10 Planning of poetry<br>2.11 Planning of Grammar lessons.<br>2.12 Processing of lesson notes and<br>2.13 Processing of micro lesson plans.<br>2.14 Resource Units – Use and implications.<br>2.15 Plan of lessons in Practice teaching<br>2.16 process of lessons<br>2.17 Practice teaching.<br>2.18 prose & poetry lesson plan.<br>2.19 grammar lesson plan<br>2.20 nib and lesson plan.<br>2.21 NCERT adharit lesson plan.<br>2.22 importance of unit plan.<br>2.23 importance of resource unit. | Instructional Objectives<br>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<br>3SO2. Student will understand the Planning lesson plans in prose, poetry, grammar and composition<br>3SO3. Student will understand the Unit plan importance, characteristics, format<br>3SO4. Student will understand the Resource unit: importance, characteristics<br>3SO5. Student will understand the format Micro lesson plan importance format, practice | 0                           | Unit-3<br>3.1 Lesson Plan in Sanskrit Language<br>3.2 Planning lesson plans in prose, poetry, grammar and composition<br>3.3 Unit plan importance, format<br>3.4 Unit plan characteristics<br>3.5 Resource unit: importance, characteristics<br>3.6 format Micro lesson plan<br>3.7 importance, format, practice Language Skills<br>3.8 Development of language skills-<br>3.9 listening objectives<br>3.10 importance activities for its development Speaking<br>3.11 Objective activities for its development<br>3.12 role of learning by heart,<br>3.13 role of learning by role-play,<br>3.14 extempore prepared speeches<br>3.15 extempore prepared. debates,<br>3.16 languages games,<br>3.17 Substitution table need for correct pronunciation<br>3.18 Remedial Measures<br>3.19 Reading Objectives Types of readings silent and loud, intensive<br>3.20 methods of teaching reading Writing Objectives<br>3.21 Characteristics of handwriting dictation Composition Objectives<br>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<br>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)  |
|---|-----------------------------|---|---|
| <p>4SO1. Student will understand the. Development of Language Skills, Curriculum Design</p> <p>4SO2. Student will understand the Listening : importance, activities for its development</p> <p>4SO3. Student will understand the Speaking: importance, characteristics of good speaking, activities for its development</p> <p>4SO4. Student will understand the Reading: mechanics of reading, objectives, different kinds of reading– Silent reading and loud reading</p> <p>4SO5. Student will understand the remedial measures. Principles of curriculum construction of Sanskrit</p> | 0                           | <p>Unit-4</p> <p>4.1 Development of Language Skills,</p> <p>4.2 Curriculum Design</p> <p>4.3 Listening importance, activities for its development.</p> <p>4.4. Speaking: importance,</p> <p>4.5 characteristics of good speaking,</p> <p>4.6 activities for speaking development.</p> <p>4.7 mechanics of reading,</p> <p>4.8 objectives, of reading,</p> <p>4.9 different kinds of reading</p> <p>4.10 Silent reading and loud reading.</p> <p>4.11 Writing: importance of good handwriting</p> <p>4.12 specialties of the Devanagari script,</p> <p>4.13 remedial measures.</p> <p>4.14 Principles of curriculum</p> <p>4.15 construction of Sanskrit.</p> <p>4.16 Curriculum design in Sanskrit</p> <p>4.17 subject centered Curriculum</p> <p>4.18 learner centered, Curriculum</p> <p>4.19 problem centered Curriculum.</p> <p>Trans Educational of curricular/</p> <p>4.20 co- curricular activities.</p> <p>4.21 Curriculum development and evaluation.</p> <p>4.22 evaluation of Sanskrit language</p> <p>4.23 Developing Linguistics Skills.</p> | <p>Curriculum design in Sanskrit: subject centered, learner centered, problem centered</p> <p>Trans Educational of curricular/ co-curricular activities.</p> <p>Curriculum development and evaluation</p> |

**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)

| 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 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 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<br>7,8,9,10,<br><br>PSO1,2,3,4, | <b>Co1-</b><br>To enable Students to respond to a variety of Maxims of Teaching.  | SO1.1<br>SO1.2<br>SO1.3<br>SO1.4<br>SO1.5 |                             | To enable Students to respond to a variety of Maxims of Teaching   |                    |
| PO1,2,3,4,5,6<br>7,8,9,10,                    | <b>Co2-</b><br>To develop the teaching skills of Students. To master the different techniques, devices of the language structure, sounds and vocabulary.  | SO1.1<br>SO1.2<br>SO1.3<br>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,                                   | <b>Co3-</b><br>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<br>7,8,9,10,                    | <b>Co4-</b> 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<br>SO1.2<br>SO1.3<br>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 Study Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|-----------------------|--------------------------------|----|----|----|----|---------------------------------|-------------------|
|          |             |                       | 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)                     |                   |                  |                              |                       |    |                               | End Semester Assessment (ESA) | Total Marks (PRA+ ESA) |
|----------|-------------|-----------------------|--|-------------------|------------------|------------------------------|-----------------------|----|-------------------------------|-------------------------------|------------------------|
|          |             |                       | Progressive Assessment (PRA)                     |                   |                  |                              |                       |    | Total Marks (CA+CT+SA+CAT+AT) |                               |                        |
|          |             |                       | Class/Home Assignment 5 number 5 marks each (CA) | Class Test 2 (CT) | Seminar one (SA) | Class Activity any one (CAT) | Class Attendance (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<br>ISO2. Student will understand the Nature of English Language<br>ISO3. Students will comprehend the Functions of language- Informative, expressive and Directive Linguistic Principles.<br>ISO4. Student will understand the Language its nature and structure- Meaning of language<br>ISO5. Student will understand the Structure of English Language- phonological morphological, Syntactic, Semantic and graphic. | 0                           | UNIT1:<br>1.1 Nature of English Language.<br>1.2 Nature of language<br>1.3 structure of language<br>1.4 Language and power<br>1.5 Language society and culture<br>1.6 Concept of language<br>Scope of English Language<br>1.7 Functions of language<br>1.8 Informative Function<br>1.9 expressive Function<br>1.10 Directive Function<br>1.11 Linguistic Principles.<br>1.12 Structure of English Language<br>1.13 Phonological (sound structure)<br>1.14 Morphological (Word structure)<br>1.15 Syntactic,<br>1.16 Semantic<br>1.17 Graphic<br>1.18 Words and Morphemes<br>1.19 Structure of Sentence<br>1.20 Types of sentence<br>1.21 Phrase and Idioms<br>1.22 Clause and its types<br>1.23 Tense | Structure of English Language- phonological morphological, Syntactic, Semantic and graphic<br><br>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)  |
|--|-----------------------------|--|---|
| <p>2SO1. Student will understand the Aims and Objectives of Teaching English</p> <p>2SO2. Student will understand the Aims and objectives of teaching English at the Secondary School level as first and second language</p> <p>2SO3. Student will understand the English as a library language, link language and international language</p> <p>2SO4. Student will understand the Position of English in India before and after Independence</p> <p>2SO5. Student will understand the Three language formula, its meaning and scope</p> | 0                           | <p>Unit-2.0</p> <p>Aims and Objectives of Teaching English</p> <p>2.1 Aims of Teaching English in India</p> <p>2.2 Objectives of Teaching English in India</p> <p>2.3 Aims of Teaching English at the Secondary level</p> <p>2.4 Aims of teaching English at the Secondary</p> <p>2.5 School level as first language</p> <p>2.6 Aims of teaching English at the secondary school level as Second Language</p> <p>2.7 Objectives of teaching English at the Secondary school level as first Language</p> <p>2.8 Objectives of Teaching English at the secondary school level as Second language</p> <p>2.9 Policies of Language Education</p> <p>2.10 English as a library language</p> <p>2.11 English as a link language</p> <p>2.12 English as an international language</p> <p>2.13 English as a language of Knowledge</p> <p>2.14 English as a global language English as a Discipline</p> <p>2.15 Role of English language in the Indian Context</p> <p>2.16 Position of language in India</p> <p>2.17 Position of English in India before Independence-</p> <p>2.18 Position of English in India after Independence</p> <p>2.19 The three language formula</p> <p>2.20 The three language formula in NEP 2020</p> <p>2.21 Meaning of three Language Formula</p> <p>2.22 Scope of Three Language Formula Kothari Commission</p> <p>2.23 National Policy of Education (NPE) 1986</p> | <p>The three language formula its meaning and scope</p> <p>2. Aims and Objectives of Teaching English</p> |

**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<br>3SO2. Student will understand the Teaching of Prose- detailed and non-detailed Objectives<br>3SO3. Student will understand the Methods and Approaches steps in lesson planning<br>3SO4. Student will understand the Teaching of poetry - Objectives - Methods and Approaches - Steps in lesson planning<br>3SO5. Student will understand the Use of mother tongue in teaching of English, different occasions for its effective use | 0                           | Unit-3<br>3.1 Instructional design of Teaching English Language<br>3.2 Meaning of Prose<br>3.3 Teaching of Prose<br>3.4 Detailed Objectives of prose<br>3.5 Non-detailed objectives of Prose<br>3.6 Methods of Teaching Prose<br>3.7 Approaches of Teaching Prose<br>3.8 Steps of lesson planning in Prose<br>3.9 Meaning of poetry Teaching of Poetry<br>3.10 Objectives of Teaching Poetry<br>3.11 Methods of Teaching Poetry<br>3.12 Approaches of Teaching Poetry<br>3.13 Steps of lesson planning in Poetry.<br>3.14 Meaning and Definition of Grammar<br>3.15 Teaching of Grammar-<br>3.16 Objectives of Grammar<br>3.17 Formal and Functional of teaching grammar.<br>3.18 Methods of Teaching Grammar<br>3.19 Use of mother tongue in teaching of English<br>3.20 Different occasions for its effective use<br>3.21 Preparation of Unit plan,<br>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.  
 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<br>4SO2. Student will understand the Methods and approaches of Teaching English<br>4SO3. Student will understand the Development of language skill<br>4SO4. Student will understand the defects in pronunciation<br>4SO5. Student will understand the Use of Composition- Objectives-Types | 0                           | <b>Units 4: Methods, Approaches to Develop English Language Skills</b><br>4.1 Psychological principle of learning English as a foreign language<br>4.2 Methods and approaches of Teaching English<br>4.3 Grammar Translation Method.<br>4.4 Direct Method<br>4.5 Bilingual method.<br>4.6 Structural approach- Dr. WEST method<br>4.7 Communicative approach.<br>4.8 Development of language skills<br>4.9 listening objectives and importance - activities for its development.<br>4.10 Speaking- Objectives- Activities for its development<br>4.11 role of learning by heart,<br>4.12 role-play,<br>4.13 extempore and prepared speeches,<br>4.14 debates, language games,<br>4.15 substitution table need for correct pronunciation,<br>4.16 defects in pronunciation- Remedial Measures.<br>4.17 Reading- Objectives-<br>4.18 Types of reading- silent and aloud,<br>4.19 intensive- methods of teaching reading.<br>4.20 Writing- Objectives -<br>4.21 Characteristics of handwriting dictation.<br>4.22 Composition- Objectives- Types Free and guide 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**

| <b>Course Outcomes</b>   | <b>Class Lecture (CI)</b> | <b>Sessional Work (SW)</b> | <b>Self Learning (SI)</b> | <b>Total hour (CI+SW+SI)</b> |
|--|---------------------------|----------------------------|---------------------------|------------------------------|
| <b>Co1-</b> 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                           |
| <b>Co2-</b> 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                           |
| <b>Co3.</b> 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                           |
| <b>Co4.</b> To know the principles of curriculum construction. To realize his/her responsibilities as a language teacher and pursue towards the aims of professional growth.                               | 22                        | 2                          | 1                         | 25                           |
| <b>Total Hours-</b>  | 90                        | 8                          | 4                         | 102                          |

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

| <b>CO</b>   | <b>Unit Titles</b>  | <b>Marks Distribution</b> |          |          | <b>Total Marks</b> |
|-------------|---|---------------------------|----------|----------|--------------------|
|             |   | <b>R</b>                  | <b>U</b> | <b>A</b> |                    |
| <b>CO-1</b> | <b>Nature of English Language</b>                             | 4                         | 10       | 3        | 17                 |
| <b>CO-2</b> | <b>Aims and Objectives of Teaching English</b>                | 3                         | 10       | 4        | 17                 |
| <b>CO-3</b> | <b>Instructional design of Teaching English Language</b>      | 3                         | 10       | 5        | 18                 |
| <b>CO-4</b> | <b>Methods, Approaches to Develop English Language Skills</b> | 3                         | 10       | 5        | 18                 |
|             | <b>Total-</b>   | 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 teamwork | Po9 communication | Po10 Lifelong learning | Pso1 The ability to apply technical & | Pso2 Ability to understand the different SDGs and their significance | Pso3 Ability to understand the latest technology to achieve | Pso4 Ability to use the research based 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 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, | <b>Co1-</b> To master the different techniques, devices of the Second language structure, sounds and vocabulary. To understand the status of English language.  | SO1.1<br>SO1.2<br>SO1.3<br>SO1.4<br>SO1.5 |                             | Nature of English Language                        |                    |
| PO1,2,3,4,5,6,7,8,9,10,             | <b>Co2-</b> 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<br>SO1.2<br>SO1.3<br>SO1.4          |                             | Aims and Objectives of Teaching English           |                    |
| PSO1,2,3,4,                         | <b>Co3.</b> 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,<br>5,6<br>7,8,9,10, | <b>Co4.</b> Toknowtheprinciplesofcurriculum construction.<br>Torealizehis/herresponsibilitiesaslanguage teacher and pursue towards theaims of professional growth. | SO1.1<br>SO1.2<br>SO1.3<br>SO1.4 | Methods,ApproachestoDevelop English Language Skills |
|--------------------------------|--|----------------------------------|---|

#### Suggested Learning Resources:

| S.N. | Title                                | Author        | Publisher                         | Edition & year |
|------|--------------------------------------|---------------|-----------------------------------|----------------|
| 1.   | TeachingofEnglishasaForeign Language | Ahuja R.L.    | IndianPressPublications Allahabad | 2000           |
| 2.   | TeachingEnglish                      | Allan C.R.    | New-Delhi.McGrawhill              | 1971           |
| 3.   | TheEnglishTeachersHandbook           | Baruah T.C    | SterlingPublishers                | 1984           |
| 4.   | TheTechniquesofLanguageTeaching:     | 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
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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 Study Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|-----------------|--------------------------------|----|----|----|---------------------------------|-------------------|
|          |             |                 | CI                             | LI | SW | SL |                                 |                   |
| OEC      | 71SC233-B   | Scienceteaching | 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/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<br>233-B | Science<br>teaching | 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 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.<br>ISO2. Student will understand the Concept of science- Science as process and science as a product<br>ISO3. Students will understand the Impact of Science and Technology on modern living<br>ISO4. Students will understand the Scientific Attitude- Meaning definition and importance<br>ISO5. Student will understand the Scientific Method- Meaning, importance and steps involved | 0                           | UNIT-1<br>1.1 Meaning and definition of science.<br>1.2 Nature of science.<br>1.3 Impact of Science.<br>1.4 Concept of science.<br>1.5 Science as process.<br>1.6 branches of science.<br>1.7 science as a product.<br>1.8 Nature of Physical Science.<br>1.9 Scope of Physical Science.<br>1.10 Impact of Science<br>1.11 Technology on modern living.<br>1.12 utility and importance of science in daily life.<br>1.13 Scientific Attitude- Meaning definition<br>1.14 Scientific Attitude importance.<br>1.15 Qualities of a person who possesses scientific attitude.<br>1.16 Scientific Method- Meaning<br>1.17 importance of Scientific Method.<br>1.18 impact of science on modern communities.<br>1.19 place of science in school curriculum.<br>1.20 famous scientists.<br>1.21 famous scientists functions.<br>22 - steps involved. | Qualities of a person who possess scientific attitude<br>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<br>2SO2. Students will gain knowledge about Aims of teaching science in Secondary school<br>2SO3. . Students will gain knowledge about Learner’s academic and process skills development aim<br>2SO4. . Students will gain knowledge about Objectives of teaching science<br>2SO5. . Students will gain knowledge about Instructional objectives of teaching science and stating them in observable behavioral changes | 0                           | Unit-2<br>2.1 Aims of Teaching Science<br>2.2 Objectives of Teaching Science<br>2.3 Aims of teaching science in Secondary school.<br>2.4 classification of teaching objectives.<br>2.5 cognitive objective.<br>2.6 affective objective.<br>2.7 Personal development aim,<br>2.8 Learner’s academic and process skills<br>2.9 development aim<br>2.10 Disciplinary aim Cultural aim.<br>2.11 Objectives of teaching science<br>2.12 Bases for formulation of objectives<br>2.13<br>Objectives of teaching science at Secondary level<br>2.14<br>Instructional objectives of teaching science<br>2.15 stating them in observable behavioral<br>2.16 changes<br>2.17 Knowledge<br>2.18 Understanding<br>2.19 Application,<br>2.20 Skill<br>2.21 Attitude, Interest,<br>2.22 Appreciation | behavioral changes<br>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)  |
|---|-----------------------------|---|---|
| <p>3SO1. Student will understand the Approaches and Methods of Teaching of Physical Science</p> <p>3SO2. Student will understand the Enquiry Approach Meaning, Use with Illustrations, Advantages and disadvantages</p> <p>3SO3. Student will understand the Inductive Approach Deductive Approach Laboratory Method</p> <p>3SO4. Student will understand the Biographical Method- Meaning, uses with Illustration, Advantages and disadvantages</p> <p>3SO5. Student will understand the Problem Solving Approach Demonstration Method Lectures-Cum- Demonstration</p> | 0                           | <p>Unit-3</p> <p>3.1 Approaches and Methods of Teaching Physical Science</p> <p>3.2 Enquiry Approach Meaning, Use with</p> <p>3.3 Illustrations, Advantages and disadvantages.</p> <p>3.4 Inductive Approach-Meaning, Uses with Illustrations</p> <p>3.5 Advantages and disadvantages.</p> <p>3.6 Deductive Approach -Meaning, Use with Illustrations</p> <p>3.7 Advantages and disadvantages</p> <p>3.8 Problem Solving Approach</p> <p>3.9 Meaning, Uses with Illustrations,</p> <p>3.10 Steps for Problem Solving Approach</p> <p>3.11 Advantages and disadvantages Problem Solving Approach</p> <p>3.12 Demonstration Method-Meaning, uses,</p> <p>3.13 Advantages and disadvantages Demonstration Method.</p> <p>3.14 Lectures-Cum-Demonstration Method-Meaning, uses with Illustration,</p> <p>3.15 Advantages and disadvantages for Lectures-Cum-Demonstration Method.</p> <p>3.16 Laboratory Method-Meaning, uses with Illustration,</p> <p>3.17 Advantages and disadvantages Laboratory Method.</p> <p>3.18 Guided Discovery Method Meaning, uses with Illustration Guided Discovery Method</p> <p>3.19 Advantages and disadvantages Guided Discovery Method.</p> <p>3.20 Biographical Method.</p> <p>3.21 Meaning uses with Illustration Biographical Method.</p> <p>3.22 Advantages and disadvantages Biographical</p> | <p>1. Concept Mapping: Its use for summarizing a unit and evaluating students understanding</p> |

|  |  |  |
|--|--|--|
|  | Method.<br>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 objectives.

**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) |
|------------------------|-----------------------------|----------------------------|--------------------|
|                        |                             |                            |                    |

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

**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 (CI) | Sessional Work (SW) | Self Learning (SI) | Total hour (CI+SW+SI) |
|--|--------------------|---------------------|--------------------|-----------------------|
| <b>CO-1:</b> Understand the nature, scope and importance of science with special reference to secondary school content.  | 22                 | 2                   | 1                  | 25                    |
| <b>Co2—</b> Understand the aims and objectives of teaching science. State the specific behavioral changes under each objective.  | 22                 | 2                   | 1                  | 25                    |
| <b>Co3-</b> 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                    |
| <b>Co4-</b> 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                    |
| <b>Total Hours-</b>  | 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          |
|      | <b>Total-</b>  | 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.

| 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 teamwork | Po9 communication | Po10 Lifelong learning | Pso1 The ability to apply technical & | Pso2 Ability to understand the difference in SD Goals and their significance | Pso3 Ability to understand the latest Technology to achieve | Pso4 Ability to use the research based innovative knowledge |
|--|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|-----------------------------|-------------------|------------------------|---------------------------------------|--|---|---|
| <b>CO-1:</b><br>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   |
| <b>Co2—</b><br>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   |
| <b>Co3-</b><br>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   |
| <b>Co4-</b><br>Understand  | 2                   | 3                    | 2                                  | 2                      | 2                           | 2                                  | 2          | 1                           | 3                 | 3                      | 2                                     | 1  | 1   | 2   |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

### 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, | <b>Co-1:</b> Understand the nature, scope and importance of science with special reference to secondary school content.         | SO1.1<br>SO1.2<br>SO1.3<br>SO1.4<br>SO1.5 |                             | Nature of English Language              |                    |
| PO1,2,3,4,5,6,7,8,9,10,             | <b>Co2—</b> Understand the aims and objectives of teaching science. state the specific behavioral changes under each objective. | SO1.1<br>SO1.2<br>SO1.3<br>SO1.4          |                             | Aims and Objectives of Teaching English |                    |

|                         |  |                                  |  |
|-------------------------|--|----------------------------------|--|
| PSO1,2,3,4,             | <b>Co3-</b><br>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, | <b>Co4-</b> 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 | SO1.1<br>SO1.2<br>SO1.3<br>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 Mimeo.                 | 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  | Cleveland 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

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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 relate these 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 Study Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|----------------------------|--------------------------------|----|----|----|---------------------------------|-------------------|
|          |             |                            | 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+C+AT+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)   |
|---|-----------------------------|--|--|
| <b>ISO1.</b> Students will gain knowledge about Objective, Purpose and Scope of social science.<br><b>ISO2.</b> Student will understand the Meaning and nature of concept of social sciences and Social Studies<br><b>ISO3.</b> Student will understand the Integration of different subjects of Social Science-History, Civics, Economics, Geography and Sociology<br><b>ISO4.</b> Student will understand the Social Science at School stage<br><b>ISO5.</b> Student will understand the Aims and objectives of teaching of Social Science in Secondary School. | 0                           | <b>UNIT 1-objective purpose and scope</b><br>1.1 meaning definition and objective of social science<br>1.2 concept of social science<br>1.3 Purpose of social science<br>1.4 Scope of social science<br>1.5 nature of social science<br>1.6 Important of social science<br>1.7 meaning of social studies.<br>1.8 nature of social studies<br>1.9 concept of social studies<br>1.10 Integration of different subjects of Social Science<br>1.11 History, Civics, Economics, Geography and Sociology<br>1.12 Integration of History<br>1.13 Integration of civics<br>1.14 Integration of economics.<br>1.15 Integration of geography.<br>1.16 Integration of sociology.<br>1.17 Social Science at School stage.<br>1.18 Aims and objectives of teaching of Social Science in Secondary School. | Aims and objectives of teaching of Social Science<br>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 relate 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<br>2SO2. Student will understand the applicability in continuation of social science<br>2SO3. Student will understand the curriculum study of curriculum developments in MP<br>2SO4. Student will understand the Gradation and organization of course in the context of MP<br>2SO5. Student will understand the curriculum study of other states including National curriculum | 0                           | Unit-2<br>2.1 Curriculum General approach<br>2.2 Importance of general approach<br>2.3 uses of general approach.<br>2.4 scope of general approach<br>2.5 characteristic of general approach.<br>2.6 needs of general approach.<br>2.7 underlying principles of curriculum construction<br>2.8 applicability in continuation of social science<br>2.9 curriculum study in M.P.<br>2.10 curriculum developments in M.P.<br>2.11 curriculum developments in other states including National curriculum.<br>2.12 curriculum study in other states including National curriculum.<br>2.13 Gradation of course in the context of M.P<br>2.14 organization of course in the context of M.P<br>2.15 importance of gradation of course.<br>2.16 teaching learning aids<br>2.17 selection of co-educational activities<br>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<br>3SO2. Student will understand the Lecture methods, Conversion method, Discussion method, Problem solving method, Project method, Unit method, Source method, Field visits<br>3SO3. Student will understand the Value discussion, model, Inquiry<br>3SO4. Student will understand the Techniques: Skills of questioning, Using Black Boards, dramatization, role playing, story telling etc.<br>3SO5. Student will understand the Aids: Use of Audio and video materials | 0                           | Unit-3<br>3.1 Methods and Techniques<br>3.2 Method: Lecture methods,<br>3.3 Conversion method,<br>3.4 Discussion method,<br>3.5 Problem solving method,<br>3.6 Project method,<br>3.7 Unit method,<br>3.8 Source method,<br>3.9 Field visits<br>3.10 Value discussion,<br>3.11 model, Inquiry<br>3.12 Techniques:<br>3.13 Skills of questioning,<br>3.14 Using Black Boards,<br>3.15 dramatization,<br>3.16 role playing,<br>3.17 story telling etc.<br>3.18 Aids: Use of Audio and video materials<br>electronic media in teaching social science, Preparation of low cost teaching aids. | electronic media in teaching social science<br>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<br>4SO2. Student will understand the Year Plan<br>4SO3. Student will understand the Unit Plan<br>4SO4. Student will understand the Lesson Plan<br>4SO5. Student will understand the Unit test | 0                           | Unit-4<br>4.1 Lesson Planning<br>4.2 general aims of social science<br>4.3 specific aims of social science<br>4.4 pre-knowledge about topic<br>4.5 introduction<br>4.6 teaching aids of social science<br>4.7 presentation<br>4.8 characteristics of a good lesson plan<br>4.9 blackboard work<br>4.10 summary of lesson plan<br>4.11 revision of teaching lesson plan.<br>4.12 homework.<br>4.13 importance of lesson planning.<br>4.14 Year Plan<br>4.15 importance of year plan<br>4.16 Unit Plan<br>4.17 importance of unit plan.<br>4.18<br>skill development of students in social science by using Harbert Panchpadi. | lesson plan steps<br>annual planning<br>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<br>5SO2. Student will understand the and types of evaluation including continuous, comprehensive, evaluation<br>5SO3. Student will understand the Need for a criterion of systematic evaluation in Social Science<br>5SO4. Student will understand the Different types of systematic evaluation tools at their merits and demerits<br>5SO5. Student will understand the Construction of Unit test | 0                           | Unit-5.<br>5.1 Evaluation Concept<br>5.2 types of evaluation<br>5.3 importance of evaluation.<br>5.4 continuous evaluation,<br>5.5 merits of continuous evaluation<br>5.6 demerits of continuous evaluation<br>5.7 comprehensive evaluation<br>5.8 demerits of comprehensive evaluation<br>5.9 merits of comprehensive evaluation<br>5.10 Need for a criterion of systematic evaluation in Social Science<br>5.11 importance of a criterion of systematic evaluation in Social Science<br>5.12 Different types of systematic evaluation tools<br>5.13 systematic evaluation<br>5.14 systematic evaluation merits<br>5.15 systematic evaluation demerits<br>5.16 Construction of Unit test.<br>5.17 importance of unit test.<br>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 (CI) | Sessional Work (SW) | Self Learning (SI) | Total hour (CI+SW+SI) |
|---|--------------------|---------------------|--------------------|-----------------------|
| 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 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 research based innovative knowledge |
|---|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|-----------------------------|-------------------|------------------------|---------------------------------------|--|---|---|
| CO1- explain 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 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<br>7,8,9,10,<br>PSO1,2,3,4, | <b>CO1-</b> explain a concept, nature and scope of Social Science. differentiate between social science and social studies. | SO1.1<br>SO1.2<br>SO1.3<br>SO1.4<br>SO1.5 |                             | Nature of English Language              |                    |
| PO1,2,3,4,5,6                             | <b>Co2-</b> understand the contribution of eminent Social   | SO1.1<br>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<br>SO1.4                   |  |  |  |
| PO1,2,3,4,                 | <b>Co3-</b> 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<br>7,8,9,10, | <b>Co4-</b> 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<br>7,8,9,10, | <b>Co5-</b> 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<br>SO1.2<br>SO1.3<br>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
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- 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-**AcquireskillsinplanninglessonsinHistoryandcivicsUnderstandandapplytheprinciplesof 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         | Course Title              | Schemeofstudies(Hours/Week) |    |    |    |    | Total Study Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|---------------------|---------------------------|-----------------------------|----|----|----|----|---------------------------------|-------------------|
|          |                     |                           | 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&SLhastobepannedandperformedunderthecontinuousguidanceandfeedback 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<br>236-A | Teaching<br>of Social<br>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.<br>ISO2. Student will understand the Meaning, Nature, and scope of history History-an art or Science<br>ISO3. Student will understand the Modern Concept of History, exploration, criticism synthesis and exposition<br>ISO4. Student will understand the Different levels of History - World History, National, Regional and Local History Meaning and scope of civics<br>ISO5. Student will understand the Manas a social animal and a citizen<br>Manas a social animal and a citizen | 0                           | UNIT1: 1<br>1.1 Nature of History and Civics<br>1.2 Scope of History and Civics<br>1.3 Meaning, of history<br>1.4 Meaning, Nature, and scope of history<br>1.5 History- an art or Science<br>1.6 Modern Concept of History,<br>1.7 exploration,<br>1.8 criticism, synthesis<br>1.9 exposition<br>1.10 Different levels of History<br>1.11 World History,<br>1.12 National, History<br>1.13 Regional History<br>1.14 Local History<br>1.15 Meaning and scope of civics<br>1.16 Manas a social animal<br>1.17 manas a citizen<br>1.18 Manas a social animal and a citizen | Manas a social animal and as a citizen<br>Modern History,<br>Concept of History,<br>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)  |
|---|-----------------------------|---|---|
| <p>2SO1. Student will understand the Aims and Objectives of Teaching History and Civics</p> <p>2SO2. Student will understand the Meaning and Importance of teaching History and civics in Secondary Schools</p> <p>2SO3. Student will understand the Political conciseness, understanding of current events, democratic citizenship, understanding of Union and the State Govt</p> <p>2SO4. Student will understand the Instructional objectives and values of Teaching History and civics</p> <p>2SO5. Student will understand the Correlation of History and Civics with other School Subject</p> | 0                           | <p>Unit-2</p> <p>2.1 Aims and Objectives of Teaching History and Civics</p> <p>2.2 Meaning and Importance of teaching History and civics in Secondary Schools</p> <p>2.3 Aims of teaching History and Civics</p> <p>2.4 Political conciseness, understanding of current events</p> <p>2.5 democratic citizenship,</p> <p>2.6 understanding of Union and the State Govt</p> <p>2.7 Functional awareness of Rights of citizens.</p> <p>2.8 Functional awareness of Duties of citizens</p> <p>2.9 Instructional objectives of Teaching History and civics</p> <p>2.10 Instructional values of Teaching History and civics</p> <p>2.11 Knowledge, understanding, critical thinking, skills, Attitude, Interests</p> <p>2.12 Application- Analysis of these objectives in terms of specific behaviour of learners.</p> <p>2.13 Spelling out Instructional objectives</p> <p>2.14 learning out comes History and civics based hobby clubs, societies</p> <p>2.15 Correlation of History and Civics with other School Subject</p> <p>2.16 Meaning and Importance of correlation</p> <p>2.17 Types of correlation.</p> <p>Correlation of History with Geography, Economics, Literature</p> <p>2.18 Co-curricular/Activities in History and Civics</p> <p>Importance of organization of field trips, visits.</p> | <p>Correlation of History and Civics with other School Subject these objectives in terms of specific behaviour of learners.</p> |

**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.

**Co3- 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)   | Laborator<br>yInstructio<br>n<br>(LI) | ClassroomInstruction (CI)   | Self Learning(SL)   |
|---|---------------------------------------|---|---|
| 3SO1.Studentwillunderstand<br>the Instructional design in<br>TeachingHistoryandCivics<br>3SO2.Studentwillunderstand<br>the Format of lesson plan:<br>3SO3.Studentwillunderstand<br>the Format of lesson plan:<br>Its stages, Selection of<br>relevant content<br>3SO4.Studentwillunderstand<br>the selection of appropriate<br>teaching devices and<br>assignments,and plan<br>according to active l earning<br>strategies.<br>3SO5.Studentwillunderstand<br>the Resource Unit UnitPlan | 0                                     | <b>Unit-3</b><br>3.1 InstructionaldesigninTeachingHistory<br>3.2 InstructionaldesigninTeachingCivics<br>3.3 Formatoflessonplan:<br>3.4 lessonplanstages,<br>3.5 Selectionofrelevantcontent,<br>3.6 selectionofappropriateteachingdevices<br>3.7 historyassignments,<br>3.8 planaccordingtoactive<br>3.9 learningstrategies.<br>3.10Resource Unit<br>3.11 importanceofresourceunit.<br>3.12 Unit Plan<br>3.13importanceofunitplan.<br>3.14 historyteachingaids<br>3.15 audioaidsoteachinghistory.<br>3.16 isualaidsofhistory.<br>3.17 flashcards<br>3.18 slidesofhistoryand civics | selection of<br>appropriate teaching<br>devices and<br>assignments, and plan<br>accordingto active l<br>earning strategies. |

**SW-4 SuggestedSessionalWork (SW): Assignment.**mpetitioninhistory/civics.surveyofthelocalityandcollection  
ofinformationsonaboutplacesorinstitutionsof  
historicalinterests.organizingshortfieldtriptoaplaceofhistorical/politicalinterests.Preparingaresourceuniton a topic  
of your choice in history and civicsAssignments.

