



MIT-ADT
UNIVERSITY
PUNE, INDIA
A leap towards World Class Education

MIT Art, Design & Technology University, Pune

School of Education & Research



Detail Syllabus For
Bachelor of Education (B.Ed.)
Revised 2020

Faculty of Humanities & Social Sciences



MIT-ADT UNIVERSITY PUNE, INDIA

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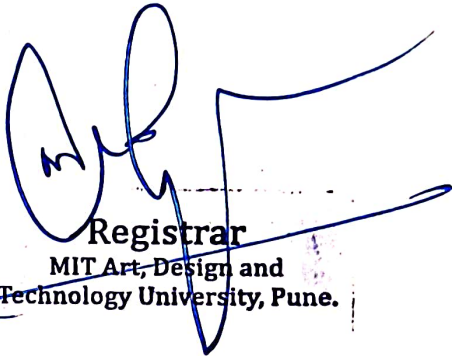
Syllabus

For

Bachelor of Education (B.Ed)



Revised 2020


Registrar
MIT Art, Design and
Technology University, Pune.

(With Effect from Academic Year 2021 – 22)

FACULTY OF HUMANITIES & SOCIAL SCIENCES

Nomenclature of the Program: Bachelor of Education

Program Code: Bachelor of Education (B.Ed)

About the Program

Background & Preface of the Program:

Bachelor of Education (B.Ed) program of School of Education & Research, MIT Art, Design and Technology University, Pune basically focuses on training candidates in secondary and higher secondary education, and is designed to provide the enrolled teacher-trainees with the knowledge and skills needed for them to become an effective 21st-century educator. The emphasis on technology in learning and teaching is a defining element of our B.Ed program. As student teachers, they will become familiar with the basic skills of teaching, while at the same time focusing on how students learn in a digital age. It attempts to develop teachers capable of analysing, reflecting on the teaching learning process and improving it for better learning.

Thus, this 2-year B.Ed program of School of Education & Research, at MIT Art, Design and Technology University, Pune intends to enable the teacher-trainees to graduate and enter the workforce as strong professionals with social skills that will serve them well to establish their teaching career.

Graduate Attributes:

These graduate attributes are not a list of skills to be mastered; rather, they encapsulate for both students and the wider community the defining characteristics of a B.Ed program of School of Education and Research at MIT ADT University. Graduate attributes describe a set of characteristics that are designed to be transferable beyond the disciplinary context in which they have been developed. While graduate attributes are fostered in the context of the curriculum, they are also developed within the total university experience as they encourage students to reflect on the broader purpose of their university education. Graduate of B.Ed program of School of Education and Research at MIT ADT University will demonstrate:

1. **Deep discipline knowledge and intellectual range:** Have in-depth subject and pedagogical content knowledge to create productive learning environments that empower learners.
2. **Teaching competency:** Have comprehensive knowledge and understanding of their school subject area, the ability to interpret, design and implement relevant curriculum and pedagogy, integrating digital technologies and differentiating teaching to engage all students in their learning
3. **Creative, critical thinking and problem-solving ability:** Demonstrate a high level of 21st century skills of being effective problems-solvers, apply critical, and evidence-based thinking to conceive innovative responses to future challenges. and be able to develop these skills in their students. Be creative, innovative, self-

- directed and life-long learners, able to link theory and practice and respond to ever changing educational landscape.
4. **Teamwork and Platform skills:** Convey ideas and information effectively to a stakeholder in education for a variety of purposes and contribute in a positive and collaborative manner to achieving common goals.
 5. **Professionalism and Leadership qualities:** Graduates will be able to engage in professional behaviour and have the potential to be entrepreneurial and take leadership roles in their chosen occupations or careers, communities, and society at large.
 6. **Intercultural and ethical competency:** Responsible and effective global citizens who are culturally and socially aware, able to establish respectful and ethical relationships with students, staff, parents, and the broader school communities.
 7. **Digital Competency:** Graduates will be well prepared for living, learning, and working in a digital society.
 8. **Self – Awareness and Reflective Practitioner:** Embody the standards of the teaching profession and support the development of teaching as a profession by being self-aware, reflective, flexible, and resilient and have the capacity to accept and give constructive feedback; they act with integrity and take responsibility for their actions. Be practitioners of teaching, who teach for growth for all students using an inclusive, developmental, intervention-based approach that utilizes deep learning and evidence-based strategies.

Program Outcomes:

The programme intends to provide learners an insight into understanding principles and processes of education and developing skills required for teaching. The constant development of new pedagogies and technologies requires committed and enthusiastic teachers to take an active interest in developing a deep understanding of education and embark on the journey to become proficient professionals in the field of education.

After completion of B.Ed program, the candidates will be able to:

Program Outcomes	Relevant to Local National / Regional / Global needs
PO1: Demonstrate core values such as commitment to the profession or job requirements, honoring diversity and ensuring inclusion by treating all students and colleagues with respect and dignity, showing respect for and sensitivity to gender, cultural and religious differences, and ethical integrity.	National
PO2: Demonstrate core competencies such as communication skills, interacting and working effectively with stakeholders in school education within social and cultural contexts, and drive for achieving improved student learning outcomes through reflective practices.	National
PO3: Demonstrate professional/technical knowledge of the physical, social and intellectual development and characteristics of students and how these may affect learning; undertaking research into how students learn and the implications for teaching; and identifying teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Global
PO4: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities; diverse teaching strategies that support participation and learning of differently-abled students; school subjects, including concepts, substance, and structure of the content, and approaches to organizing content into an effective learning sequence.	Global
PO5: Demonstrate knowledge required to design learning sequences and lesson plans; implement teaching strategies using ICT to improve the teaching-learning process; set explicit, challenging, and achievable learning goals for all students; and plan and implement well-structured learning and teaching programs or lessons sequences that engage students and promote learning.	Global
PO6: Demonstrate professional competencies/practice such as select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking; select and/or create and use a range of resources, including ICT, to engage students in their learning; use effective communication strategies to support student understanding, participation, engagement, and achievement; evaluate teaching and learning programs using evidence, establish and implement inclusive and	Global

positive interactions to engage and support student participation in classroom activities.	
PO7: Demonstrate professional competencies/practice that is required to manage classroom activities, challenging behavior and address discipline issues promptly, fairly, and respectfully; ensure students' well-being and safety within the school and incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Global
PO8: Demonstrate professional competencies/practice that is required to develop, select and use strategies to assess student learning; provide timely, effective, and appropriate feedback to students about their achievement relative to their learning goals; participate in assessment moderation activities; use data driven assessment.	Global
PO9: Demonstrate competencies and actions required for keeping oneself professionally engaged and participate in learning to update knowledge and practice, meet codes of ethics and conduct established by the education systems and schools.	National
PO10: Demonstrate competencies related to integrating performing and fine arts: yoga and health: environmental awareness and sustainability: in school education.	National
PO11: Demonstrate research skills by conducting action research on various aspects related to school education.	Local
PO12: Develop personality by understanding self and others, equip with life skills, appreciation of literature and culture	National

Unique Features of the B.Ed Program:

The B.Ed program of School of Education & Research at MIT ADTU is different from the B.Ed program from other universities because we go beyond the minimum requirements set by the National Council of Teacher Education (NCTE). Below mentioned points set our B.Ed program offered by School of Education & Research, MIT-ADT University apart from other B.Ed programs:

- Recent trends in education added in respective subjects to provide Student-teachers with current and updated knowledge.
- MITADT University course on Health and Yoga, Developing Instructional Resources and Life skills is introduced to the student teachers. This will help in all round development of the student teachers.
- Traditional approach to micro teaching is being removed and constructivist teaching skills will be developed through a variety of approaches which will help student-teachers learn and use the new paradigm in education.

- More stress on implications of the theory through field-based Practical.
- To develop research attitudes, student-teachers will have to conduct action research.
- Comprehensive internship of 4 months is there in the syllabus. It will help Student-teachers to observe and learn from other teachers the skills, code of conduct; maintain records, developing teaching aids, classroom management and so on.
- Content cum methodology practical introduced which will enable Student-teachers to analyse the curriculum and do content analysis. This Practical will deepen their understanding of the pedagogy so that they can contribute effectively while teaching the subject.
- Critical understanding of ICT course develops skills needed for use of ICT in education by creating blogs, discussion forums, educational movies, and websites.
- ‘Understanding Self’ module is designed to enable student-teachers to develop self-awareness, self-esteem, self-identity, and better role performance through a series of interactive sessions and worksheets.
- Reflection has been added as teaching skills. This approach will develop a habit of reflection after each lesson amongst the student teachers.
- A course on Intercultural exchange helps the student teachers to develop skills which prepares them for a multicultural classroom.
- Practical and CA activities are activity based, giving less stress on theory and more stress on implication of the theory.

Eligibility: Graduate in any discipline from any recognized / statutory University or Institute with minimum 50% for candidates belonging to the open category.

- The reservation and relaxation of 5% marks will be given to the candidates belonging to S.C./ S.T./ V.J.N.T./ O.B.C./ P.W.D. and other notified categories as per the State Government Rules.
- For Foreign students the Maharashtra State Government rules will be applicable.
- A candidate who has completed a qualifying degree from any Foreign University must obtain an equivalence certificate from the Association of Indian Universities (AIU) and need to be verified from AIU by the candidate before seeking admission for the programme.

Procedure of Admission:

- Candidates fulfilling the eligibility criteria can fill an online form for MH CET/ PERA CET.
- Candidates will be given hall tickets and they appear for exams at the examination centre allotted to them on the date specified as per MH CET circular. The PERA CET schedule will be mailed to the students and also put on the PERA website.

- Candidates who qualify will be notified and a merit list prepared.
- Based on the merit list candidates will report to respective colleges and do formalities to finalize the admission.

Duration: 2 years - Full time

Pattern: Annual pattern

Minimum & Maximum Age Limit: No bar

Potential Scope after completion of the program:

- Candidates after completing the B.Ed program will be able work as teachers in any school with any board.
- After completion of B.Ed program candidates can take up further studies in education based on the degree.

Program Structure:

The Programme is structured with a common core curriculum that lays the foundations and a set of electives based on student preferences.

Program will be divided into three groups of courses spread over 2 years. The group of courses are as follows:

1. Perspectives in education (Core courses)
 2. Curriculum and pedagogic studies
 3. Engagement with the field
1. **Perspectives in Education:** Core courses are compulsory for all the candidates as it introduces candidates with the essentials in the field of education. These courses help student-teachers to gain knowledge and understanding about basic concepts in education. Perspectives in Education include courses in the study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of knowledge and curriculum, teaching and learning, assessment for learning, ICT in education and gender in the society.
 2. **Curriculum and pedagogic studies (Elective Course):** Student-teachers are expected to have knowledge and skills related to the subjects they will be teaching in schools. For the same they must take up one course as elective in the second year. Student-teachers must study pedagogy courses based on their specialization. Two methods will be selected in first year and one in second year. List of methods available in the second year and first year is as follows:

First Year	Second Year	
A. English	A. English	B. Marathi
B. Marathi	C. Hindi	D. Sanskrit
C. Hindi	E. Science	F. Mathematics
D. Sanskrit	G. History	H. Geography
E. Science	I. Economics	J. Commerce
F. Mathematics	K. ICT	L. Physics
G. History	M. Chemistry	N. Biology
H. Geography	O. Political Science	P. Sociology
I. Economics	Q. Psychology	
J. Commerce		
K. ICT		

3. **Engagement with field:** Aim of this course is to develop skills amongst the candidates required as a professional working in an educational institution. There are many pathways through which skills can be developed amongst the candidates. The various skill-based pathways are as follow:
- **Field Engagement:** Engagement with field practice forms an integral part of this programme. The objective is applying theory into practice. Each core and optional course have two activities planned to provide hands-on experience to the candidates. Two activities are:
 1. **Practical of the Course:** Each core course will have a practical which requires the candidates to use theoretical knowledge of the core course into practical applications.
 2. **Continuous Assessment Activity:** Continuous activity is planned to assess if learning is happening or not. Different continuous activities are planned for each course under this program. Students' learning is assessed using activities like seminars, PowerPoint presentations, poster presentations, assignments, concept maps, mind maps, flow charts and so on. These field engagements enable the participants to apply theory into practice.