**CO:**Critical evaluate history/civics content of eighth, ninth and tenth standard. conducting quiz  
competitioninhistory/civics. surveyofthelocalityandcollection ofinformationonaboutplacesorinstitutite.

**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<br>4SO2. Student will understand the Meaning and need of methods<br>4SO3. Student will understand the Methods of teaching Civics-<br>4SO4. Student will understand the Instructional Materials in History and civics:<br>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<br>4.1 Methods of teaching History and civics,<br>4.2 Techniques of teaching History and civics<br>4.3 Instructional Materials of teaching History and civics<br>4.4 Meaning and need of methods<br>4.5 Methods and techniques of teaching<br>4.6 History- discussion,<br>4.7 project method,<br>4.8 problem solving method<br>4.9 source method,<br>4.10 dramatization method<br>4.11 biographical method,<br>4.12 Active Learning Strategies.<br>4.13 Methods of teaching Civics-Survey<br>4.14 observation<br>4.15 comparative and demonstration, Active Learning Strategies.<br>4.16 Instructional Materials in History and civics:<br>4.17 Collateral Reading- Importance, Reading materials, Historical Novels<br>4.18 Autobiographic, Magazines, Newspapers Drams, Journals Audio<br>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<br>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

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

| <b>Course Outcomes</b>   | <b>Class Lecture (Cl)</b> | <b>Sessional Work (SW)</b> | <b>Self Learning (Sl)</b> | <b>Total hour (Cl+SW+Sl)</b> |
|--|---------------------------|----------------------------|---------------------------|------------------------------|
| <b>Co1</b> –Understand meanings, scope and importance of History and civics in the school curriculum.  | 18                        | 2                          | 1                         | 21                           |
| <b>Co2</b> - 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                           |
| <b>Co3</b> -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                           |
| <b>Co4</b> -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                           |
| <b>Co5</b> -Preparing suitable teaching devices & using them & organizing field trips  | 18                        | 2                          | 1                         | 21                           |
| <b>Total Hours</b>   | 90                        | 10                         | 5                         | 105                          |

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

| <b>CO</b>    | <b>Unit Titles</b>  | <b>Marks Distribution</b> |          |          | <b>Total Marks</b> |
|--------------|---|---------------------------|----------|----------|--------------------|
|              |   | <b>R</b>                  | <b>U</b> | <b>A</b> |                    |
| 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                 |
| <b>Total</b> |   | 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 teamwork | Po9 communication | Po10 Life long learning | Pso1 The ability to apply technical & | Pso2 Ability to understand the different SDGs and their significance | Pso3 Ability to understand the latest technology to achieve | Pso4 Ability to use the research based innovative knowledge |
|--|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|-----------------------------|-------------------|-------------------------|---------------------------------------|--|---|---|
| <b>Co1-</b><br>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   |
| <b>Co2-</b><br>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   |
| <b>Co3-</b><br>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   |
| <b>Co4-</b><br>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, | <b>Co1-</b> Understand meanings, scope and importance of History and civics in the school curriculum.   | SO1.1<br>SO1.2<br>SO1.3<br>SO1.4<br>SO1.5 |                             | Nature of English Language              |                    |
| PO1,2,3,4,5,6,7,8,9,10,             | <b>Co2-</b> Acquire content knowledge of methods of history and civics. Acquire knowledge of aims and instructional objectives of teaching history and civics | SO1.1<br>SO1.2<br>SO1.3<br>SO1.4          |                             | Aims and Objectives of Teaching English |                    |

|                         |   |                                  |  |   |
|-------------------------|---|----------------------------------|--|---|
| PO1,2,3,4,              | <b>Co3-</b><br>Acquireskillsinplanninglessons inHistoryand civics<br>Understandandapplytheprinciplesoforganizingcontentin the teaching history and civics.                | SO1.5                            |  | InstructionaldesignofTeachingEnglish Language       |
| PO1,2,3,4,5,6,7,8,9,10, | <b>Co4-</b> Acquire knowledge about Local Regional National, andWorldHistory.<br>AcquiretheknowledgeofInstructional Material and resources in teaching History and Civics |                                  |  |   |
| PO1,2,3,4,5,6,7,8,9,10, | <b>Co5-</b><br>Preparingsuitableteachingdevices&usingthem &organizing field trips   | SO1.1<br>SO1.2<br>SO1.3<br>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                     | Prakash Brothers 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 India 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
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**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         | Course Title                      | 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**

| Category | Course Code        | Course Title                    | Scheme ofAssessment(Marks)               |                   |                   |                              |                        |                              |    | End Semester Assessment (ESA) | Total Marks (PRA + ESA) |
|----------|--------------------|---------------------------------|--|-------------------|-------------------|------------------------------|------------------------|------------------------------|----|-------------------------------|-------------------------|
|          |                    |                                 | ProgressiveAssessment(PRA)               |                   |                   |                              |                        |                              |    |                               |                         |
|          |                    |                                 | Class/ Home Assignment number 5 each(CA) | Class Test 2 (CT) | Semi nar one (SA) | Class Activity any one (CAT) | Class Attendanc e (AT) | TotalMarks (CA+CT+SA+CAT+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.<br>ISO2. Student will understand the Meaning, Nature, Scope and importance of Geography<br>ISO3. Students will comprehend Branches of Geography and their importance- physical, economic, human and political<br>ISO4. Students will grasp the Meaning, Nature, Scope and importance of Economics.<br>ISO5. Students will comprehend the International relations and study of Geography and Economics. | 0                           | UNIT1<br>1.1 Meaning of Economics<br>1.2 Nature of Economics<br>1.3 Scope of Economics<br>1.4 Meaning of Geography<br>1.5 Nature, of Geography<br>1.6 Scope of Geography<br>1.7 importance of geography<br>1.8 importance of economics.<br>1.9 subject matter of economics<br>1.10 continent and coast bank full of water<br>1.11 lands coastal ocean<br>1.12 kinds Indian coast bank<br>1.13 Andaman Nikobar island Malabar coast<br>1.14 Branches of Geography and their<br>1.15 importance- physical, economic, human and political.<br>Subject matter of economics<br>1.16 development of community life<br>1.17 Meaning, Nature, Scope and importance of Economics.<br>1.18 International relations and study of Geography and Economics | International relations and study of Geography and Economics<br>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<br>2SO2. Student will understand the Aims/Values of teaching Geography and Economics<br>2SO3. Student will understand the Intellectual aims<br>Cultural aims<br>Environmental aims<br>Utilitarian aims<br>Aesthetic aims<br>2SO4. Student will understand the Taxonomy and objectives of teaching Geography and Economics Knowledge<br>2SO5. Student will understand the Understanding Application Attitude and interest National Integration International Understanding | 0                           | Unit-2<br>2.1 Aims of teaching Geography and Economics<br>2.2 Objectives of teaching Geography and Economics<br>2.3 Aims/Values of teaching Geography and Economics<br>2.4 Values of teaching Geography and Economics<br>2.5 Intellectual aims<br>2.6 Cultural aims<br>2.7 Environmental aims<br>2.8 Utilitarian aims<br>2.9 Aesthetic aims<br>2.10 Taxonomy of teaching Geography and Economics Knowledge<br>2.11 objectives of teaching Geography and Economics Knowledge<br>2.12 Understanding<br>2.13 Application Attitude interest<br>2.14 National Integration International Understanding.<br>2.15 Co-relation of Geography and<br>2.16 Economics with History, Science, 2.17 Mathematics and languages Trends<br>2.18 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<br>3SO2.Studentwillunderstand the Meaning, importance and format of lesson plan<br>3SO3.Studentwillunderstand the Principles of lesson planning<br>3SO4.Studentwillunderstand the Characteristics of a lesson plan<br>3SO5.Studentwillunderstand the Prepare Lesson Plan according to Active Learning Strategies | 0                           | <b>Unit-3</b><br>3.1 InstructionalDesignin Geography<br>3.2 InstructionalDesignin Economics<br>3.3 Meaning,importanceandformatoflessonplana<br>3.4 Principles of lesson<br>3.5 planningCharacteristicsofalesson plan<br>3.6 developmentofcommunitylife.<br>3.7 socialization and its sources.<br>3.8 scopeofpsychologystudy.<br>3.9 socialproblems.<br>3.10 dowrysystem.<br>3.11 childexploitation.<br>3.12 measuresofpreventtodowrysystem.<br>3.13 problems of unemployment.<br>3.14 causesofemploymentmeasuresofpreventtounemployment<br>3.15<br>PrepareLessonPlanaccordingtoActiveLearning Strategies<br>3.16 Unit plan<br>3.17 Resourceunit.<br>3.18 importanceofunitplan | Unit plan<br>ResourceUnit<br>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<br>4SO2. Student will understand the Meaning and importance of methods of teaching Geography and Economics<br>4SO3. Student will understand the Different Methods of teaching Geography and Economics<br>4SO4. Student will understand the Laboratory Method Observation Method<br>4SO5. Student will understand the Observation Method Excursion Method Project Method Discussion Method Active Learning Strategies | 0                           | Unit-4<br>4.1 Methods of Teaching Geography and Economics<br>4.2 Meaning and importance of methods of teaching Geography<br>4.3 Meaning and importance of methods of teaching economics.<br>4.4 Different Methods of teaching Geography and Economics<br>4.5 Lecture Method<br>4.6 Laboratory Method<br>4.7 Observation Method<br>4.8 Excursion Method<br>4.9 Project Method<br>4.10 Discussion Method<br>4.11 Active Learning Strategies<br>4.12 importance of Lecture Method<br>4.13 importance of Laboratory Method<br>4.14 importance of Observation Method<br>4.15 importance of Excursion Method<br>4.16 importance of Project Method<br>4.17 importance of Discussion Method aids<br>4.18 devices and techniques of economics and geography teaching | Observation Method<br>Excursion Method<br>Project Method<br>Discussion Method<br>Active Learning Strategies<br>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-AcquiretheknowledgeofGeographyandEconomics**

**ApproximateHours**

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

| SessionOutcomes (SOs)  | Laborator<br>yInstructi<br>on<br>(LI) | ClassroomInstruction (CI)  | SelfLearning(SL)  |
|--|---------------------------------------|--|---|
| 5SO1. Student will understand the Preparation of charts ,globe and models of Geographyoreconomics<br>5SO2. Student will understand the Preparation of transparencies about-sectionofvolcanoes,sea bed, plains etc<br>5SO3.Studentwillunderstandt he Interpretation of weather maps Drawin<br>5SO4Studentwillunderstand the.geographical maps<br>5SO5.Studentwillunderstandt he Preparation of resource unit in Geography | 0                                     | Unit-5<br>5.1 preparationofchartofGeography.<br>5.2 preparationofglobeofGeography<br>5.3 preparationofmodels ofGeography<br>5.4 preparation of charts of economics<br>5.5 preparation of models of economics.<br>5.6 importanceofchartinteachinggeographyand economics<br>5.7 importanceofmodelsinteachinggeographyand economics<br>5.8 importanceofglobeinteachinggeography<br>5.9 Preparation oftransparenciesaboutsectionofvolcanoes,<br>5.10 Preparationof transparencies aboutsectionofseabed<br>5.11 Preparation of transparencies about section of,plains etc.<br>5.12Interpretationofweathermaps<br>5.13 Drawinggeographicalmaps<br>5.14 PreparationofresourceunitinGeography oreconomics<br>5.15unit plan meaning.<br>5.16importanceofunitplan.<br>5.17Resource unit.<br>5.18 teachinglearningmaterialsofeconomics. | Preparationofreso<br>urceunit<br>inGeography<br>Preparationof<br>chartsglobeand<br>models<br>of Geography |

**SW-5SuggestedSessionalWork(SW):Assignments:** visittoanobservatoryplanetariumorgeography museum.collectionofspecimens.preparationsof project report,based on local geographical survey.

**BriefofHourssuggestedfortheCourseOutcome**

| 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<br>Realize the values of learning geography and Economics          | 18                 | 2                   | 1                  | 21                    |
| Co3- Make use of Audio-visual aids about Geography and Economics<br>Develop skill in equipping the Geography and Economics-<br>(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 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 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 teamwork | Po9 communication | Po10 Lifelong learning | Pso1 Ability to apply technical & | Pso2 Ability to understand the different SDGs and their significance | Pso3 Ability to understand the latest technology to achieve | Pso4 Ability to use the research based innovative knowledge |
|---|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|-----------------------------|-------------------|------------------------|-----------------------------------|--|---|---|
| <b>Co1-</b><br>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   |
| <b>Co2-</b><br>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   |
| <b>Co3-</b><br>Make use of Audio-visual aids about Geography and Economics Develops skills in equipping the Geography and Economics -<br>(i) Museum<br>(ii) Room<br>(iii) Library | 2                   | 3                    | 3                                  | 3                      | 2                           | 2                                  | 2          | 2                           | 2                 | 2                      | 3                                 | 2  | 2   | 3   |

|  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Co4-<br>Develop skills in organizing planning-learning experiments and writing and organizing the lesson plan. | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 3 | 3 | 2 | 1 | 1 | 2 |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

### 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, | Co1-Acquire knowledge about basic facts, concepts, laws principles and trends in Geography and Economics | SO1.1<br>SO1.2<br>SO1.3<br>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, | <b>Co2-</b> Acquire knowledge and understanding of the aims and objectives of Geography and Economics Realize the values of learninggeography andEconomics |  | SO1.1<br>SO1.2<br>SO1.3<br>SO1.4 |  | Aims of teaching Geography and Economics        |
| PSO1,2,3,4,             | <b>Co3-</b> MakeuseofAudio-visualaidsaboutGeographyandEconomicsDevelopskillsinequippingtheGeographyand 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, | <b>Co4-</b> Develop skills in organizing planning-learning experimentsandinwritingandorganizingthelessonplan.  |  |                                  |  | Methods of Teaching Geography and Economics     |

#### Suggested Learning Resources:

| S.N. | Title                          | Auther                       | Publisher                           | Edition & year |
|------|--------------------------------|------------------------------|-------------------------------------|----------------|
| 1.   | Geographyinandoutof School     | Brilliant,E.W. and D.W.Shave | London,HarrapandCo                  | 1965           |
| 2.   | physicalgeography              | Lake,Philip                  | Madras, MacmillanCo. ofIndiaLtd     | 1974           |
| 3.   | TeachingofGeography            | LongandRobertson             | London,HeinemannEducationalBooksLtd | 1968           |
| 4.   | Handbookfor GeographyTeachers, | Long,M.L(Ed                  | LondonMethuenEducationalLtd         | 1974           |

#### Suggested Instructional/Implementation Strategies:

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

**CurriculumDevelopmentTeam**

- 1.Dr.R.S.Mishra
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- 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, text book, homework, libraries in commerce.

Co5—To equip student teachers with the curriculum.

| Category | Course Code | Course Title         | Scheme of studies (Hours/Week) |    |    |    |    | Total Study Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|----------------------|--------------------------------|----|----|----|----|---------------------------------|-------------------|
|          |             |                      | 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 | Course Code | Course Title         | Scheme of Assessment (Marks)                     |                   |                  |                              |                       |    |                               | End Semester Assessment (ESA) | Total Marks (PRA+ESA) |
|----------|-------------|----------------------|--|-------------------|------------------|------------------------------|-----------------------|----|-------------------------------|-------------------------------|-----------------------|
|          |             |                      | Progressive Assessment (PRA)                     |                   |                  |                              |                       |    | Total Marks (CA+CT+SA+CAT+AT) |                               |                       |
|          |             |                      | Class/Home Assignment 5 number 5 marks each (CA) | Class Test 2 (CT) | Seminar one (SA) | Class Activity any one (CAT) | Class Attendance (AT) |    |                               |                               |                       |
| OEC      | 71AR241-A   | Teaching of Commerce | 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)  |
|---|-----------------------------|---|---|
| <p>ISO1. Students will gain knowledge about Meaning, nature, scope and concept of Commerce.</p> <p>ISO2. Student will understand the Place of commerce</p> <p>ISO3. Students will comprehend the Place of commerce in secondary school curriculum and its critical appraisal</p> <p>ISO4. Students will understand the Commerce and its relationship with other Social Sciences</p> | 0                           | <p><b>UNIT 1</b></p> <p>1.1 Meaning of Commerce.</p> <p>1.2 nature of Commerce</p> <p>1.3 scope of Commerce</p> <p>1.4 concept of Commerce</p> <p>1.5 importance of commerce.</p> <p>1.6 aims of commerce teaching</p> <p>1.7 objectives of commerce teaching</p> <p>1.8 values of commerce teaching.</p> <p>1.9 correlation with other school subjects.</p> <p>1.10 Place of commerce in secondary school curriculum</p> <p>1.11 Place of commerce in secondary school critical appraisal.</p> <p>1.12 Commerce and its relationship with other Social Sciences</p> <p>1.13 importance of commerce in school curriculum</p> <p>1.14 importance of commerce for national outlook</p> <p>1.15 utility of commerce in life.</p> <p>1.16 general aims of commerce teaching.</p> <p>1.17 specific aims of commerce teaching.</p> <p>1.18 aims of commerce teaching in present condition.</p> <p>1.19 aims of commerce teaching at the different</p> <p>1.20 stages of education</p> <p>1.21 Bloom's taxonomy of educational objectives.</p> <p>1.22 values of aims of commerce teaching.</p> <p>1.23 role of commerce in the development of international understanding</p> | <p>Commerce and its relationship with other Social Sciences</p> <p>Meaning, nature, scope and concept of Commerce</p> |

**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<br>2SO2. Student will understand the Lecture Method discussion Method Problem-Solving Method Project Method Survey Method Demonstration Method<br>2SO3. Student will understand the Commerce Text-books and Supplementary Materials<br>2SO4. Student will understand the Techniques of teaching commerce<br>2SO5. Student will understand the Questioning – Answering, Assignment, Observation Explanation and Illustration | 0                           | <b>Unit-2</b><br>2.1 Different methods of teaching commerce<br>2.2 uses and critical analysis.<br>2.3 Lecture Method<br>2.4 Discussion Method<br>2.5 Problem-Solving Method<br>2.6 Project Method<br>2.7 Survey Method<br>2.8 Demonstration Method<br>2.9 importance of Lecture Method<br>2.10 importance of Discussion Method<br>2.11 importance of Problem-Solving Method<br>2.12 importance of Project Method<br>2.13 importance of Survey Method<br>2.14 importance of Demonstration Method<br>2.15 Commerce Text-books and Supplementary Materials.<br>2.16 Techniques of teaching commerce subject<br>2.17 Questioning – Answering,<br>2.18 Assignment,<br>2.19 Observation<br>2.20 Explanation<br>2.21 Illustration.<br>2.22 importance of teaching techniques<br>2.23 characteristics of ideal commerce teaching | Techniques of teaching commerce<br>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<br>3SO2. Student will understand the Lesson planning in commerce<br>3SO3. Student will understand the Meaning, need and importance<br>3SO4. Student will understand the construction of composite lesson plan. Lesson Plan according to Active Learning Strategies<br>3SO5. Student will understand the Development and utilization of teaching aids required for commerce programme | 0                           | Unit-3<br>1.1 Analysis skills of teaching Commerce<br>1.2 Discussion on skills of teaching Commerce<br>1.3 Skill of introducing the lesson<br>1.4 Skill of questioning<br>1.5 Skill of explanation<br>1.6 Skill of stimulus variation<br>1.7 Skill of blackboard writing<br>1.8 Lesson planning in commerce,<br>1.9 Meaning, need and importance,<br>1.10 construction of composite lesson plan<br>1.11 need of composite lesson plan<br>1.12 construction of composite lesson plan<br>1.13 importance construction of composite lesson plan<br>1.14<br>1.15<br>Lesson Plan according to Active Learning Strategies.<br>1.16 Development of teaching aids required for commerce programme<br>1.17 utilization of teaching aids required for commerce programme<br>1.18 general aims of commerce lesson plan<br>specific aims of commerce lesson plan<br>1.19 importance of lesson plan.<br>1.20 lesson plan according to Herbert panchpadi.<br>1.21 unit plan<br>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**

| <b>Course Outcomes</b>  | <b>Class Lecture (Cl)</b> | <b>Sessional Work (SW)</b> | <b>Self Learning (Sl)</b> | <b>Total hour (Cl+SW+Sl)</b> |
|---|---------------------------|----------------------------|---------------------------|------------------------------|
| <b>Co1</b> To introduce student teachers with the methodology of teaching used in- teaching of Commerce in schools.   | 23                        | 2                          | 1                         | 26                           |
| <b>Co2</b> To make student teachers aware of the values of Commerce and the relationship of Commerce with other subjects.   | 23                        | 2                          | 1                         | 26                           |
| <b>Co3</b> 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                           |
| <b>Co4</b> —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)**

| <b>CO</b> | <b>Unit Titles</b>  | <b>Marks Distribution</b> |          |          | <b>Total Marks</b> |
|-----------|---|---------------------------|----------|----------|--------------------|
|           |   | <b>R</b>                  | <b>U</b> | <b>A</b> |                    |
| 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  | 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 SDGs and their significance | Pso3 Ability to understand the latest technology to achieve | Pso4 Ability to research and innovate in the field |
|--|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|-----------------------------|-------------------|------------------------|---------------------------------------|--|---|--|
| <b>Co1</b><br>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  |
| <b>Co2</b><br>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  |
| <b>Co3</b><br>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  |
| <b>Co4</b><br>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<br>udentteach<br>erswiththe<br>curriculum |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

### Course Curriculum Map

| POs&PSOs<br>No.                                    | CosNo.&Titles  | SOsNo.                                  | Laborator<br>y Instru<br>ction(LI) | ClassroomInstruction<br>(CI)                          | SelfLearn<br>ing<br>(SL) |
|--|--|---|------------------------------------|---|--------------------------|
| PO1,2,3,4,5,<br>6<br>7,8,9,10,<br><br>PSO1,2, 3,4, | <b>Co1</b> Tointroducestudentteacherswiththemet<br>hodologyofteachingusedin-<br>teaching of<br>Commerce in schools.  | SO1.1 SO1.2<br>SO1.3 SO1.4<br><br>SO1.5 |                                    | Meaning, and Scope<br>of Economics and<br>Geography   |                          |
| PO1,2,3,4,5,<br>6<br>7,8,9,10,                     | <b>Co2</b> Tomakestudentteachersawareoftheval<br>uesofCommerceandtherelationshipof<br>Commerce with other subjects.  | SO1.1 SO1.2<br>SO1.3 SO1.4              |                                    | Aims of teaching<br>Geography and<br>Economics        |                          |
| PSO1,2, 3,4,                                       | <b>Co3</b> Toencouragestudentteacherstouseawi<br>derrangeofteachingtechniquesinorderto<br>enable them to plan their lessons in<br>teaching of commerce.      | SO1.5                                   |                                    | Instructional Design in<br>Geography and<br>Economics |                          |
| PO1,2,3,4,5,<br>6<br>7,8,9,10,                     | <b>Co4</b> —<br>Toacquaintstudentteacherswiththeroleofte<br>achingaids,textbook,home work<br>librariesincommerce.Toequipstudentteach<br>erswiththecurriculum |   |                                    | Methods of Teaching<br>Geography and<br>Economics     |                          |

### Suggested Learning Resources:

| S.N. | Title                                | Auther                         | Publisher           | Edition &<br>year |
|------|--------------------------------------|--------------------------------|---------------------|-------------------|
| 1.   | TheSpiritANDPurposeof<br>Ggeography, | Woolridge,S. W.andW<br>.G.East | NewYork,Hutchinson  | 1951              |
| 2.   | RegionalGeographyof                  | Wheeler,Jr.J.RentonKos         | NewYork:Holt,Right- | 1969              |

|    |                                      |   |                             |      |
|----|--------------------------------------|---|-----------------------------|------|
|    | theWorld                             | tabadeand<br>RicharDSThoman             | HanderWinston,Inc           |      |
| 3. | Source Book for<br>GeographyTeaching | UNESCO                                  | London,Long man,LongmanCo   | 1965 |
| 4. | MountainsandRiversof<br>India,       | IndiaNationalcommitte<br>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
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4. Dr. Shikha Tripathi
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8. Smt. Seema Dwivedi
9. Smt. Neeru Singh
10. Dr. Dileep Kumar Tiwari



**CourseCode:** 71SC236-B  
**CourseTitle:** TeachingofMathematics

**Pre-requisite:** Student should have knowledge the meaning, nature and scope of mathematics. Acquaint 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.

**CourseOutcomes:**

**Co1-** Recall the meaning, nature and scope of mathematics. Acquaint 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 Study Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|-------------------------|--------------------------------|----|----|----|----|---------------------------------|-------------------|
|          |             |                         | 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 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 have 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/Home Assignment<br>5 number<br>5 marks each<br>(CA) | Class Test 2<br>(CT) | Seminar<br>(SA) | Class Activity<br>any one<br>(CAT) | Class Attendance<br>(AT) | Total Marks<br>(CA+CT+SA+C<br>AT+AT) |    |                               |                       |
| MC       | 71SC23      | Teaching of Mathematics | 25  | -                    | -               | 5                                  | -                        | 30                                   | 70 | 100                           |                       |

|  |            |    |  |  |  |  |  |  |  |  |
|--|------------|----|--|--|--|--|--|--|--|--|
|  | <b>6-B</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)  |
|--|-----------------------------|--|---|
| <p><b>ISO1.</b> Students will gain knowledge about <b>Meaning, Nature and scope of mathematics</b></p> <p><b>ISO2.</b> 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</p> <p><b>ISO3.</b> Student will understand the Nature of Mathematics. Scope of Mathematics</p> <p><b>ISO4.</b> Student will understand the Place of Mathematics in day to day life activities</p> <p><b>ISO5.</b> Student will understand the Mathematics use in day to day life activities Relation with School subjects</p> | 0                           | <p><b>UNIT1:</b></p> <p>1.1 Meaning of Mathematics</p> <p>1.2 Nature of Mathematics</p> <p>1.3 Scope of Mathematics</p> <p>1.4 Meaning of Mathematics</p> <p>1.5 As a Science of Number</p> <p>1.6 As a Science of Quantity</p> <p>1.7 As a Science of Measurement</p> <p>1.8 As a Science of Logical reasoning</p> <p>Needs of Mathematics</p> <p>1.9 importance of Mathematics</p> <p>1.10 Place of Mathematics in day to day life activities</p> <p>1.11 Mathematics use in day to day life activities Relation with School subjects</p> <p>1.12 Mathematics. Relation with School subjects</p> <p>1.13 Place of Mathematics in secondary school curriculum</p> <p>1.14 Place of Mathematics in secondary school critical appraisal.</p> <p>1.15 importance of Mathematics in school curriculum</p> <p>1.16 importance of Mathematics for national outlook</p> <p>1.17 utility of Mathematics in life.</p> <p>1.18 general aims of Mathematics teaching.</p> <p>1.19 specific aims of Mathematics teaching.</p> | <p>Mathematics use in day to day life activities Relation with School subjects</p> <p>Mathematics use in day to day life activities Relation with School subjects</p> |

|  |  |  |  |
|--|--|--|--|
|  |  | 1.20 aims of Mathematics teaching in present condition.<br>1.21 Bloom's taxonomy of educational objectives.<br>1.22 values of aims of Mathematics teaching.<br>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<br>2SO2. Student will understand the Aims /Values of Teaching Mathematics Meaning of Aim / Values Utilitarian Aim/ Values Disciplinary Aim /Values<br>2SO3. Student will understand the objectives of Teaching Mathematics<br>2SO4. Student will understand the Meaning of Instructional Objectives<br>2SO5. Student will understand the Understanding Application Skill Attitude | 0                           | Unit-2.0<br>2.1 Aims of Teaching Mathematics<br>2.2 Objectives of Teaching Mathematics<br>2.3 Aims/Values of Teaching Mathematics<br>2.4 Meaning of Aim/Values<br>2.5 Utilitarian Aim/ Values<br>2.6 Disciplinary Aim/Values<br>2.7 Cultural Aim /Values<br>2.8 Intellectual Aim/ Values<br>2.9 Aesthetic and Recreational Aim/Values<br>2.10 Instructional objectives of Teaching Mathematics<br>2.11 Meaning of Instructional Objectives<br>2.12 Instructional Objectives and their specifications of teaching mathematics<br>Knowledge<br>2.13 Understanding Application Skill Attitude<br>2.14 Appreciation Interest<br>2.15 Formulation of objectives in behavioral terms | Understanding Application Skill Attitude<br>Formulation and Statement of objectives in behavioral terms |

|  |  |  |  |
|--|--|--|--|
|  |  | 2.16 Statement of objectives in behavioral terms<br>2.17 importance of educational objectives.<br>2.18 need and characteristics of educational aims.<br>2.19 Problem of mathematics teaching.<br>2.20 need for writing objectives in behavioral terms.<br>2.21 methods for writing objective in practical<br>2.22 remedial teaching in mathematics.<br>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<br>3SO2. Student will understand the Lesson Planning: Meaning, Steps, Importance and Format of Lesson Plan<br>3SO3. Student will understand the Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan<br>3SO4. Student will understand the Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan<br>3SO5. Student will understand the Yearly Planning-Meaning, Principles and Format | 0                           | <b>Unit-3</b><br>3.1 Instructional Design in Mathematics<br>3.2 Co-curricular Activities in Mathematics.<br>3.3 Lesson Planning: Meaning<br>3.4 Steps of Lesson Planning,<br>3.5 Importance of Lesson Planning<br>3.6 Format of Lesson Plan<br>3.7 importance of lesson plan.<br>3.8 Unit Plan-Meaning<br>3.9 Unit Plan, Steps<br>3.10 Importance and Format of unit Lesson Plan<br>3.11 Resource Unit-Meaning,<br>3.12. Resource Unit Steps,<br>3.13 Resource<br>3.14. Format of Lesson Plan<br>3.15 Yearly Planning-Meaning, Yearly Planning. Principles and Format | Mathematics Club<br>: Objectives of Maths club, organization and activities<br>Mathematics Olympiads objectives and importance |

|  |  |   |  |
|--|--|---|--|
|  |  | 3.16<br>Mathematics Club Objectives of Maths club<br>,<br>3.17 organization and activities<br>3.18<br>Mathematics Olympiads objectives and<br>importance<br>3.19 Mathematics Quiz:<br>Organization and importance<br>3.20 Mathematics Museum<br>O r g a n i z a t i o n importance<br>3.21 Mathematics Fair Organization and<br>importance<br>3.22 Mathematics Laboratory: Objective,<br>importance and uses Recreational<br>activities<br>in mathematics: Games, Puzzles, Riddles, et<br>c 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 A  
IDS. 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<br>4SO2 Student will understand the Inductive method and Deductive method Analytical method and Synthetic method Activity Centered Approach<br>4SO3. Student will understand the CAI in Teaching Mathematics<br>4SO4. Student will understand the Concept Mapping-Meaning, Advantages and disadvantages Techniques of teaching | 0<br>Disadvantages<br>Techniques of teaching<br>Mathematics | <b>Unit-4.0</b><br>4.1 Approaches Teaching Mathematics,<br>4.2 Methods of Teaching Mathematics<br>4.3 Techniques of Teaching Mathematics<br>4.4 Learner Centered Approach<br>4.5 Inductive method<br>4.6 Deductive method<br>4.7 Analytical method<br>4.8 Synthetic method<br>4.9 Activity Centered Approach<br>4.10 Guided discovery method<br>4.11 Problem Solving Method<br>4.12 Project<br>Method<br>13. Discovery Learning Method<br>4.13 Active Learning Strategies<br>4.14 CAI in Teaching Mathematics | Supervised study<br>Oral work and written work Drill and Review<br>Assignment in Maths Homework |

|  |  |   |  |
|--|--|---|--|
| Mathematics<br>4SO5. Student will understand the Supervised study Oral work and written work Drill and Review Assignment in Maths Homework |  | 4.15 Concept Mapping-Meaning,<br>4.16 Advantages Techniques of teaching Mathematics<br>4.17 Disadvantages Techniques of teaching Mathematics<br>4.18 importance of teaching techniques<br>4.19 Supervised study<br>4.20 Supervised. Oral work and written work<br>4.21 Drill and Review Assignment in Maths<br>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) |
|--|--------------------|---------------------|--------------------|-----------------------|
| <b>Co1-</b> Recall the meaning, nature and scope of mathematics. Acquaintance and objectives of teaching mathematics in Secondary school level.  | 23                 | 2                   | 1                  | 26                    |
| <b>Co2-</b> 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                    |
| <b>Co3-</b> 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                    |
| <b>Co4-</b> 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                   |