Assessment & Evaluation System:

- Assessments will be internal and external. Weight age for External: Internal: is 60:40.
- Annual patterns of assessment will be followed. External university exams will be conducted for only core and optional courses at the end of the semester
- Assessment pattern of core course and optional paper (21BED101 to 21BED106) will be carried out as shown in the table below:

Sr. No.	Activity for Internal Assessment	Marks	Total Marks
1	Practical of the course	25 Marks	Internal = 40
2	Continuous Assessment Activity for the	15 Marks	
4	University end semester Examination	60 Marks	External = 60
Total		100 Marks	100

Selection of CCE activity for the course depends upon the subject. Subject in – charge is free to choose from the list of CCE activities given below (The list is suggestive):

Debates	Collage presentation
Assignments	Concept maps
Multiple choice questions	Book / article reviews
Role plays	Flowcharts
Case studies	Reflective writing
Dramatizations	Models
Seminars	Developing lesson plans
Poster presentation	Quiz

Modes of Learning Engagement:

With a view to move away from theoretical discourses and lectures, the student-teacher is required to be engaged in various kinds of learning experience. This programme intends to provide him/her with the specific engagements that are spelt out under each course. However, the nature of engagement of the student-teachers will be of the following kinds:

Lecture-Discussion Session: The teacher educator provides the student-teachers a platform to review their experiences, helps them to develop insights into the disciplinary knowledge base and to relate them to the school realities.

Focused Reading and Reflection: Student-teachers would be led to focused readings of various themes with questions inviting reflections either individually or in small groups.

Observation-Documentation-Analysis: Simulated and real school/community experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyze with an intention to revisit their own understandings or develop new insights.

Projects

Group Presentations

Seminar: Students will undertake thematic/topical study, prepare write-up, and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertoire of skills in presentation.

Case Study: An in-depth and comprehensive study of a single or a few cases would be taken up as per the guidelines provided for preparation and submission of report.

Reflective Journals: The student- teachers would make it a habit of reflecting on any curricular topic or current issue on education and develop reflective journals on those and share with colleagues and teachers.

School Engagements: Learning experiences would be provided through several school-based Practical for development of certain professional qualities and competencies. The school-based practical would include opportunities for planning and implementation of learning experiences and strategies and reflecting on their appropriateness and effectiveness.

Workshops: A series of learning experiences in each performance area would be provided to student-teachers in the form of workshop, engaging them in modelling practice-feedback sequence with a view to developing specified competencies required for a teacher.

Interactions with the Community: The student-teachers need to be encouraged to hold interaction with the community in multiple socio-cultural environments during their school internships in order to internalize the relationship of school and community at large.

Course Structure

Bachelor of Education (B.Ed)

B.Ed - First Year

Course Code	Course Title	Credit Distribution	Total Credits	Teaching period / week (1 hour)			Evaluation Scheme (Internal Marks)			Semester End Exam Marks	Total Marks	Passing %	Minimum Marks for passing
				L	T	P	Practical	CA Activity	Total				
Perspectives in Education Courses													
21BED 101	Childhood & Growing Up	L - 0 - P 3 - 0 - 1	4	3	0	2	25	15	40	60	100	50%	50
21BED 102	Contemporary India & Education	L - 0 - P 3 - 0 - 1	4	3	0	2	25	15	40	60	100	50%	50
21BED 103	Learning & Teaching	L - 0 - P 3 - 0 - 1	4	3	0	2	25	15	40	60	100	50%	50
21BED 104	Information & Communication Technology	L - 0 - P 3 - 0 - 1	4	3	0	2	25	15	40	60	100	50%	50
21BED 105	Assessment for Learning	L - 0 - P 3 - 0 - 1	4	3	0	2	25	15	40	60	100	50%	50
Curriculum & Pedagogic Studies													
21BED 106	Pedagogy of School Subject: Method A	L - 0 - P 2 - 0 - 1	3	2	0	2	25	00	25	50	75	50%	35
	Pedagogy of School Subject - Method B	L - 0 - P 2 - 0 - 1	3	2	0	2	25	00	25	50	75	50%	35

B.Ed - First Year - Continued													
Course Code	Course Title	Credit Distribution	Total Credits	Teaching period / week (1 hour)			Evaluation Scheme (Internal Marks)			Semester End Exam Marks	Total Marks	Passing %	Minimum Marks for passing
				L	T	P	Practical	CA Activity	Total				
Engagement with the Field													
21BED 107	Facilitating Learning Skills	L - 0 - P 0 - 0 - 2	2	0	0	4	50	0	50	0	50	50%	25
21BED 108	Practice Lessons (6)	L - 0 - P 0 - 0 - 2	2	0	0	4	50	0	50	0	50	50%	25
21BED 109	Critical Understanding of ICT	L - 0 - P 0 - 0 - 2	2	0	0	4	50	0	50	0	50	50%	25
21BED 110	Understanding Self	L - 0 - P 0 - 0 - 2	2	0	0	4	50	0	50	0	50	50%	25
21BED 111	Reading & Reflecting on Text	L - 0 - P 0 - 0 - 2	2	0	0	4	50	0	50	0	50	50%	25
21BED 112	School Engagement	L - 0 - P 0 - 0 - 2	2	0	0	4	50	0	50	0	50	50%	25
21BED 113	Health & Yoga Education	L - 0 - P 0 - 0 - 1	1	0	0	2	25	0	25	0	25	50%	12
21BED 114	Developing Instructional Resources	L - 0 - P 0 - 0 - 1	1	0	0	2	25	0	25	0	25	50%	12

Bachelor of Education (B. Ed): Second Year													
Course Code	Course Title	Credit Distribution	Total Credits	Teaching period / week (1 hour)			Evaluation Scheme (Internal Marks)			End Exam Marks	Total Marks	Passing %	Minimum Marks for Passing
				L	T	P	Practical	CA Activity	Total				
Perspectives in Education Courses													
21BED 201	Knowledge & Curriculum	L - 0 - P 3 - 0 - 1	4	3	0	2	25	15	40	60	100	50%	50
21BED 202	Language Across the Curriculum	L - 0 - P 3 - 0 - 1	4	3	0	2	25	15	40	60	100	50%	50
21BED 203	Gender, School & Society	L - 0 - P 0 - 0 - 2	2	0	0	4	50	0	50	0	50	50%	25
21BED 204	Creating an Inclusive School	L - 0 - P 0 - 0 - 2	2	0	0	4	50	0	50	0	50	50%	25
21BED 205	Pedagogy of School Subject – III												
	A. English	L - 0 - P 3 - 0 - 1	3	3	0	2	25	00	25	50	75	50%	35
	B. Marathi												
	C. Hindi												
	D. Sanskrit												
	E. Science												
	F. Mathematics												
G. History													

	H. Geography													
	I. Economics													
	J. Commerce													
	K. ICT													
	L. Physics													
	M. Chemistry													
	N. Biology													
	O. Political Science													
	P. Sociology													
	Q. Psychology													
21BED 206	Elective (Any 1):													
	A. Early Childhood Care Education	L - 0 - P 3 - 0 - 1	4	3	0	2	25	15	40	60	100	50%	50	
	B. Environmental Education													
	C. Special Education													
D. Guidance & Counselling														
21BED 207	Action Research	L - 0 - P 2 - 0 - 2	4	2	0	4	100	0	100	0	100	50%	50	
Engagement with the Field														
21BED 208	Life Skills Education	L - 0 - P 0 - 0 - 2	2	0	0	4	50	0	50	0	50	50%	25	

21BED 209	Practice Lessons	L - 0 - P 0 - 0 - 6	3	0	0	6	50	0	50	0	50	50%	25
21BED 210	Internship –School Engagement II	L - 0 - P 0 - 0 - 8	8	0	0	16	200	0	200	0	200	50%	100
21BED 211	Drama and Art in Education	L - 0 - P 0 - 0 - 2	2	0	0	4	50	0	50	0	50	50%	25
21BED 212	Optional Course: Select Any 1												
	A. Literary Sensibility for Enhanced Personality	L - 0 - P 0 - 0 - 2	2	0	0	4	50	0	50	0	50	50%	25
	B. Intercultural Appreciation & Exchange												

Detailed Syllabus
Bachelor of Education
(B.Ed)
First Year

(With Effect from Academic Year 2021 – 22)

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED101				
Course Title	Childhood and Growing Up				
Credits	4				
Focuses on	Skill development				
Integrates cross-cutting issues	Environment & Sustainability				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives:					
<ol style="list-style-type: none"> 1. To familiarize student- teachers about the conceptions about child and childhood (specifically with reference to the Indian Social context) 2. To develop a critical understanding of the different Social, Educational and Cultural contexts at the core of the exploration of childhood. 3. To develop an understanding of the different aspects of a Child with diverse abilities in the Social, Cultural and Political context of India 4. To acquaint them with respect to the role of different agencies in the healthy development of children. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain the various stages of child development. 2. Summarize the growing process during various stages of child development. 3. Reflect on the role of socio-cultural context in shaping human development, especially with respect to the Indian context 4. Enumerate child development in a socio-cultural context 5. Explain theoretical perspectives and an understanding of dimensions and stages of human development 6. Identify individual differences among the learners 7. Elucidate cognitive processes and affective processes in learner 8. Explicate Adolescence stage of human development 9. Analyze the implications of understanding human development for teachers 					
No.	Description			Relevance to Local / National / Global / Regional needs	
CO1	Explain the various stages of child development.			National	

CO2	Summarize the growing process during various stages of child development.	National
CO3	Reflect on the role of socio-cultural context in shaping human development, especially with respect to the Indian context	Global
CO4	Enumerate child development in a socio-cultural context	Global
CO5	Explain theoretical perspectives and an understanding of dimensions and stages of human development	National
CO6	Identify individual differences among the learners	National
CO7	Elucidate cognitive processes and affective processes in learner	Regional
CO8	Explicate Adolescence stage of human development	National
CO9	Analyze the implications of understanding human development for teachers	Regional

Module 1: Growth and Development

15 hr

1.1: Meaning of Growth and Development

1.2: Distinctions between Growth and Development

1.3: Stage of Growth and development with special emphasis on the Development stages of Childhood and Adolescence

1.4: Principles of Development

1.5: Theories of Growth and Development (with reference to the influence of childhood experiences on later personality)

- Jean Piaget's theory of Cognitive Development
- Erickson's theory of Psychosocial Development
- Kohlberg's Theory of Moral Development

Module 2: Childhood and Development

15 hr

2.1: Physical- Motor Development

- Growth and Maturation
- Development of Gross and Fine Motor Skills
- Role of Parents and Teachers in providing opportunities of Physical – Motor Development e.g. play
- Role of school in providing conducive environment and facilities for physical /motor development

2.2: Social and Emotional Development:

- Basic understanding of Emotions (How differential Gender Socialisation is seen happening in the Indian context?)
- Development of Emotions: Functions of Emotions
- Meaning of Gender roles, influences on Gender roles, Gender Stereotypes experienced in Home, School, Neighbourhood (Including playground)

Module 3: Understanding Childhood in Socio Cultural Perspectives 15 hr

3.1: Concept of Childhood (Criticality of the misperception that childhood is a homogenous entity).

3.2: Childhood across cultures and societies (examining children's perspectives, experiences and actions in which they construct and reconstruct their lives).