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

| CO   | Unit Titles                                 | Marks Distribution |    |    | 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   | 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 & | Pso2 Ability to understand the different SDGs and their significance | Pso3 Ability to understand the latest technology to achieve | Pso4 Ability to use the research based innovative knowledge |
|---|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|-----------------------------|-------------------|------------------------|-----------------------------------|--|---|---|
| <b>Co1-</b><br>Recall the meaning, nature and scope of mathematics. Acquaint aims and objectives of teaching mathematics in Secondary school level.                 | 3                   | 2                    | 2                                  | 3                      | 3                           | 2                                  | 3          | 2                           | 3                 | 2                      | 2                                 | 2  | 3   | 2   |
| <b>Co2-</b><br>Plan teaching in mathematics at micro and macro level. Prepare unit plans, resource unit and organize lesson to meet different classroom situations. | 2                   | 3                    | 3                                  | 3                      | 3                           | 3                                  | 3          | 2                           | 2                 | 2                      | 2                                 | 2  | 2   | 2   |
| <b>Co3-</b><br>Analyze and evaluate the curriculum 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.  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| <b>Co4-</b> 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**

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

|                            |  |                            |  |   |  |
|----------------------------|--|----------------------------|--|---|--|
| PSO1,2, 3,4,               |  | SO1.5                      |  |   |  |
| PO1,2,3,4,5,6<br>7,8,9,10, | <b>Co2-</b><br>Planteachinginmathematicsatmicroand<br>macrolevel.Prepareunitplans,resourceunit<br>and<br>organizelesson<br>to meetatdifferentclassroom situations.   | SO1.1 SO1.2<br>SO1.3 SO1.4 |  | Aims of teaching<br>Geography and<br>Economics        |  |
| PSO1,2, 3,4,               | <b>Co3-</b> Analyze and evaluate the<br>curriculum of<br>mathematicsatSecondaryschoollevel. Appl<br>y different<br>approachesandmethodsofteachingmathem<br>aticsin class room situations   | SO1.5                      |  | Instructional Design in<br>Geography and<br>Economics |  |
| PO1,2,3,4,5,6<br>7,8,9,10, | <b>Co4-</b> Prepare anduse<br>instructionalmaterials in<br>teachingmathematics.Preparedifferentkin<br>ds oftest and understand<br>thecomprehensive<br>evaluationParticipateandorganizethediffer<br>ent co- curricular activities inmathematics |                            |  | Methods of Teaching<br>Geography and<br>Economics     |  |

### Books

| S. No. | Title                                     | Author        | Publisher                         | Edition& Year |
|--------|---|---------------|-----------------------------------|---------------|
| 1      | TheTeachingof<br>Secondary<br>Mathematics | ButlerandWren | Tokyo;McGrawHill<br>book Company. | 1960          |

|   |  |                     |                                      |      |
|---|--|---------------------|--------------------------------------|------|
| 2 | Dynamics of Teaching<br>Secondary<br>Mathematics | Henderson, K. et al | London Houghton<br>Mifflin           | 1975 |
| 3 | Subodha Ganitha<br>Bodhane                       | Jantli, R. T        | Vidhya<br>nidhi Prakashan,<br>Gadag. | 2000 |
| 4 | Teaching Secondary<br>School<br>Mathematics.     | Krulik and Weis     | London<br>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:** TeachingofLifeScience

**Pre- requisite:** StudentshouldhaveknowledgeabouttheAims, ObjectivesofteachingLife 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 willbeableto statetheobjectivesin behavioraltermsAcquaintwith theResourcesfor teaching life science &their effective Utilization.Get exposed to Micro teaching and preparing Resource Unit,UnitPlan &Lesson Plans.Understand theconceptof 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.AppreciateandinculcatetheCompetenciesandcommitmentsneededfora lifeScience Teacher.Plan&execute various curricular &co-curricularactivities related to teaching oflife-Science

**CourseOutcomes:**

**Co1-**UnderstandtheAims, Objectives ofteachingLifeScienceandwillbeabletostatetheobjectivesin behavioral terms

**Co2-**AcquaintwiththeResourcesfor teachinglifescience&theireffectiveUtilization.GetexposedtoMicro teaching and preparing Resource Unit Unit Plan &Lesson Plans.

**Co3-**Understandtheconceptofcurriculumprinciplesofcurriculumconstructionandtrendscurriculumrevision- Be introduced to various methods approaches& models of teaching life Science and implement them in their teaching practice.

**Co4-**Understandandpreparethedifferenttypesoftestitemsfor theEvaluationofstudentsperformanceinlife science.

**Co5-**AppreciateandinculcatetheCompetenciesandcommitmentsneededforalife ScienceTeacher.Plan&execute variouscurricular &co-curricularactivities related to teaching oflife-Science

| Category | Course Code | Course Title           | Schemeofstudies(Hours/Week) |    |    |    | Total StudyHours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|------------------------|-----------------------------|----|----|----|--------------------------------|-------------------|
|          |             |                        | CI                          | LI | SW | SL |                                |                   |
| OEC      | 71SC237-B   | TeachingofLife Science | 6                           | 2  | 2  | 1  | 11                             | 6                 |

**Legend:**

**CI:**ClassroomInstruction(Includesdifferentinstructionalstrategiesi.e.Lecture(L)andTutorial

(T)andothers),**LI:**LaboratoryInstruction(IncludesPracticalperformancesinlaboratoryworkshop,fieldorother locationsusingdifferentinstructionalstrategies)

**SW:**SessionalWork(includesassignment,seminar,miniproject 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.

**SchemeofAssessment: Theory**

| Scheme ofAssessment(Marks) |  |  |  |
|----------------------------|--|--|--|
|                            |  |  |  |

| Category | Course Code | Course Title             | 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      | 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 2. Science: Meaning, Nature and Scope</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 PlayStation - Meaning, Importance and Steps</p> <p>ISO5. Student will understand the Meaning, importance and Organization of Co-Curricular Activities</p> | 0                           | <p><b>UNIT 1</b></p> <p>1.1 Introduction to Teaching life Science</p> <p>1.2 life Science: Meaning, 1.3 life science: Nature life science Scope</p> <p>1.4 Relationship between life science &amp; 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 Needs 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, 1.16 Importance and Steps. Meaning importance and 1.17 Organization of Co-Curricular Activities 1.18 life-Science Club – organization &amp; its activities life Science Exhibition 1.19 Field trip Life Science Quiz 1.20 Nature Study Bird watching 1.21 Collection &amp; Preservation of Specimens-Plants and Animals 1.22 lesson plan formation</p> | <p>life-Science Club organization &amp; its activities life Science Exhibition</p> <p>Field trip Life Science Quiz Nature Study Bird watching</p> <p>Collection &amp; 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 10<sup>th</sup> Std. life science.

**Co-2-Acquaint with the Resources for teaching life science & their effective Utilization. Get exposed to Micro teaching and preparing Resource Unit Unit Plan & Lesson Plans.**

**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. Student will understand the Aims and Objectives Utilitarian, Cultural and Disciplinary Aims Scientific Attitude and Training in Scientific Method</p> <p>2SO2. Student will understand the Instructional Objectives: life-Science in Secondary schools: As per NCERT</p> <p>2SO3. Student will understand the Curriculum Framework- As per NCTE Curriculum Framework As per National Curriculum Framework</p> <p>2SO4. Student will understand the Behavior Specifications of Instructional Objectives: Knowledge Understanding</p> <p>2SO5. Student will understand the Application skills</p> |                             | <p><b>Unit-2</b><br/>Aims and Objectives of life science teaching</p> <p>2.1 aims of life science</p> <p>2.2 objectives of life science</p> <p>2.3 discipline of life science</p> <p>2.4 Aims of Scientific Attitude</p> <p>2.5 Training in Scientific Method</p> <p>2.6 Instructional Objectives:</p> <p>2.7 life –Science in Secondary schools: As per NCERT</p> <p>2.8 Curriculum Framework- As per NCTE</p> <p>2.9 framework suggestions:</p> <p>2.10 Knowledge Understanding</p> <p>2.11 Applications skills according blooms taxonomy</p> <p>2.12 domain of objectives</p> <p>2.13 cognitive objective.</p> <p>2.14 affective objective.</p> <p>2.15 Learner’s academic and</p> <p>2.16 process skills develop</p> <p>2.17 Objectives of teaching science</p> <p>2.18 Bases for formulation of objectives</p> <p>2.19 Objectives of teaching</p> <p>2.20 science at Secondary level;</p> <p>2.21 Instructional objectives understanding</p> <p>2.22 skills of life science teaching</p> <p>2.23 Application skills</p> | <p>Applications skills</p> <p>Curriculum Framework- As per NCTE</p> <p>Curriculum Framework As per National Curriculum Framework</p> |

**SW-2 Suggested Sessional Work (SW):**

**Assignments:** Preparing powerpoint slides for any selected unit in VIII or IX class life science. Preparing a set of (OHP) transparencies/ Slides for a selected Unit in 10<sup>th</sup> Std. life science.

**CO3: Co3-Understand the concept of curriculum, principles of curriculum construction and trends in curriculum revision-Be introduced to various methods, approaches & models of teaching life Science and implement them in their teaching practice.**

**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>3SO1. Student will understand the Approaches, Methods and Models of Teaching life science</p> <p>3SO2. Student will understand the Approaches: Structure and function</p> <p>3SO3. Student will understand the Approach Types specimen Approach Inductive and Deductive Approach</p> <p>3SO4. Student will understand the Methods of Teaching</p> <p>3SO5. Student will understand the Life Science Enquiry Model (Joseph Schwab) Memory Model (J. Lucas)</p> |                             | <p><b>Unit-3</b> Approaches, Methods and Models of Teaching life science</p> <p>3.1 Approaches</p> <p>3.2 Structure and function of approach</p> <p>3.3 Types of approach</p> <p>3.4 specimen Approach</p> <p>3.5 inductive approach</p> <p>3.6 Deductive Approach</p> <p>3.7 Inductive approach, Uses with Illustrations,</p> <p>3.8 Advantages and disadvantages.</p> <p>3.9 Deductive Approach -Meaning, Use with Illustrations,</p> <p>3.10 Advantages and disadvantages.</p> <p>3.11 Problem Solving Approach. Meaning, Uses with Illustrations,</p> <p>3.12 Steps for Problem Solving Approach</p> <p>3.13 Advantages and disadvantages Problem Solving Approach</p> <p>3.14 Demonstration Method-Meaning, uses,</p> <p>3.15 Methods of Teaching</p> <p>3.16 Demonstration Method.</p> <p>3.17 Lectures-Cum-Demonstration Method-Meaning, uses with Illustration,</p> <p>3.18 Laboratory Method-Meaning,</p> <p>3.19 Guided Discovery Method</p> <p>3.20 Models of Teaching:</p> <p>3.21 Life Science Enquiry Model (Joseph Schwab)</p> <p>3.22 Memory Model (J. Lucas) Illustration,</p> | <p>Approaches, Methods and Models of Teaching life science</p> <p>Life Science Enquiry Model (Joseph Schwab) Memory Model (J. Lucas)</p> |

**SW-3 Suggested Sessional Work (SW):**

Assignment-Preparing powerpoint slides for any selected unit in VIII or IX class life science.

Oreparing aset of (OHP) presidencies. Slides for a selected Unit in 10<sup>th</sup> 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)   |
|--|-----------------------------|---|--|
| <p>4SO1. Student will understand the Instruction Design in Teaching life Science</p> <p>4SO2. Student will understand the Pedagogical Analysis: Analysis of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> Standard life science Text book of Karnataka State</p> <p>4SO3. Student will understand the Lesson Planning-Meaning, Importance and format according to active learning strategies</p> <p>4SO4. Student will understand the Unit Plan -Meaning, importance and steps</p> <p>4SO5. Student will understand the Resource Unit -Meaning, importance and components</p> | 0                           | <p><b>Unit-4</b><br/>Instruction Design in Teaching life Science.</p> <p>4.1 pedagogy introduction</p> <p>4.2 Pedagogical Analysis: Analysis of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> Standard life science Text book of M.P. State</p> <p>4.3 Lesson Planning-meaning steps of lesson planning</p> <p>4.4 Importance and format according to active learning strategies.</p> <p>4.5 characteristics of good lesson plan</p> <p>4.6 importance and steps of lesson plan</p> <p>4.7 Resource Unit -Meaning, importance and components</p> <p>4.8 Teaching aids-introduction</p> <p>4.9 types of teaching aids</p> <p>4.10 precaution of using teaching aids</p> <p>4.11 Audio-Visual Aids</p> <p>4.12 Chart Models</p> <p>4.13 OHP</p> <p>4.14 Filmstrips;</p> <p>4.15 slides;</p> <p>4.16 Videotapes; Films;</p> <p>4.17 Educational C.D.'s</p> <p>4.18 Mass Media Television.</p> <p>4.19 Community Resources and 4.22 Self learning materials. Meaning</p> | <p>Lesson Planning-Meaning, Importance and format according to active learning strategies</p> <p>Resource Unit -Meaning, importance and components</p> |

|  |  |                |  |
|--|--|----------------|--|
|  |  | and importance |  |
|--|--|----------------|--|

**SW-4.**  
**(SW):**AssignmentPreparingpowerpointslidesforanyselectedunitinVIIIorIXclass

**SuggestedSessionalWork**

**Brief of Hours suggested for the Course Outcome**

| <b>Course Outcomes</b>  | <b>Class Lecture (Cl)</b> | <b>Sessional Work (SW)</b> | <b>Self Learning (Sl)</b> | <b>Total hour (Cl+SW+Sl)</b> |
|---|---------------------------|----------------------------|---------------------------|------------------------------|
| <b>Co1-</b> Understand the Aims, Objectives of teaching Life Science and will be able to state the objectives in behavioral term  | 23                        | 2                          | 1                         | 26                           |
| <b>Co2-</b> 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                           |
| <b>Co3-</b> 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                           |
| <b>Co4-</b> 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)**

| <b>CO</b> | <b>Unit Titles</b>                            | <b>Marks Distribution</b> |          |          | <b>Total Marks</b> |
|-----------|---|---------------------------|----------|----------|--------------------|
|           |   | <b>R</b>                  | <b>U</b> | <b>A</b> |                    |
| 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 teamwork | Po9 communication | Po10 Lifelong learning | Pso1 The ability to apply technical & | Pso2 Ability to understand the different SDGs and their significance | Pso3 Ability to understand the latest technology to achieve | Pso4 Ability to use the research based innovation knowledge |
|---|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|-----------------------------|-------------------|------------------------|---------------------------------------|--|---|---|
| <b>Co1-</b> 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   |
| <b>Co2-</b> 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   |
| <b>Co3-</b> 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<br>7,8,9,10,<br>PSO1,2, 3,4, | <b>Co1-</b><br>UnderstandtheAims, Objectivesofteaching Life Science and will be able to state the objectives in behavioral term   | SO1.1 SO1.2<br>SO1.3 SO1.4<br><br>SO1.5 |                            | Meaning, and Scope of Economics and Geography   |                   |
| PO1,2,3,4,5,6<br>7,8,9,10,                 | <b>Co2-</b> Acquaint with the Resources for teaching life science&theireffectiveUtilization. Getexp osedtoMicro teaching and preparing Resource Unit, Unit Plan &Lesson Plans.  | SO1.1 SO1.2<br>SO1.3 SO1.4              |                            | Aims of teaching Geography and Economics        |                   |
| PSO1,2, 3,4,                               | <b>Co3-</b><br>Understandtheconceptofcurriculumprinc iplesof curriculum construction and trends curriculum revision-<br>Beintroducedtovariousmethodsapproache s&models ofteachinglifeScienceandimplementthemi ntheir teachingpractice   | SO1.5                                   |                            | Instructional Design in Geography and Economics |                   |
| PO1,2,3,4,5,6<br>7,8,9,10,                 | <b>Co4-</b> Understand and prepare the different types of test items for the Evaluation of students performance in life science<br>Appreciate and inculcate the Competencies and commitments needed for a life Science<br>Teacher. Plan&executevariouscurricular& co-curricular activities related to teaching oflife-Science |   |                            | Methods of Teaching Geography and Economics     |                   |

### Suggested Learning Resources:

| S.N | Title   | Author                                | Publisher                         | Edition & year |
|-----|---|---------------------------------------|-----------------------------------|----------------|
| 1.  | Principles of Biology,                            | <i>Mountains and Rivers of India,</i> | Prentice Hall of India, New Delhi | 1969           |
| 2.  | Teaching of Biology                               | Chikkara & Sharma                     | Pre-wash Bros. Ludhiana.          | 1989           |
| 3.  | Teaching of Biology in Tropical Secondary Schools | Green TL                              | Oxford University Press, London   | 1965           |
| 4.  | Teaching of Physical & Life Sciences              | Man Gals. K.                          | Avg. Book Depot, New Delhi        | 1997           |

### Suggested Instructional/Implementation Strategies:

Improved Lecture Group Discussion Role Play

Visit to school Demonstration

ICT Based Teaching Learning (Video Demonstration, Whatsapp, 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. Mr. Amir Haseeb Siddiqi

8. Smt. Seema Dwivedi

9. Smt. Neeru Singh

10. Dr. Dileep Kumar Tiwari

**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**

| Cate<br>gory | Course<br>Code | CourseTitle                       | Schemeofstudies(Hours/Week) |    |    |    |                                  | Total<br>Credits<br>(C) |
|--------------|----------------|-----------------------------------|-----------------------------|----|----|----|----------------------------------|-------------------------|
|              |                |                                   | CI                          | LI | SW | SL | TotalStudyHours<br>(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**

| Cate<br>gory | Cour se<br>Code | Course<br>Title                   | Scheme ofAssessment(Marks)                       |                     |                         |                                       |                             |    |                                     | End<br>Semester<br>Assessment<br>(ESA) | Total<br>Marks<br>(PRA+<br>ESA) |
|--------------|-----------------|-----------------------------------|--|---------------------|-------------------------|---------------------------------------|-----------------------------|----|-------------------------------------|--|---------------------------------|
|              |                 |                                   | ProgressiveAssessment(PRA)                       |                     |                         |                                       |                             |    | TotalMarks<br>(CA+CT+SA+C<br>AT+AT) |  |                                 |
|              |                 |                                   | Class/Ho me<br>Assignment<br>5marks each<br>(CA) | Class Test2<br>(CT) | Semi nar<br>one<br>(SA) | Class<br>Activity<br>any one<br>(CAT) | Class<br>Attendance<br>(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)   |
|---|-----------------------------|--|--|
| <p><b>ISO1.</b> Students will gain knowledge about. Health and Physical Education Health: Meaning Aims and Objectives, Importance and Scope</p> <p><b>ISO2.</b> Student will understand the Physical Education: Meaning, Aims and Objectives Importance and Scope</p> <p><b>ISO3.</b> Students will gain knowledge about. National and Emotional Integration through Sports and Physical Education</p> <p><b>ISO4.</b> Students will gain knowledge about. Yoga–Meaning– Astanga Yoga–Significance in Modern Society Test: Introduction Meaning and Definition of Yoga Aims and Objectives of Yoga</p> <p><b>ISO5.</b> Students will gain knowledge about Yogain Early Upanisads of The Yoga Sutra.</p> |                             | <p>UNIT 1</p> <p><b>1.1 Health and Physical Education</b></p> <p>1.2 Health: Meaning and concept</p> <p>1.3 Aims and Objectives health education</p> <p>1.4 Importance of health education</p> <p>1.5 Scope of health education</p> <p>1.6 Physical Education: Meaning,</p> <p>1.7 Aims and Objectives of Physical Education</p> <p>1.8 Importance and Scope of Physical Education</p> <p>1.9 Related fields– Recreation, Health Education and Education</p> <p><b>1.10 National and Emotional Integration through Sports and Physical Education.</b></p> <p>1.11 school health programme.</p> <p>1.12 healthy school environment.</p> <p>1.13 personal hygiene.</p> <p>1.14 water arrangement in school.</p> <p>1.15 sitting arrangement in school</p> <p>1.16 Yoga–Meaning–</p> <p>1.17 Astanga Yoga–Significance in Modern Society.</p> <p>1.18 Test: Introduction Meaning and Definition of Yoga Aims and Objectives of Yoga</p> <p>1.19 Yogain Early Upanisads of The Yoga Sutra.</p> | <p>Yogain Early Upanisads of The Yoga Sutra</p> <p>General Consideration Need and Importance of Yogain Physical Education and Sports</p> |

**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><b>Unit-2.0</b></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)  |
|--|-----------------------------|---|---|
| <p><b>3SO1.</b> Students will gain knowledge about. Leadership, Discipline, Incentive and Awards<br/>Leadership Qualities of good leader in physical education</p> <p><b>3SO2.</b> Students will gain knowledge about. Teacher leadership Student leadership Discipline<br/>Meaning Common forms of indiscipline in schools</p> <p><b>3SO3.</b> Students will gain knowledge about. Causes for indiscipline Step to check indiscipline Rewards and discipline Punishment and discipline</p> <p><b>3SO4.</b> Students will gain knowledge about. Incentives and Award Letter – Crest Cup Trophy Medal Honor scholarship Certificate e Cash prize – based on the</p> <p><b>3SO5.</b> Students will gain knowledge about. Player’s Performance Asanas of Effect of Asanas and Pranayama on various system of the body</p> | 0                           | <p><b>Unit-3</b><br/>3.1 Leadership,<br/>3.2 Discipline,<br/>3.3 Incentives and Awards.<br/>3.4 Leadership Qualities of good leader in physical education.<br/>3.5 Teacher leadership.<br/>3.6 Student leadership.<br/>3.7 Discipline Meaning.<br/>3.8<br/>Common forms of indiscipline in schools.<br/>3.9 Causes for indiscipline.<br/>3.10 Steps to check indiscipline.<br/>3.11- Rewards and discipline<br/>3.12 Punishment and discipline.<br/>3.13 Incentives and Award Letter – Crest.<br/>3.14 Cup Trophy Medal Honor scholarship Certificate<br/>3.15 Cash prize – based on the Player’s Performance.<br/>3.16 Asanas of Effect of Asanas and Pranayama on various system of the body of Classification of asanas with 3.17 special referent of physical education and sports<br/>3.18<br/>of Influences of relaxative, meditative posture on various system of the body<br/>Types of Bandhas<br/>3.19 types of mudras Type of kriyas.</p> | <p>Leadership, Discipline, Incentive and Awards<br/>Leadership Qualities of good leader in physical education<br/>Player’s Performance<br/>Asanas of Effect of Asanas and Pranayama on various system of the body</p> |

**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)  |
|--|-----------------------------|--|---|
| <p>4SO1. Students will gain knowledge about. Organization of Physical Education Activities</p> <p>4SO2. Students will gain knowledge about. Intramural and Extramural Competitions: Meaning, Organization, Benefits</p> <p>4SO3. Students will gain knowledge about. Camps and Hikes: Meaning, Organization, Benefits</p> <p>4SO4. Students will gain knowledge about. Participation in any one major game and one sports item</p> <p>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 oCompetitions in Yoga sanas</p> | 0                           | <p><b>Unit.4.</b></p> <p>4.1 Organization of Physical Education Activities</p> <p>4.2 Intramural and Extramural</p> <p>4.3 Competitions: Meaning,</p> <p>4.4 Competitions: Organization, Benefits.</p> <p>4.5 Tournaments: Meaning,</p> <p>4.6 Types–Knock-out and league, Benefits.</p> <p>4.7 Sports meet: Meaning, Organization, Benefits.</p> <p>4.8 Camps and Hikes: Meaning, Organization</p> <p>4.9 Camps and Hikes Benefits.</p> <p>4.10 Participation in any one major game and one sports item.</p> <p>4.11 Ground marking for selected games and sports.</p> <p>4.12 Commands, line formation and marching,</p> <p>4.13 ceremonial parade.</p> <p>4.14 Participation in two National festival programmes for flag hoisting.</p> <p>4.15 Yoga Education Basic,</p> <p>4.16 applied and action research in Yoga</p> <p>4.17 Difference between yogic practices and physical exercises</p> <p>4.18 Yoga education centers in India and abroad of Competitions in Yoga sanas.</p> | <p>Organization of Physical Education Activities</p> <p>Yoga Education Basic, applied and action research in Yoga Difference between yogic practices and physical exercises</p> <p>Yoga education centers in India and abroad</p> <p>Competitions in Yoga sanas</p> |

**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 (SI) | Total hour (Cl+SW+SI) |
|--|--------------------|---------------------|--------------------|-----------------------|
| 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 teamwork | Po9 communication | Po10 Life long 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- 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 Obj | 2                   | 3                    | 3                                  | 3                      | 2                           | 2                                  | 2          | 2                           | 2                 | 2                       | 3                                     | 2  | 2   | 3   |

|  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ectives, Importance and Scope.   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| <b>CO4-</b><br>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<br>7,8,9,10,<br>PSO1,2, 3,4, | <b>Co1-</b><br>Understand the significance of Health Education for the all-round development.<br>Maintain and promote good health.  | SO1.1 SO1.2<br>SO1.3 SO1.4<br><br>SO1.5 |                            | Meaning, and Scope of Economics and Geography |                    |
| PO1,2,3,4,5,6<br>7,8,9,10,                 | <b>CO2.</b> 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<br>SO1.3 SO1.4              |                            | Aims of teaching Geography and Economics      |                    |

|                          |   |       |  |   |  |
|--------------------------|---|-------|--|---|--|
| PSO1,2, 3,4,             | <b>CO3.</b> 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, | <b>CO4-</b> Relatedfields– Recreation,HealthEducation andEducation.NationalandEmotionalIntegrationthrough Sports and Physical Education. Yoga – Meaning –   |       |  | Methods of Teaching Geography and Economics     |  |

| SL.NO. | Title  | Auther                                    | Publisher                      | Edition &year |
|--------|--|---|--------------------------------|---------------|
| 1.     | HealthandPhysicalEducation                                       | SarojkantBihariand Prasann KumarChowdhary | Ludhiana:KalyeniP u blishers   | 2003          |
| 2.     | Organization,Administration and Recreation in phisical 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. 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-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 Study Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|------------------------|--------------------------------|----|----|----|----|---------------------------------|-------------------|
|          |             |                        | 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 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<br>5 number<br>5 marks each<br>(CA) | Class Test 2 (CT) | Seminar<br>one<br>(SA) | Class Activity<br>any one<br>(CAT) | Class Attendance<br>(AT) | Total Marks<br>(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-Toknowintelligence,mentalfatigue,memoryofstudents.Todevoppersonalityandknowaboutlearningin students.To develop personality and know about learning in students**

**ApproximateHours**

|       |          |
|-------|----------|
| Item  | Appx.Hrs |
| CI    | 15       |
| LI    | 04       |
| SW    | 01       |
| SL    | 02       |
| Total | 22       |

| SessionOutcomes (SOs)  | Laboratory Instruction (LI)   | ClassroomInstruction (CI)   | SelfLearning(SL)                                     |
|--|---|---|--|
| <p><b>ISO1.</b>Studentswillgainknowledge about Intelligence Test- Verbal.</p> <p><b>ISO2.</b>Studentwillunderstandthe IntelligenceTest- Non -Verbal record</p> <p><b>ISO3.</b>Studentwillunderstandthe</p> <p><b>ISO4.</b>Studentwillunderstandthe.</p> <p><b>ISO5.</b>Studentwillunderstandthe.</p> | <p>1.Mental fatiguetest</p> <p>Intelligence Test</p> <p>Intelligence Test</p> <p>Verbal</p> <p>2. self evaluation, Learning, memorytest</p> | <p><b>UNIT1</b></p> <p>1.1 IntelligenceTest-Verbal.</p> <p>1.2 Meaningandconceptofverbal test.</p> <p>1.3 Intelligence Test-</p> <p>1.4 Non-verbal record.</p> <p>1.5 Meaningandconceptofnon verbaltest.</p> <p>1.6 Mentalfatigue,</p> <p>1.7 MeaningandconceptofMental fatigue,</p> <p>1.8 Mentalfatiguetestinstudents.</p> <p>1.9 Memory test.</p> <p>1.10 conceptofmemory,</p> <p>1.11 typesofmemory.</p> <p>1.12 LearningbyWholeandPart Method.</p> <p>1.13 temporarymemoryand permanent memory.</p> <p>1.14 selfevaluationscale</p> <p>1.15 selfevaluation</p> | <p>IntelligenceTest</p> <p>Mental fatigue,Memory</p> |

**SW-1 SuggestedSessionalWork (SW):**

**Studentshoulddointelligence test, mentalfatiguetest, memorytest, learningtest, personalitytest, 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<br>2SO2. Student will understand the vocational interest record<br>2SO3. Student will understand the Educational interest<br>2SO4. Student will understand the importance of interest inventory | Educational interest<br>, vocational interest<br>Attitude test<br>Adjustment Test,<br>Value Test<br><br>Achievement Test, Anxiety Test | <b>Unit-2</b><br>2.1 Interest test.<br>2.2 meaning and field.<br>2.3 vocational interest record,<br>2.4 concept of vocational interest record.<br>2.5 Educational interest.<br>2.6 meaning and concept of Educational interest.<br>2.7 importance of interest inventory.<br>2.8 meaning and concept of interest inventory.<br>2.9 meaning and concept of Attitude.<br>2.10 Attitude test.<br>2.11 meaning and concept of value.<br>2.12 Value Test.<br>2.13 Adjustment Test<br>2.14 Anxiety Test<br>2.15 Achievement Test | vocational interest record<br>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) |
|--|--------------------|---------------------|--------------------|-----------------------|
| <b>Co1</b> -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                    |
| <b>Co2</b> -To know about interest of students. To develop creativity, adjustment, attitude, value, anxiety, achievement in student                                  | 15                 | 01                  | 02                 | 18                    |
| <b>Total Hours-</b>  | 30                 | 02                  | 04                 | 36                    |

|                 |                     |                      |                                    |                        |                             |                                    |            |                              |                   |                        |                                       |  |   |   |
|-----------------|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|------------------------------|-------------------|------------------------|---------------------------------------|--|---|---|
| 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 difference in SD Goals and their significance | Pso3 Ability to understand the latest technology to achieve | Pso4 Ability to use the research based innovative knowledge |
|-----------------|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|------------------------------|-------------------|------------------------|---------------------------------------|--|---|---|

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

| CO   | Unit Titles   | Marks Distribution |    |    | 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 Test Achievement Test | 05                 | 05 | 15 | 25          |

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

The end of semester assessment for practical of psychology will be held with written examination of 25 marks and internal exam 25 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 study, Group Discussion, Role Play, Visit to school, Demonstration, ICT Based Teaching Learning (Whats app, Mobile, Online sources)

**Mapping of CO's, POs, and P SOs**

**COURSE CODE-71ED271(EDUCATIONAL PSYCHOLOGY)**

|  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <b>Co1-</b> To know intelligence, mental fatigue, memory of students<br>To develop understanding in students<br>To develop personality and know about learning in students | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 |
| <b>Co2-</b> To know about interest of students.<br>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(LI) | ClassroomInstruction (CI)                     | SelfLearning (SL)                    |
|--|--|-------------------------------------|----------------------------|---|--------------------------------------|
| PO1,2,3,4,5,6<br>7,8,9,10,11,12<br>PSO1,2,3,4, | <b>CO1</b> To know intelligence, mental fatigue memory of students To develop understanding in students to develop personality and know about learning in students | SO1.1S O1.2S<br>O1.3S O1.4<br>SO1.5 |                            | Unit-1.0<br>1.1,1.2,1.3,1.4,1.5,1.6,1.7,      |                                      |
| PO1,2,3,4,5,6<br>7,8,9,10,11,12<br>PSO1,2,3,4, | <b>CO2:</b> To know about interest of students. To develop creativity, adjustment, attitude, value, anxiety, achievement in student                                | SO2.1S O2.2S<br>O2.3 SO2.4<br>SO2.5 |                            | Unit-2<br>2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9 | As mentioned in page number 17 to 25 |

#### 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

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**Workexperience--**

**A-Chalkmaking71ED273-A/ candlemaking71ED273-B**

**co1-Todevelopskillsfchalkmakingandcandlemaking**

| Code | Course Code             | CourseTitle                | Schemeofstudies(Hours/Week) |    |    |    |    | Total StudyHours (CI+LI+SW+SL) | Total Credits (C) |
|------|-------------------------|----------------------------|-----------------------------|----|----|----|----|--------------------------------|-------------------|
|      |                         |                            | CI                          | LI | SW | SL |    |                                |                   |
| LC   | 71ED273-A/<br>71ED273-B | Chalkmaking/ candle making | 02                          | 04 | 0  | 1  | 07 | 02                             |                   |

Legend:**CI:**ClassroomInstruction(Includesdifferentinstructionalstrategiesi.e.Lecture(L)andTutorial(T)andothers),  
**LI:**LaboratoryInstruction(IncludesPracticalperformancesinlaboratoryworkshop,fieldorotherlocationsusingdifferent instructional strategies)**SW:**SessionalWork **SL:** Self Learning, **C:**Credits.