3.3: Impact of diversity, differences, marginalization on childhood.

3.4: Childhood in difficult circumstances (jail, war affected families; conflict situation, very poor families; urban slum), growing up as girls, growing up in Dalit /tribal households etc.

Module 4: Childhood & Adolescence: Issues and Concerns 15 hr

4.1: Issues related to Childhood

- Social Issues: Counselling of Children for coping with stress in the following conditions: Separation of Parents, Loss of Parents in Armed Conflict etc., Survivors of Child Abuse
- Health Concerns
- Child Abuse: Issues and Problems and Awareness about Rights of the Child, POSCO
- Child Obesity: Causes and Remedies, Prevention through sports activities and yoga
- Equity Issues and Inclusion: Inclusion of the Differently Able Street Children and other marginalized groups in the context of India: Problems and strategies to achieve EFA (SSA, RMSA in particular)
- Schemes and programmes of GOI for Gender Equity and Equality in Education

4.2: Issues Related to Adolescence

- Realistic and contextual frames of growing up in Adolescence -Cultural differences and Adolescence
- Impact of economic changes and urbanization -Impact of Media
- Adolescence in difficult circumstances
- Problems of adjustment
- Understanding of emotional disturbance and risk behavior -Identity Crisis

- Parent child conflict
- Drug addiction and Abuse
- Bullying
- Juvenile delinquency
- Health awareness – personal hygiene, nutrition, disease prevention and control.

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: [Any 1]

1. Student-teachers collate about at least 5 articles that involve issues of parenting and childhood, analyse these, and submit the analysis.
2. Observe and interact with ten adolescent children living in different contexts (rural areas, urban slum, dalit household, tribal community, urban area, and working/street people) and compare their characteristics and problems. And present the report
3. Prepare a case study of a girl child from a minority community or a dalit household or a tribal community.
4. Implement Any 1 psychology test on students, analyze data and interpret the results.

CA Activity: (Any 1)

1. Any 1 from the following psychological test can be chosen:
 - Adjustment inventory
 - Interest inventory
 - Aptitude test
 - Study habits test
2. View any two movies out of the following (The list is only suggestive not prescriptive)
 - Smile Pinky (2008)
 - Born into Brothels (2014)
 - Salaam Bombay (1988)
 - Slumdog Millionaire (2009)
 - Gippie (2013)

- Inside Out
3. Discuss their content, picturization, characters in the context of issues and concerns of childhood/adolescence
 2. Select either 2 or more adolescent student/s, interact with them and find out and enlist their problem/s and record how you as a teacher would offer counselling.

Note: *Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

Suggested Readings:

1. Cole, M and Cole, S (1989). The Development of Children, Scientific American Books, New York
2. Hurlock, E.B. (2003). Child Growth and Development, Tata Mc Graw - Hill Education
3. Kakkar, S (1978). The Inner World: A Psychoanalytic Study of Childhood and Society in India. Oxford University Press, New Delhi
4. Mishra, A (2007), Everyday Life in a Slum in Delhi. In D.K. Behera (Ed.) Childhood in South Asia. New Delhi: Pearson Education India
5. Nambissan, G.B. (2009). Exclusion and Discrimination in Schools: Experiences of Dalit Children. Indian Institute of Dalit Students and UNICEF
6. Piaget, J. (1997). Development and Learning. In M. Gauvain and M. Cole (Eds), Readings on the Development of Children. New York: WH Freeman and Company
7. Saraswathi, T.S. (1999). Adult-Child Continuity in India: Is Adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed), Culture, Socialisation and Human Development: Theory, Research and Applications in India. New Delhi. Sage
8. Sharma, N (2011). Understanding Adolescence, NBT, New Delhi, India

CO-PO Matrix: 21BED101 Childhood and Growing Up

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	2	-	-	-	-	-	-	-	-	-
CO3	3	-		-	-	-	-	-	-	-	-	-
CO4	-	-	2	-	-	-	-	-	-	-	-	-
CO5	-	-	2	-	-	-	-	-	-	-	-	-
CO6	2	-		-	-	-	-	-	-	-	-	-
CO7	-	-		-	2	-	-	-	-	-	-	-
CO8	-	-	2	-	-	-	-	-		-	-	-
CO9	-	-		-	-	-	-		-	-	-	2

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED102				
Course Title	Contemporary India & Education				
Credits	4				
Focuses on	Employability				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives:					
<ol style="list-style-type: none"> 1. To critically examine the issues and concerns of education in the socio-economic context of India. 2. To appreciate the need and relevance of the course in being a humane teacher 3. To acquaint the student-teachers of their constitutional rights and duties. 4. To sensitize students towards the paradigm shift from welfare approach to development to the rights-based approach to Education 5. To understand the relevance of Right to Education as a tool for social empowerment of the marginalized sections of India. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain the issues and opportunities related to industrialization, urbanization, globalization, modernization, economic liberalization, and digitalization 2. Describe the policy initiatives taken in education reform during post-independent India. 3. Elucidate contributions of commissions and committees constituted for improving education in the country. 4. Analyse the issues and concerns of education in the socio-economic context of India. 					
No.	Description			Relevance to Local / National / Global / Regional needs	
CO1	Explain the issues and opportunities related to industrialization, urbanization, globalization, modernization, economic liberalization, and digitalization			Global	

CO2	Describe the policy initiatives taken in education reform during post-independent India.	National
CO3	Elucidate contributions of commissions and committees constituted for improving education in the country.	National and regional level
CO4	Analyze the issues and concerns of education in the socio-economic context of India.	National and regional level

Module 1 - Contemporary India

15 hr

- 1.1: Social Stratification-forms; caste and class; region and religion
- 1.2: Types of Society-tribal, Agrarian; industrial, post-industrial society
- 1.3: Educational scenario of India: diversity in terms of educational opportunities religion, caste, class, gender, language, region, and tribes
- 1.4: Role of education in creating a positive attitude towards diversity.
- 1.5: Impact of Urbanization, Industrialization, Globalization, modernization, economic liberalization, and digitalization etc.
- 1.6: Population explosion and educational challenge: Population size; composition and distribution in India; consequences of population growth

Module 2 - Constitutional Provisions and Education

15 hr

- 2.1: Constitutional provisions on education that reflect National ideals, Democracy and the values of equality, justice, freedom, concern for others' wellbeing, secularism, respect for human dignity and rights.
- 2.2: Overview - NPE 1986 and its modified version 1992; Learning without Burden- 1993
- 2.3: Constitutional interventions for universalization of education and RTE Act 2009, Challenges in Implementation of RTE Act 2009
- 2.4: Knowledge Commission 2005
- 2.5: Justice Verma Commission 2012
- 2.6: Language Policy
- 2.7: Constitutional interventions for universalization of education and RTE Act 2009, Challenges in Implementation of RTE Act 2009.
- 2.8: National Education Policy 2020

Module 3 – Initiatives of the Government of India

15 hr

3.1: NCF (2015)

3.2: Sarva Shiksha Abhiyan (SSA)

3.3: RUSA

3.4: Schemes for girls, SC, ST and Marginalised Group

3.5: ICT In School Education - National Repository of Open Educational Resources (NROER)

3.6: Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT)

Module 4 – Issues and Concerns in Education

15 hr

4.1 : Equalization of Opportunities in the Education sector: Outreach, Access, Affordability, Quality

4.2 : Constitutional provisions for ensuring Equity and Equality (Special Emphasis on Right to Education)

4.3 : Nature and forms of Inequality including Dominant and Marginalized groups, Gender inequalities in Schools; Public- Private; Rural –Urban - Tribal.

4.4 : National and Emotional Integration in the Indian Context: Concept and Need for Nurturing Diversity and Fostering Inclusion

4.5 : Inclusive Education: Ideology and Present Status in Schools

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical (Any 1)

1. Critical study of a school with reference to globalization.
2. Group Discussion on National Education Policy 2020.
3. Presentation on various National Educational Policies.
4. Preparation of reports on the State and Centrally Sponsored Schemes of Education like SSA, RMSA, MDM.
5. Conduct surveys on educational problems at school level.

CA Activity: (Any 1)

1. Poster Presentation -Creating an inclusive classroom.
2. Study of voluntary agency working in the field of educational and school development of society.

3. Understanding youth culture in the present times and the impact of internet and other Visual mediums.
4. Project on conflict and Social Movement in India
5. Study two different cultures & identify the points of unity in diversity, common points of humanity and spiritualism.

Note: *Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

Suggested Readings:

1. Sharma, R.N. and Sharma, R.K. (2004). Problems of Education in India. New Delhi: Atlantic Publishers.
2. Mishra, B.K. and Mohanty, R.K. (2003). Trends and Issues in Indian Education. Meerut: Surya Publication.
3. Ghanta, R. and Dash, B.N. (2005). Foundations of Education. Hyderabad: Neelkamal Publications.
4. Prof. Ramesh Chandra (2007), New Delhi: Kalpaz Publication
5. Pandey, V.C. (2007) Future Challengers of learning: Isha Books: New Delhi
6. Ram, S. (2008) Current issue in Teacher Education, Kalan Paper Packs.
7. Hemchand, T.K. (2008) Problems of Teacher Education: New Delhi Crescent Publisher Corporation.

CO-PO Matrix: 21BED102 Contemporary India & Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	-	-	-	-	-	-	-	2
CO2	-	-	-	-	-	-	2	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	2	-	-	-
CO4	3	-	-	-	-	-	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED103				
Course Title	Learning and Teaching				
Credits	4				
Focuses on	Employability				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives:					
<ol style="list-style-type: none"> 1. To analyze different theoretical perspectives of learning. 2. To examine the differential learning needs of the learners with regards to a variety of dimensions. 3. To explore teaching strategies to address the diversity of students in classroom. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Describe various psychological theories and related concepts 2. Analyze the understanding of the psychological concepts with day to day and real life scenarios 3. Use psychological tests to assess intelligence of students in the classroom 4. Use various learning strategies to address diversity of students in the classroom 					
No.	Description			Relevance to Local / National / Global / Regional needs	
CO1	Describe various psychological theories and related concepts			National	
CO2	Analyze the understanding of the psychological concepts with day to day and real life scenarios			National	
CO3	Use psychological tests to assess intelligence of students in the classroom			Global	
CO4	Use various learning strategies to address diversity of students in the classroom			Global	

Module 1: Understanding the Learner **15 hr**

- 1.1: Dimensions of differences in psychological attributes- cognitive abilities, interest, aptitude, creativity, personality, values & self-esteem.
- 1.2: Understanding learners from the perspective of multiple intelligences with a focus on Gardner's theory of multiple intelligences.
- 1.3: Implications for teaching-learning in the light of emotional intelligence.
- 1.4: Differences in learners based on predominant learning styles.
- 1.5: Understanding differences based on range of cognitive abilities - learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness.

Module 2: Understanding Learning **15 hr**

- 2.1: Perspectives on human learning theories: Thorndike, Pavlov, Skinner, Kohler, Rogers, Bandura, Vygotsky.
- Concepts and principles of each perspective and their applicability in different learning situations.
 - Relevance and applicability of various theories of learning for different kinds of learning situations.
 - Role of learner in various learning situations, as seen in different theoretical perspectives.
 - Role of teacher in teaching-learning situations: as a) transmitter of knowledge, b) facilitator, c) negotiator, d) co-learner
- 2.2: Differentiated Instructions
- 2.3: Maslow's Hierarchy of Needs & Self Actualization
- 2.4: Adjustment and Mental Health: concept, nature, role of school & teacher in stress management.

Module 3: Constructivist Approach for Learning **15 hr**

- 3.1: Distinctions between learning as construction of knowledge and learning as transmission and reception of knowledge.
- 3.2: Social-constructivist perspective (also Bruner and Ausubel's perspective)
- 3.3: Processes to facilitate construction of knowledge:
- Experiential learning and reflection
 - Meta-cognition
- 3.4: Characteristics of various techniques to develop Thinking Skills: Problem Solving, Critical Thinking and Reasoning
- 3.5: 5E and 7E Model of Constructivist approach

Module 4: Understanding Teaching & Advanced Pedagogy **15 hr**

- 4.1: Reflective teaching to enhance learning
- 4.2: Concept, need and significance of Advance Pedagogy

- Principles of advance pedagogy,
- Teaching phases - Philip Jackson Model

4.3: Changing role of Teacher

4.4: Managing classroom behaviour for facilitating learning

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical (Any 1)

1. An interactive document will be shared on any of the topics. The students must complete all the activities that will be present in the interactive document.
2. Implement Multiple Intelligences Inventory on ten students and analyze the data to find out the dominant and recessive intelligence. Make a report of the same.
3. Taking up Any 1 school related subject develop 5E or 7E model lesson plan.

CA Activity (Any 1)

1. An assignment or case study will be given on any relevant topic.
2. Mind map / Concept map
3. Seminar on any of the above Module.

Note: Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.

Suggested Readings:

1. Pruthi, R. K (2006): Educational Psychology, discovery Publishing House, New Delhi.
2. Chauhan, S.S (2005): Advanced Educational Psychology, Vikas Publishing House Pvt Ltd, New Delhi.
3. Bhatia, P.R. (2005): Psychology of Teaching Learning Process, Anmol Publication Pvt Ltd, New Delhi.
4. Chatterjee, S.K. (2002): Advanced Educational Psychology, Books and Allied Pvt Ltd, Calcutta.

CO-PO Matrix: 21BED103 Learning and Teaching

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	1	-	-	-	-	-	-	-	-	-
CO2	-	-	2	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	2	-	-	-
CO4	-	-	-	2	-	-	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED104				
Course Title	Information & Communication Technology				
Credits	4				
Focuses on	Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives:					
<ol style="list-style-type: none"> 1. Describe concept, scope, and characteristics of ICT in Education 2. Develop computer assisted instruction / educational movie 3. Use various ICT tools for a teacher 4. Acquaint with knowledge and skills of new trends in educational technology 5. Explain the use of ICT in evaluation, documentation, and administration 6. Integrate ICT in teaching-learning practices. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Use various ICT tools as per their function and purpose 2. Develop plagiarism free multimedia e-content with appropriate licenses using free tools 3. Analyse the ICT related policies and initiatives at state, national and global levels 4. Apply the use of ICT in evaluation, documentation, and administration 5. Integrate available ICT resources at global and national level in their teaching – learning practices. 					
No.	Description			Relevance to Local / National / Global / Regional needs	
CO1	Use various ICT tools as per their function and purpose			National	
CO2	Develop plagiarism free multimedia e-content			Global	

Program Name	Bachelor of Education (B.Ed)	
	with appropriate licenses using free tool	

CO3	Examine the ICT related policies and initiatives at state, national and global levels	Global
CO4	Apply the use of ICT in evaluation, documentation, and administration	National
CO5	Integrate available ICT resources at global and national level in their teaching – learning practices	Global

Module 1: Educational Technology

15 hr

- 1.1: Meaning, concept, scope and uses of educational technology & characteristic of 21st century teacher & learner
- 1.2: Use of MS office and other software to create text, data, media
- 1.3: Plagiarism: Intellectual property rights and copyright
- 1.4: Digital Learning: Types of learning, modes, steps and educational implications

Module 2: ICT supported Teaching Learning Practices.

15 hr

- 2.1: Exploration of ICT resources for teaching – learning leading to
 - a) Developing ICT based lesson plans
 - b) Digital storytelling for educational transactions
- 2.2: Simulated & Gaming environment for education
- 2.3: Blogs, social networking websites, discussion forums & virtual communities
- 2.4: Smart Classrooms: Concept, using smart board and educational Implications
- 2.5: Online courses and MOOCs and Online Platforms such as Moodle

Module 3: Recent Trends in ICT

15 hr

- 3.1: Assistive technologies and devices to foster Inclusion
- 3.2. Computing in Indian languages to foster inclusion
- 3.3: The digital divide-concepts, problems, and issues
- 3.4: Online collaborative learning: Concept, principles, process, advantages, and disadvantages
- 3.5: Theoretical framework for online teaching- teaching: Connectivism as a theory and its implications.
- 3.6: Models of Online Pedagogy: Flipped classroom.

Module 4: ICT for Evaluation, Documentation and Administration 15 hr

4.1: ICT for evaluation:

- Using and exploring appropriate software tools for evaluation
- Constructing and implementing ICT based tests/ quizzes using ICT resources
- Managing data, analysis of results and tracking student achievement using ICT software tools

4.2: Documenting and communicating events and processes using ICT: Tools and techniques

4.3: Role of information management system (IMS) , process and tools in educational administration, UDISE: State and National level database in education

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical (Any 1)

- Develop and maintain your blog (at least 6 blogs).
- Develop a short educational film using any suitable tools/software. Showcase the short film for your peer group and collect their feedback. Develop a report on the basis of:
 - ✓ Introduction
 - ✓ Steps for developing the film
 - ✓ Feedback of the peer regarding the film
 - ✓ Educational implication
 - ✓ References

CA Activity: (Any 1)

Submit a report on

- Implementing a lesson integrating an ICT based gaming tool for a topic (10)
- Implement integrating common ICT tools as assistive technology tools in your class. (5)

Note: Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.

Suggested Readings:

- Gorden B. Davis (1982). Introduction to computers. New Delhi: Tata McGraw- Hill

2. Harold F.O' Neli. (1981). Computer – based instruction. Academic Press.
3. Kraynak, Joe & Harbraken, Jow. (1997). Internet 6 – in – 1. New Delhi: Prentice Hall of India
4. Karl Schwartz. (2000). Training Guide-Microsoft Windows 2000. DDC Publishing Inc.
5. Kumar, Gaurav (2014). ICT Skill development. Patiala: 21st Century Publication.
6. Kumar, Khushvinder and Kumar, Sunil (2004). ICT Skill Development. Gurusar Sadhar: GBD Publications.
7. Madnick, S.E. and Danovan, J.J. (1987). Operating Systems. New Jersy McGraw – Hill Book Company.
8. Peter Norton. (1999). DOS guide. New Delhi: Prentice-Hall of India.
9. Rajaraman, V. (1998). Fundamentals of computers. New Delhi: Prentice-Hall of India.
10. Ralph, W. Gerard. (1967). Computers and education. New Jersey: McGraw-Hill Book Company.
11. Sharma, Lalit (2006). Computer Education. Ferozpur Cantt: Wintech Publications.
12. Sinha, P.K. (1992). Computer Fundamentals. New Delhi: BPB Publications.
13. Singh, Tarsem (2009). Basic Computer Education. Ludhiana: Tandon Brothers.
14. Singh, Tarsem (2009). ICT Skill Development. Ludhiana: Tandon Brothers.

CO-PO Matrix: 21BED104 Information & Communication Technology

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	3	-	-	-	-	-	-	-
CO2	-	-	-	-	1	-	2	-	-	-	-	-
CO3	-	-	-	-	-	2	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	2	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED105				
Course Title	Assessment for Learning				
Credits	4				
Focuses on	Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives:					
<ol style="list-style-type: none"> 1. Know the concept of assessment, evaluation, and measurement. 2. Understand the process of using summative and formative assessment 3. Apply the principles of evaluation in real school settings 4. Develop skills related to use of various tools and techniques in evaluation 5. Appreciate the use of varies tools in comprehensive evaluation 6. Develop skills related to constructing tools in evaluation 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain the uses of measurement, assessment, and evaluation in schools and plan assessments/ learning outcomes using revised Bloom's taxonomy. 2. Use skills related to constructing a tool and techniques for evaluation in constructing a tool or a technique for evaluation of any course content 3. Use the knowledge of new trends in assessment to explain and plan new trends in assessment. 4. Compute and explain the use of statistical measures for data interpretation & analysis with respect to school scenario. 					
No.	Description			Relevance to Local / National / Global / Regional needs	
CO1	Explain the uses of measurement, assessment, and evaluation in schools and plan assessments/ learning outcomes using revised Bloom's taxonomy.			National	
CO2	Use skills related to constructing a tool and techniques for evaluation in constructing a tool or a technique for evaluation of any course content			National	
CO3	Use the knowledge of new trends in			Global	

Program Name		Bachelor of Education (B.Ed)
	assessment to explain and plan new trends in assessment.	
CO4	Compute and explain the use of statistical measures for data interpretation & analysis with respect to school scenario.	National

Module 1: Measurement, Assessment & Evaluation

15 hr

1.1: Educational measurement, Assessment & Evaluation: Definition of the concepts

1.2: Relationship between measurement, assessment & evaluation: Difference between the terms

1.3: Purpose and principles of evaluation: Uses of evaluation and Principles of evaluation

1.4: Difference between educational objectives and learning outcomes: Concept of educational objectives and learning outcomes, writing learning outcomes.

1.5: Learning experiences: Direct and indirect learning experiences: Concept, examples, advantages and disadvantages

1.6: Revised Bloom's taxonomy of educational objectives: Cognitive domain, Affective domain & psychomotor domain: Concept, levels of each domain, verbs used for the levels, questions that can be asked and activities that can be conducted

Module 2: Tools & Techniques in Educational Evaluation

15 hr

2.1: Criteria of good measuring instrument: Concept and factors affecting Validity, reliability, objectivity, discriminating power & usability: Concept of all the terms, factors affecting validity, factors affecting reliability, ways to have objectivity.

2.3: Quantitative tools of measurement: Achievement tests and its construction: Process of making a test: Blueprint and advantages of a test

2.4: Diagnostic testing & Remedial teaching: Concept, relation between diagnostic test and remedial teaching, methods of constructing diagnostic test and advantages of both

2.5: Observation techniques: Rating scale and Rubrics: Concept, constructing rating scale and rubric, advantages, and disadvantages of both

2.6: Introspective techniques: Interview and Questionnaire: Concept, advantages, disadvantages, constructing interview questions, process of interview, constructing a questionnaire, types of questionnaires.

2.7: Sociometric techniques: Sociogram: Concept, advantages, disadvantages, how to use a sociogram

2.8: Projective techniques: Sentences completion, drawing, TAT: Concept, advantages, and disadvantages, using of the tools

Module 3: Recent Trends in Educational Evaluation

15 hr

3.1: Online exams: Concept, Types, steps, and educational implications: Proctored exam and non – proctored exams: Concept, process and uses

3.3: On Demand Exam: concept, process and uses

3.4: Open books exam: Concept, steps, and educational implications

3.5: Developing students' portfolio: concept, process and uses

3.6: Choice based credit system: Concept, types, steps, and educational implications

3.7: ICT tools for assessment: Google quiz & any other recent tool: Concept, and uses

3.8: Feedback: Online and offline tools for feedback: Concept, tools for giving /collecting feedback and Educational Implications: (Suggested: Strategies for feedback offline mode: one minute paper, exit cards, Ask a question) Tools for online mode: Mentimeter

3.9: Formative Assessment: Concept, Educational Implication and FA activities

Module 4: Analyzing and interpreting the data

15 hr

4.1: Graphical representation of the data: Frequency polygon, Histogram and Excel graphs: Concept, process and uses

4.3: Making a frequency distribution table: Concept, uses and making a frequency distribution table

4.4: Measures of Central Tendency: Mean, Median & Mode: Concept, calculations, interpretation of data, merits, and demerits

4.5: Measures of Variability: Range, Quartile deviation & Standard deviation: Concept, calculations, interpretation of data, merits, and demerits

4.6: Coefficient of correlation: Spearman and product moment method: Concept, calculations and uses.