**SchemeofAssessment:**

| Board of Study | Course Code             | Course Title                | SchemeofAssessment(Marks)                          |                   |              |                              |                       |    |                              | End Semester Assessment (ESA) | Total Marks (PRA + ESA) |
|----------------|-------------------------|-----------------------------|--|-------------------|--------------|------------------------------|-----------------------|----|------------------------------|-------------------------------|-------------------------|
|                |                         |                             | ProgressiveAssessment(PRA)                         |                   |              |                              |                       |    | TotalMarks (CA+CT+SA+CAT+AT) |                               |                         |
|                |                         |                             | Class/Homework Assignments number 5marks each (CA) | Class Test 2 (CT) | Seminar (SA) | Class Activity any one (CAT) | Class Attendance (AT) |    |                              |                               |                         |
| LC             | 71ED273-A/<br>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 **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)   |
|---|--|---|--|
| <p><b>ISO1.</b> Student will understand the Uses and Importance of Chalk.</p> <p><b>ISO2.</b> Student will understand the Physical and Chemical Properties of Chalk</p> <p><b>ISO3.</b> Student will understand the Development of knowledge for tools and raw materials</p> <p><b>ISO4.</b> Student will understand the development of necessary skills in chalk forming</p> | <p>Practical: Cleaning of tools.</p> <p>Knowledge of raw materials.</p> <p>Preparation of chalk making.</p> <p>Packing of chalk sticks</p> | <p><b>Unit-1</b></p> <p>1.1 Uses and Importance of Chalk types of Chalk,</p> <p>1.2 Physical and Chemical Properties of Chalk.</p> <p>1.3 Development of knowledge for tools and raw materials</p> <p>1.4 together with proper and economical working habits.</p> <p>1.5 Also acquiring of the basic skills in handling tools.</p> <p>1.6 Familiarization with various processes involved in making chalks from raw materials and</p> <p>1.7 development of necessary skills in chalk forming then</p> <p>1.8 packing to marketing provision of the maximum opportunity to individual student to handle materials tools and techniques.</p> | <p>Uses and Importance of Chalk types of Chalk</p> <p>development of necessary skills in chalk forming</p> |

**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 Study Hours<br>(CI+LI+SW+SI) | Total Credits (C) |
|----------|-------------|----------------------|--------------------------------|----|----|----|----|------------------------------------|-------------------|
|          |             |                      | 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<br>(ESA) | Total Marks<br>(PRA + ESA) |
|----------|-------------|-------------------|---|-------------------|------------------|--------------------------|-----------------------|----|----------------------------------|----------------------------------|----------------------------|
|          |             |                   | Progressive Assessment (PRA)                      |                   |                  |                          |                       |    | Total Marks<br>(CA+CT+SA+CAT+AT) |                                  |                            |
|          |             |                   | Class/ Home Assignment 5 number 5 marks each (CA) | Class Test 2 (CT) | Seminar one (SA) | Class Activity one (CAT) | Class Attendance (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, Rodin ts.</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 preservation 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, Rodin ts. 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 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 | Course Title                | Schemeofstudies(Hours/Week) |    |    |    |    | Total Study Hours<br>(CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|-----------------------------|-----------------------------|----|----|----|----|------------------------------------|-------------------|
|          |             |                             | 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)                       |                  |                  |                              |                       |    |                                 | End Semester Assessment (ESA) | Total Marks (PRA + ESA) |
|----------|-------------|----------------------------|---|------------------|------------------|------------------------------|-----------------------|----|---------------------------------|-------------------------------|-------------------------|
|          |             |                            | ProgressiveAssessment(PRA)                      |                  |                  |                              |                       |    | TotalMarks<br>(CA+CT+SA+CAT+AT) |                               |                         |
|          |             |                            | Class/Home Assignment 5 number 5marks each (CA) | Class Test2 (CT) | Seminar one (SA) | Class Activity any one (CAT) | Class Attendance (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        |

| Session Outcomes (SOs)   | Laboratory Instruction (LI)  | Classroom Instruction (CI)   | Self Learning (SL)  |
|--|--|--|---|
| ISO1. Students will gain knowledge about the place gardening<br>ISO2. Students will gain knowledge about the site selection for garden. irrigation and drainage- method of irrigation<br>ISO3. Students will gain knowledge about the method of sowing germination vegetative propagation<br>ISO4. Students will gain knowledge about the care and upkeep of garden –nter culture<br>Mulching and weed control insects and pests. sun glar | care and handing of equipment<br>upkeep of plants, pots<br>3 preparation of beds,<br>4. spraying of insecticides etc.<br>5. collection of seeds<br>bulbs, pest setc. | UNIT1:<br>1.1 place gardening<br>1.2 importance of gardening.<br>1.3 Aims of gardening.<br>1.4 site selection for garden.<br>1.5 irrigation and drainage- method of irrigation<br>1.6 importance of irrigation<br>seed and selection,<br>1.7 method of sowing germination vegetative propagation.<br>1.8 place of pot culture, water culture<br>1.9 mixing of soil.<br>manure.<br>1.10 care and upkeep of garden –nter culture<br>Mulching and weed control<br>insects and pests. sun glar | site selection for garden irrigation and drainage- method of irrigation<br>importance of irrigation<br>care and upkeep of garden –nter culture<br>Mulching and weed control insects and pests. sun glar |

**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:** 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)                     |                   |                  |                              |                       |    |                               | End Semester Assessment (ESA) | Total Marks (PRA+ESA) |
|----------|-------------|--------------------------------|--|-------------------|------------------|------------------------------|-----------------------|----|-------------------------------|-------------------------------|-----------------------|
|          |             |                                | Progressive Assessment (PRA)                     |                   |                  |                              |                       |    | Total Marks (CA+CT+SA+CAT+AT) |                               |                       |
|          |             |                                | Class/Home Assignment 5 number 5 marks each (CA) | Class Test 2 (CT) | Seminar one (SA) | Class Activity any one (CAT) | Class Attendance (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)   |
|---|-----------------------------|--|--|
| <p><b>ISO1.</b> Students will gain knowledge about the Reading Skills<br/>Creating environment for reading</p> <p><b>ISO2.</b> Students will gain knowledge about the reading clubs, class libraries Reading a loud and silent reading</p> <p><b>ISO3.</b> Students will gain knowledge about the Scaffolding: concept and activities</p> <p><b>ISO4.</b> Students will gain knowledge about the Reading different text types of books like stories poems, riddles jokes and instructions for games</p> | Modelmaking in classroom    | <p>UNIT1:</p> <p>1.1. Reading Skills</p> <p>1.2- Creating environment for reading</p> <p>1.3- reading clubs,</p> <p>1,4- class libraries Reading aloud and silent reading</p> <p>1.5- Scaffolding: concept and activities</p> <p>1.6- Reading different text types of books like stories poems, riddles</p> <p>1.7- jokes and instructions for games</p> | <p>Reading different text types of books like stories poems riddles jokes</p> <p>Reading Skills Creating environment for reading</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,

**Co-2-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)   |
|--|-----------------------------|---|--|
| <p>2SO1. Students will gain knowledge Reading with comprehension Reading for global and local comprehension Inferences, analysis and extrapolation</p> <p>2SO2. Students will gain knowledge Reading strategies including word-attack strategies</p> <p>2SO3. Students will gain knowledge Discourse analysis Using reading as a tool for reference skills</p> <p>2SO4. Students will gain knowledge use of dictionary, encyclopedia and internet</p> <p>2SO5. Students will gain knowledge Using ideas of critical literacy to analyze chapters from text</p> | 0                           | <p><b>Unit-2</b></p> <p>1. Reading with comprehension 2- Reading for global and local comprehension</p> <p>3- Inferences analysis and extrapolation</p> <p>4- Reading strategies including word-attack strategies</p> <p>5- Discourse analysis</p> <p>6- Using reading as a tool for reference skills i.e.</p> <p>7. use of dictionary, 8- encyclopedia</p> <p>9- internet</p> <p>10- Using ideas of critical literacy to analyze chapters from text books</p> <p>11- Acquisition of Reading Skills</p> | <p>1. Using ideas of critical literacy to analyze chapters from text</p> |

**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 to 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)  |
|---|-----------------------------|---|---|
| <p>3SO1. Students will understand the Types of text Narrative<br/>                     Expository Autobiographical Narratives Field</p> <p>3SO2. Students will understand the Notes<br/>                     Ethnographic Addressing different types of skills and strategies</p> <p>3SO3. Students will understand the Participating in tasks and activities to improve</p> <p>3SO4. Students will understand the Text analysis of school text books to improve skills in critical literacy</p> <p>3SO5. Students will understand the Reflecting on one's own learning to make connections with pedagogy</p> |                             | <p>Unit-3</p> <p>3.1 Types of text Narrative text Expository</p> <p>3.2 Autobiographical Field</p> <p>3.3 Narratives Field.</p> <p>3.4 Notes Ethnographic.</p> <p>3.5 Addressing different types of skills and strategies</p> <p>3.6 Mode of Trans Educational</p> <p>3.7 Participating in tasks.</p> <p>3.8 Participating in activities to improve.</p> <p>3.9 proficiency in the receptive skills of English.</p> <p>3.10 productive skills of English.</p> <p>3.11 Text analysis of school text books to improve skills in critical literacy.</p> <p>3.12 Reflecting on one's own learning to make connections with pedagogy</p> | <p>1. Mode of Trans Educational</p> <p>2. proficiency in the receptive and productive skills of English</p> |

**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**

| <b>Course Outcomes</b>   | <b>Class Lecture (Cl)</b> | <b>Sessional Work (SW)</b> | <b>Self Learning (Sl)</b> | <b>Total hour (Cl+SW+Sl)</b> |
|--|---------------------------|----------------------------|---------------------------|------------------------------|
| <b>CO-1:</b> Co1-To enable the student to read and response to a variety of text in different ways   | 7                         | 2                          | 1                         | 10                           |
| <b>Co2-</b> To develop Metacognitive awareness   | 11                        | 2                          | 1                         | 14                           |
| <b>Co3-</b> To develop Metacognitive awareness to enable the student teacher to work on the field and make prediction 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)**

| <b>CO</b> | <b>Unit Titles</b>                              | <b>Marks Distribution</b> |          |          | <b>Total Marks</b> |
|-----------|---|---------------------------|----------|----------|--------------------|
|           |   | <b>R</b>                  | <b>U</b> | <b>A</b> |                    |
| 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 based innovation knowledge |
|--|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|-----------------------------|-------------------|------------------------|---------------------------------------|--|--|---|
| <b>CO-1:</b> Co1- To enable the students to read and respond to a variety of text in different ways  | 3                   | 2                    | 2                                  | 3                      | 3                           | 2                                  | 3          | 2                           | 3                 | 2                      | 2                                     | 2  | 3  | 2   |
| <b>Co2-</b> To develop Metacognitive awareness   | 2                   | 3                    | 3                                  | 3                      | 3                           | 3                                  | 3          | 2                           | 2                 | 2                      | 2                                     | 2  | 2  | 2   |
| <b>Co3-</b> 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

| POs & PSOs No.                                  | CosNo.&Titles  | SOsNo.                                  | Laboratory Instruction(LI) | ClassroomInstruction(CI)                      | SelfLearning (SL)                 |
|---|--|---|----------------------------|---|-----------------------------------|
| PO1,2,3,4,5,6<br>7,8,9,10,11,12<br>PSO1,2, 3,4, | <b>CO-1:</b> Co1-<br>Toenablethestudentstoreadandresponse to a varietyof textin different ways   | SO1.1S O1.2S<br>O1.3S O1.4<br>SO1.5     |                            | Unit-1.0<br>1.1,1.2,1.3,1.4,1.5,1.6,1.7,      | Asmentioned in page number 17to25 |
| PO1,2,3,4,5,6<br>7,8,9,10,11,12<br>PSO1,2,3,4,  | <b>Co2-</b><br>TodevelopMetacognitiveawareness   | SO2.1S O2.2S<br>O2.3 SO2.4<br>SO2.5     |                            | Unit-2<br>2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9 |                                   |
| PO1,2,3,4,5,6<br>7,8,9,10,11,12<br>PSO1,2, 3,4, | <b>Co3-</b><br>TodevelopMetacognitiveawarenesstoenablethestudentteacherstoworkonthe fieldandmakepredictionstoenablethestudentschecktheir predictionsandthento summarize Scheme ofstudies | SO3.1S O3.2<br>SO3.3 SO3.4<br><br>SO3.5 |                            | Unit-3:3.1,<br>3.2,3.3,3.4,3.5,3.6,3.7,3.8    |                                   |

| S. No. | Title   | Author                          | Publisher                             | Edition & Year |
|--------|---|---------------------------------|---------------------------------------|----------------|
| 1      | How Languages are Learned   | Lightbown, P. M. & Spada, D. A. | 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

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## 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 epistemological 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 PanchMahabhuta, 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 Natyashashtra etc.

**CO- IKS.III:** Student will be able to gain knowledge on Vedic Science, Astronomy, Astro vastu, Vedic Mathematics, Aeronautics, Metallurgy, Nakhatras, 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<br>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                 |
| <b>Total</b> | <b>9</b>          |

| Session Outcomes (SOs)  | Laboratory Instruction (LI) | Classroom Instruction (CI)   | Self Learning (SL)          |
|---|-----------------------------|--|-----------------------------|
| SO 1.1. Understand Overview of Indian Knowledge Systems (IKS)<br>SO 1.2. Understand Classification of Ancient IKS texts<br>SO 1.3. Understand Introduction to Panch Mahabharata (Earth, Water, Fire, Sky and Air)<br>SO 1.4. Understand Origin of the name Bharatanatyam: the Land of Natural Endowments<br>SO 1.5. Understand Rivers of ancient India (The Ganga, Yamuna, Godawari, Saraswati, Narmada, Sindhu and Kaveri)<br>SO 1.6. Understand Ancient Agriculture and ancient Universities: Takshashila and Nalanda, Gurukul system |                             | <b>Unit-1. Indian Civilization and Indian Knowledge Systems</b><br>1.1. Overview of Indian<br>1.2 Knowledge Systems (IKS)<br>1.3 Classification of Ancient IKS texts<br>1.4 Introduction to Panch Mahabharata (Earth, Water, Fire, Sky and Air)<br>1.5 Origin of the name Bharatvarsha: the Land of Natural Endowments<br>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                 |
| <b>Total-</b> | <b>9</b>          |

| 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), Smritis, Samhitas<br>SO 2.2. Understand the Religious places: Puries, Dhams, Jyotirlinga, Shaktipeeths, Kumbha Mela<br>SO 2.3. Understand the Legendary places of Madhya Pradesh: Ujjain, Chitrakoot, Omkareshwar, Bharhut, Maihar<br>SO 2.4. Understand the Basic concept of Indian Art, Music and Dance, Indian Musical Instruments<br>SO 2.5. Understand the Fundamental aspects of Sangeeta and Natyashastra<br>SO 2.6. Understand the different schools of music, dance and painting in different regions of India |                             | <b>Unit-2. Indian Art, Literature and Religious Places</b><br>1.1 Ancient Indian Books: Vedas, Puranas, Shastras,<br>1.2 Upanishads,<br>1.3 Mahabharata), Smritis, Samhitas<br>Religious places: Puries, Dhams,<br>1.4 Jyotirlinga, Shaktipeeths, Kumbha Mela<br>Legendary places of Madhya Pradesh: Ujjain, Chitrakoot, Omkareshwar, Bharhut, Maihar<br>Basic concept of Indian Art, Music and Dance, Indian Musical Instruments<br>1.5 Fundamental aspects of Sangeeta and Natya shastra<br>1.6 Different schools of music, dance and painting in different regions of India | <b>1. Indian Art, Music and Dance</b> |

**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                 |
| <b>Total</b> | <b>9</b>          |

| Session Outcomes (SOs)   | Laboratory Instruction (LI) | Classroom Instruction (CI)  | Self Learning (SL)                                  |
|--|-----------------------------|---|---|
| SO3.1. Understand Vedic Cosmology<br>SO 3.2. Understand the Astronomy, Astrovastu, Vedang Jyotish, Nakshatras, Navagraha, Rashis, Vastushastra and their related plants<br>SO3.3. Understand the Time and Calendar, Panchang<br>SO 3.4. Understand the Concept of Zero, Point, Pi-numbers system, Pythagoras<br>SO 3.5. Understand the Vedic Mathematics, Vimana- Aeronautics, Basic idea of planetary model of Aryabhata<br>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 |                             | <b>Unit-3. Ancient Science, Astronomy, Mathematics</b><br>3.1 Vedic Cosmology<br>Astronomy, Astrovastu, Vedang Jyotish, Nakshatras, Navagraha,<br>3.3 Rashis, Vastushastra and their related plants<br>Time and Calendar, Panchang<br>Concept of Zero, Point, Pi-<br>3.4 number system, Pythagoras<br>Vedic Mathematics, Vimana-<br>3.5<br>Aeronautics, Basic idea of planetary model of Aryabhata<br>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                 |
| <b>Total</b> | <b>9</b>          |

| 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<br>SO 4.2. Understand the Town and Home planning, Sthapatyaveda<br>SO4.3. Understand the Chemistry and Metallurgy as gleaned from archeological artifacts<br>SO 4.4. Understand the Chemistry of Dyes, Pigments used in Paintings, Fabrics, Potteries and Glass<br>SO 4.5. Understand the Temple Architecture: Khajuraho, Sanchi Stupa, Chonsath Yogini temple<br>SO 4.6. Understand the Mining and manufacture in India of Iron, Copper, Gold from ancient times |                             | <b>Unit-4. Engineering, Technology and Architecture</b><br>4.1 Engineering Science and Technology in Vedic and Post Vedic Era<br>4.2 Town and Home planning, Sthapatyaveda<br>4.3 Chemistry and Metallurgy as gleaned from archeological artifacts<br>4.4 Chemistry of Dyes, Pigments used in Paintings, Fabrics, Potteries and Glass<br>4.5 Temple Architecture: Khajuraho, Sanchi Stupa, Chonsath Yogini temple<br>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:**

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.5: Understand about the Life, Nature and Health**

**Approximate Hours**

| Item         | Approximate Hours |
|--------------|-------------------|
| CI           | 6                 |
| LI           |                   |
| SW           | 2                 |
| SL           | 1                 |
| <b>Total</b> | <b>9</b>          |

| Session Outcomes (SOs)   | Laboratory Instruction (LI) | Classroom Instruction (CI)  | Self Learning (SL)   |
|--|-----------------------------|---|--|
| <p>SO 5.1. Understand the Fundamentals of Ayurveda (Charaka &amp; Shushruta) and Yogic Science (Patanjali), Ritucharya and Dinacharya</p> <p>SO 5.2. Understand the Traditional system of Indian medicines (Ayurveda, Siddha, Unani and Homoeopathy)</p> <p>SO 5.3. Understand Fundamentals of Ethnobotany and Ethnomedicines of India</p> <p>SO 5.4. Understand the Nature Conservation in Indian ancient</p> |                             | <p><b>Unit-5. Life, Nature and Health</b></p> <p>5.1 Fundamentals of Ayurveda (Charaka &amp; Shushruta) and Yogic Science (Patanjali), Ritucharya and Dinacharya</p> <p>5.2 Science (Patanjali), Ritucharya and Dinacharya</p> <p>5.3 Traditional system of Indian medicines (Ayurveda, Siddha, Unani and Homoeopathy)</p> <p>5.4 Fundamentals of Ethnobotany and Ethnomedicines of India</p> <p>5.5 Nature Conservation in Indian ancient texts</p> <p>5.6 Introduction to Plant Science in Vrikshayurveda</p> | <p>Concept of Ayurveda and Yoga</p> <p>Traditional system of Indian medicines</p> <p>Ethnobotany and Ethnomedicines of India</p> <p>World Heritage Sites</p> |

**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) |
|--|--------------------|---------------------|--------------------|-----------------------|
| <b>IKS.1:</b> To understand Indian Civilization and Indian Knowledge Systems   | 6                  | 2                   | 1                  | 9                     |
| <b>IKS.2:</b> Students will have the ability to apply the knowledge gained about Indian Art, Literature and Religious Places | 6                  | 2                   | 1                  | 9                     |
| <b>IKS.3:</b> Student will be able to understand the Ancient Science, Astronomy and Vedic Mathematics                        | 6                  | 2                   | 1                  | 9                     |
| <b>IKS.4:</b> Understand the Engineering, Technology and Architecture  | 6                  | 2                   | 1                  | 9                     |
| <b>IKS. 5:</b> Understand about the Life, Nature and Health  | 6                  | 2                   | 1                  | 9                     |
| <b>Total</b>   | <b>30</b>          | <b>10</b>           | <b>5</b>           | <b>45</b>             |

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

| CO           | Unit Titles                                      | Marks Distribution |           |           | Total Marks |
|--------------|--|--------------------|-----------|-----------|-------------|
|              |  | R                  | U         | A         |             |
| <b>CO1</b>   | Indian Civilization and Indian Knowledge Systems | 2                  | 5         | 1         | 8           |
| <b>CO2</b>   | Indian Art, Literature and Religious Places      | 2                  | 6         | 2         | 8           |
| <b>CO3</b>   | Ancient Science, Astronomy and Vedic Mathematics | 2                  | 6         | 5         | 13          |
| <b>CO4</b>   | Engineering, Technology and Architecture         | 2                  | 4         | 4         | 10          |
| <b>CO5</b>   | Life, Nature and Health                          | 2                  | 5         | 2         | 9           |
| <b>Total</b> |  | <b>10</b>          | <b>26</b> | <b>14</b> | <b>50</b>   |

**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 need 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<br>outcome<br>s  | Po1 Basic<br>knowledge | Po2<br>Problem<br>Analy<br>sis | Po3 Design<br>develop<br>ment of<br>solution | Po4<br>Skills<br>and<br>meth<br>ods | Po5<br>The<br>teac<br>her and<br>society | Po6<br>Environ<br>mentand<br>sustainabili<br>ty | Po7<br>Ethi cs | Po8<br>Individu<br>al and<br>team<br>work | Po9<br>com<br>munica<br>tion | Po10<br>Life<br>longlear<br>ning | Pso1<br>Theabi<br>lity<br>toapp<br>lytech<br>nical<br>& | Pso2<br>Abilit<br>y<br>tounder<br>standthe<br>Differ<br>entSD<br>Goals<br>andthe<br>irsig<br>nifica<br>nce | Pso3<br>Abilit<br>y<br>tounders<br>tandthe<br>latest<br>Techno<br>logy<br>toach<br>ieve | Pso4<br>Abilit<br>y<br>toreser<br>ch<br>base<br>dinn<br>ovati<br>vekn<br>owle<br>d |
|--|------------------------|--------------------------------|--|-------------------------------------|--|---|----------------|---|------------------------------|----------------------------------|---|--|---|--|
| <b>IKS.1:</b> To understand Indian Civilization and Indian Knowledge Systems   | 3                      | 2                              | 2  | 3                                   | 3  | 2   | 3              | 2   | 3                            | 2                                | 2   | 2  | 3   | 2  |
| <b>IKS.2:</b> Students will have the ability to apply the knowledge gained about Indian Art, Literature and Religious Places | 2                      | 3                              | 3  | 3                                   | 3  | 3   | 3              | 2   | 2                            | 2                                | 2   | 2  | 2   | 2  |
| <b>IKS.3:</b> Student will be able to understand the Ancient Science, Astronomy and Vedic Mathematics                        | 2                      | 3                              | 3  | 3                                   | 2  | 2   | 2              | 2   | 2                            | 2                                | 3   | 2  | 2   | 3  |
| <b>IKS.4:</b> Understand the Engineering, Technology and Architecture  |                        |                                |  |                                     |  |   |                |   |                              |                                  |   |  |   |  |
| <b>IKS.5:</b> Understand about the Life, Nature and Health   |                        |                                |  |                                     |  |   |                |   |                              |                                  |   |  |   |  |

**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<br>7,8,9,10,<br>PSO1,2, 3,4,         | <b>IKS.1:</b> To understand Indian Civilization and Indian Knowledge Systems   | SO1.1<br>S O1.2<br>S O1.3<br>S O1.4 SO1.5    |                            | Unit-1.0<br>1.1,1.2,1.3,1.4,1.5,1.6,1.7,      | PO1,2,3,4,5,6<br>7,8,9,10,<br>PSO1,2, 3,4,         |
| PO1,2,3,4,5,6<br>7,8,9,10,11,1<br>2<br>PSO1,2,3,4, | <b>IKS.2:</b> Students will have the ability to apply the knowledge gained about Indian Art, Literature and Religious Places | SO2.1<br>S O2.2<br>S O2.3 SO2.4<br>SO2.5     |                            | Unit-2<br>2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9 | PO1,2,3,4,5,6<br>7,8,9,10,11,1<br>2<br>PSO1,2,3,4, |
| PO1,2,3,4,5,6<br>7,8,9,10<br>PSO1,2, 3,4,          | <b>IKS.3:</b> Student will be able to understand the Ancient Science, Astronomy and Vedic Mathematics                        | SO3.1<br>S O3.2 SO3.3<br>SO3.4<br>SO3.5      |                            | Unit-3:3.1,<br>3.2,3.3,3.4,3.5,3.6,3.7,3.8    | PO1,2,3,4,5,6<br>7,8,9,10<br>PSO1,2, 3,4,          |
| PO1,2,3,4,5,6<br>7,8,9,10<br>PSO1,2, 3,4,          | <b>IKS.4:</b> Understand the Engineering, Technology and Architecture  | SO4.1<br>S O4.2<br>S O4.3<br>S O4.4<br>SO4.5 |                            | Unit-4:<br>4.1, 4.2,4.3,4.4,4.5,4.6,4.7       | PO1,2,3,4,5,6<br>7,8,9,10<br>PSO1,2, 3,4,          |
| PO1,2,3,4,5,6<br>7,8,9,10<br>PSO1,2, 3,4,          | <b>IKS.5:</b> Understand about the Life, Nature and Health   | SO5.1<br>S O5.2<br>S O5.3<br>SO5.4           |                            | SO5.1.SO5.2SO5.3SO.4                          | PO1,2,3,4,5,6<br>7,8,9,10<br>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 <sup>nd</sup> Ed.   | Sen, S.N. and Shukla, K.S.                          | INSANew 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 <sup>rd</sup> 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   | Dharmpal  | 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<br>Perspective for Tourism | Singh, L.K. | Gyan Publishing House,<br>Delhi                                  | 2008 |
| 27 | Glimpses of Indian Ethnobotany                      | Jain, S.K.  | Oxford & IBH Publishing<br>Company Private Limited,<br>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 Study Hours<br>(CI+LI+SW+SL) | Total Credits<br>(C) |
|----------|-----------------------|--|--------------------------------|----|----|----|----|------------------------------------|----------------------|
|          |                       |  | CI                             | LI | SW | SL |    |                                    |                      |
|          | 71AR371A/<br>71AR372- | Internship Subject-1 <sup>st</sup><br>Hindi/English/Sanskrit | 16                             | 15 | -  | 01 | 31 | 16                                 |                      |



|            |            |  |  |  |  |  |  |
|------------|------------|--|--|--|--|--|--|
| LC         | A/71AR373- | Science teaching Subject-2 <sup>nd</sup> - |  |  |  |  |  |
|            | A/71SC371- | Social                                     |  |  |  |  |  |
|            | B          | Science/Civics/Economics/Histo             |  |  |  |  |  |
|            | 71AR374-   | ry/Geography                               |  |  |  |  |  |
|            | A/71AR375- | /Commerce                                  |  |  |  |  |  |
|            | A/71AR376- | teaching/Mathematics/ Life                 |  |  |  |  |  |
|            | A/71AR377- | Science teaching                           |  |  |  |  |  |
|            | A/71AR378- |  |  |  |  |  |  |
|            | A/71AR379- |  |  |  |  |  |  |
|            | A/71SC374- |  |  |  |  |  |  |
| B/71SC375- |            |  |  |  |  |  |  |
| B          |            |  |  |  |  |  |  |

**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:**In

internshipstudentwillgotoschoolsanddoteachingpracticeanddevelopingskillsofteachingandlearningandtheyalso understand to deal with the mandhow to manage them.