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: (Any 1)

1. Develop an achievement test for 2 subjects of a particular standard and administer it in school. Collect data, analyse, and interpret the results. (Online or offline mode)
2. Plan any two formative assessment activities for any subject and develop rubrics for assessing the activity. Implement activities in the classroom and assess using rubric developed for the same purpose. Collect data, analyse, and interpret.
3. Develop a questionnaire on any current issue. Do a survey, collect data, analyse, and interpret the scores. (Online or offline mode)

CA Activity: (Any 2)

1. Make a rubric /interview schedule / questionnaire
2. Make a feedback sheet and implement and see the results
3. Quiz on bloom taxonomy and its uses
4. Any other as per need of the students

Note: Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.

Suggested Readings:

1. Dandekar, W.N. (2007). Evaluation in Schools. Pune: Shree Vidya Prakashan.
2. Ebel, R.L. & Fresbie, D.A. (2009). Essentials of Educational Measurement. New Delhi: PHI Learning PVT. LTD.
3. Gupta, S. K. (1994). Applied Statistics for Education. Mittal Publications.
4. Garrett, H.E. (2008). Statistics in Psychology and Education. Delhi: Surjeet Publication.
5. Mrunalini, T. (2013). Educational Evaluation. Hyderabad: Neelkamal Publications Pvt. Ltd.
6. Patel, R.N. (2011). Educational Evaluation Theory and Practice. Mumbai: Himalaya Publishing House Pvt. Ltd.

7. Rani, P. (2004). Educational Measurement and Evaluation. New Delhi: Discovery Publishers.
8. Rawat, D. S. (1970). Measurement, Evaluation and Statistics in Education. , New Delhi: New Raj Book Depot.
9. Reynolds, C.R., Livingston, R.B., and Willson, V. (2011). Measurement and Assessment in Education. New Delhi: PHI Learning PVT. LTD.
10. Siddiqui, M.H. (2010). Educational Evaluation. New Delhi: A.P.H. Publishing Corporation.
11. Sidhu, K.S. (2009). New Approaches to Measurement and Evaluation. New Delhi: Sterling Publishers Pvt. Ltd.
12. Ten Brink, T. D. (1974). Evaluation - A Practical Guide for Teachers. New York: McGraw Hill Book Co.
13. Thorndike, R.M. (2010). Measurement and Evaluation in Psychology and Education. New Delhi: PHI Learning PVT. LTD.

CO-PO Matrix: 21BED105 Assessment for Learning

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	1	-	-	-	-	-	-	-	-	-
CO2	-	-		2	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	1		-	-	-	-
CO4	-	-	-	-	-	-	-	3	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED106				
Course Title	Pedagogy of School Subject (Any 2 as per specialization in Degree) A. English Education				
Credits	3				
Focuses on	Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. To understand the need for and importance of English language. 2. To develop proficiency in the language. 3. To enable the students to use technology to enrich language teaching. 4. To be aware of the pedagogical practices required for teaching English as a second language. 5. To facilitate the effective use of learning resources. 6. To encourage continuous professional development. 7. To develop an appreciation of the role of English in both academics and life 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain the basics of language and pedagogical aspects related to English language 2. Describe the types of English language skills 3. Use the understanding of English language teaching – learning methodologies to develop lesson plans. 4. Describe the uses of various teaching – learning materials in English language teaching. 5. Critically analyse curriculum, textbook, content and syllabus of English language 					
No.	Description			Relevance to Local / National / Global / Regional needs	
CO1	Explain the basics of language and pedagogical aspects related to English language			Global	
CO2	Describe the types of English language skills			Global	

CO3	Use the understanding of English language teaching – learning methodologies to develop lesson plans	National and regional
CO4	Describe the uses of various teaching – learning materials in English language teaching.	National and regional
CO5	Critically analyse curriculum, textbook, content and syllabus of English language	National and regional

Module 1: Basics of Language and Pedagogical Aspects. 10 hr

- 1.1. Language: Meaning, Definitions, Concept
- 1.2. Maxims of teaching English language.
- 1.3. Importance of English language in school curriculum of India with the reference to constitutional provisions; Article 343-351, 350 A, Kothari Commission (1964-66), NPE- 1968, NPE-1986, POA 1992, National Curriculum Framework - 2005.
- 1.4. Role of English Language in a Multilingual Classroom
- 1.5. Aims and objectives of teaching English as first language and as second language at secondary level of education.
- 1.6. Core elements, values, life skills and maxims of teaching English subject.

Module 2: Language Skills 10 hr

- 2.1 Listening: Concept, importance, types, activities to develop Listening skill and evaluation criteria.
- 2.2 Speaking: Concept, importance, activities to develop speaking skill and evaluation criteria.
- 2.3 Reading: Concept, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive), activities to develop reading skill and evaluation criteria.
- 2.4 Writing: Concept, importance, types (Formal and Informal), activities to develop Writing skill and evaluation criteria.

Module 3: English Language Pedagogy 10 hr

- 3.1 Approaches/Methods to English Language Teaching: Direct Method, Structural Approach, Communicative Approach, Constructivist Approach
- 3.2 Planning a Lesson, Instructional Objectives and Specifications for:
 - Prose: Techniques (Discussion, Narration, Questioning), Methods (Story Telling, Dramatization)
 - Poetry: Methods (Recitation, Song-action), Techniques of Appreciation
 - Grammar: Types (Functional, Formal), Methods (Inductive - Deductive)

Module 4: Professional Growth and Learner Evaluation 15 hr

- 4.1 Action research: Concept and Identification of problems faced by the teachers

in the classroom.

4.2 Critical Appraisal of an English textbook.

4.3 Professional Competencies of a teacher.

4.4 Comprehensive and Continuous Evaluation and its use in English class.

4.5 Different Elicitation Techniques used in English: cloze, diagnostic and achievement test.

4.6 Remedial Teaching, Contrastive analysis; Error analysis

Assessment:

Practical	1 credit: 25 Marks (50% passing)
Total paper	75 marks
End Semester exam	50 Marks (50% passing)

Practical:

Content cum Methodology: Student-teachers will perform following activities:

- Structure of English Subject (For a level)
- Analysis of a curriculum
- Analysis of a syllabus
- Analysis of a textbook
- Content analysis of a unit
- Content test on any level: Primary, secondary, or higher secondary.

Suggested Readings:

1. Bose, Kshanika (2011). *Teaching of English*. Delhi: Doaba House.
2. Jain, R. K. (2011). *Teaching of English*. Agra: Agrawal Publications.
3. Kaushik, D. P. (2010). *Teaching of English*. Agra: Agrawal Publications.
4. Khatri, P. P. (n. d.) *Teaching of English*. Ludhiana: Tandan Publication.
5. Mehta, Prem. (2010). *Teaching of English*. Delhi: Doaba House.
6. Moharil, Medha. (2007). *Methods of English Teaching*. Nagpur: Vidya Prakashan.
7. Mowla, S., Rao, P. & Sarojini, B. B. (2007). *Methods of Teaching English*. Hyderabad: Neelkamal Publications Pvt. Ltd.
8. Rao, Venugopal (2010). *Methods of Teaching English*. Hyderabad: Neelkamal Publications Pvt. Ltd.
9. Sangolkar, Arun. (2009). *English Education*. Nashik: Insight Publication.
10. Sangolkar, Arunkumar. (2009). *English Content cum Methodology*. Nashik: Insight Publication.

11. Sharma, R. A. (2009). *Fundamentals of teaching English*. Meerut: R. Lall Book Depot.
12. Tripathi, Sujata (2012). *Teaching of English*. Delhi: Doaba Publications.

CO-PO Matrix: 21BED106 - A. English Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	3	-	-	-	-	-	-	-	-	-	-
CO2	-	2	-	-	-	2	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	2	-	-	-	-	-	-	-	-
CO5	3	-	-	-	-	-	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED106				
Course Title	Pedagogy of School Subject B. Marathi Education				
Credits	3				
Focuses on	Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
१. व्यक्तीविकास व समाजविकास यातील मातृभाषेचे महत्त्व समजून घेण्यास छात्र अध्यापकांस मदत करणे.					
२. छात्र अध्यापकांमध्ये मातृभाषेसंबंधी योग्य अभिवृत्ती विकसित करणे.					
३. छात्र अध्यापकांना मराठीचे अध्यापन कौशल्ये अवगत करण्यास मदत करणे.					
४. छात्र अध्यापकांमध्ये मराठी अध्ययन-अध्यापन विषयक आधुनिक दृष्टीकोन वृद्धिंगत करणे.					
५. छात्र अध्यापकांना गाभाघटक, जीवनकौशल्ये आणि मुल्ये यांचे महत्त्व आणि उपयुक्तता समजावून सांगणे.					
६. छात्र अध्यापकांमध्ये व्यवसायवृद्धी व शिक्षकांच्या गुणवैशिष्ट्यांविषयक दृष्टी विकसित करणे.					
७. छात्र अध्यापकांना मराठी भाषेच्या अध्यापन उद्दिष्टांच्या उपयोजनांचे आकलन करून देणे.					
Course Outcomes:					
१. छात्र अध्यापक व्यक्तीविकास व समाजविकास यातील मातृभाषेचे महत्त्व समजून घेईल आणि छात्र अध्यापकांमध्ये मातृभाषेसंबंधी योग्य अभिवृत्ती विकसित होईल.					
२. छात्र अध्यापकांमध्ये मराठी अध्ययन-अध्यापन विषयक आधुनिक दृष्टीकोन वृद्धिंगत होवून आपल्या परिणामकारक अध्यापनासाठी तो विविध अध्यापन कौशल्यांचा वापर करेल.					
३. छात्र अध्यापक गाभाघटक, जीवनकौशल्ये आणि मुल्ये यांचे महत्त्व आणि उपयुक्तता समजावून घेवून त्याचा उपयोग आपल्या अध्यापनात करेल.					
४. छात्र अध्यापकांमध्ये व्यवसायवृद्धी व शिक्षकांच्या गुणवैशिष्ट्यांविषयक दृष्टी विकसित होईल.					
५. छात्र अध्यापकांना मराठी भाषेच्या अध्यापन उद्दिष्टांच्या उपयोजनांचे आकलन होईल.					

No.	Description	Relevance to Local / National / Global / Regional needs
CO1	छात्र अध्यापक व्यक्तीविकास व समाजविकास यातील मातृभाषेचे महत्त्व समजून घेईल आणि छात्र अध्यापकांमध्ये मातृभाषेसंबंधी योग्य अभिवृत्ती विकसित होईल.	National
CO2	छात्र अध्यापकांमध्ये मराठी अध्ययन-अध्यापन विषयक आधुनिक दृष्टीकोन वृद्धिंगत होवून आपल्या परिणामकारक अध्यापनासाठी तो विविध अध्यापन कौशल्यांचा वापर करेल.	Regional
CO3	छात्र अध्यापक गाभाघटक, जीवनकौशल्ये आणि मुल्ये यांचे महत्त्व आणि उपयुक्तता समजावून घेवून त्याचा उपयोग आपल्या अध्यापनात करेल.	Global
CO4	छात्र अध्यापकांमध्ये व्यवसायवृद्धी व शिक्षकांच्या गुणवैशिष्ट्यांविषयक दृष्टी विकसित होईल.	Global
CO5	छात्र अध्यापकांना मराठी भाषेच्या अध्यापन उद्दिष्टांच्या उपयोजनांचे आकलन होईल.	Regional

घटक १ :मराठी शिक्षणाची ओळख

१. मराठी भाषेचे स्वरूप आणि व्याप्ती
२. मराठी भाषेचे मानवी जीवनातील व शालेय जीवनातील स्थान व महत्त्व
३. मराठी भाषेची सद्यस्थिती
४. मराठी शिक्षणा संबंधित समस्या
५. अमराठी भाषिक विद्यार्थ्यांच्या जीवनात मराठी अध्यापनाचे स्थान

घटक २ : मराठी अध्ययन अध्यापन विषयक उद्दिष्टे,तत्त्वे व मराठी भाषा शिक्षक

१. माध्यमिक व उच्च माध्यमिक स्तरावरील प्रचलित अभ्यासक्रमाची सर्वसामान्य उद्दिष्टे
२. मराठी भाषेची भाषिक व वाङ्मयीन उद्दिष्टे
३. मराठी भाषा अध्यापनाची तत्त्वे
४. मराठी भाषा शिक्षकासमोरील आव्हाने
५. सातत्यपूर्ण व्यवसाय वृद्धीचे गरज व मार्ग, आदर्श मराठी भाषाशिक्षकाची गूणवैशिष्ट्ये

घटक ३ : मराठी भाषेचा अध्यापनशास्त्रीय दृष्टीकोन व अध्ययनस्रोत

१. गद्य अध्यापन पद्धती
२. पद्य अध्यापन पद्धती
३. व्याकरण अध्यापन पद्धती
४. अध्ययनस्रोत : संकल्पना, गरज, आणि महत्त्व
५. पारंपारिक आणि आधुनिक अध्ययनस्रोत

घटक ४ : मराठी भाषा विश्लेषण व मराठी भाषा शिक्षक

१. मराठी अध्यापनाची सूत्रे
२. मराठी विषयाचा इतर विषयांशी समवाय
३. गाभाघटक, जीवनकौशल्य व मूल्यविकसनासाठी अध्यापन
४. मूल्यमापन—अर्थ, तत्त्वे आणि फायदे
५. मूल्यमापन तंत्र व साधने

प्रात्याक्षिककार्य :

आशययुक्त अध्यापन पद्धती : सेवापूर्व प्रशिक्षकांनी खालील कृती कार्यक्रमांचे सादरीकरण करावे.

- मराठी विषय संरचना (एका स्तरासाठी)
- अभ्यासक्रम विश्लेषण
- पाठ्यक्रम विश्लेषण
- पाठ्यपुस्तक विश्लेषण
- एका घटकाचे आशय विश्लेषण
- कोणत्याही एका स्तरावरील आशय चाचणी: माध्यमिक किंवा उच्च माध्यमिक

संदर्भ :

- मराठीचे अध्यापन: अकोलकर पाटणकर
- मराठीचे अध्यापन: करंदीकर सुरेश
- मराठीचे अध्यापन : कुंडले म. बा.
- मराठी अध्ययन अध्यापन: लीला पाटील
- मराठी शिक्षण व आशययुक्त अध्यापन : डॉ. विलास रणसुरे
- मातृभाषा मराठीचे अध्यापनशास्त्रीय विश्लेषण : डॉ. नलिनी पिचड , डॉ. रामदास बरकले
- मराठीचे आशययुक्त अध्यापन : डॉ. अरविंद दुनाखे
- मराठी आशययुक्त अध्यापन पध्दती : डॉ. सुरेश करंदीकर , डॉ. मीना मंगरुळकर
- मराठी अध्यापन पध्दती : डॉ. सौ. कला घोरमोडे
- मराठीचे अध्यापन : डॉ. शोभना जोशी
- उद्याच्या शिक्षणासाठी मराठी शिक्षण : डॉ. सुभाष भालेराव
- सुगम मराठी व्याकरण : मो. रा.वाळिंबे
- इयत्ता सहावी ते बारावीची मराठी विषयाची पाठ्यपुस्तके

CO-PO Matrix: 21BED106 – B. Marathi Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	2	-	-	-	-	-	-	-	-
CO2	-	-	-	2	-	-	1	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	-	3
CO4	-	-	-	-	-	-	-	2	2	-	-	-
CO5	-	-	-	-	-	2	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED106				
Course Title	Pedagogy of School Subject C. Hindi Education				
Credits	3				
Focuses on	Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> १. शिक्षा में भाषा का अर्थ और उसकी प्रकृति एवम महत्त्व को समझना । २. हिंदी भाषा अध्यापन के उद्देश्य ,सिद्धांत ,सूत्र एवम सहसंबंध के उपयोग करने की क्षमता विकसित करना। ३. हिंदी भाषा अध्यापन द्वारा मूल्यों और कौशलों को विकसित करने में शिक्षक की भूमिका समझाना। ४. हिंदी भाषा शिक्षण के उद्देश्योंकी पूर्ती के लिए प्रभावी साधनों एवं समुचित विधियों की जानकारी देना। ५. हिंदी भाषा तथा व्याकरण के अंगोपांगो का सूक्ष्म अध्ययन करने के लिए प्रेरित करना। ६. माध्यमिक तथा उच्च माध्यमिक शिक्षा स्तरों के लिए निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तकों का सूक्ष्म अध्ययन करने के लिए प्रेरित करना। 					
Course Outcomes:					
<ol style="list-style-type: none"> १. छात्र अध्यापक शिक्षा में भाषा का अर्थ और उसकी प्रकृति एवम महत्त्व स्पष्ट करेगा । २. छात्र अध्यापक मे हिंदी भाषा अध्यापन के उद्देश्य ,सिद्धांत ,सूत्र एवम सहसंबंध के उपयोग करने की क्षमता विकसित होगी । ३. छात्र अध्यापक परिणामकारकहिंदी भाषा अध्यापन के लिए मूल्यों और कौशलों को उपयोग करेगा । ४. छात्र अध्यापक हिंदी भाषा तथा व्याकरण के अंगोपांगो का सूक्ष्म अध्ययन करने के लिए प्रेरित होगा और उसका उपयोग अपने अध्यापन मे करेगा । 					

No.	Description	Relevance to Local / National / Global / Regional needs
CO1	छात्र अध्यापक शिक्षा में भाषा का अर्थ और उसकी प्रकृति एवम महत्त्व स्पष्ट करेगा।	National
CO2	छात्र अध्यापक में हिंदी भाषा अध्यापन के उद्देश्य, सिद्धांत, सूत्र एवम सहसंबंध के उपयोग करने की क्षमता विकसित होगी।	National
CO3	छात्र अध्यापक परिणामकारक हिंदी भाषा अध्यापन के लिए मूल्यों और कौशलों को उपयोग करेगा।	Global
CO4	छात्र अध्यापक हिंदी भाषा तथा व्याकरण के अंगोपांगों का सूक्ष्म अध्ययन करने के लिए प्रेरित होगा और उसका उपयोग अपने अध्यापन में करेगा।	National

इकाई १ : हिंदी-भाषाशिक्षण-सैद्धांतिक परिप्रेक्ष्य

१. भाषा –अर्थ, महत्त्व एवं प्रकार्य, हिंदी भाषा की प्रकृति
२. हिंदी शिक्षण के उद्देश्य
३. हिंदी भाषा के तत्त्व
४. भाषा के रूप, त्रिभाषा सूत्र
५. हिंदी शिक्षा से संबंधित समस्याएँ

इकाई २ : हिंदी-भाषा के मनोवैज्ञानिक आधार एवं सहसम्बन्ध

१. हिंदी भाषा अध्यापन के सूत्र
२. हिंदी भाषा का अन्य विषयों के साथ सहसम्बन्ध
३. हिंदी भाषा अध्ययन-अध्यापन के सामाजिक आधार
४. हिंदी अध्यापन में सहाय्यभूत घटक, मूल्य और जीवन कौशल का महत्त्व
५. आदर्श हिंदी अध्यापक की गुणविशेषताएँ

इकाई ३ :भाषा कौशल एवं व्याकरण शिक्षण और साहित्य शिक्षण

१. भाषा कौशल
२. गद्य शिक्षण
३. कविता शिक्षण
४. व्याकरण शिक्षण
५. रचना शिक्षण

इकाई ४ :हिंदी शिक्षण सहाय्य साधन सामग्री एवं मूल्यांकन

१. हिंदी शिक्षण के सहायक साधनों का महत्त्व
२. हिंदी शिक्षण के सहायक साधनों के प्रकार एवं उचित प्रयोग
३. मूल्यमापन स्वरूप एवं आवश्यकता
४. मूल्यमापन के साधन और तंत्र
५. निदानात्मक एवं उपचारात्मक अध्यापन

प्रात्याक्षिक कार्य :

आशययुक्त अध्यापन पद्धती :पूर्व सेवा शिक्षक निम्नलिखित गतिविधियाँ प्रस्तुत करेंगे |

- हिंदी भाषा संरचना (एका स्तर के लिए)
- पाठ्यचर्या विश्लेषण
- पाठ्यक्रम विश्लेषण
- पाठ्यपुस्तक विश्लेषण
- किसी एक घटक का आशय विश्लेषण

संदर्भ :

- हिंदी अध्यापन पद्धति : प्रा. बा.स. बोबे
- नवीन हिंदी अध्यापन शैली : डॉ. बृजबाला सूरी
- शिक्षक प्रशिक्षण और हिंदी अध्यापन : डॉ.आनंद वास्कर, डॉ. पुष्पा वास्कर
- हिंदी अध्यापन : प्रा. ब. बि. पंडित, प्रा.युनुस जी. पठाण
- भावी अध्यापकों के लिए हिंदी शिक्षा: डॉ. सौ. शैला चव्हाण-कदम
- हिंदी अध्यापन पद्धति : प्रा. कमलाकर रणदिवे
- हिंदी शिक्षा : एक आधुनिक दृष्टिकोन : प्रा. बी.डी. पाटील, प्रा.विनोद पाटील
- विश्व भारती अभिनव हिंदी व्याकरण – मिश्र व ताम्हनकर
- सामान्य हिंदी व्याकरण – डॉ.रामदयाल कोष्टा, विजयकुमार सिंघई
- हिन्दी शिक्षण विधियाँ – डॉ. शिवमूर्ती शर्मा
- शिक्षण प्रशिक्षण और हिंदी अध्यापन – डॉ. आनंद वास्कर, डॉ. पुष्पा वास्कर
- नवीनहिंदीअध्यापनशैली – डॉ.बृजबाला सूरी

CO-PO Matrix: 21BED106 – C. Hindi Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	2	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	2	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	-	3
CO4	-	-	-	-	-	-	-	2	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED106				
Course Title	Pedagogy of School Subject D. Sanskrit Education				
Credits	3				
Focuses on	Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
१. व्यक्तीविकास व समाजविकास यातील संस्कृत भाषेचे महत्त्व समजून घेण्यास छात्र अध्यापकांस मदत करणे.					
२. छात्र अध्यापकांमध्ये संस्कृत भाषेसंबंधी योग्य अभिवृत्ती विकसित करणे.					
३. छात्र अध्यापकांना संस्कृत भाषा अध्यापनाची कौशल्ये अवगत करण्यास मदत करणे.					
४. छात्र अध्यापकांमध्ये संस्कृत भाषा अध्ययन-अध्यापन विषयक आधुनिक दृष्टीकोन वृद्धिंगत करणे.					
५. छात्र अध्यापकांना गाभाघटक, जीवनकौशल्ये आणि मुल्ये यांचे महत्त्व आणि उपयुक्तता समजावून सांगणे.					
६. छात्र अध्यापकांमध्ये व्यवसायवृद्धी व शिक्षकांच्या गुणवैशिष्ट्यांविषयक दृष्टी विकसित करणे.					
७. छात्र अध्यापकांना संस्कृत भाषेच्या अध्यापन उद्दिष्टांच्या उपयोजनांचे आकलन करून देणे.					
Course Outcomes:					
१. छात्र अध्यापक व्यक्तीविकास व समाजविकास यातील संस्कृत भाषेचे महत्त्व समजून घेईल आणि छात्र अध्यापकांमध्ये संस्कृत भाषेसंबंधी योग्य अभिवृत्ती विकसित होईल.					
२. छात्र अध्यापकांमध्ये संस्कृत अध्ययन-अध्यापन विषयक आधुनिक दृष्टीकोन वृद्धिंगत होवून आपल्या परिणामकारक अध्यापनासाठी तो विविध अध्यापन कौशल्यांचा वापर करेल.					
३. छात्र अध्यापक गाभाघटक, जीवनकौशल्ये आणि मुल्ये यांचे महत्त्व आणि उपयुक्तता समजावून घेवून त्याचा उपयोग आपल्या अध्यापनात करेल.					
४. छात्र अध्यापकांमध्ये व्यवसायवृद्धी व शिक्षकांच्या गुणवैशिष्ट्यांविषयक दृष्टी विकसित होईल.					
५. छात्र अध्यापकांना संस्कृत भाषेच्या अध्यापन उद्दिष्टांच्या उपयोजनांचे आकलन होईल.					