**SchemeofAssessment:Theory**

|  |  |  |                                   |   |                             |
|--|--|--|-----------------------------------|---|-----------------------------|
|  |  |  | <b>Scheme ofAssessment(Marks)</b> |   |                             |
|  |  |  | <b>ProgressiveAssessment(PRA)</b> | <b>End<br/>Semest<br/>er<br/>Assess</b> | <b>Total<br/>Mark<br/>s</b> |

| Category | Course Code | Course Title                             | 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+S A+C AT+AT) | ment  |             |
|----------|-------------|--|---|-------------------|------------------|------------------------------|-----------------------|---------------------------------|-------|-------------|
|          |             |  |   |                   |                  |                              |                       |                                 | (ESA) | (PRA + ESA) |
| LC       | 71AR371     | Internship Subject-1 <sup>st</sup>       | -   | -                 | -                | 50                           | -                     | 50                              | 50    | 100         |
|          | A/71AR372-  | Hindi /English                           | -   | -                 | -                | 50                           | -                     | 50                              | 50    | 100         |
|          | A/71AR373-  | Sanskrit / Science teaching              | -   | -                 | -                | 50                           | -                     | 50                              | 50    | 100         |
|          | A/71SC371-B | Subject-2 <sup>nd</sup> - Social Science | -   | -                 | -                | 50                           | -                     | 50                              | 50    | 100         |
|          | 71AR374-    | Civics                                   | -   | -                 | -                | 50                           | -                     | 50                              | 50    | 100         |
|          | A/71AR375-  | Economics /History                       | -   | -                 | -                | 50                           | -                     | 50                              | 50    | 100         |
|          | A/71AR376-  | Geography / Commerce teaching            | -   | -                 | -                | 50                           | -                     | 50                              | 50    | 100         |
|          | A/71AR377-  | Mathematics / Life                       | -   | -                 | -                | 50                           | -                     | 50                              | 50    | 100         |
|          | A/71AR378-  | Science teaching                         | -   | -                 | -                | 50                           | -                     | 50                              | 50    | 100         |
|          | A/71SC374-  |  | -   | -                 | -                | 50                           | -                     | 50                              | 50    | 100         |
|          | B/71SC375-B |  | -   | -                 | -                | 50                           | -                     | 50                              | 50    | 100         |

Interns are expected to engage in observations, co-planning and co-teaching with their mentor teachers and to build their role to 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 or 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 part-time 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 interns 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 developing 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 StudyHours (CI+LI+SW+SL) | Total Credits (C) |
|------|-------------|-------------|-----------------------------|----|----|----|----|--------------------------------|-------------------|
|      |             |             | CI                          | LI | SW | SL |    |                                |                   |
| LC   | 71ED-380    | UnitPlan    | 01                          | 15 | -  | 01 | 17 | 01                             |                   |

**Scheme ofAssessmentTheory**

| Category | Course Code | Course Title | Scheme ofAssessment(Marks)                      |                  |                  |                              |                       |    |                              | End Semester Assessment (ESA) | Total Marks (PRA + ESA) |
|----------|-------------|--------------|---|------------------|------------------|------------------------------|-----------------------|----|------------------------------|-------------------------------|-------------------------|
|          |             |              | ProgressiveAssessment(PRA)                      |                  |                  |                              |                       |    | TotalMarks (CA+CT+SA+CAT+AT) |                               |                         |
|          |             |              | Class/Home Assignment 5 number 5marks each (CA) | Class Test2 (CT) | Seminar one (SA) | Class Activity any one (CAT) | Class Attendance (AT) |    |                              |                               |                         |
| LC       | 71E D-380   | Unit Plan    | -   | -                | -                | 50                           | -                     | 50 | -                            | 50                            |                         |

**Co1-Understanding basics of different Art forms – impact of Art forms on the human mind**

**Approximate Hours**

| Item  | Appx.Hrs |
|-------|----------|
| CI    | 15       |
| LI    | -        |
| SW    | -        |
| SL    | 2        |
| Total | 17       |

| Session Outcomes (SOs)   | Laboratory Instruction (LI) | Classroom Instruction (CI)   | Self Learning (SL)  |
|--|-----------------------------|--|---|
| <p><b>ISO1.</b> Students will gain knowledge about Meaning of Unit Planning and Importance of Unit Planning</p> <p><b>ISO2.</b> Students will gain knowledge about Development of Unit Plan<br/>Limitations of Unit Planning</p> | 0                           | <p>UNIT-1</p> <p>1.1 Introduction</p> <p>1.3 Objectives</p> <p>1.3 Unit Planning</p> <p>1.4 Meaning of Unit Planning</p> <p>1.5 Need and Importance of Unit Planning</p> <p>1.6 Steps Involved in Unit Planning</p> <p>1.7 Development of Unit Plan</p> <p>1.8 Limitations of Unit Planning</p> <p>1.9 Lesson Planning</p> <p>1.10 Meaning of Lesson Planning</p> <p>1.11 Need and Importance of Lesson Planning, Steps of Lesson Planning</p> <p>1.12 Methods of Lesson Planning</p> <p>1.13 Features of a Good Lesson Plan</p> <p>1.14 Development of a Lesson Plan</p> <p>1.15 Limitations of Lesson Planning</p> | <p>1. Unit Planning and Importance of Unit Planning Steps Involved in Unit Planning</p> <p>2. Development of Unit Plan<br/>Limitations of Unit Planning</p> |

**Note;** In unit plan student will go to schools and do teaching practice and developing skills of teaching and learning and they also understand to deal with them and how to manage them. The end of semester assessment for practical Unit Plan will be held with internal assessment 50 marks

Title

**CourseCode: 71ED-381**  
**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)                              |                   |                  |                              |                       |    |                               | End Semester Assessment (ESA) | Total Marks (PRA + ESA) |
|----------|------------------|----------------------------|---|-------------------|------------------|------------------------------|-----------------------|----|-------------------------------|-------------------------------|-------------------------|
|          |                  |                            | Progressive Assessment (PRA)                              |                   |                  |                              |                       |    | Total Marks (CA+CT+SA+CAT+AT) |                               |                         |
|          |                  |                            | Class/Home Assignment<br>5 number<br>5 marks each<br>(CA) | Class Test 2 (CT) | Seminar one (SA) | Class Activity any one (CAT) | Class Attendance (AT) |    |                               |                               |                         |
| LC       | <b>71E D-381</b> | 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)  |
|--|--|--|---|
| <p><b>ISO1.</b>Studentswillgain knowledge about xperimentation with different materials</p> <p><b>ISO2.</b>Students will gain knowledge about materials ofVisualArt,suchaspastel, poster pen and ink rangoli materials, clay,</p> <p><b>ISO3.</b>Students will gain knowledgeabout Exploration and</p>   | <p>1.poster making withdrypasteland poster colour</p> <p>2.mural painting,block printing,paper cutting,folding</p> <p>3.paperframing</p> <p>4.printmakingon cloth,clay modling,ceramic with shilpkar,photography</p> | <p><b>UNIT1. VISUALARTS ANDCRAFTS(PRACTICAL)</b></p> <p>1.1 Experimentationwithdifferent</p> <p>1.2 materials of Visual Art, such as pastel,posterpenandrangoli materials, clay, etc.</p> <p>1.3 Exploration and experimentation withdifferentmethodsofVisualArts</p> <p>1.4 likePainting,blockprinting,collage,</p> <p>1.5 claymodelling,papercuttingand folding, etc.</p>  | <p>Paper framing and displayofArtworks1</p> <p>Exploration and experimentation with different methods of Visual Arts like Painting, block printing,collage,clay model ling, paper cutting and folding</p> |
| <p>experimentation with differentmethodsofVisual Art</p> <p><b>ISO4</b> Students will gain knowledge about. Visual Arts like Painting, block printing,collage,claymodel ling, paper cutting and folding,</p> <p><b>ISO5.</b> Students will gain knowledge about. Paper framinganddisplayofArt works1</p> |  | <p>1.6 Paper framing and display of Art Works.</p> <p>1.7 muralsonpaper-AboutmuralsIts type.</p> <p>1.8 Drawing-Thepracticesandvisual convention (with anatomy)</p> <p>1.9 PrintMaking-Aboutprintmaking and its primery uses.</p> <p>1.10 Sculpture– itsbasicknowledgeand pactice.</p> <p>1.11 Ceramic-Usesofclayandovenfor ceramic.</p> <p>1.12 Photography-Aboutphotography and its type. Video-typesanditstype.</p> <p>1.13 Filmmaking-aboutfilmmaking and its type. Design-aboutdesignanditstype.</p> <p>1.14 Craft-About craft and its uses. Collage-technicsofcollageandits type.</p> <p>1.15 Motionpicture-Aboutmotion picture.</p> |   |

**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<br>2SO2. Students will gain knowledge about Listening/ viewing and exploring Regional Art forms of music, dance, theatre and puppetry<br>2SO3.Studentswillgain knowledge about Viewing/listeningtoliveand   | 1.planing of stage for performance<br>2.theater On Gandhi<br>3.studio designing<br>4.record performance ofprograms | <b>Unit-2</b><br>2.1performingarts,dance,music theatre and puppetry<br>2.2Listening/viewingandexploring<br>2.3 Regional Art forms of music,<br>2.4 dance,<br>2.5 theatre and puppetry.<br>2.6 Viewing/listeningtolive<br>2.7 recordedperformancesof Classical<br>2.8 RegionalArtforms   | Participation and performanceinanyoneof the Regional Arts forms keeping in mind the integrated approach<br>Planning a stage- setting for a performance/presentation by the student-teacher |
| recorded performances of ClassicalandRegionalArtforms<br>2SO4. Students will gain knowledge about Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach<br>2SO5. Students will gain knowledge about Planning a stage- setting for a performance/presentation by the student-teacher |  | 2.9 Participation<br>2.10 performance in anyoneoftheRegionalArtsforms<br>2.11 keepinginmindtheintegrated approach<br>2.12 Planningastage-settingfora performance<br>2.13 presentationbythestudent-teacher.<br>2.14 needsofPlanningastage- setting for a performance<br>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><b>Unit-3</b></p> <p><b>APPRECIATIONOFARTS</b></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 of schooleducation</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)   |
|--|--|--|--|
| 4SO1. student will understand Body movement-Different theatre games, Exercises,MartialArts,FolkDances<br>4SO2. student will understand Meditation-Focus,Concentration.<br>3.Scriptwriting<br>4SO3. student will understand PoetryrecitationRigvedMantras, VaachikAbhinay.<br>5.Sellectionofplayfor childrencasting<br>4SO4.studentwillunderstand building of a character<br>4SO5studentwillunderstand.partsof speech | 1.theater exercises<br>2.script designing<br>3.meditation<br>4.vaachik abhinay | <b>Unit-4</b><br><b>Bodymovementandtheatergame</b><br>4.1 Exercises,<br>4.2 MartialArts,<br>4.3 Folk Dances<br>4.4 Meditation-Focus,<br>4.5 Concentration.<br>4.6 Scriptwriting<br>4.7 characterization,<br>4.8dialogue,<br>timeandspace, beginning,<br>4.9 middle,<br>poetry recitation-<br>4.10Rigved Mantras,<br>4.11 Vaachik Abhinay Selection of play forchildren casting<br>4.12 Building of a character partsofspeechVolume, Pitch, Speed, clarity, Audibility, Diction,<br>4.13 Intonation, Fee-land Toner Quality, Projection<br>4.14 Designofa production. Audience,Execution of Different<br>4.15 AspectsofProduction, Analysis of Increasein Understanding of Children through Drama | 1. DESIGNOF APRODUCTION PosterMaking, Audience, Execution of Different Aspects of Production, Analysis of Increase in Understanding of Children through Drama. |

**SW-4SuggestedSessionalWork(SW):Assignments:**

**Brief of Hours suggested for the Course Outcome**

| Course Outcomes   | Class Lecture (CI) | Sessional Work (SW) | Self Learning (SI) | Total hour (CI+SW+SI) |
|---|--------------------|---------------------|--------------------|-----------------------|
| <b>Co1-</b> Under standing basics of different Art forms – impact of Art forms on the human mind  | 15                 | -                   | 1                  | 16                    |
| <b>Co2=</b> 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                    |
| <b>Co3</b> Enhance skills for integrating different Art forms across School curriculum at secondary level   | 06                 | -                   | 1                  | 07                    |
| <b>Co4---</b> Enhance awareness of the rich cultural heritage, artists and artisans   | 09                 | -                   | 1                  | 10                    |
| <b>Total Hours-</b>   | 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 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 based innovative knowledge |
|---|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|-----------------------------|-------------------|------------------------|---------------------------------------|--|---|---|
| <b>Co1-</b> 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   |
| <b>Co2=</b> 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   |
| <b>Co3</b> 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   |
| <b>Co4--</b> Enhance awareness of 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<br>7,8,9,10,<br>PSO1,2, 3,4,         | <b>Co1-</b> Understanding basics of different Art forms – impact of Art forms on the human mind   | SO1.1<br>S O1.2<br>S O1.3<br>S O1.4 SO1.5    |                             | Unit-1.0<br>1.1,1.2,1.3,1.4,1.5,1.6,1.7,      | PO1,2,3,4,5,6<br>7,8,9,10,<br>PSO1,2, 3,4,         |
| PO1,2,3,4,5,6<br>7,8,9,10,11,1<br>2<br>PSO1,2,3,4, | <b>Co2=</b> 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<br>S O2.2<br>S O2.3 SO2.4<br>SO2.5     |                             | Unit-2<br>2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9 | PO1,2,3,4,5,6<br>7,8,9,10,11,1<br>2<br>PSO1,2,3,4, |
| PO1,2,3,4,5,6<br>7,8,9,10<br>PSO1,2, 3,4,          | <b>Co3</b> Enhances skills for integrating different Art forms across School curriculum at secondary level  | SO3.1<br>S O3.2 SO3.3<br>SO3.4<br>SO3.5      |                             | Unit-3:3.1,<br>3.2,3.3,3.4,3.5,3.6,3.7,3.8    | PO1,2,3,4,5,6<br>7,8,9,10<br>PSO1,2, 3,4,          |
| PO1,2,3,4,5,6<br>7,8,9,10<br>PSO1,2, 3,4,          | <b>Co4---</b> Enhance awareness of the rich cultural heritage, artists and artisans   | SO4.1<br>S O4.2<br>S O4.3<br>S O4.4<br>SO4.5 |                             | Unit-4:<br>4.1, 4.2,4.3,4.4,4.5,4.6,4.7       | PO1,2,3,4,5,6<br>7,8,9,10<br>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 developmentofindividualswhocantakeresponsibilityfor their own learningand 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 developmentofindividualswhocantakeresponsibilityfortheir own learningand 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, effectivecommunication skillsand waysto createharmonywithin one's own self andsociety.The workshopsarealsoaimedatequippingthestudentswithpositive 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 skillsand ways toestablish peace andharmony.To develop the capacity of facilitatepersonal growth andsocial skills in their ownstudents

**CourseOutcomes:**

**Co1** --The main aim of this course is to facilitate the development of individuals who can take responsibilityfor their own learningandgiveaconsciousdirection totheirlives.Studentsareencouraged 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 alsodevelopacapacityforsocial-relationalsensitivity, effectivecommunicationskillsandwaystocreate 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 teachersdiscoveranddevelopopenmind,theattitudeofa self-motivatedlearner,having self-knowledge and self-restraint.

**Co4**-Tohelpstudentteachersdevelopthecapacityfor sensitivity,soundcommunicationskillsandwaysto establishpeace andharmony.

**Co5**---Todevelopthecapacityoffacilitatepersonalgrowthandsocial skillsintheirownstudents

| Category | Course Code | Course Title          | Scheme of studies (Hours/Week) |    |    |    |    | Total Study Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|-----------------------|--------------------------------|----|----|----|----|---------------------------------|-------------------|
|          |             |                       | CI                             | LI | SW | SL |    |                                 |                   |
| LC       | 71ED-384    | Understandingthe Self | 04                             | 05 | -  | 01 | 10 | 04                              |                   |

**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&SLhastobeplannedandperformedunderthecontinuousguidanceandfeedbackofteacherto 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<br>5 number<br>5 marks<br>each<br>(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--Themainaimofthiscourse istofacilitate thedevelopment ofindividualswhocantakeresponsibilityfor their ownlearning andgive aconsicious direction totheirlives. Studentsare encouragedtoexplore anddevelop through self-reflection a greater insight into their aims of life,**

**ApproximateHours**

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

| SessionOutcomes (SOs)  | Laboratory Instruction (LI) | ClassroomInstruction (CI)   | SelfLearning(SL)   |
|--|-----------------------------|---|--|
| <p><b>ISO1.</b> Students will gain knowledge about.Toenablestudentstodevelop a vision oflife for themselves</p> <p><b>ISO2.</b>Studentswillgainknowledge about encourage students to give conscios direction to their lives to takeresponsibilityfortheirEducation</p> <p><b>ISO3.</b> Studentswillgain knowledge aboutdevelopaholisticandintegrated understanding of the human self and personality.</p> <p><b>ISO5.</b>Studentswillgainknowledge about Vision as a person: Aspiration andpurpose of life</p> | 0                           | <p><b>UNIT1:</b><br/>ExploringtheAimofLife Objectives<br/>Toenable students todevelop a vision oflife forthemselves<br/>To encourage students to give consciosdirectiontotheirlivesto take responsibility for their Educational<br/>To develop a holistic and integratedunderstandingofthe human self and personality<br/>WorkshopThemes<br/>Visionasaperson:<br/>Aspirationandpurposeoflife.<br/>Givingaconsiciousdirectionto life.<br/>Understandingdifferent dimensions ofself<br/>personalityandwayinwhich they influence the dynamics of identity formation, 12.values and direction oflife.<br/>visionoflife<br/>importanceofVisionasaperson<br/>importanceofAspirationand purpose of life.</p> | <p>Understanding different dimensionsof self andpersonality andwayin which they influence the dynamics of identityformation, values and direction oflife<br/>Giving a conscios directiontolife</p> |

**SW-1SuggestedSessionalWork (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><b>Unit-2.0</b><br/>           Discovering one's True Potential<br/>           To facilitate the personal growth of the students by helping them to identify their own potential<br/>           To develop the power of positive attitude.<br/>           To encourage students to develop the capacity for self-reflection and personal integration.<br/>           7. Workshop Themes<br/>           8. Understanding one's strengths<br/>           9. weaknesses through self observation exercises.<br/>           10. Taking responsibility for one's own Educational<br/>           11. Developing positivity, self esteem<br/>           12. emotional integration.<br/>           13. Exploring fear and trust;<br/>           14. competition and cooperation<br/>           15. Developing skills of inner self organization and self reflection<br/>           Writing a self-reflective journal</p> | <p>Developing skills of inner self organization and self reflection<br/>           Writing a self-reflective journal<br/>           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<br/>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><b>Unit-3</b><br/><b>Developing Sensitivity</b><br/>To enable students to examine and challenge the stereotypical attitudes prejudices that influence identity formation and the process of individuation.<br/>To encourage students to develop the capacity for perspective taking appreciating different points of view.<br/>To develop sensitivity towards needs of children by connecting with one's own childhood experiences<br/>7. Workshop Themes<br/>8. Understand and challenge the unconscious<br/>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> |

|  |  |  |
|--|--|--|
| <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</p> | <p>critically examine the sources of stereotyped messages (e.g., media).<br/>         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.<br/>         Developing the capacity for empathetic listening and communication skills.<br/>         Understanding one's own childhood and adult-child gaps in society</p> |  |
|--|--|--|

**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         |
| <b>Total</b> | <b>18</b> |

| Session Outcomes (SOs)  | Laboratory Instruction (LI) | Classroom Instruction (CI)   | Self Learning (SL)  |
|---|-----------------------------|--|---|
| <p>4SO1. Students will gain knowledge about Peace, Progress and Harmony To develop the capacity to establish peace within oneself</p> <p>4SO2. Students will gain knowledge about To develop the capacity to establish harmony with in a group and methods of conflict resolution</p> <p>4SO3. Students will gain knowledge about To understand the meaning of leadership and develop attitudes and skills of a catalyst</p> <p>4SO4. Students will gain knowledge about To understand the basis of social disharmony</p> | <p>0</p>                    | <p><b>Unit-4</b><br/>           Peace To develop the capacity to establish peace within oneself<br/>           Progress To develop the capacity to establish peace with in oneself<br/>           Harmony To develop the capacity to establish peace with in oneself<br/>           To develop the capacity to establish harmony with in a group<br/>           methods of conflict resolution<br/>           To understand the meaning of leadership<br/>           develop attitudes<br/>           skills of a catalyst</p> | <p>understand the basis of social disharmony the factors those contribute to it and ways to facilitate change<br/>           develop the capacity to establish harmony with in a group and methods of conflict resolution</p> |

|  |  |
|--|--|
| 4SO5.Students will gain knowledge about the factors those contribute to it and ways to facilitate change | To understand the basis of social disharmony<br>the factors those contribute to it<br>ways to facilitate change<br>13. importance of methods of conflict resolution<br>14. importance of social harmony.<br>15. importance of develop attitudes and skills of a catalyst |
|--|--|

**SW-4 Suggested Sessional Work (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) |
|---|--------------------|---------------------|--------------------|-----------------------|
| <b>Co1</b> --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                    |
| <b>Co2</b> - 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   | 15                 | 2                   | 1                  | 18                    |
| <b>Co3</b> ---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 | 15                 | 2                   | 1                  | 18                    |
| <b>CO4:</b> To gain insight into the concise historical context of Indian Education, specifically focusing on Secondary Education. To develop the capacity of 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 teamwork | Po9 communication | Po10 Lifelong learning | Pso1 The ability to apply technical & | Pso2 Ability to understand the different SDGs and their significance | Pso3 Ability to understand the latest technology to achieve | Pso4 Ability to research and innovate in the field |
|--|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|-----------------------------|-------------------|------------------------|---------------------------------------|--|---|--|
| <b>Co1</b> --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  |
| <b>Co2</b> - 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   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| <b>CO3 ---</b><br>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 |
| <b>CO4:</b><br>To gain insight into the concise historical context of Indian Education, specifically focusing on Secondary Education. To develop the capacity of facilitating personal   | 2 | 2 | 1 | 2 | 3 | 2 | 1 | 1 | 2 | 3 | 2 | 1 | 1 | 1 |

|   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| growth<br>andsocial<br>skills in<br>their own<br>students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

### Curriculum Mapping

| <b>POs<br/>&amp;PSOsNo.</b>                | <b>CosNo.&amp;Titles</b>  | <b>SOsNo.</b>                             | <b>Labora<br/>tory<br/>Instru<br/>ction(LI<br/>)</b> | <b>ClassroomInstruction (CI)</b>         | <b>SelfLearning<br/>(SL)</b>               |
|--|---|---|--|--|--|
| PO1,2,3,4,5,6<br>7,8,9,10,<br>PSO1,2, 3,4, | <b>Co1</b> --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<br>S O1.2<br>S O1.3<br>S O1.4 SO1.5 |  | Unit-1.0<br>1.1,1.2,1.3,1.4,1.5,1.6,1.7, | PO1,2,3,4,5,6<br>7,8,9,10,<br>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<br>7,8,9,10,11,12<br>PSO1,2,3,4, | <b>Co2</b> - 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<br>S O2.2<br>S O2.3 SO2.4<br>SO2.5     |  | Unit-2<br>2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9 | PO1,2,3,4,5,6<br>7,8,9,10,11,12<br>PSO1,2,3,4, |
| PO1,2,3,4,5,6<br>7,8,9,10<br><br>PSO1,2, 3,4,  | <b>Co3</b> ---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<br>S O3.2 SO3.3<br>SO3.4<br>SO3.5      |  | Unit-3:3.1,<br>3.2,3.3,3.4,3.5,3.6,3.7,3.8    | PO1,2,3,4,5,6<br>7,8,9,10<br><br>PSO1,2, 3,4,  |
| PO1,2,3,4,5,6<br>7,8,9,10<br><br>PSO1,2, 3,4,  | <b>CO4:</b><br>To gain insight into the concise historical context of Indian Education, specifically focusing on Secondary Education. To develop the capacity of facilitate personal growth and social skills in their own students  | SO4.1<br>S O4.2<br>S O4.3<br>S O4.4<br>SO4.5 |  | Unit-4:<br>4.1, 4.2,4.3,4.4,4.5,4.6,4.7       | PO1,2,3,4,5,6<br>7,8,9,10<br><br>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           |

Curriculum Development Team

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**Course Code:** 71ED-383

**Course Title:** 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.

**Course Outcomes:**

**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 Study Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|----------------------|--------------------------------|----|----|----|----|---------------------------------|-------------------|
|          |             |                      | 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 | Course Code | Course Title         | Scheme of Assessment (Marks)                              |                   |                     |                                 |                          |                                      |    | End Semester Assessment (ESA) | Total Marks (PRA+ESA) |
|----------|-------------|----------------------|---|-------------------|---------------------|---------------------------------|--------------------------|--------------------------------------|----|-------------------------------|-----------------------|
|          |             |                      | Progressive Assessment (PRA)                              |                   |                     |                                 |                          |                                      |    |                               |                       |
|          |             |                      | Class/Home Assignment<br>5 number<br>5 marks each<br>(CA) | Class Test 2 (CT) | Seminar one<br>(SA) | Class Activity any one<br>(CAT) | Class Attendance<br>(AT) | Total Marks<br>(CA+CT+SA+C<br>AT+AT) |    |                               |                       |
| LC       | 71ED-383    | Understanding 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)   |
|--|-----------------------------|---|--|
| <p><b>ISO1.</b> Students will gain knowledge about both the ancient education system of India and the Western education system.</p> <p><b>ISO2.</b> Student will understand the functions of Education and its role in society</p>   | 0                           | <p><b>UNIT1:</b></p> <p><b>1.</b> Computer Fundamental. Instructions on operating the Computer Connecting of all peripheral to CPU for a system</p> <p><b>2.</b> Switching on/off/5 restart Inserting / removing a floppy from the floppy drive</p> <p><b>3.</b> Running a file from a floppy</p> <p><b>4.</b> using floppy drive</p> <p><b>5.</b> Copying a file from hard disk to floppy disk</p> <p><b>5.</b> Inserting/removing a CD from the CD-ROM drive</p> <p>Running a file from a CD-ROM using CD-ROM drive</p> <p>Copying files from one drive to another</p> <p>Creating a new folder</p> <p>Running a file from hard disk</p> <p>Connecting the printer. print out hard copies</p> | <p><b>Computer Fundamental</b></p> <p>Creating a new folder</p> <p>Running a file from hard disk</p> <p>Connecting the printer and print out hard copies</p> |
| <p><b>ISO3.</b> Students will comprehend the functions of education and its significance in society.</p> <p><b>ISO4.</b> Students will grasp the concepts of formal and non-formal education.</p> <p><b>ISO5.</b> Students will comprehend the intersection of human rights and education of Morden India.</p> |                             |   |  |

**SW-1 Suggested Sessional Work (SW): Assignments:**

Ancient Indian Educational system, Morden 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<br>Exercise in Ms- Word<br>Creatinganewdocument<br><br>2SO2. student will understand the<br>Formattingandeditingofadocument<br>Insertingpictures,objects,framesand<br>tables<br><br>2SO3.studentwillunderstandthe<br>PracticingMail-Merge facility<br><br>2SO4. student will understand the<br>Workingwiththedrawing tools | 0                           | <b>Unit-2</b><br>ExerciseinMs-Word<br>Creating a new document<br>3.Formattingandeditingofa<br>document Inserting pictures,<br>objects, frames and tables<br>PracticingMail-Mergefacility<br>Workingwiththedrawing tools | ExerciseinMs-<br>Word<br>Creatinganew<br>document<br><br>Workingwith<br>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<br>Inserting and deleting rows/columns in work sheet<br>3SO2. student will understand the Formatting and editing of a document-sorting<br>Preparation of statement of marks and using of some statistical concepts<br>3SO3. student will understand the Descriptive Statistics Preparation of School Time Table<br>3SO4. student will understand the Preparation of Tables | 0                           | <b>Unit-3</b><br>1. Exercise in Ms-Excel<br>Creating a new worksheet<br>Inserting and deleting rows/columns in work sheet<br>2. deleting rows/columns in work sheet<br>Formatting and editing of a document-sorting<br>Preparation of statement of marks and using of some statistical concepts<br>Descriptive Statistics<br>Preparation of School Time Table<br>Preparation of Tables | Exercise in Ms- Excel<br>Creating a new worksheet<br>Inserting and deleting rows/columns in work sheet<br>Formatting and editing of a document-sorting<br>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 applications of Information and communication in Technology in the field of Browsing the Internet and downloading in teacher education**

**Approximate Hours**

|       |           |
|-------|-----------|
| Item  | Appx. Hrs |
| CI    | 05        |
| LI    | 04        |
| SW    | 2         |
| SL    | 1         |
| Total | 12        |



| SessionOutcomes (SOs)   | Laboratory Instruction (LI) | ClassroomInstruction (CI)   | SelfLearning(SL)  |
|---|-----------------------------|---|---|
| 4SO1.studentwillunderstandthe Exercisein Ms Power Point<br>4SO2.studentwillunderstandthe preparation MS Power Point presentation<br>4SO3.student will understand the PowerPointpresentationusingtext, picture, sound, | 0                           | <b>Unit-4</b><br>1.Exercise in MsPower Point<br>2.Preparation of MS- Power<br>3. Point presentation<br>4. Preparation of MS- Power<br>5. Pointpresentationusingtext, picture, sound | Power Point presentation using text,picture,sound, Exercisein MsPower Point |

**Co5-UnderstandtheapplicationsofInformation andcommunicationinthefieldof BrowsingtheInternetand down loadingin teacher education**

**ApproximateHours**

| Item  | Appx. Hrs |
|-------|-----------|
| CI    | 05        |
| LI    | 04        |
| SW    | 2         |
| SL    | 1         |
| Total | 12        |

| SessionOutcomes (SOs)   | Laboratory Instruction (LI) | ClassroomInstruction (CI)   | SelfLearning(SL)  |
|---|-----------------------------|---|---|
| 5SO1.studentwillunderstandthe Exercise in Information and CommunicationTechnology<br>5SO2.studentwillunderstandthe Browsing the Internet and down loading<br>5SO3.studentwillunderstand the.searchwordusingsearchengine<br>5SO4.studentwillunderstandthe Workingwith Multimedia<br>5SO5.studentwillunderstandthe Receiving/ Sending of Email and attachment | 0                           | <b>Unit-5</b><br>1. ExerciseinInformationand Communication Technology<br>2. BrowsingtheInternetanddown loading<br>3.searchwordusingsearch engine<br>4.Working with Multimedia<br>5.Receiving/SendingofEmail andattachment | searchwordusing search engine<br>Workingwith Multimedia |

| 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 Power Point 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                    |
| <b>Total-</b>   | 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          |
| <b>Total-</b> |  | 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 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 Understanding of ICT 25 marks external and 25 marks internal assessment.

**Suggested Instructional/Implementation Strategies:** Improved Lecture Role Play Visit to school Demonstration

**Mapping of CO's, POs, and P SOs**

| 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 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 based innovative knowledge |
|---|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|-----------------------------|-------------------|------------------------|---------------------------------------|--|---|---|
| <b>Co1--</b><br>Develop skill in handling computer and using word documents.  | 3                   | 2                    | 2                                  | 3                      | 3                           | 2                                  | 3          | 2                           | 3                 | 2                      | 2                                     | 2  | 3   | 2   |
| <b>Co2—</b><br>Develop skill in computation, analysis and interpretation of data using Excel Spreadsheets.<br>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   |
| <b>CO3:</b><br>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<br>ionprogra<br>mme<br>andtraini<br>ng.   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| <b>Co4-</b><br>Understa<br>ndtheappl<br>icationsof<br>Informati<br>on<br>Technolo<br>gy in the<br>field of<br>MS<br>Power<br>point.   | 1 | 1 | 2 | 2 | 1 | 3 | 2 | 2 | 1 | 1 | 3 | 1 | 2 | 2 |
| <b>CO5.</b> Un<br>derstand<br>the<br>applicatio<br>ns of<br>Informati<br>on and<br>communi<br>catinTech<br>nologyint<br>hefieldof<br>Browsing<br>the<br>Internet<br>and down<br>loadingin<br>teacher<br>education | 2 | 2 | 1 | 2 | 3 | 2 | 1 | 1 | 2 | 3 | 2 | 1 | 1 | 1 |

| <b>POs<br/>&amp;PSOsNo.</b>               | <b>CosNo.&amp;Titles</b>   | <b>SOsNo.</b>                           | <b>Labora<br/>tory<br/>Instru<br/>ction(LI<br/>)</b> | <b>ClassroomInstruction (CI)</b>              | <b>SelfLear<br/>ning<br/>(SL)</b> |
|---|--|---|--|---|-----------------------------------|
| PO1,2,3,4,5,6<br>7,8,9,10<br>PSO1,2, 3,4, | <b>Co1--</b><br>Developskillinhandlingcom<br>puterandusing<br>worddocuments.   | SO1.1S O1.2S<br>O1.3S O1.4<br>SO1.5     |  | Unit-1.0<br>1.1,1.2,1.3,1.4,1.5,1.6,1.7,      |                                   |
| PO1,2,3,4,5,6<br>7,8,9,10<br>PSO1,2,3,4,  | <b>Co2—</b> Develop skill in<br>computation, analysis and<br>interpretationofdatabyusing<br>ExcelSpreadsheets.<br>UnderstandtheEducationali<br>mplicationsofPowerPoint<br>Presentation and its use in<br>classroom | SO2.1S O2.2S<br>O2.3 SO2.4<br>SO2.5     |  | Unit-2<br>2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9 |                                   |
| PO1,2,3,4,5,6<br>7,8,9,10                 | <b>CO3: Co3-</b><br>Understandtheapplicationso<br>fInformationTechnologyint<br>hefieldofteachereducationpr<br>ogramme andtraining.   | SO3.1S O3.2<br>SO3.3 SO3.4<br><br>SO3.5 |  | Unit-3:3.1,<br>3.2,3.3,3.4,3.5,3.6,3.7,3.8    |                                   |

|   |  |                                     |  |   |  |
|---|--|-------------------------------------|--|---|--|
| PSO1,2, 3,4,  |  |                                     |  |   |  |
| PO1,2,3,4,5,6<br>7,8,9,10,<br><br>PSO1,2, 3,4,<br>5 | <b>Co4-</b><br>Understand the applicationso<br>fInformation Technology in<br>the field of MS Power<br>point.   | SO4.1 SO4.2<br>SO4.3<br>SO4.4 SO4.5 |  | Unit-4:<br>4.1, 4.2,4.3,4.4,4.5,4.6,4.7 |  |
| PO1,2,3,4,5,6<br>7,8,9,10<br><br>PSO1,2, 3,4,       | <b>Co5.</b> Understand the<br>applications of Information<br>and<br>communicatinTechnologyi<br>nthe fieldofBrowsingthe<br>Internet and down<br>loadingin teacher education | SO5.1 SO5.2<br>SO5.3 SO5.4          |  | Unit 5<br>5.1,5.2,5.3,5.4,              |  |

#### Suggested Learning Resources:

| S. N. | Title  | Author              | Publisher  | Edition & year |
|-------|--|---------------------|--|----------------|
| 1.    | Programming in Basic,                          | Balaguruswamy       | 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, Vikash       | New-Delhi: Pustak Mahal                                | 1997           |
| 4.    | The Complete Internet Reference,               | Harley, Hahn        | New-Delhi: Tata McGraw Hill Publishing Company Limited | 1996           |

#### Curriculum Development Team

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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 Study Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|------------------------|--------------------------------|----|----|----|---------------------------------|-------------------|
|          |             |                        | 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 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)                   |                   |                  |                              |                       |                               |                               | End Semester Assessment (ESA) | Total Marks (PRA+ESA) |
|----------|-------------|------------------------|--|-------------------|------------------|------------------------------|-----------------------|-------------------------------|-------------------------------|-------------------------------|-----------------------|
|          |             |                        | Progressive Assessment (PRA)                   |                   |                  |                              |                       |                               | Total Marks (CA+CT+SA+CAT+AT) |                               |                       |
|          |             |                        | 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) |                               |                               |                       |
| 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<br>ISO2... student will understand the Survey of community resources for participation in scholastic and co-scholastic<br>ISO3-. student will understand the activities of a school educational survey of a slum area Report on social customs, traditions and superstition<br>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<br>ISO5. student will understand the Study of wastage and stagnation in local primary school | Visit at sohawal block for community awareness<br><br>Visit in educational institutes | <b>Unit-1</b><br>1 Study of the nature of community participation in a secondary school<br>2 Survey of community resources for participation in scholastic and co-scholastic activities of a school<br>3 educational survey of a slum area<br>4 Report on social customs, traditions and superstition<br>5 Survey of a village/town with at least 20 households in order to study the socioeconomic and educational status of the villager<br>6 Study of wastage and stagnation in local primary schools | Study of the nature of community participation in a secondary school<br>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><b>Unit-2</b></p> <p>1 Study of an area in regard to consumption of electricity and water and suggest remedial measures</p> <p>2 Tree plantation programme in the campus/nearby village</p> <p>3 Survey of parent's attitude towards education of their children</p> <p>4 Organization of non-formal education centers for dropouts and out of school</p> <p>5 children in a locality</p> <p>6 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: Arouse their interest in the social and economic reconstruction of the country**

**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)   |
|---|---|--|--|
| <p>4SO1. student will understand the Identification of problems of parents with respect to education of their children</p> <p>4SO2. student will understand t Aids awareness, electoral awareness, road safety, human rights, women rights he</p> <p>4SO3. student will understand the literacy programmes in the community Cleanliness drives in the community and awareness about its needs</p> <p>4SO4. student will understand the Training of community in some simple vocations for self-employment</p> <p>4SO5. student will understand the Action research on local problems in consultation with the community</p> | <p>Awareness about community</p> <p>Visit in villages</p> <p>Distributing fruits and clothes in tribal area</p> | <p><b>Unit-3</b></p> <p>1 Identification of problems of parents with respect to education of their children</p> <p>2 Aids awareness, electoral awareness,</p> <p>3 road safety, human rights, women rights et. literacy</p> <p>4 programmes in the community</p> <p>Cleanliness drives in the community</p> <p>5 awareness about its needs</p> <p>6 Developing healthy food habits among the community members</p> <p>7 Training of community in some simple vocations for self-employment</p> <p>Action research on local problems in consultation with the community</p> | <p>Identification of problems of parents with respect to education of their children</p> <p>Action research on local problems in consultation with the community</p> |

**SW-4 Suggested Sessional Work (SW):** Action research on local problems in consultation with the 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<br>4SO2. student will understand the Establishment of peace-committees and making them functional effectively<br>4SO3. student will understand the Critical review of implementation of RTE Act (2009)<br>4SO4. student will understand the Assistance and working with local community in actual relief work whenever needed<br>Training of community in first aid<br>4SO5. student will understand the Exploiting the community resources and finding means and ways | Working with local community<br>Clean university green university program<br><br>First aid training to students and villagers | <b>Unit-4</b><br>4.1 Micro – planning exercises for assessing the educational status of the community<br>4.2 Establishment of peace-functional effectively<br>4.3 Critical review of implementation of RTE Act (2009)<br>4.4 Assistance and working with local community in actual relief work whenever needed<br>Training of community in first aid<br>4.6 Exploiting the community resources<br>4.7 finding means and ways of using them for school | Exploiting the community resources and finding means and ways<br>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 Hours suggested for the Course Outcome**

| <b>Course Outcomes</b>  | <b>Class Lecture (Cl)</b> | <b>Sessional Work (SW)</b> | <b>Self Learning (Sl)</b> | <b>Total hour (Cl+SW+Sl)</b> |
|---|---------------------------|----------------------------|---------------------------|------------------------------|
| <b>Co1-</b> Acquaint the student teachers with the factors working within the society, community i.e. knowledge of social realities   | 08                        | 2                          | 1                         | 11                           |
| <b>Co2---</b> Develop the dignity of labour among student – teachers  | 08                        | 2                          | 1                         | 11                           |
| <b>Co3--</b> Arouse their interest in the social and economic reconstruction of the country   | 08                        | 2                          | 1                         | 11                           |
| <b>Co4--</b> 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                           |
| <b>Total Hours-</b>   | 30                        | 8                          | 4                         | 42                           |

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

| <b>CO</b> | <b>Unit Title</b>   | <b>Marks Distribution</b> |          |          | <b>Total Marks</b> |
|-----------|---|---------------------------|----------|----------|--------------------|
|           |   | <b>R</b>                  | <b>U</b> | <b>A</b> |                    |
| 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

| 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 based innovative knowledge |
|---|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|------------------------------|-------------------|------------------------|---------------------------------------|--|---|---|
| <b>Co1-</b> 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   |
| <b>Co2---</b> Develop the dignity of labour among student – teachers  | 2                   | 3                    | 3                                  | 3                      | 3                           | 3                                  | 3          | 2                            | 2                 | 2                      | 2                                     | 2  | 2   | 2   |
| <b>Co3--</b> 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   |
| <b>Co4--</b> 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<br>7,8,9,10<br>PSO1,2, 3,4, | <b>Co1-</b> Acquaint the student teachers with the factors working within the society, community i.e. knowledge of social realities | SO1.1S O1.2S<br>O1.3S O1.4<br>SO1.5 |                             | Unit-1.0<br>1.1,1.2,1.3,1.4,1.5,1.6,1.7, |                    |

|   |   |   |   |
|---|---|---|---|
| PO1,2,3,4,5,6<br>7,8,9,10<br>PSO1,2,3,4,            | <b>Co2---</b><br>Develop the dignity of labour<br>among student – teachers  | SO2.1S O2.2S<br>O2.3 SO2.4<br>SO2.5     | Unit-2<br>2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9 |
| PO1,2,3,4,5,6<br>7,8,9,10<br><br>PSO1,2, 3,4,       | <b>Co3--</b><br>Arouse their interest in the social and economic reconstruction of the country  | SO3.1S O3.2<br>SO3.3 SO3.4<br><br>SO3.5 | Unit-3:3.1,<br>3.2,3.3,3.4,3.5,3.6,3.7,3.8    |
| PO1,2,3,4,5,6<br>7,8,9,10,<br><br>PSO1,2, 3,4,<br>5 | <b>Co4--</b> 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<br>SO4.3<br>SO4.4 SO4.5     | Unit-4:<br>4.1, 4.2,4.3,4.4,4.5,4.6,4.7       |

### Curriculum Development Team

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## 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 Study Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|----------------------------|--------------------------------|----|----|----|---------------------------------|-------------------|
|          |             |                            | 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/Ho me Assignm ent number 5 marks each (CA) | Class Test 2 (CT) | Semi nar one (SA) | Class Activity any one (CAT) | Class Attendanc e (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<br>ISO2.Students will gain knowledge The meaning and concept of gender and experience of gender in across different social groups, regions and time-periods<br>ISO3.Students will gain knowledge. Challenges in gendered roles in society: Family, caste, religion, culture, the media and popular culture law and the state.<br>ISO4.Students will gain knowledge Unequal access of education to girls; access to schools; gender identity construction at home and in society<br>ISO5.Students will gain knowledge. Indian societal context: Power and authority in Indian Social System | 0                           | <b>Unit 1. Gender Issues: Key Concepts</b><br>1.introduction of gender<br>2.The meaning and definition of gender<br>3.difference between gender and sex<br>4.condition of gender in different time periods<br>5.challenges of gender in caste region<br>6.challenges of gender in culture.<br>7.challenges of gender in family<br>8.challenges of gender in culture,<br>9.challenges of gender in media<br>10 popular culture law and the state.<br>11 concept and meaning of gender bias<br>12 causes of gender bias<br>13 effective factor of general bias<br>14 concept and meaning of general roles<br>15 effective factors of gender role in society<br>16 meaning and definition of gender identity<br>17 gender identity construction at home.<br>18 gender identity construction in society<br>19 introduction of Indian social system<br>Power in Indian Social System<br>authority in Indian Social System<br>20 meaning and definition of society<br>20.types of society<br>21 meaning and definition of socialization<br>22.introduction of girls education<br>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)  |
|--|-----------------------------|--|---|
| <p>2SO1. Student will understand the Gender Challenges and Education</p> <p>2SO2. Student will understand the Challenging gender inequalities or reinforcing gender parity</p> <p>2SO3. Student will understand The role of schools, peers, teachers, curriculum and textbook</p> <p>2SO4. Student will understand the Representation of gendered roles, relationships and ideas in textbooks and curricula</p> <p>2SO5. Student will understand the Schools nurture or challenge creation of young people as masculine and feminine selves.</p> |                             | <p><b>Unit-2 Gender challenges and education</b></p> <p>1 introduction and concept of Gender equality</p> <p>2 Challenging gender equality</p> <p>3 meaning and definition of gender equality</p> <p>4 Challenging gender in equalities parity</p> <p>5 reinforcing factors of gender parity</p> <p>6 role of school for gender parity</p> <p>7 role of peers gender parity</p> <p>8 role of teachers for gender parity</p> <p>9 role of textbook for gender parity</p> <p>10 needs of reinforcing gender parity</p> <p>11 role of text book for representation of gender role</p> <p>12 meaning and definition of curriculum</p> <p>13 characteristics of good curriculum</p> <p>14 relationships and ideas in textbooks</p> <p>15 relationships and ideas in curricula and text books.</p> <p>16 meaning of masculine gender</p> <p>17 challenge creation of young people as masculine gender</p> <p>18 meaning of feminine gender</p> <p>19 challenge creation feminine gender</p> <p>20 role of teachers for gender</p> <p>21 education in class room</p> <p>22 characteristics of masculine and feminine gender</p> | <p>Challenging gender in equalities or reinforcing gender parity</p> <p>Schools nurture or challenge creation of young people as masculine and feminine selves.</p> |

**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-To enable the student teacher to critically examine the stereotypes and rethink their beliefs.  
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>3SO1. Student will understand the 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. Student will understand the Sex Education</p> <p>3SO4. Student will understand the Perceptions of safety at school, home and beyond<br/>Identification of sexual abuse/ violence and its verbalization</p> | 0                           | <p><b>Unit-3</b><br/><b>Gender Issues and Role of Teacher</b></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<br/>Characteristics of guidance Type of guidance</p> <p>12 Importance of guidance in general issue<br/>Difference between counseling and guidance</p> <p>13 role of teacher as good counselor and guider</p> <p>14 Role of teacher help to develop to handle notion of gender</p> <p>15 Meaning of gender inequality</p> <p>16 Causes of gender inequality</p> <p>17 difference between equity and equality</p> <p>18 Role of education for resolved gender and equality</p> <p>19 Definition and meaning of sex education</p> <p>20 Importance of sex education for child<br/>Perceptions of safety at schools and home</p> <p>21 introduction and meaning of sexual abuse or violence</p> <p>22 Identification of sexual abuse in schools and home</p> <p>23 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><b>Unit-4.0</b></p> <p><b>Role of the Media and life skills</b></p> <p>1. Introduction of life skills</p> <p>2 Meaning and concept of life skill</p> <p>3 Type of life skills</p> <p>4 Role of media to develop meant of life skills</p> <p>5 Role of school to development of life skill</p> <p>6 Role of government in life skill programs</p> <p>7 Importance of education in life skill</p> <p>8 Importance of life skills in society</p> <p>9 Role of media in propagation of popular beliefs</p> <p>10 Propagation of gender role in the popular culture</p> <p>11. Reinforcing gender roll by implication at schools</p> <p>12. Policies of state government for challenging gender e qualities</p> <p>13. Policies of central government for challenging gender equality</p> <p>14 Exploring the role of institution for gender equality</p> <p>15. Gender equality education according to region</p> <p>16.1 Role of laws for gender equality</p> <p>17 Amendment for gender equity</p> <p>18 role of media in gender equality</p> <p>19 role of culture in gender equality</p> <p>20 Importance of state govt. for gender equality</p> <p>21 role of institution for gender education</p> <p>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-**

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 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 teacher 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 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 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 based innovative knowledge |
|--|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|-----------------------------|-------------------|------------------------|---------------------------------------|--|---|---|
| <b>Co1</b><br>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   |
| <b>CO2-</b><br>To develop an understanding of the inequality and disparities in equal opportunities in education in societal context | 2                   | 3                    | 3                                  | 3                      | 3                           | 3                                  | 3          | 2                           | 2                 | 2                      | 2                                     | 2  | 2   | 2   |
| <b>Co3-</b> 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   |
| <b>Co4---</b>  | 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<br>7,8,9,10<br>PSO1,2,3,4, | <b>CO1</b> To acquaint the student teachers with the concept of gender roles in society and their challenges                     | SO1.1S O1.2S<br>O1.3S O1.4<br>SO1.5 |                             | Unit-1.0<br>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<br>7,8,9,10<br>PSO1,2,3,4, | <b>CO2:</b> o develop an understanding of the inequality and disparities in equal opportunities in education in societal context | SO2.1S O2.2S<br>O2.3 SO2.4<br>SO2.5 |                             | Unit-2<br>2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8<br>,2.9 |                                      |
| PO1,2,3,4,5,6<br>7,8,9,10                | <b>CO3</b> To enable the student teachers to critically examine the stereotypes and rethink their beliefs.                       | SO3.1S O3.2<br>SO3.3 SO3.4<br>SO3.5 |                             | Unit-3:3.1,<br>3.2,3.3,3.4,3.5,3.6,3.7,3.8        |                                      |

|                            |  |                            |  |   |
|----------------------------|--|----------------------------|--|---|
| PSO1,2, 3,4,               |  |                            |  |   |
| PO1,2,3,4,5,6<br>7,8,9,10, | <b>CO4.</b> Tohelpstudentteachers todevelopabilitiestohandle notion ofgender and sexuality.Tocultivateinsight intotheobjectivesandscope ofSecondaryEducationand teachereducation,and tofosteranawarenessof professionaethics | SO4.1S O4.2S<br>O4.3S O4.4 |  | Unit-4:<br>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  
 Visittoschool Demonstration,  
 ICTBasedTeachingLearning(VideoDemonstrationWhatsapp,Mobile,Onlinesources) Brainstorming

**Curriculum Development Team**

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- 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

**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 spread sheets. 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)                     |                   |                  |                              |                       |             |                                | End Semester Assessment (ESA) | Total Marks (PRA + ESA) |
|----------|-------------|------------------------------|--|-------------------|------------------|------------------------------|-----------------------|-------------|--------------------------------|-------------------------------|-------------------------|
|          |             |                              | Progressive Assessment (PRA)                     |                   |                  |                              |                       |             | Total Marks (CA+CT+SA+C AT+AT) |                               |                         |
|          |             |                              | 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 |                                |                               |                         |
| 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         |
| <b>Total</b> | <b>26</b> |

| 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.<br><br>ISO2.Students will gain knowledge about Meaning, Definition and Characteristics of Computer.<br><br>ISO3. Students will gain knowledge about Basic Functions of Computer- Input- Process- Output Concepts.<br><br>ISO4 Students will gain knowledge about. anatomy of Computer Classification of Computers<br><br>ISO5.Students will gain knowledge about. Based on size and capacity and working principle | 0 | <b>UNIT1:</b><br>1.Fundamentals of Computer<br>2-History of Computer<br>3.Generations of Computer<br>4 Meaning, Definition of Computer<br>5 Characteristics of Computer<br>6 Basic Functions of Computer.<br>7 uses of computer.<br>8 Limitations of computer.<br>9 classification of computer.<br>10 Input- Process<br>11. Output Concepts<br>12-Anatomy of Computer<br>13 Classification of Computers:<br>14 Based on size and capacity<br>15 Based on working principle<br>16 analog computer<br>17 digital computer<br>18 hybrid computer.<br>19 minicomputer.<br>20 microcomputer.<br>21 main computer.<br>22 general computer.<br>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         |
| <b>Total</b> | <b>26</b> |

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

|  |   |  |  |
|--|---|--|--|
| <p>2SO1. Students will gain knowledge about Computer Organization: Hardware and Software Input Devices:</p> <p>2SO2. Students will gain knowledge about Central Processing Unit: Arithmetic and Logic Unit, Control Unit and Memory Units. Memory Devices</p> <p>2SO3. Students will gain knowledge about Output Devices: Monitor, Printer, Plotter, Speaker</p> <p>2SO4. Students will gain knowledge about Operating System: Needs and Functions of Operating System, Types of Operating System.</p> <p>2SO5. Students will gain knowledge about Computer Software: System Software, Application Software and Operating System</p> | 0 | <p><b>Unit-2</b></p> <p>1. Computer Organization</p> <p>2- Hardware and Software</p> <p>3- Input Devices:</p> <p>4 Key Board, Mouse</p> <p>5 Scanner, Digital Camera,</p> <p>6 Mike, Digital Board</p> <p>7- Central Processing Unit:</p> <p>8 Arithmetic and Logic Unit,</p> <p>9 Control Unit</p> <p>10 Memory Units.</p> <p>11- Memory Devices (Storage devices):</p> <p>12 Primary memory Devices: RAM, ROM,</p> <p>13 PROM, EPROM and EEPROM.</p> <p>14 Secondary memory Devices: Hard Disk, CD- Rom</p> <p>15 - DVD, Optical Disk, Pendrive.</p> <p>16- Output Devices: Monitor, Printer, Plotter, Speaker</p> <p>17 Operating System: Needs and Functions of Operating System,</p> <p>18 Types of Operating System – single user and multiuser</p> <p>19 Programming Languages:</p> <p>20 Types of Languages – LLL and HLL</p> <p>21 Computer Software: System Software,</p> <p>22 Application Software and Operating</p> <p>23 System Computer Virus and its prevention.</p> | <p>Operating System: Needs and Functions of Operating System, Types of Operating System</p> <p>Computer Software: System Software, Application Software and Operating System</p> |
|--|---|--|--|

**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         |
| <b>Total</b> | <b>25</b> |

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

|   |   |  |   |
|---|---|--|---|
| <p>3SO1.Students will gain knowledge about Microsoft Windows .</p> <p>3SO2.Students will gain knowledge about Application Programme.</p> <p>3SO3.Students will gain knowledge about Microsoft Word :Parts of Ms-Word windows, MS-Word Standard,.</p> <p>3SO4.Students will gain knowledge about Microsoft Excel: Parts of Excel windows, Excel Standard, Formatting, Drawing Tool bars.</p> <p>3SO5.Students will gain knowledge about Microsoft Power Point Parts of Power Point windows Power Point Standard, Formatting, Drawing Toolbars.</p> | 0 | <p><b>Unit-3</b></p> <p>1. Microsoft Windows</p> <p>2 Introduction to MS-Windows: Elements of MS-Windows,</p> <p>3 Start Menu, Desktop, Window Accessories,</p> <p>4. Control panel, Windows Explorer</p> <p>5. Application Programme: MS-OFFICE)</p> <p>6 MS-WORD, MS-EXCEL AND MS-POWER POINT.</p> <p>7 Microsoft Word Parts of Ms-Word windows, MS-Word</p> <p>8 Standard, Formatting, Drawing Toolbars.</p> <p>9 Starting Ms-Word, Opening a new document.</p> <p>10 Opening old document, Naming the new document, 11 Saving the document using save and save as commands.</p> <p>12 Formatting the Document Fonts: Font style, Size, Bold, Italics, Underline, Normal, Spacing. 13.Paragraph: Line spacing, Paragraph spacing, Paragraph borders, bullets, Numbered list,</p> <p>14. Shadings. Page Setup: Paper orientation, Margins and Paper size. Alignment: Centre,</p> <p>15- Left, Right, Justified</p> <p>16 Editing the Document Cut, copy, paste, paste special,</p> <p>17 undo, redo, select all, find, replace, go to, page number, clear</p> <p>18 Inserting: Frame, objects, pictures, headers, footers, page number, date and time</p> <p>19 Tabs, Tables, Columns: Insert table, delete cells, merge cells, split cells,</p> <p>20 Microsoft Excel: Part of Excel windows, Excel Standard,</p> <p>21 Formatting, Drawing Tool bars. Creating a new worksheet Opening an existing worksheet, saving the work sheet.</p> <p>22 Working with work sheet, Inserting and deleting rows &amp; columns, merge cells, formulae, sorting, inserting charts.</p> | Microsoft Windows Application Programme |
|---|---|--|---|

**SW-3 Suggested Sessional Work**

(SW): Assignments-

writes the history and generations of Computer. Write the input, output and storage devices of Computer system.

**Co4-- 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**

**Approximate Hours**

| Item         | Appx.Hrs  |
|--------------|-----------|
| CI           | 22        |
| LI           | 0         |
| SW           | 2         |
| SL           | 1         |
| <b>Total</b> | <b>25</b> |

| 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><b>Unit-4</b></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: Meaning of Internet,</p> <p>11. Characteristics of Internet, 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, characteristics, modes, merit and demerits</p> <p>17. Computer Managed Instruction.</p> <p>18. concept, characteristics, modes, merits and demerits</p> <p>19. Introduction to/website – meaning importance social websites</p> <p>20. 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,outputandstoragedevicesofComputersystem.Preparationofa lessonplan,studentlost.Letters,invitations-Hardcopyandsoftcopy.

MSExcel-preparationofaschooltimetable,markslist-Analysisofdataandgraphicalrepresentation-Hard.

MS Power point preparation of animated slides.(Insert pictures, Cliparts, Word art,sound, effects, animation,etc).Internetsurfingeducativewebsites,downloading,takingaprintout,creatingE-mailID.

**BriefofHourssuggestedfortheCourseOutcome**

| CourseOutcomes   | Class Lecture (Cl) | Sessional Work (SW) | Self Learning(Sl) | Total hour (Cl+SW+Sl) |
|--|--------------------|---------------------|-------------------|-----------------------|
| Co1---Understandthecomputerperipheralsandits Organizationincomputersystem.   | 23                 | 2                   | 1                 | 26                    |
| Co2---Developskillinhandlingcomputerandusing word documents.   | 23                 | 2                   | 1                 | 26                    |
| Co3--- Develop skill in computation, analysis and interpretationofdatabyusingExcelSpreadsheets.  | 22                 | 2                   | 1                 | 25                    |
| Co4---UnderstandtheEducationalimplicationsofPower Point Presentation and its use in classroom context. understand the applications of Information Technology in the field of teacher education programme andtraining | 22                 | 2                   | 1                 | 25                    |
| <b>TotalHours-</b>   | <b>90</b>          | <b>8</b>            | <b>4</b>          | <b>102</b>            |

**SuggestionforEndSemesterAssessment SuggestedSpecificationTable(ForESA)**

| CO   | UnitTitles  | MarksDistribution |           |           | 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 ofMS- Windows, Start Menu, Desktop, Window Accessories | 3                 | 10        | 5         | 18          |
| CO-4 | Applications Information Communication Technology in Education  | 3                 | 10        | 5         | 18          |
|      | <b>Total-</b>   | <b>13</b>         | <b>40</b> | <b>17</b> | <b>70</b>   |

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

TheendofsemesterassessmentforIntroductiontopedagogywillbeheldwithwrittenexaminationof70marks

**Note.** DetailedAssessmenttrubricneedtobepreparedbythecoursewiseteachersforabovetasks.Teacherscan also design different tasks as per requirement, for end semester assessment.

| Courses<br>outcomes  | Po1 Basic<br>knowledge | Po2 Problem<br>Analysis | Po3 Design<br>development<br>of<br>solution | Po4 Skills<br>and<br>methods | Po5 The<br>teacher<br>and<br>society | Po6 Environ<br>mentand<br>sustainabili<br>ty | Po7 Ethic<br>s | Po8 Individu<br>al and<br>team<br>work | Po9 com<br>municat<br>ion | Po10 Life<br>longlear<br>ning | Pso1 Theab<br>ility<br>toapp<br>lytech<br>nical<br>&<br>differ<br>entSD<br>Goals<br>andth<br>eirsig<br>nifica<br>nce | Pso2 Abilit<br>y<br>tounder<br>standt<br>helat<br>estTe<br>chnol<br>ogy<br>toac<br>hieve | Pso3 Abili<br>tyto<br>rese<br>arch<br>base<br>dinn<br>ovati<br>vekn<br>owle<br>d | Pso4 Abili<br>tyto<br>rese<br>arch<br>base<br>dinn<br>ovati<br>vekn<br>owle<br>d |
|--|------------------------|-------------------------|---|------------------------------|--------------------------------------|--|----------------|--|---------------------------|-------------------------------|--|--|--|--|
| <b>Co1---</b><br>Underst<br>andthec<br>omputer<br>peripher<br>alsandits<br>Organiz<br>ationinc<br>omputer<br>system.                               | 3                      | 2                       | 2   | 3                            | 3                                    | 2  | 3              | 2                                      | 3                         | 2                             | 2  | 2  | 3  | 2  |
| <b>Co2---</b><br>Develop<br>skillin<br>handling<br>compu<br>terand<br>using<br>word<br>docu<br>ments.  | 2                      | 3                       | 3   | 3                            | 3                                    | 3  | 3              | 2                                      | 2                         | 2                             | 2  | 2  | 2  | 2  |
| <b>Co3---</b><br>Develop<br>skill in<br>computa<br>tion,<br>analysis<br>and<br>interpret<br>ationof<br>data<br>using<br>Excel<br>Spreads<br>heets. | 2                      | 3                       | 3   | 3                            | 2                                    | 2  | 2              | 2                                      | 2                         | 2                             | 3  | 2  | 2  | 3  |
| <b>Co4---</b><br>Underst<br>andthe<br>Educa<br>tion<br>alimplic<br>ationof<br>Power<br>Point<br>Presenta   | 1                      | 1                       | 2   | 2                            | 1                                    | 3  | 2              | 2                                      | 1                         | 1                             | 3  | 1  | 2  | 2  |

|   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| tion and<br>its use in<br>classroom<br>context.<br>understand<br>the<br>applications<br>of<br>Information<br>Technology<br>in<br>the field<br>of<br>teacher<br>education<br>program<br>and training |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|





### Suggested Learning Resources

| S. N. | Title  | Author                 | Publisher   | Edition & year |
|-------|--|------------------------|---|----------------|
| 1.    | Programming in Basic,                          | Balaguruswamy<br>E     | New Delhi Tata McGraw Hill<br>Publishing Company Limited  | 2001           |
| 2.    | Multimedia: Production, Planning and Delivery, | Casanova<br>and Molina | New Delhi: Prentice-Hall of India Private<br>Limited.     | 1996           |
| 3.    | Microsoft Windows,                             | Gupta, Vikas           | New Delhi: Pustak Mahal                                   | 1997           |
| 4.    | The Complete Internet Reference,               | Harley, Hahn           | New Delhi: Tata McGraw Hill<br>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-**acquireknowledgeabouttheprovisionsmadeforCWSNunder SSA(sarvshikshaabhiyan)andRTEAct, 2009understand different pedagogical and assessment techniques for inclusion of CWSN

**CO3-**developskillsforthecreationofdisable-friendlyenvironmentandinclusivecultureintheschools.designand apply remedial instruction procedures for enhancing learning among children

**Co4-**Identifythechildrenofspecialneeds. understandthenatureofspecialneedstheirpsycho-educationalcharacteristicsandfunctionallimitation.