मोड्युल 1 : संस्कृत शिक्षणाची ओळख

- 1.1 संस्कृत अध्यापन-अर्थ, व्याख्या आणि स्वरूप
- 1.2 संस्कृत त भाषेची वैशिष्ट्ये
- 1.3 संस्कृत भाषेचा संक्षिप्त इतिहास : प्राचिन, मध्ययुगिन आणि आधुनिक
- 1.4 एक अभिजात भाषा म्हणून संस्कृत चे गरज व मर्हाव
- 1.5 संस्कृत शिक्षणाचे शालेय स्तरावरील स्थान आणि मर्हाव

मोड्युल 2 : संस्कृत अध्ययन अध्यापन विषयक उद्दिष्टे व संस्कृत भाषा शिक्षक

- 2.1 संस्कृत शिक्षणाची माध्यमिक व उच्च माध्यमिक स्तरावरील उद्दिष्टे
- 2.2 संस्कृत शिक्षणातून अभिजात संस्कृतीचा वारसा तसेच बौद्धिक, भावनिक, नैतिक आणि सौंदर्यात्मक मूल्यांचा विकास
- 2.3 आदर्श संस्कृत भाषाशिक्षकाची गूणवैशिष्ट्ये
- 2.4 शालेय स्तरावर संस्कृत अध्यापनाशी संबधित समस्या
- 2.5 संस्कृत भाषा शिक्षकासमोरील आव्हाने

मोड्युल 3 : संस्कृत भाषेचा अध्यापनशास्त्रीय दृष्टीकोन व अध्ययनस्रोत

- 3.1 गद्य अध्यापन पद्धती
- 3.2 पद्य अध्यापन पद्धती
- 3.3 व्याकरण अध्यापन पद्धती
- 3.4 संस्कृत भाषेच्या विशिष्ट अध्यापन पद्धती व तंत्रे
- 3.5 संस्कृत अध्ययन अध्यापन समृद्ध करण्यासाठी विविध स्रोत

मोड्युल 4 : संस्कृत भाषा अध्यापन आणि मूल्यमापन

- 4.1 संस्कृत अध्यापनात अध्यापन सूत्रांचा उपयोग
- 4.2 संस्कृत विषयाचा इतर विषयांशी समवाय
- 4.3 गाभाघटक, जीवनकौशल्य व मूल्यविकसनासाठी अध्यापन
- 4.4 मूल्यमापन—संकल्पना, महत्त्व, तंत्रे व साधने
- 4.5 सातत्यपूर्ण सर्वकष मूल्यमापन

प्रात्याक्षिककार्य :

आशययुक्त अध्यापन पद्धती : सेवापूर्व प्रशिक्षकांनी खालील कृती कार्यक्रमांचे सादरीकरण करावे.

- संस्कृत विषय संरचना (एका स्तरासाठी)
- अभ्यासक्रम विश्लेषण
- पाठयक्रम विश्लेषण
- पाठयपुस्तक विश्लेषण
- एका घटकाचे आशय विश्लेषण

संदर्भ :

१. संस्कृत अध्यापन पद्धती-जाधव शिवदास,कुलकर्णी मीना
२. संस्कृत शिक्षण-पांडेय रामशकल
३. Teaching of Sanskrit in Secondary School- Apte, D.G., Dongre, P.K.
४. A New Approach to Sanskrit- Bokil, V.P., Parasnis, N.R.
५. Problem of Sanskrit Teaching- Huparikar, G.S.

CO-PO Matrix: 21BED106 – D. Sanskrit Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	2	-	-	-	-	-	-	-	-
CO2	-	-	-	2	-	-	1	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	-	3
CO4	-	-	-	-	-	-	-	2	2	-	-	-
CO5	-	-	-	-	-	2	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED106				
Course Title	Pedagogy of School Subject E. Science Education				
Credits	3				
Focuses on	Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. To understand the nature of Science. 2. To develop the adequate skills and qualities related to teaching of Science 3. To improve the competencies in Science Teacher 4. To understand the various instructional strategies and their appropriate use in teaching Science at the secondary level. 5. To apply appropriate evaluation techniques in Science 6. To enable the students to use technology to enrich teaching Science. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Comprehend the nature of Science and its interface with society and technology. 2. Develop skills and qualities among the student – teachers in teaching science by analysing given scenarios 3. Use the recent trends in teaching science to develop teaching plans 4. Critically analyse the curriculum, content, and textbooks from the dimension of development of scientific values. 5. Use the assessment techniques in teaching of Science practically in the various scenarios. 					
No.	Description			Relevance to Local / National / Global / Regional needs	
CO1	Comprehend the nature of Science and its interface with society and technology.			Global	
CO2	Develop skills and qualities among the student – teachers in teaching science by analysing given scenarios			National	
CO3	Use the recent trends in teaching science to develop teaching plans			Regional	
CO4	Critically analyze the curriculum, content, and textbooks from the dimension of development of scientific values.			National	

CO5	Use the assessment techniques in teaching of Science practically in the various scenarios.	Regional
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Module 1: Concept, Nature of Science Subject **10 hr**

- 1.1: Meaning, nature and modern concept of science
- 1.2: Objectives of teaching science at secondary level
- 1.3: Importance of Science in daily life
- 1.4: Science Teacher: Role, Competencies & professional development
- 1.5: Core elements, Values and Life skills

Module 2: Bases of Science Education **10 hr**

- 2.1: Correlation of Science in the curriculum, internal and external with other school subjects
- 2.2: Application of taxonomy of educational objectives for unit planning, lesson planning, instructional objectives and assessment
- 2.3: Maxims of teaching Science
- 2.4: Principles of teaching Science
- 2.5: Evaluation methods in Science

Module 3: Pedagogy of teaching Science **10 hr**

- 3.1: Pedagogy of teaching Science
 - Laboratory method
 - Lecture –Demonstration method
 - Project Method
- 3.2: Science Club and Co- curricular activities

Module 4: Learning Resources and Innovative Trends in Teaching of Science

15 hr

- 4.4: Laboratory as a resource
- 4.1: Use of technology for teaching Science – ICT, mass media, newspapers, OER's, MOOCs and online resources.
- 4.2: Cooperative Learning Strategies in Teaching of Science
- 4.3: Constructivism in teaching of Science
- 4.5: Learning Resources used in teaching of Science

Assessment:

Practical	1 credit: 25 Marks (50% passing)
Total paper	75 marks
End Semester exam	50 Marks (50% passing)

Practical:

Content cum Methodology: Student-teachers will perform following activities:

- Structure of Science Subject (For a level)
- Analysis of a curriculum
- Analysis of a syllabus
- Analysis of a textbook
- Content analysis of a unit
- Content test on any level: Secondary or higher secondary.

Suggested Reading:

1. Borse, Chandrakant. (2007). Science education: Pedagogical analysis. Nashik: Insight Publication.
2. Das, R.C. (2009). Science teaching in schools. New Delhi: sterling Publishers Pvt. Ltd.
3. Kalra, Rajinder. M. (2007). Teaching of Science: for Primary and secondary pre and In – service teachers. Delhi: Shipra Publication.
4. Malhotra, Vinayak. (2007). Methods of teaching science. Delhi: Crescent Publishing Corporation.
5. Mangal, S.K. (2004). Teaching of general science. Ludhiana: Tandon Publications.
6. NCERT. (2006). Position paper on „Teaching of Science“. New Delhi: NCERT.
7. Prasad, J. (1999). Practical aspects in teaching of science. New Delhi: Kanishka Publication
8. Rao V. K. (2007). Science Education. New Delhi. APH Publishing corporation.
9. Sharma, B.M. (2007). Teaching of Science. Chandigarh: Abhishek Publication.
10. Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpatrai publishing comp.

CO-PO Matrix: 21BED106 – E. Science Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	-	3	-	-	-	-	-	-
CO2	-	-	-	-	2	-	-	-	-	-	-	-
CO3	-	-	-	-	3	-	-	-	-	-	-	3
CO4	-	-	-	2	-	-	-	-	2	-	-	-
CO5	-	-	-	-	-	-	-	3	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED106				
Course Title	Pedagogy of School Subject F. Mathematics Education				
Credits	3				
Focuses on	Employability / Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. To understand the nature of Mathematics. 2. To develop the adequate skills and qualities related to teaching of Mathematics 3. To understand the historical developments leading to concepts in modern Mathematics. 4. To understand the learning theories and their applications in Mathematics Education. 5. To improve the competencies in Mathematics Teacher 6. To understand the various instructional strategies and their appropriate use in teaching Mathematics at the secondary level. 7. To apply appropriate evaluation techniques in Mathematics 8. To enable the students to use technology to enrich teaching mathematics. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Describe the nature of mathematics and develop the adequate skills and qualities related to teaching of Mathematics 2. Critical analyse mathematics curriculum, content and textbooks of different standards and boards 3. Explain the uses of mathematical clubs, maxims, and principles of teaching mathematics in schools with focus on Revised Bloom's taxonomy 4. Illustrate and develop various methods of teaching Mathematics and to use them rationally. 5. Describe uses of the innovative trends in teaching of Mathematics using various Learning Resources. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Describe the nature of mathematics and develop the adequate skills and qualities related to teaching of Mathematics		National		

CO2	Critical analyse mathematics curriculum, content and textbooks of different standards and boards	National
CO3	Explain the uses of mathematical clubs, maxims, and principles of teaching mathematics in schools with focus on Revised Bloom's taxonomy	Global
CO4	Illustrate and develop various methods of teaching Mathematics and to use them rationally.	National
CO5	Describe uses of the innovative trends in teaching of Mathematics using various Learning Resources.	Global

Module 1: Meaning, Concept & Nature of Mathematics

10 hr

- 1.1: Meaning, nature and modern concept of mathematics
- 1.2: Objectives of teaching Mathematics at secondary level (NCF 2005)
- 1.3: Importance of Mathematics in daily life
- 1.4: Mathematics Teacher: Role, Competencies & professional development
- 1.5: Core elements, Values and Life skills
- 1.6: Contributions of Indian Mathematicians

Module 2: Bases of Mathematics Education

10 hr

- 2.1: Correlation of Mathematics in the curriculum, internal and external with other school subjects
- 2.2: Application of taxonomy of educational objectives for unit planning, lesson planning, instructional objectives, and assessment
- 2.3: Maxims of teaching Mathematics
- 2.4: Principles of teaching Mathematics
- 2.5: Evaluation methods in Mathematics: Achievement Test, Diagnostics test and remedial teaching in Mathematics and Continuous and Comprehensive evaluation

Module 3: Pedagogy of Teaching Mathematics

10 hr

- 3.1: Pedagogy of Teaching Mathematics
 - Inductive – deductive method
 - Experimental method
 - Project method
- 3.2: Mathematics club and co – curricular activities: Use of Mathematics club in school (Mathematics fairs, quiz, Olympiad, talent search examination)
- 3.3: Selecting appropriate instructional strategies related to various topics included in secondary classes:

- Teaching of Arithmetic (Commercial Maths)
- Teaching of Algebra (Polynomials, algebraic identities, Linear equations, Quadratic equations)
- Teaching of Geometry (Lines, Angles, Congruent Triangles and Similar triangles)
- Teaching of Mensuration (Surface areas and volumes of solid figures)
- Teaching of Statistics (Measures of central tendency - graphical representation)

Module 4: Learning Resources and Innovative Trends in Teaching of Mathematics **15 hr**

- 4.1: Use of technology for teaching Mathematics – ICT, mass media, newspapers, OER's, MOOCs and online resources.
- 4.2: Cooperative Learning Strategies in Teaching of Mathematics.
- 4.3: Constructivism in teaching of Mathematics
- 4.5: Learning Resources: Graphic organizers, Mathematics laboratory and teaching aids
- 4.6 Technology Integration: Planning with the integrating Technology for inquiry (NTeQ) model for Mathematics at secondary school level.