**Co5-**familiarizewithassessmentandplacementprocedureforchildrenwithspecialneeds. Developunder standing about accommodating special need sinregular classroom.

| Code | Course Code | CourseTitle                | Schemeofstudies(Hours/Week) |    |    |    | Total StudyHours (CI+LI+SW+SL) | Total Credits (C) |
|------|-------------|----------------------------|-----------------------------|----|----|----|--------------------------------|-------------------|
|      |             |                            | 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 | Course Code     | Course Title                 | Scheme of Assessment (Marks)                     |                   |                  |                              |                       |    |                                | End Semester Assessment (ESA) | Total Marks (PRA+ESA) |
|----------|-----------------|------------------------------|--|-------------------|------------------|------------------------------|-----------------------|----|--------------------------------|-------------------------------|-----------------------|
|          |                 |                              | Progressive Assessment (PRA)                     |                   |                  |                              |                       |    | Total Marks (CA+CT+SA+C AT+AT) |                               |                       |
|          |                 |                              | Class/Home Assignment 5 number 5 marks each (CA) | Class Test 2 (CT) | Seminar one (SA) | Class Activity any one (CAT) | Class Attendance (AT) |    |                                |                               |                       |
| MC       | <b>71ED 433</b> | 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         |

| Session Outcomes (SOs)  | Laboratory Instruction (LI) | Classroom Instruction (CI)  | Self Learning (SL)  |
|---|-----------------------------|---|---|
| 1SO1.Students will understand the. Special needs and education<br>1SO2 Students will understand the Concept and types of special needs<br>1SO3.Students will understand the education of children with special needs and its implication for universalization of elementary education<br>1SO4.Students will understand the trends of education for children with special need in India<br>1SO5 Students will understand the understanding and respecting diversity. |                             | <b>UNIT1:</b><br>1 Special needs and education<br>2 Concept of special needs.<br>3 types of special needs.<br>4 Physical needs of special children.<br>5 Sensory needs of special children.<br>6 Developmental needs of special children.<br>7 Social needs of special children.<br>8 Psychological<br>9 needs of special children.<br>10 Mental needs of special children.<br>11 educational needs of special children.<br>12 education of children with special needs<br>13 its implication for universalisation of elementary education.<br>14 special needs laws.<br>15 special needs 15 educational considerations.<br>16 understanding and respecting diversity.<br>17 trends of education for children with special need in India.<br>18 policies schemes about the education of children with special educational needs<br>19 legislation about the education of children with special educational needs.<br>20 throw light on the policies of children with special educational needs.<br>21 schemes of children with special educational needs.<br>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 classroom 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 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)   |
|---|-----------------------------|--|--|
| <p>2SO1. Students will understand the nature, types and characteristics of children with special needs</p> <p>2SO2. Students will understand the psycho-social and educational characteristics functional limitations with reference to- Loco motors impairment Hearing impairment Visual impairment</p> <p>2SO3. Students will understand the Learning disability</p> <p>2SO4. Students will understand the Gifted and disadvantaged children</p> <p>2SO5. Students will understand the Mental retardation and slow learners</p> | 0                           | <p><b>Unit-2</b></p> <p>1. nature of special children</p> <p>2 types of special children</p> <p>3 characteristics of special children</p> <p>4- what is psycho-social disability.</p> <p>5- characteristics psycho-social disability.</p> <p>6 educational characteristics functional limitations with reference to psycho-social disability.</p> <p>8 what is Locomotor impairment, meaning and nature,</p> <p>9 characteristics Locomotor impairment,</p> <p>10 needs of Locomotor impairment, education needs of Locomotor impairment,</p> <p>11 what is the hearing impairment Children.</p> <p>12 causes of the hearing impairment Children.</p> <p>13 characteristics of hearing impairment Children.</p> <p>14 education needs of hearing impairment Children.</p> <p>15 what is the visual impairment Children.</p> <p>16 causes of visual impairment Children.</p> <p>17 characteristics of visual impairment Children.</p> <p>18 education needs of visual impairment Children.</p> <p>19 what is the learning impairment Children.</p> <p>20 education needs of learning impairment Children.</p> <p>21 Gifted children disadvantaged children</p> <p>22 Mental retardation children slow learners children</p> | <p>Mental retardation and slow learners</p> <p>Gifted and disadvantaged children</p> |

**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 disable-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)  |
|---|-----------------------------|--|---|
| <p>3SO1. Students will understand the Inclusive Education concept and philosophy of inclusive education teaching competencies required for inclusive education</p> <p>3SO2. Students will understand the Roll of class teachers and Resource teachers in inclusive education</p> <p>3SO3. Students will understand the School and classroom management for implementing inclusive education.</p> <p>3SO4. Students will understand the guidance and counseling in inclusive education</p> <p>3SO5. Students will understand the Specific roll of family and community participation</p> | 0                           | <p><b>Unit-3</b></p> <ol style="list-style-type: none"> <li>1. Inclusive Education.</li> <li>2. concept of Inclusive Education</li> <li>3. definition of inclusive education</li> <li>4. types of inclusive education</li> <li>5. Importance of inclusive education</li> <li>6. characteristic of inclusive education</li> <li>7. object of inclusive education</li> <li>8. nature of inclusive education</li> <li>9- philosophy of inclusive education</li> <li>10. teaching competencies required for inclusive education</li> <li>11. Roll of class teachers for inclusive education</li> <li>12. Resource teachers in inclusive education.</li> <li>13. School management for implementing inclusive education.</li> <li>14. classroom management for implementing inclusive education.</li> <li>15. introduction of guidance</li> <li>16. types of guidance</li> <li>17. introduction of counseling, types of counseling.</li> <li>18. guidance and counseling in inclusive education.</li> <li>19. Specific roll of family in inclusive education.</li> <li>20. Specific roll of community in inclusive education.</li> <li>21. special roll of society in inclusive education.</li> <li>22. Support services</li> <li>23. needed for inclusive schools</li> </ol> | <p>Support services needed for inclusive schools</p> <p>Specific roll of family and community participation</p> |

**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 inclusives school</p> <p>4SO5. Students will understand the Principles and methods of curriculum adaptation and adjustment to address diversity</p> |                             | <p><b>Unit-4</b></p> <ol style="list-style-type: none"> <li>1. identification of children with special educational needs</li> <li>2. assessment of children with special</li> <li>3. educational needs Concept and technique of assessment (2 classes)</li> <li>4. identification and functional</li> <li>5. assessment of children with special needs</li> <li>6. implicating of assessment for instructional planning.</li> <li>7. implicating of assessment for instructional curriculum.</li> <li>8. curriculum in inclusive school.</li> <li>9. adaptation in inclusive school.</li> <li>10. teaching strategies in inclusive school.</li> <li>11. evaluation in inclusive school.</li> <li>12. Principles of curriculum adaptation and adjustment to address diversity.</li> <li>13. methods of curriculum adaptation and adjustment to address diversity.</li> <li>14. Teaching learning strategies.</li> <li>15. Teaching learning strategies children with special educational needs:</li> <li>16. Comparative learning,</li> <li>17. peer tutoring.</li> <li>18. behavior modification, multi sensory approach,</li> <li>19. perceptual strategy system approach.</li> <li>20. individual educational program (IEP)</li> <li>21. use of emerging.</li> <li>22. technology adaptation.</li> <li>23. evaluation procedures.</li> </ol> | <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**

| <b>Course Outcomes</b>  | <b>Class Lecture (Cl)</b> | <b>Sessional Work (SW)</b> | <b>Self Learning (Sl)</b> | <b>Total hour (Cl+SW+Sl)</b> |
|---|---------------------------|----------------------------|---------------------------|------------------------------|
| <b>CO1</b> understand the concept of disability identify the different types of children with special needs   | 22                        | 2                          | 1                         | 25                           |
| <b>CO2</b> -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                           |
| <b>CO3</b> -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                           |
| <b>CO4</b> -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                           |
| <b>Total Hours</b>  | 90                        | 8                          | 4                         | 102                          |

| CO   | Unit Titles   | Marks Distribution |    |    | Total Marks |
|------|---|--------------------|----|----|-------------|
|      |   | R                  | U  | A  |             |
| CO-1 | Special needs and education<br>Concept of special needs   | 4                  | 3  | 1  | 8           |
| CO-2 | nature of special children<br>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 Educational 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 Mem Publishing Co. A Bell and Howell Co             | 1986           |
| 4.    | Education and children with Special                                     | Hegarty S. and Mithu Alur |  | 2002           |

**Curriculum Development Team**

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| 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 based innovative knowledge |
|---|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|-----------------------------|-------------------|------------------------|---------------------------------------|--|---|---|
| <b>CO1</b> 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   |
| <b>CO2-</b> acquire knowledge about the provisions made for CWS 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   |
| <b>CO3-</b> 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   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| <b>CO4-</b> 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<br>7,8,9,10<br>PSO1,2,3,4, | <b>CO1</b> understand the concept of disability identify the different types of children with special needs   | SO1.1 SO1.2<br>SO1.3 SO1.4<br>SO1.5 |                             | Unit-1.0<br>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<br>7,8,9,10<br>PSO1,2,3,4, | <b>CO2-</b> acquire knowledge about the provisions made for CWS under SSA and RTE Act, 2009 understand different pedagogical and assessment techniques for inclusion of CWS | SO2.1 SO2.2<br>SO2.3 SO2.4<br>SO2.5 |                             | Unit-2<br>2.1,2.2,2.3,2.4,2.5,2.6,2.7,<br>2.8,2.9 |                                 |

|   |   |   |  |
|---|---|---|--|
| PO1,2,3,4,5,6<br>7,8,9,10<br><br>PSO1,2, 3,4, | <b>CO3-</b><br>developskillsforthecreation<br>ofdisable-<br>friendlyenvironmentand<br>inclusive culture in the<br>schools.design and apply<br>remedial instruction<br>procedures for enhancing<br>learning among children                           | SO3.1 SO3.2<br>SO3.3 SO3.4<br><br>SO3.5 | Unit-3:3.1,<br>3.2,3.3,3.4,3.5,3.6,3.7,3.8 |
| PO1,2,3,4,5,6<br>7,8,9,10,                    | <b>CO4-</b><br>educationalcharacteristicsa<br>ndfunctionallimitation.<br>familiarize with<br>assessmentandplacementpr<br>ocedureforchildrenwithspec<br>ialneeds.<br>Developeunderstandingabout<br>tacommodatingspecialneed<br>sinregular classrooms | SO4.1 SO4.2<br>SO4.3                    | Unit-4:<br>4.1, 4.2,4.3,4.4,4.5,4.6,4.7    |

**CourseCode:** 71ED-434

**CourseTitle:** SchoolManagement

**Pre- requisite:** Studentshouldhaveknowledgeaboutthemanageofsocialchangeand profit ocarry out modernization

**Rationale:** Student will know about the to enable Students to responds to a variety of Maxims of Teaching and to carry out educational futures. to develop the teachingskills of Students and to reflect and conserve basic values. to manage social change and profit by experience-to carry out modernization  
Torealizenationalintegrationandtoformcharacterand values.

**CourseOutcomes:**

**CO1.**ToenableStudentstorepondstoavarietyofMaximsofTeachingandto 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.**Torealizenationalintegrationandtoformcharacterand values.

| Category | Course Code | CourseTitle | Schemeofstudies(Hours/Week) |    |    |    | Total Study Hours<br>(CI+LI+SW+SL) | Total Credits<br>(C) |
|----------|-------------|-------------|-----------------------------|----|----|----|------------------------------------|----------------------|
|          |             |             | 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 | Course Code | Course Title      | Scheme of Assessment (Marks)                              |                      |                 |                                    |                          |                                      |    | End Semester Assessment (ESA) | Total Marks (PRA + ESA) |
|----------|-------------|-------------------|---|----------------------|-----------------|------------------------------------|--------------------------|--------------------------------------|----|-------------------------------|-------------------------|
|          |             |                   | Progressive Assessment (PRA)                              |                      |                 |                                    |                          |                                      |    |                               |                         |
|          |             |                   | Class/Home Assignment<br>5 number<br>5 marks each<br>(CA) | Class Test 2<br>(CT) | Seminar<br>(SA) | Class Activity<br>any one<br>(CAT) | Class Attendance<br>(AT) | Total Marks<br>(CA+CT+SA+C<br>AT+AT) |    |                               |                         |
| MC       | 71ED-434    | School Management | 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 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.<br>1SO2. Student will understand the Concept and functions of school management<br><br>1SO3. Student will understand the concept and techniques of school supervision<br>1SO4. Student will understand the Institutional planning and finance<br>1SO5. Student will understand the Concept and process of institutional planning, | 0                           | <b>UNIT 1: School Management and Supervision</b><br>1.1 Concept of school management<br>1.2 Function of school management<br>1.3 meaning and definition of school management<br>1.4 concept and meaning of school supervision<br>1.5 institutional planning<br>1.6 meaning of planning.<br>1.7 school records.<br>1.8 school finance<br>1.9 sources of income and items of expenditure<br>1.10 types of source income for school<br>1.11 school records,<br>1.12 types of records<br>1.13 attendance register<br>1.14 lab register<br>1.15 school register etc | school records,<br>school<br>finance sources of<br>income and items<br>of expenditure<br>School<br>Management and<br>Supervision |

**SW-1 Suggested Sessional Work (SW): Assignments:**

Student will understand the Institutional planning and finance

finance 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)  |
|--|-----------------------------|--|---|
| <p>2SO1. Student will understand the school plant</p> <p>2SO2. Student will understand the school building – its site, types and construction</p> <p>2SO3. Student will understand the light and ventilation in classroom</p> <p>2SO4. Student will understand the furniture and its impact on posture</p> | 0                           | <p><b>Unit-2.0</b><br/><b>School building:</b></p> <p>2.1 good place for school building</p> <p>2.2 Site for school building</p> <p>2.3 Green environment</p> <p>2.4 Importance of good school building</p> <p>2.5 Types of construction</p> <p>2.6 Management building</p> <p>2.7 Classrooms</p> <p>2.8 Washroom</p> <p>2.9 library</p> <p>2.10 light and ventilation in classroom,</p> <p>2.11 school and furniture</p> <p>2.12 furniture and its impact on posture</p> <p>2.13 stairs and ramp 1</p> <p>2.14 Examination hall</p> <p>2.15 play ground</p> | <p>1. School building its site, types and construction</p> <p>furniture and its impact on posture</p> |

**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<br>3SO2. Student will understand the procedureforrecruitmentofprincipals and teachers<br>3SO3.Studentwillunderstandthe codeof professional conduct for teachers<br>3SO4.Studentwillunderstandthe Functions and responsibilities of teachers with reference to School<br>3SO5. Student will understand the HealthService-commonailmentsof children, common, physical defects | 0                           | <b>Unit-3</b><br>3.1Schoolpersonnel Qualities<br>rolesofprincipal<br>3.3Rollsofteacher<br>3.4procedureforrecruitment.<br>3.5principals and teachers<br>3.6codeofprofessionalconductfor teachers.<br>3.7Functionsandresponsibilitiesof teachers<br>3.8responsibilitiesofheadmaster<br>3.9HealthService-common ailments of children,<br>3.10 common, physical defects,<br>3.11conditionsofhealthyphysical life in school,<br>3.12school meals<br>3.13safetyeducation.<br>3.14schoolrecreation<br>3.15balancedietchart | conditions of healthyphysicallifein school<br>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 realize national integration and to form character and 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)  |
|--|-----------------------------|--|---|
| <p>4SO1. Student will understand the Organization of school activities</p> <p>4SO2. Student will understand the Timetable– need, types and principles of constructing it;</p> <p>4SO3. Student will understand the co-curricular activities- importance, types and organization</p> <p>4SO4. Student will understand the Internal Assessment Identification of common ailments among children in any one school</p> <p>4SO5. Student will understand the Preparing a report on school plan of any one school</p> | 0                           | <p><b>Unit-4.0</b></p> <p>4.1 Organization of school activities</p> <p>4.2 Timetable</p> <p>4.3 Need of time table</p> <p>4.4 types and principles of constructing IT</p> <p>4.5 co-curricular activities</p> <p>4.6 meaning of co-curricular activities</p> <p>4.7 features of co-curricular activities</p> <p>4.8 importance of co-curricular activities</p> <p>4.9 types of organization.</p> <p>4.10. Internal Assessment Identification of common ailments among children in any one school.</p> <p>4.11 Preparing a report on school plan of any one school.</p> <p>4.12 school discipline</p> <p>4.13 principal form maintaining discipline</p> <p>4.14 school and community work</p> <p>4.15 educational tours</p> | <p>Organisation of school activities</p> <p>Preparing a report on school plan of any one school</p> |

**SW-4 Suggested Sessional Work (SW):**

**Assignment.** Identification of common ailments among children in any one school. Preparing a report on school plan of any one school.

Preparing a report on school plan of any one school.

**Brief of Hours suggested for the Course Outcome**

| <b>Course Outcomes</b>   | <b>Class Lecture (Cl)</b> | <b>Sessional Work (SW)</b> | <b>Self Learning (Sl)</b> | <b>Total hour (Cl+SW+Sl)</b> |
|--|---------------------------|----------------------------|---------------------------|------------------------------|
| <b>CO1.</b> To enable Students to responds to a variety of Maxims of Teaching and to carry out educational futures | 15                        | 2                          | 1                         | 18                           |
| <b>CO2.</b> To develop the teaching skills of Students and to reflect and conserve basic values.                   | 15                        | 2                          | 1                         | 18                           |
| <b>CO3.</b> To Manage social change and profit by experience to carry out modernization                            | 15                        | 2                          | 1                         | 18                           |
| <b>CO4.</b> 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)**

| <b>CO</b> | <b>Unit Titles</b>                            | <b>Marks Distribution</b> |          |          | <b>Total Marks</b> |
|-----------|---|---------------------------|----------|----------|--------------------|
|           |   | <b>R</b>                  | <b>U</b> | <b>A</b> |                    |
| 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.

| 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 teamwork | Po9 communication | Po10 Lifelong learning | Pso1 The ability to apply technical & | Pso2 Ability to understand the different SDGs and their significance | Pso3 Ability to understand the latest technology to achieve | Pso4 Ability to use the research based innovation knowledge |
|---|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|-----------------------------|-------------------|------------------------|---------------------------------------|--|---|---|
| <b>CO1.</b> To enable Students to respond to a variety of Maximsof Teaching and carry out educational futures | 3                   | 2                    | 2                                  | 3                      | 3                           | 2                                  | 3          | 2                           | 3                 | 2                      | 2                                     | 2  | 3   | 2   |
| <b>CO2.</b> 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   |
| <b>CO3.</b> To Manages social change and profit by experience to carry out modernization                      | 2                   | 3                    | 3                                  | 3                      | 2                           | 2                                  | 2          | 2                           | 2                 | 2                      | 3                                     | 2  | 2   | 3   |
| <b>CO4.</b> 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<br>7,8,9,10,<br><br>PSO1,2, 3,4, | <b>CO1.</b> To enable Students to responds to a variety of MaximsofTeachingandtocarry outeducationalfutures | SO1.1 SO1.2 S<br>O1.<br><br>SO1.4<br>SO1.5  |                            | Unit-1.0<br>1.1,1.2,1.3,1.4,1.5,1.6,1.7,      | Asmentioned in<br>page number<br>432 |
| PO1,2,3,4,5,6<br>7,8,9,10,<br>PSO1,2,3,4,      | <b>CO2.</b> Todeveloptheteachingskills ofStudentsandto reflect and conserve basic values.                   | SO2.1 SO2.2<br>SO2.3 SO2.4<br>SO2.5         |                            | Unit-2<br>2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9 |                                      |
| PO1,2,3,4,5,6<br>7,8,9,10,<br><br>PSO1,2, 3,4, | <b>CO3.</b> ToManagesocialchangeandprofitbyexperience tocarry out modernization                             | SO3.1 SO3.2<br>SO3.3 SO3.4<br><br>SO3.5     |                            | Unit-3:3.1,<br>3.2,3.3,3.4,3.5,3.6,3.7,3.8    |                                      |
| PO1,2,3,4,5,6<br>7,8,9,10<br><br>PSO1,2, 3,4,  | <b>CO4.</b> Torealizenationalintegrationandtoformcharacter and values                                       | SO4.1. SO4.2<br>SO4.3<br><br>sO4.4<br>SO4.5 |                            | Unit-4:<br>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 n Evem Sangathan    | Sukhia, S.P.                    |           |                |
| 4.   | School Management                       | Sharma, R.C                     |           |                |
| 5    | Shaikshik prashasan                     | Everad. K Band 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 Study Hours<br>(CI+LI+SW+SL) | Total Credits(C) |
|----------|------------|---------------------|------------------------------|----|----|----|----|------------------------------------|------------------|
|          |            |                     | 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 | CourseCode | CourseTitle          | Scheme ofAssessment(Marks)                       |                  |                   |                              |                        |    |                                | End Semester Assessmentt (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 Attendanc e (AT) |    |                                |                                |                        |
| MC       | 71ED-435   | Educational Research | 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-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<br>ISO2. Students will gain knowledge about Research– meaning, definition and importance<br>ISO3. Students will gain knowledge about Educational Research– meaning, definition and importance<br>ISO4. Students will gain knowledge about Steps in Educational Research<br>ISO5. Students will gain knowledge about Types of Research :Fundamental/Basic ,Applied and Educational Research meaning definition and importance. | 0                           | <b>UNIT1:</b><br>1.1 meaning of Research<br>1.2 meaning of Educational Research<br>1.3 definition of Research<br>1.4. Definition of Educational Research<br>1.5 importance of Educational Research<br>1.6 needs of Educational Research<br>1.7 uses of Educational Research<br>1.8 Steps in Educational Research.<br>1.9 Format of Educational Research<br>1.10 Types of Research<br>1.11 Fundamental research.<br>1.12. Basic research<br>1.13, Applied research<br>1.14. Educational Research meaning definition and importance.<br>1.15 1. meaning and definition of Fundamental research<br>1.16 meaning and definition of basic research.<br>1.17 meaning and definition of Applied research<br>1.9 Methods of research:<br>1.20. Historical, Experimental<br>1.21 Survey method.<br>1.22 Differences between applied Educational research with reference to<br>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–<br>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<br>2SO2. Students will gain knowledge about Meaning, definition and scope of educational research<br>2SO3. Students will gain knowledge about Importance of Educational research to classroom teachers, administrators and guidance personnel<br>2SO4. Students will gain knowledge about Limitations of Educational research<br>2SO5. Students will gain knowledge about educational problems in different areas in schools – examples | 0                           | <b>Unit-2.0</b><br>2.1 Educational Research<br>2.2 meaning of Educational Research<br>2.3 Definition of Educational Research<br>2.4 scope of educational research. 2.5 Importance of Educational research<br>2.6 Importance of Educational research to classroom teachers<br>2.7 Importance of Educational research to administrators<br>2.8 Importance of Educational research to guidance personnel.<br>2.10 Importance of Educational research to students<br>2.11 uses of Educational Research steps of Educational Research<br>2.12 research objectives.<br>2.13 Limitations of Educational research<br>2.14 needs of Limitations<br>2.15 importance of Limitations.<br>2.16 uses of Limitations.<br>2.17 meaning of Limitations<br>2.18 meaning of. educational problems.<br>2.19 needs of educational problems.<br>2.20 Uses of Educational problems.<br>2.21 importance of educational problems.<br>2.22 Educational problems. in different areas in schools | Educational problems in different areas in schools – examples<br>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)   |
|--|-----------------------------|--|--|
| <p>3SO1. Students will gain knowledge about Research Steps and Tools Steps in Educational Research</p> <p>3SO2. Students will gain knowledge about Identifying the problem area Pin pointing the problem. Problem analysis in terms of causes.</p> <p>3SO3. Students will gain knowledge about Identifying the objectives. Formulating Educational hypotheses.</p> <p>3SO4. Students will gain knowledge about Designing Educational plan. Execution of the plan. Analyzing the data. Findings Reporting</p> <p>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</p> | 0                           | <p><b>Unit-3</b></p> <p>3.1 Research Steps</p> <p>3.2 Research Tools</p> <p>3.3 Steps of Educational Research</p> <p>3.4 Identifying the problem area</p> <p>3.5 Pinpointing the problem.</p> <p>3.6 Problem analysis in terms of causes.</p> <p>3.7 Identifying the objectives.</p> <p>3.8 uses of objectives in research.</p> <p>3.9 Formulating Educational hypotheses.</p> <p>3.10 needs of hypotheses</p> <p>3.11 Designing Educational plan</p> <p>3.12 Execution of the plan.</p> <p>3.13 Analyzing the data.</p> <p>3.14 Findings Reporting.</p> <p>3.15 Tools of Data Collection.</p> <p>3.16 Achievement Test</p> <p>3.17 Questionnaire, Interview Schedule, Checklist</p> <p>3.18 Rating Scale – meaning, need, advantages and limitations.</p> <p>3.19 Tests / Inventories of Aptitude, Attitude, Interest, Personality, Values, Intelligence and Creativity</p> <p>3.20 Measures in classroom – Sociology-metric technique and Classroom Social Distance Scale</p> <p>3.21 Quantitative and Qualitative data meaning and examples.</p> <p>3.22 Analysis of the Data – frequency distribution, measures of central tendency, variability, Co-efficient of correlation (Pearson’s rank difference method).</p> <p>3.23 Interpretation of data with an example descriptive and graphical</p> | <p>Interpretation of data with an example – descriptive and graphical</p> <p>Analysis of the Data – frequency distribution, measures of central tendency, variability, Co-efficient of correlation</p> |

**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<br>4SO2. Students will gain knowledge about Summary, bibliography and appendix.<br>4SO3. Students will gain knowledge about Identifying the causes of problem<br>4SO4. Students will gain knowledge about Identifying the causes of problem behavior of students in the classroom<br>4SO5. Students will gain knowledge about suggesting remedial measures | 0                           | <b>Unit-4.0</b><br>4.1 Educational Research Report<br>4.2 needs of educational research report.<br>4.3 uses of research report.<br>4.4 importance of research report.<br>4.5 research report steps.<br>4.6 Format of report in terms of steps of educational research<br>4.7 needs of Format of report in terms<br>4.8 importance of Format of report in terms.<br>4.9 research Summary<br>4.10 needs of research Summary<br>4.11 importance of research Summary<br>4.12 Uses of research Summary<br>4.13 research Bibliography<br>4.14 needs of research<br>4.15 Bibliography<br>4.16 importance of research<br>4.17 Bibliography<br>4.18 uses of Bibliography<br>4.19 meaning of appendix.<br>4.20 needs of appendix.<br>4.21 uses of appendix.<br>4.22 importance of appendix.<br>4.23 Identifying the causes of problem<br>4.24 behavior of students in the classroom<br>4.25 suggesting remedial measures. | Educational Research Report Format of report in terms of steps of Educational research<br>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 (SI) | Total hour (Cl+SW+SI) |
|--|--------------------|---------------------|--------------------|-----------------------|
| 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   | Unit Titles   | Marks Distribution |    |    | 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 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 teamwork | Po9 communication | Po10 Lifelong learning | Pso1 The ability to apply technical & | Pso2 Ability to understand the different SDGs and their significance | Pso3 Ability to understand the latest technology to achieve | Pso4 Ability to use the research based innovation knowledge |
|--|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|-----------------------------|-------------------|------------------------|---------------------------------------|--|---|---|
| <b>Co1-</b><br>Acquire the knowledge of concept of research and education research.  | 3                   | 2                    | 2                                  | 3                      | 3                           | 2                                  | 3          | 2                           | 3                 | 2                      | 2                                     | 2  | 3   | 2   |
| <b>Co2-</b><br>Understand the concept of basic, applied and education research and their differences. understand the meaning, significance and scope of educational research | 2                   | 3                    | 3                                  | 3                      | 3                           | 3                                  | 3          | 2                           | 2                 | 2                      | 2                                     | 2  | 2   | 2   |
| <b>Co3-</b><br>Become aware of educational research problems in different areas as in schools.   | 2                   | 3                    | 3                                  | 3                      | 2                           | 2                                  | 2          | 2                           | 2                 | 2                      | 3                                     | 2  | 2   | 3   |
| <b>Co4-</b><br>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**

| <b>POs &amp; PSOs No.</b>  | <b>Cos No. &amp; Titles</b>                                     | <b>SOs No.</b>       | <b>Laboratory Instruction (LI)</b> | <b>Classroom Instruction (CI)</b>        | <b>Self Learning (SL)</b> |
|----------------------------|---|----------------------|------------------------------------|--|---------------------------|
| PO1,2,3,4,5,6<br>7,8,9,10, | <b>Co1-</b><br>Acquire the knowledge of concept of research and | SO1.1 SO1.2 S<br>O1. |                                    | Unit-1.0<br>1.1,1.2,1.3,1.4,1.5,1.6,1.7, |                           |

|  |   |   |  |   |                                 |
|--|---|---|--|---|---------------------------------|
| PSO1,2, 3,4,                                   | educationalresearch.  | SO1.4<br>SO1.5                              |  |   |                                 |
| PO1,2,3,4,5,6<br>7,8,9,10,<br>PSO1,2,3,4,      | <b>Co2-</b> Understand the concept of basic, applied and educationalresearchandtheir differences. understandthe meaning, significanceand scope ofeducational research   | SO2.1 SO2.2<br>SO2.3 SO2.4<br>SO2.5         |  | Unit-2<br>2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,<br>2.9 | As mentioned in page number 432 |
| PO1,2,3,4,5,6<br>7,8,9,10,<br><br>PSO1,2, 3,4, | <b>Co3-</b><br>Becomeawareofeducationalr<br>esearchproblemsin different<br>are as in schools.   | SO3.1 SO3.2<br>SO3.3 SO3.4<br><br>SO3.5     |  | Unit-3:3.1,<br>3.2,3.3,3.4,3.5,3.6,3.7,3.8        |                                 |
| PO1,2,3,4,5,6<br>7,8,9,10<br><br>PSO1,2, 3,4,  | <b>Co4-</b> Acquire the knowledge of steps involved and tools used in educational research. Acquire the skills of conductingeducationalresear chandto developtheskills of interpreting and reporting the findings of educational research | SO4.1. SO4.2<br>SO4.3<br><br>sO4.4<br>SO4.5 |  | Unit-4:<br>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 Study Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|------------------|-----------------|--------------------------------|----|----|----|---|---------------------------------|-------------------|
|          |                  |                 | CI                             | LI | SW | SL |   |                                 |                   |
| OEC      | <b>71ED436-A</b> | 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)                     |                   |                  |                              |                       |    |                               | End Semester Assessment (ESA) | Total Marks (PRA+ESA) |
|----------|------------------|-----------------|--|-------------------|------------------|------------------------------|-----------------------|----|-------------------------------|-------------------------------|-----------------------|
|          |                  |                 | Progressive Assessment (PRA)                     |                   |                  |                              |                       |    | Total Marks (CA+CT+SA+CAT+AT) |                               |                       |
|          |                  |                 | Class/Home Assignment 5 number 5 marks each (CA) | Class Test 2 (CT) | Seminar one (SA) | Class Activity any one (CAT) | Class Attendance (AT) |    |                               |                               |                       |
| OEC      | <b>71ED436-A</b> | 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<br>ISO2. Student will understand the Classification of Values-Intrinsic Values, Instrumental Values, Moral Values, Aesthetic Values, Economic Values, Social Values<br>ISO3. Students will understand the Contemporary Values in Indian Context Panchakosha Theory of Values.<br>ISO4. Students will understand the Basic Human Values–Truth, Beauty, Goodness, Love, Peace, Non-Violence<br>ISO5. Students will understand the Contemporary Values–Scientific Temper Intellectual Honesty, Social Service and Protection of Environment | 0                           | <b>UNIT 1</b><br>1: Introduction to Values<br>2. meaning of Values<br>3: Concept of values,<br>4. Nature of values,<br>5. Types of values<br>6. Significance of values<br>7. Classification of Values-<br>8. Intrinsic Values,<br>9. Instrumental Values<br>10, Moral Values<br>11, Aesthetic Values<br>12, Economic Values,<br>13 Social Values<br>14. Contemporary Values in Indian Context Panchakosha<br>15. Theory of Values<br>16. Basic Human Values<br>17. Truth,<br>18 Beauty<br>19, Goodness,<br>20 Love, Peace, Non-Violence<br>21. Contemporary Values–Scientific Temper<br>22 Intellectual Honesty, Social Service<br>23 Protection of Environment | Basic Human Values–Truth, Beauty, Goodness, Love, Peace, Non-Violence<br>Contemporary Values–Scientific Temper<br>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.**

**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. Students will understandtheStrategiesof Inculcation ofValues</p> <p>2SO2. Students will understandtheSourcesof ValueEducation</p> <p>2SO3.Studentswill understand the Autobiography and BiographyofGreatPeople, Parables, Vedas,Bhagavad gita, Shlokas, Poems, Newspaper Clippings EpisodesfromRealLife, Documents</p> <p>2SO4. Students will understandtheTechniquesof Inculcating Values in Life Ashtangayoga</p> <p>2SO5. Students will understand the Role of TeachersinValueEducation.</p> | 0                           | <p><b>Unit-2.0</b></p> <p>1 StrategiesofInculcationofValues</p> <p>2 needsofStrategiesofInculcationof Values</p> <p>3 importanceofStrategiesofInculcation of Values</p> <p>4 SourcesofValueEducation</p> <p>5 AutobiographyofGreatPeople</p> <p>6 BiographyofGreatPeople</p> <p>7 Parables,</p> <p>8.Vedas,</p> <p>9.Bhagavadgita10Shlokas</p> <p>11, Poems,</p> <p>12.NewspaperClippings</p> <p>13.EpisodesfromRealLife,</p> <p>14 Documents</p> <p>15.TechniquesofInculcatingValuesin Life</p> <p>16.Ashtangayoga</p> <p>17.Yama,</p> <p>18Niyama,</p> <p>19Asana,</p> <p>20Pranayama,</p> <p>21.Prathyahara,</p> <p>22.Dhyana,Dharana,andSamadhi</p> <p>23.TechniquesofInculcatingValuesin Life,Ashtangayoga.</p> | <p>1.Techniques of InculcatingValues in Life</p> <p>AshtangayogaTechniques of InculcatingValues in Life</p> <p>Ashtangayoga</p> |

**SW-2SuggestedSessionalWork(SW):Assignments:**

Visittoreligiousinstitutionswhichareinvolvedineducationalendeavor.

Documentationofthecontributionsofthegreatpersonalitiesandinstitutionsforthepromotionandprotectionof values.

**Co3- Developawarenessaboutthedifferentagenciesworkingin thesphereofvalueeducation.**

**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<br>3SO2.Studentswillunderstandthe Religion<br>3SO3.Studentswillunderstandthe Educational Institutions<br>3SO4.Studentswillunderstandthe Community<br>3SO5.Studentswillunderstandthe Mass Media | 0                           | <b>Unit-3</b><br>3.1 RoleofSocialAgenciesin Value Education Family<br>3.2 Value Education Family<br>3.3 needs of Role of Social Agenciesin Value Education Family<br>3.4 importanceofRoleofSocial Agencies in Value Education Family<br>3.5 Religionin Value Education Family<br>3.6 NeedsofReligionin Value Education Family<br>3.7 importance of Religion in Value Education Family<br>3.8 usesofReligionin Value Education Family<br>3.9 Educational Institutions<br>3.10 needs of Educational Institutions in values<br>3.11 importanceofEducational Institutions in values<br>3.12 valuesinCommunity<br>3.13 needsofvaluesinCommunity<br>3.14 importance of values in Community<br>3.15 meaningofCommunity<br>3.16 meaningofsocialAgencies needs of Mass Media<br>3.17 importanceofMassMedia<br>3.18 needsofPrintMedia<br>3.19 importanceofPrintMedia<br>Electronic media | Role of Social Agenciesin Value EducationFamily<br>Informationand Communication Technology |

**SW-3 SuggestedSessionalWork (SW):Assignments:**

Visitto religiousinstitutionswhichareinvolvedineducationalendeavor.

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<br>4SO2. Students will understand the Integrated approach Direct Approach<br>4SO3. Students will understand the Incidental approach<br>4SO4. Students will understand the Co-curricular and Extra-Curricular Activities<br>4SO5. Students will understand the Resolving Value | 0                           | <b>Unit-4.0</b><br>4.1 Value Education in Secondary Schools<br>4.2 Value Education in high Schools<br>4.3 Value Education in primary Schools<br>4.4 needs of Value Education in primary Schools<br>4.5 importance of Value Education in primary Schools<br>4.6 Education in primary Schools<br>4.7 needs of Value Education in high Schools<br>4.8 importance of Value Education in high Schools<br>4.9 Education in high Schools<br>4.10 needs of Value Education in Secondary Schools<br>4.11 importance of Value Education in Secondary Schools<br>4.12 Education in Secondary Schools<br>4.13 Value Education in middle Schools<br>4.14 needs of Value Education in middle Schools<br>4.15 importance of Value Education in middle Schools<br>4.16 Education in middle Schools Integrated approach<br>4.17 Direct Approach<br>4.18 importance of Direct Approach<br>4.19 Incidental approach importance of Incidental approach<br>4.20 Co-curricular Activities<br>4.21 Extra-Curricular Activities.<br>4.22 Resolving Value Conflicts (value crisis)<br>22. Discussion of Burning Social and Moral Problems Project Work and Community Centered Activities | Discussion of Burning Social and Moral Problems<br>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<br>needs of Strategies of Inculcation of Values | 3                  | 10 | 4  | 17          |
| CO-3 | Role of Social Agencies in Value Education<br>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 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 teamwork | Po9 communication | Po10 Lifelong learning | Pso1 Ability to apply technical & interdisciplinary knowledge | Pso2 Ability to understand the different SDGs and their significance | Pso3 Ability to understand the latest technology | Pso4 Ability to research and innovate |
|--|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|-----------------------------|-------------------|------------------------|---|--|--|---------------------------------------|
| <b>Co1-</b> Understand the concepts and types of values.   | 3                   | 2                    | 2                                  | 3                      | 3                           | 2                                  | 3          | 2                           | 3                 | 2                      | 2   | 2  | 3  | 2                                     |
| <b>Co2-</b> Understand the meaning and basic-theories of axiology. Get an insight into the strategies of inculcation of values among children. | 2                   | 3                    | 3                                  | 3                      | 3                           | 3                                  | 3          | 2                           | 2                 | 2                      | 2   | 2  | 2  | 2                                     |
| <b>Co3-</b> Develop awareness about the different agencies working in the sphere of value education.   | 2                   | 3                    | 3                                  | 3                      | 2                           | 2                                  | 2          | 2                           | 2                 | 2                      | 3   | 2  | 2  | 3                                     |
| <b>Co4-</b> Develop skills and   | 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**

| <b>POs &amp; PSOs No.</b> | <b>Cos No. &amp; Titles</b> | <b>SOs No.</b> | <b>Laboratory Instruction (LI)</b> | <b>Classroom Instruction (CI)</b> | <b>Self Learning (SL)</b> |
|---------------------------|-----------------------------|----------------|------------------------------------|-----------------------------------|---------------------------|
|---------------------------|-----------------------------|----------------|------------------------------------|-----------------------------------|---------------------------|



|  |  |   |   |   |                                 |
|--|--|---|---|---|---------------------------------|
|  |  |   | ) |   |                                 |
| PO1,2,3,4,5,6<br>7,8,9,10,<br>PSO1,2, 3,4,     | <b>Co1-</b><br>Understand the concept and types of values.   | SO1.1 SO1.2<br>SO1.3 SO1.4<br><br>SO1.5 |   | Unit-1.0<br>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<br><br>7,8,9,10,<br>PSO1,2,3,4,  | <b>Co2-</b> Understand the meaning and basic-theories of axiology. Get an insight into the strategies of inculcation of values among children. | SO2.1S O2.2S<br>O2.3 SO2.4<br>SO2.5     |   | Unit-2<br><br>2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,<br>2.9 |                                 |
| PO1,2,3,4,5,6<br>7,8,9,10,<br><br>PSO1,2, 3,4, | <b>Co3-</b><br>Develop awareness about the different agencies working in the sphere of value education.  | SO3.1S O3.2<br>SO3.3 SO3.4<br><br>SO3.5 |   | Unit-3:3.1,<br>3.2,3.3,3.4,3.5,3.6,3.7,3.8            |                                 |
| PO1,2,3,4,5,6<br>7,8,9,10<br><br>PSO1,2, 3,4,  | <b>Co4-</b><br>Develop skills and techniques needed to teach value education. Understand the role of the teacher in value education            | SO4.1S O4.2S<br>O4.3S O4.4<br><br>SO4.5 |   | Unit-4:<br>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**

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**CourseCode:** 71ED436-B

**CourseTitle:** B-OptionalSubject-EnvironmentalEducation

**Pre-requisite:** Students should have knowledge about the concept, significance, scope, terminologies, Objectives and programs of environmental education

**Rationale:** Student will know about the concept, significance, scope and terminologies, objectives and programs of environmental education.

Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities. Interpret the environmental legislation in conservation and protection of the environment. Understand the role of governmental and non-governmental agencies in environmental education. Apply the methods of teaching and evaluation in environmental education.

**CourseOutcome**

**Co1-** Understand the concept, significance, scope and terminologies, objectives and programs of environmental education.

**Co2-** Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities.

**Co3-** Interpret the environmental legislation in conservation and protection of the environment.

**Co4-** Understand the role of governmental and non-governmental agencies in environmental education.

**Co5-** Apply the methods of teaching and evaluation in environmental education.

| Category | Course Code | Course Title            | Scheme of studies (Hours/Week) |    |    |    |   | Total Study Hours (CI+LI+SW+SL) | Total Credits (C) |
|----------|-------------|-------------------------|--------------------------------|----|----|----|---|---------------------------------|-------------------|
|          |             |                         | CI                             | LI | SW | SL |   |                                 |                   |
| OEC      | 71ED436-B   | Environmental 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)                     |                   |                  |                              |                       |    |             | End Semester Assessment | Total Marks |
|----------|-------------|-------------------------|--|-------------------|------------------|------------------------------|-----------------------|----|-------------|-------------------------|-------------|
|          |             |                         | Progressive Assessment (PRA)                     |                   |                  |                              |                       |    | Total Marks |                         |             |
|          |             |                         | Class/Home Assignment 5 number 5 marks each (CA) | Class Test 2 (CT) | Seminar one (SA) | Class Activity any one (CAT) | Class Attendance (AT) |    |             |                         |             |
| OEC      | 71ED436-B   | Environmental 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, 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)  |
|---|-----------------------------|---|---|
| 1SO1. Students will gain knowledge about Introduction to Environmental Education.<br>1SO2. Student will understand the Objectives and Principles of Environmental, Education<br>1SO3. Student will understand the Basic Concepts in Environmental Education Ecology Eco-System Ecological Balance Food Chain<br>1SO4. Student will understand the Pollution and Pollutants<br>1SO5. Student will understand the. Natural Resources Green House Effect Bio-degradable and Non-degradable Materials. Bio-sphere-Bio-Diversity | 0                           | <b>UNIT1:</b><br>1.1 Introduction of Environmental Education<br>1.2 Concept of Environmental Education<br>1.3 Importance of Environmental Education<br>1.4. Scope of Environmental Education<br>1.5 needs of Environmental Education<br>1.1.6 Significance of Environmental Education<br>1.7 uses of Environmental Education<br>1.8 Objectives of Environmental, Education.<br>1.9. Principles of Environmental Education<br>1.10 Basic Concepts in Environmental Education<br>1.11 Ecology<br>1.12 Eco-System<br>1.13 Ecological Balance<br>1.14 Balance diet<br>1.15 Food Chain<br>1.16 Pollution and<br>1.17 Pollutants<br>1.18 Natural Resources<br>1.19 Green House Effect<br>1.20 Bio-degradable Materials<br>1.21 Non-degradable Materials.<br>1.22 Bio-sphere-<br>1.23 Bio-Diversity<br>1.24 National Environment Awareness Campaign (NEAC)<br>1.25 Environmental Orientation | National Environment Awareness Campaign (NEAC)<br>Environmental Orientation for School Education (EOSE)<br>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<br>Meaning of Environment<br>2SO2. Student will understand the Types of Environment Types of Environment Pollution<br>2SO3. Student will understand the Air Pollution Meaning, Causes, The Air Act-1981<br>2SO4. Student will understand the Water Pollution: Meaning, Cause The Water Act-1977<br>2SO5. Student will understand the Soil Pollution: Meaning, Causes, Remedies<br>Sound Pollution: Meaning, Causes, Remedies | 0                           | <b>Unit-2</b><br>2.1 Environment and Pollution<br>2.2 Meaning of Environment<br>2.3 Meaning of Pollution<br>2.4 Types of environment<br>2.5 Types of Environment Pollution<br>2.6 Meaning of Air Pollution<br>2.7 Causes of Air Pollution<br>2.8 Prevention of Air Pollution<br>2.9 Control of Air Pollution<br>2.10 Prevention and Control of Pollution Act-1981<br>2.11 Water Pollution Meaning<br>2.12 Causes of Water Pollution<br>2.13 Prevention of Water Pollution<br>2.14 Control of Water Pollution<br>2.15 Control of Water Pollution Act-1977<br>2.16 Soil Pollution: Meaning<br>2.17 Causes of Soil Pollution<br>2.18 Remedies of Soil Pollution<br>2.19 Sound Pollution Meaning,<br>2.20 Causes of Sound Pollution<br>2.21 Remedies of Sound Pollution<br>2.22 Ecological Imbalances<br>2.23 Deforestation<br>2.24 Soil Erosion<br>2.25 Extinction of Wild live | Environment and Pollution, Meaning of Environment<br>Ecological Imbalances<br>Deforestation<br>Soil Erosion<br>Extinction of Wild live<br>Depletion of Ozone Layer, Life and contribution of Environmental Activists<br>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<br>2SO2.Studentwillunderstandthe Types of Environment Types of Environment Pollution<br>2SO3.Studentwillunderstandthe Air Pollution Meaning, Causes, TheAirAct-1981<br>2SO4.Studentwillunderstandthe Water Pollution: Meaning, Cause The WaterAct-1977<br>2SO5.Studentwillunderstandthe Soil Pollution: Meaning,Causes, Remedies<br>SoundPollutionMeaning,Causes Remedies | 0                           | <b>Unit-3</b><br>3.1Agencies in Environmental Education<br>3.2United National Environment Programme(UNEP)<br>3.3Importance of Agencies in Environmental Education<br>3.4Importance of United National Environment Programme(UNEP)<br>3.5International Union for Conservation of Nature<br>3.6Natural Resources (IUCN)<br>3.7importance of International Union for Conservation of Nature<br>3.8Union Ministry of Environment and Forests.<br>3.9Importance of Union Ministry of Environment and Forests<br>3.10Central Pollution Control Board (CPCB)<br>3.11importance of Central Pollution Control Board (CPCB)<br>3.12Centre for Environment Education<br>3.13importance of Centre for Environment Education<br>3.14National Afforestation and Eco-Development Board(NAEB)<br>3.15importance of National Afforestation and Eco- Development Board(NAEB)<br>3.16Environment Protection<br>3.17Chipko Movement<br>3.18Appiko Movement<br>3.19 BachaoAndolan (NBA)<br>3.20Western Ghats Protection Movement | Environment and Pollution,MeaningofEnvironment Ecological Imbalances Deforestation Soil Erosion ExtinctionofWild live DepletionofOzone Layer,Lifeandcontribution of Environmental Activists<br>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<br>4SO2. Student will understand the Integrated Approach Incidental Approach<br>4SO3. Student will understand the Co-curricular and Extra Curricular activities Project Work. Intellectual Meet<br>4SO4. Student will understand the Eco-Clubs/ Nature Clubs. Problem Solving Activities related to Burning Ecological Problems<br>4SO5. Student will understand the Evaluation in Environmental Education Formative Evaluation Summative Evaluation | 0                           | <b>Unit-4 Methods of Teaching Environment Education</b><br>4.1 Direct Approach<br>4.2 Integrated (Multi-Disciplinary) Approach<br>4.3 Incidental Approach<br>4.4 Co-curricular activities and Extra-Curricular activities<br>4.5 Project Work<br>4.6 Intellectual Meet –<br>4.7 Seminars, Symposia, Workshops, Conferences,<br>4.8 Group Discussion, Debates, Special Lectures Brain Storming<br>4.9 Field Out reach and Extension Activities.<br>Eco-Clubs/ Nature Clubs.<br>Problem Solving<br>4.10 Activities related to Burning Ecological Problems.<br>4.11 Quiz, Poster Making, Models Making and Exhibitions<br>4.12 Evaluation in Environmental Education Formative Evaluation Summative Evaluation | 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-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) |
|--|--------------------|---------------------|--------------------|-----------------------|
| <b>Co1</b> -Understand the concept, significance, scope and terminologies, objectives and programs of environmental education.   | 26                 | 2                   | 1                  | 29                    |
| <b>Co2</b> -Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities                       | 32                 | 2                   | 1                  | 35                    |
| <b>Co3</b> -Interpret the environmental legislation in conservation and protection of the environment.   | 20                 | 2                   | 1                  | 23                    |
| <b>Co4</b> -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 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.



|                    |                        |                            |  |                                 |                                      |  |               |                                       |                      |                           |   |   |   |  |
|--------------------|------------------------|----------------------------|--|---------------------------------|--------------------------------------|--|---------------|---------------------------------------|----------------------|---------------------------|---|---|---|--|
| Course<br>outcomes | Po1 Basic<br>knowledge | Po2<br>Problem<br>Analysis | Po3 Design<br>development of<br>solution | Po4<br>Skills<br>and<br>methods | Po5<br>The<br>teacher and<br>society | Po6<br>Environment and<br>sustainability | Po7<br>Ethics | Po8<br>Individual and<br>team<br>work | Po9<br>Communication | Po10<br>Lifelong learning | Pso1<br>The ability to apply<br>technical & | Pso2<br>Ability to understand<br>the different<br>Goals and their<br>significance | Pso3<br>Ability to understand<br>the latest<br>technology to<br>achieve | Pso4<br>Ability to use<br>ethics in<br>research<br>based<br>innovation<br>and<br>knowledge |
|--------------------|------------------------|----------------------------|--|---------------------------------|--------------------------------------|--|---------------|---------------------------------------|----------------------|---------------------------|---|---|---|--|

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <b>Co1-</b><br>Underst and the concept, significance, scope and terminologies, objectives and programmes of environmental education.                | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 |
| <b>Co2-</b><br>Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| <b>Co3-</b><br>Interpret the environmental legislation in conservation and protection of the environment.   | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 3 |
| <b>Co4-</b><br>Underst and the role of government   | 1 | 1 | 2 | 2 | 1 | 3 | 2 | 2 | 1 | 1 | 3 | 1 | 2 | 2 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| ental<br>and non-<br>governm<br>entalage<br>nciesine<br>nvironm<br>entalAp<br>plythe<br>methods<br>ofteachi<br>ngandev<br>aluationi<br>nviron<br>mental<br>educatio<br>n |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

**Curriculum Mapping of CO's, POs, and PSOs**

| <b>POs &amp; PSOs No.</b>                      | <b>Cos No. &amp; Titles</b>  | <b>SOs No.</b>                          | <b>Laboratory Instruction (LI)</b> | <b>Classroom Instruction (CI)</b>        | <b>Self Learning (SL)</b> |
|--|--|---|------------------------------------|--|---------------------------|
| PO1,2,3,4,5,6<br>7,8,9,10,<br><br>PSO1,2, 3,4, | <b>Co1-</b> Understand the concept, significance, scope and terminologies, objectives and programs of environmental education.                   | SO1.1 SO1.2<br>SO1.3 SO1.4<br><br>SO1.5 |                                    | Unit-1.0<br>1.1,1.2,1.3,1.4,1.5,1.6,1.7, |                           |
| PO1,2,3,4,5,6                                  | <b>Co2-</b> Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities | SO2.1S O2.2S<br>O2.3 SO2.4<br>SO2.5     |                                    | Unit-2                                   |                           |

|  |   |   |  |  |                                 |
|--|---|---|--|--|---------------------------------|
| 7,8,9,10,<br>PSO1,2,3,4,                       |   |   |  | 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,<br>2.9    | As mentioned in page number 366 |
| PO1,2,3,4,5,6<br>7,8,9,10,<br><br>PSO1,2, 3,4, | <b>Co3</b> -Interpret the environmental legislation in conservation and protection of the environment.  | SO3.1S O3.2<br>SO3.3 SO3.4<br><br>SO3.5 |  | Unit-3:3.1,<br>3.2,3.3,3.4,3.5,3.6,3.7,3.8 |                                 |
| PO1,2,3,4,5,6<br>7,8,9,10<br><br>PSO1,2, 3,4,  | <b>Co4</b> -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<br>O4.3S O4.4<br><br>SO4.5 |  | Unit-4:<br>4.1, 4.2,4.3,4.4,4.5,4.6,4.7    |                                 |

#### Curriculum Development Team

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**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                       | Schemeofstudies(Hours/Week) |    |    |    |                              | Total Credits (C) |
|----------|------------|-----------------------------------|-----------------------------|----|----|----|------------------------------|-------------------|
|          |            |                                   | CI                          | LI | SW | SL | TotalStudyHours (CI+LI+SW+S) |                   |
| OEC      | 71ED436-C  | Guidance and CounsellinginSchools | 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)                      |                  |                   |                              |                       |    | Total Marks (CA+CT+SA+CAT+AT) |                               |                        |
|          |             |                                     | Class/ Home Assignment 5 number 5marks each (CA) | Class Test2 (CT) | Semi nar one (SA) | Class Activity any one (CAT) | Class Attendance (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-Understandtheprinciples,scopeandneedofguidanceandcounselingin schools

#### Approximate Hours

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

| SessionOutcomes (SOs) | Laboratory Instruction (LI) | ClassroomInstruction (CI) | SelfLearning(SL) |
|-----------------------|-----------------------------|---------------------------|------------------|
|                       |                             |                           |                  |

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

|   |   |  |   |
|---|---|--|---|
| <p>ISO1.Students will gain knowledge about. Guidance and Counselling Introduction to Guidance and Counselling</p> <p>ISO2. Student will understand the Nature, Purpose and Scope of Guidance and Counselling</p> <p>ISO3.Student will understand the Difference between Guidance and Counselling</p> <p>ISO4 Student will understand the Counselling Principles Approaches</p> <p>ISO5.Student will understand the Areas of Guidance Educational Guidance Vocational Guidance Personal Guidance</p> | 0 | <p><b>UNIT1:</b></p> <p>1.1 Guidance and Counselling</p> <p>1.2. Introduction to Guidance and Counselling</p> <p>1.3 Nature of Guidance and Counselling</p> <p>1.4 Purpose of Guidance and Counselling</p> <p>1.5 Scope of Guidance and Counselling</p> <p>1.6 Difference between Guidance and Counselling</p> <p>1.7 Counselling Principles Approaches</p> <p>1.8 Areas of Guidance</p> <p>1.9 Educational Guidance</p> <p>1.10 Vocational Guidance</p> <p>1.11 Personal Guidance</p> <p>1.12 principal of guidance</p> <p>1.13 importance of guidance</p> <p>1.14 function of guidance</p> <p>1.15 types of guidance</p> <p>1.16 meaning of counselling</p> <p>1.17 definition of counselling</p> <p>1.18 nature of counselling</p> <p>1.19 characteristic of counselling</p> <p>1.20 basic principle of counselling</p> <p>1.21 types of counselling</p> <p>1.22 nature of guidance</p> <p>1.23 importance of counseling.</p> | <p>1 Nature, Purpose and Scope of Guidance and Counselling.</p> <p>Areas of Guidance Educational Guidance Vocational Guidance Personal Guidance</p> |
|---|---|--|---|

**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<br>2SO2. Student will understand the Problem related to physical Development<br>2SO3. Student will understand the Common problems faced by children<br>2SO4. Student will understand the Nutrition Problems related with Emotional Development<br>2SO5. Student will understand the Adjustment to Home Adjustment to School Adjustment to Peer Group | 0                           | <b>Unit-2.0</b><br>2.1 Problems of Developments in Children<br>2.2 Problem related to physical Development<br>2.3 Common problems faced by children<br>2.4 Nutrition Problems related with Emotional Development<br>2.5 Adjustment to Home<br>2.6 Adjustment to School<br>2.7 Adjustment to Peer Group<br>2.8 Problems related to academic achievement<br>2.9 Problems related to Gender bias and Gender related issues<br>2.10 Applications of the whole child<br>2.11 concept for parents,<br>2.12 teachers and counselors<br>2.13 Acquisition of Learning<br>2.14 Process of Learning<br>2.15 Concept of learning<br>2.16 Factors affecting learning<br>2.17 Physiological factors<br>2.18 Psychological factors<br>2.19 Socio-emotional factors<br>2.20 Educational factors<br>2.21 importance of psychological factors in affective learning.<br>2.22 importance of Physiological factors in affective learning<br>2.23 importance of socio logical factors in affective learning | 1. Problems related to academic achievement<br>Gender bias and Gender related issues<br>psychological factors<br>Socio emotional factors<br>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<br>3SO2. Student will understand the Contributing to Learning Problems External factors Psychological and Educational Internal factors<br>3SO3. Student will understand the Low general ability, Attention, Specific reading, writing<br>3SO4. Student will understand the Assessment of the child Case history<br>3SO5. Student will understand the Assessment of general abilities Remediation | 0                           | <b>Unit-3</b><br>3.1 Learning Disabilities of Children Factors<br>3.2 Contributing to Learning Problems External factors<br>3.3 Psychological Internal factors<br>3.4 Educational Internal factors<br>3.5 Low general ability, Attention<br>3.6 Specific reading, writing etc.<br>3.7 Assessment of the child Case history<br>3.8 Assessment of general abilities<br>3.9 Remediation<br>3.10 Principles of Guidance Services<br>3.11 Designing remedial strategies.<br>3.12 Learning disability of children<br>3.13 external factors.<br>3.14 educational factors<br>3.15 assessment of child<br>3.16 case history<br>3.17 assessment of general abilities.<br>3.18 remediation<br>3.19 designing remedial strategies<br>3.20 questionnaire technique<br>3.21 characteristic of good questionnaires<br>3.22 types of questionnaire<br>3.23 interview technique | Learning Disabilities of Children Factors<br>Principles of Guidance Services<br>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 setc.

**Co4-Acquaint himself with learning disabilities of children and its remedies Take up minimum guidance programme at school level.**

**Approximate Hours**

| Item | Appx. Hrs |
|------|-----------|
| CI   | 22        |
| LI   | 0         |
| SW   | 2         |
| SL   | 1         |



| Session Outcomes (SOs)   | Laboratory Instruction (LI) | Classroom Instruction (CI)  | Self Learning (SL)                          |
|--|-----------------------------|---|---|
| <p>4SO1. Student will understand the Guidance for Children with Special Need</p> <p>4SO2. Student will understand the Meaning, definitions and types of exceptional children Gifted and Creative children</p> <p>4SO3. Student will understand the Slow learners and backward children</p> <p>4SO4. Student will understand the Strategies for helping exceptional children to overcome their problems</p> | 0                           | <p><b>Unit-4.0</b></p> <p>4.1 Guidance for Children with Special</p> <p>4.2 Needs of Guidance</p> <p>4.3 importance of Guidance</p> <p>4.4 uses of Guidance</p> <p>4.5 Guidance Meaning,</p> <p>4.6 Guidance definitions</p> <p>4.7 types of Guidance</p> <p>4.8 exceptional children</p> <p>4.9 Gifted children</p> <p>4.10 Creative children.</p> <p>4.11 Slow learners</p> <p>4.12 backward children</p> <p>4.13 Strategies for helping exceptional children to overcome their problems</p> <p>4.14. meaning of special needs</p> <p>4.15 purpose of interview</p> <p>4.16 types of interview parts of interview.</p> <p>4.17 qualities of interview</p> <p>4.18 advantage of interview</p> <p>4.19 case study method.</p> <p>4.20 special children.</p> <p>4.21 backward child</p> <p>4.22 gifted child and creative children</p> | 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 |
|--|--------------------|---------------------|----|
| <b>Co1-</b> Understand the principles, scope and need of guidance and counseling in schools  | 23                 | 2                   |    |
| <b>Co2-</b> Acquaint himself with nature of different problems faced by children in context of learning and development.                   | 23                 | 2                   |    |
| <b>Co3-</b> Understand the acquisition and process of learning in children with special needs.   | 22                 | 2                   |    |
| <b>Co4-</b> Acquaint himself with I Take up minimum guidance programme at school level. Learning disabilities of children and its remedies | 22                 | 2                   |    |
| <b>Total Hours-</b>  | 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)

| 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 & interdisciplinary SD Goals and their significance | 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 |
|--|---------------------|----------------------|------------------------------------|------------------------|-----------------------------|------------------------------------|------------|------------------------------|-------------------|------------------------|---|--|---|---|
| <b>Co1-</b> Understand the principles, scope and need of guidance and counseling in schools                              | 3                   | 2                    | 2                                  | 3                      | 3                           | 2                                  | 3          | 2                            | 3                 | 2                      | 2   | 2  | 3   | 2   |
| <b>Co2-</b> Acquaint himself with nature of different problems faced by children in context of learning and development. | 2                   | 3                    | 3                                  | 3                      | 3                           | 3                                  | 3          | 2                            | 2                 | 2                      | 2   | 2  | 2   | 2   |
| <b>Co3-</b> Understand the acquisition and process of learning in children with special needs.                           | 2                   | 3                    | 3                                  | 3                      | 2                           | 2                                  | 2          | 2                            | 2                 | 2                      | 3   | 2  | 2   | 3   |

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <b>Co4-</b><br>Acquain<br>thimself<br>withITa<br>keupmin<br>imumgui<br>dancepr<br>ogramm<br>eatschoo<br>llevel.ea<br>rningdis<br>abilities<br>ofchildr<br>en and<br>its<br>remedie<br>s | 1 | 1 | 2 | 2 | 1 | 3 | 2 | 2 | 1 | 1 | 3 | 1 | 2 | 2 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

**Curriculum mapping**

| <b>POs<br/>&amp;PSOsNo.</b> | <b>CosNo.&amp;Titles</b>  | <b>SOsNo</b>                     |
|-----------------------------|---|----------------------------------|
| PO1,2,3,4,5,6<br>7,8,9,10,  | <b>Co1-</b> Understandtheprinciples,scopeandneedof guidance and counseling in schools | SO1.1<br>SO1.2<br>SO1.3<br>SO1.4 |

|  |  |  |   |
|--|--|--|---|
| PSO1,2, 3,4,                                   |  |  | SO1.5                                     |
| PO1,2,3,4,5,6<br>7,8,9,10,<br>PSO1,2,3,4,      | <b>Co2-</b> Acquaint himself with nature of different problems faced by children in context of learning and development                  |  | SO2.1<br>SO2.2<br>SO2.3<br>SO2.4<br>SO2.5 |
| PO1,2,3,4,5,6<br>7,8,9,10,<br><br>PSO1,2, 3,4, | <b>Co3-</b> Understand the acquisition and process of learning in children with special needs.   |  | SO3.1<br>SO3.2<br>SO3.3<br>SO3.4<br>SO3.5 |
| PO1,2,3,4,5,6<br>7,8,9,10                      | <b>Co4-</b> Acquaint himself with Take up minimum guidance programme at school level. Learning disabilities of children and its remedies |  | SO4.1<br>SO4.2<br>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 |

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