Assessment:

Practical	1 credit: 25 Marks (50% passing)
Total paper	75 marks
End Semester exam	50 Marks (50% passing)

Practical:

Content cum Methodology: Student-teachers will perform following activities:

1. Structure of Mathematics Subject (For a level)
2. Analysis of a curriculum
3. Analysis of a syllabus
4. Analysis of a textbook
5. Content analysis of a unit
6. Content test on any level: Primary, secondary, or higher secondary.

Suggested Readings:

1. Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.
2. Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi.
3. Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications.
4. Dr. Anice James (2014): Teaching of Mathematics
5. Ediger Mariow (2004); Teaching Math Successfully, Discovery Publication.

6. Hudgins, Bryce B. (1966); Problem Solving in the classroom, MacMillan, New York.
7. James Anice (2005); Teaching of Mathematics, Neelkamal Publication.
8. Johan R.E. et.al, (1961): Modern Algebra; First Course, Addison-Wesley Publishing Company INC. USA.
9. Kapur S.K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication.
10. Kulshreshtha, A.K. (2012) Teaching of Mathematics, R. Lal and Sons. Meerut, U.P.
11. Tyagi, S.K. (2004); Teaching of Arithmetic; Commonwealth Publications.

CO-PO Matrix: 21BED106 – F. Mathematics Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	2	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	3	-	-	-	2	-	-	-	-
CO3	-	-	-	-	2	-	-	-	-	-	-	-
CO4	-	-	-	2	-	-	-	-	2	-	-	-
CO5	-	-	-	-	-	2	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED106				
Course Title	Pedagogy of School Subject G. History Education				
Credits	3				
Focuses on	Employability / Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. Understand the aims and objectives of teaching History. 2. Apply appropriate evaluation techniques in teaching History. 3. Use aptly the different methods of teaching history. 4. Demonstrate skills of developing unit plan, lesson plan using Blooms Taxonomy. 5. Integrate ICT and Innovative trends in teaching-learning practices. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain components of History subject and qualities of History teacher. 2. Describe bases of History Education. 3. Use the understanding of pedagogy of History in various scenarios. 4. Explain the learning resources and innovative trends in teaching of History. 5. Critically analyse curriculum, syllabus, textbook, and content of History subject. 					
No.	Description			Relevance to Local / National / Global / Regional needs	
CO1	Explain components of History subject and qualities of History teacher.			Global	
CO2	Describe bases of History Education.			National	
CO3	Use the understanding of pedagogy of History in various scenarios			Regional	
CO4	Explain the learning resources and innovative trends in teaching of History.			Regional	
CO5	Critically analyse curriculum, syllabus, textbook, and content of History subject			National	

Module 1: Understanding History and Teacher of History **10 hr**

- 1.1: Meaning, nature and scope of History
- 1.2: Importance of History in understanding the current problems of country and society.
- 1.3: The place of History in secondary school curriculum, aims and objectives of teaching History to secondary and higher secondary school students
- 1.4: Multi-perspectivity VS Mono Perspective in understanding History
- 1.5: History Teacher: Role, competencies & professional development
- 1.6: Core elements, Values, and life skills

Module 2: Bases of History Education **10 hr**

- 2.1: Correlation of History in the curriculum, internal and external with other school subjects
- 2.2: Application of taxonomy of educational objectives for unit planning, lesson planning, instructional objectives, and assessment of History
- 2.3: Maxims of teaching History
- 2.4: Principles of teaching history
- 2.5: Evaluation methods in History

Module 3: Pedagogy of Teaching History **10 hr**

- 3.1: Methods of teaching History:
 - Narration
 - Story telling
 - Dramatization
 - Historical thinking project
 - Discussion
 - Source
- 3.2: History club & co-curricular activities in History

Module 4: Learning Resources and Innovative Trends in Teaching of History **15 hr**

- 4.1: Use of technology for teaching History
- 4.2: Cooperative Learning Strategies in Teaching of History
- 4.3: Constructivism in teaching of History
- 4.5: Learning resources: Timeline, Teaching aids, bulletin board and history exhibition.

Assessment:

Practical	1 credit: 25 Marks (50% passing)
Total paper	75 marks
End Semester exam	50 Marks (50% passing)

Practical:

Content cum Methodology: Student-teachers will perform following activities:

- Structure of History Subject (For a level)
- Analysis of a curriculum
- Analysis of a syllabus
- Analysis of a textbook
- Content analysis of a unit

Suggested Readings:

1. Burton, W.H. (1972), Principles of History Teaching, London: Methuen.
2. Chaudhary, K. P. (1975), The Effective Teaching of History in India, New Delhi: NCERT.
3. Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi, Harman Publishing House.
4. Ghate, V. D. (1956), Teaching of History (English & Hindi), Bombay: Oxford University Press.
5. Gunning, Dennis (1978), The Teaching of History, London: Goom Helm Ltd.
6. Jarvis, C. H., Teaching of History.
7. Khan S.U. (1998), History Teaching-Problems, Prospective and Prospect, New Delhi: Heera.
8. Kochar, S. K. (1972), The Teaching of History, Delhi: Sterling Publishers.
9. Lewis, E.M. (1960), Teaching History in Secondary Schools, Delhi: Sterling Publishers.
10. Mujeeb, M. (1960), World History: Our Heritage, Bombay: Asia Publishers

CO-PO Matrix: 21BED106 – G. History Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	2	2	-	-	-	-	2	2	-	-	-
CO2	2	2	-	-	-	-	-	-	-	-	-	-
CO3	-	2	2	-	-	-	2	-	-	-	-	-
CO4	-	-	-	2	2	2	2	-	-	-	-	-
CO5	-	-	-	-	-	2	-	2	2	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED106				
Course Title	Pedagogy of School Subject H. Geography Education				
Credits	3				
Focuses on	Employability / Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. Understand the concept, nature, scope and significance of Geography subject 2. Get an insight into the relationship of Geography with other subject 3. Understand the various methods of teaching Geography 4. Understands the concept and relation curriculum, syllabus, textbook 5. Get acquainted with the various learning resources in Geography 6. Apply the taxonomy of educational objectives for unit planning, lesson planning, instructional objectives and assessment of Geography 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain the concept, nature and significance of Geography subject and Geography teacher 2. Deduce the relationship between Geography and other subjects 3. Explain the various Maxims, Principles and Methods of teaching Geography 4. Prepare unit plan and develop lesson plans based on the various innovative methods and using various learning resources 5. Analyze the curriculum, syllabus, textbook and content of Geography 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Explain the concept, nature and significance of Geography subject and Geography teacher		Global		
CO2	Deduce the relationship between Geography and other subjects		National		
CO3	Explain the various Maxims, Principles and Methods of teaching Geography		Local and National		
CO4	Prepare unit plan and develop lesson plans based on the various innovative		Global		

	methods and using various learning resources	
CO5	Analyze the curriculum, syllabus, textbook and content of Geography	National

Module 1: Concept of Geography Subject and Teacher of Geography 10 hr

- 1.1: Meaning, nature and scope of Geography
- 1.2: Academic and practical significance of Geography; Geo-literacy
- 1.3: The place of Geography in secondary school curriculum, aims and objectives of teaching Geography
- 1.4: Geography as a study of spatial differentiation, spatial relationship, spatial organization
- 1.5: Geography Teacher: Role, Competencies & professional development
- 1.6: Core Elements, Values & Life Skills

Module 2: Bases of Geography Education 10 hr

- 2.1: Correlation of Geography in the curriculum, internal and external with other school subjects
- 2.2: Application of taxonomy of educational objectives for unit planning, lesson planning, instructional objectives, and assessment of Geography
- 2.3: Maxims of teaching Geography
- 2.4: Principles of teaching Geography
- 2.5: Evaluation methods in Geography

Module 3: Content cum Methodology of Teaching Geography 10 hr

- 3.1: Methods of Teaching Geography:
 - Regional method
 - Project method
 - Comparative method
 - Journey method
 - Excursion method
 - Discussion method
 - Lecture – demonstration method
- 3.2: Geography club & co-curricular activities in Geography

Module 4: Learning Resources and Innovative Trends in Teaching of Geography 15 hr

- 4.1: Use of technology for teaching Geography
- 4.2: Cooperative Learning Strategies in Teaching of Geography

4.3: Constructivism in teaching of Geography

4.4: Learning resources: Development of map reading skills, use of cognitive/mental maps, flow charts, diagrams, excursion/field trip, bulletin board and geography exhibition

Assessment:

Practical	1 credit: 25 Marks (50% passing)
Total paper	75 marks
End Semester exam	50 Marks (50% passing)

Practical:

Content cum Methodology: Student-teachers will perform following activities:

- Structure of Geography Subject (For a level)
- Analysis of a curriculum
- Analysis of a syllabus
- Analysis of a textbook
- Content analysis of a unit

Suggested Readings:

1. Arora K. K. (1976), The Teaching of Geography, Jalandhar: Prakash Brothers.
2. Broadman, David (1985), New Directions in Geography Education, London: Philadelphia, Fehur Press.
3. Chorely R. J. (1970), Frontiers in Geography Teaching, London: Mathews and Co. Ltd.
4. Dhamija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House.
5. Graves N. G. (1982), New Source Book for Geography Teaching, London: Longman the UNESCO Press.
6. Hall David (1976), Geography and Geography Teacher, London: Unwin Education Books.
7. Huckle J. (1983), Geographical Education Reflection and Action, London: Oxford University Press.
8. Leong, Goh Chey (1976), Certificate of Human and Physical Geography, Singapore: Oxford University Press.
9. UNESCO, New Source Book for Teaching of Geography.
10. Verma O. P. (1984), Geography Teaching, N. D: Sterling Publication Pub. Ltd.

CO-PO Matrix: 21BED106 – H. Geography

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	-	-	-	-	-	-	-	2	-	-	-
CO2	-	-	-	-	-	2	-	-	-	-	-	-
CO3	-	-	-	-	2	-	-	-	-	-	-	-
CO4	-	-	-	-	-	3	-	-	-	-	-	-
CO5	-	-	-	-	-	3	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED106				
Course Title	Pedagogy of School Subject I. Economics Education				
Credits	3				
Focuses on	Employability / Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. To understand the nature, importance, and scope of the economics subject 2. To correlate economics subject with other disciplines 3. To explain objectives of teaching economics at secondary and higher secondary level 4. To use various approaches and methods for teaching – learning of economics 5. To use the maxims and principles in teaching of economics 6. To apply the taxonomy of educational objectives for unit planning, lesson planning, instructional objectives, and assessment of Economics 7. To develop the efficiency in using various hand-made, digital and simulation resource material in Economics 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain the meaning, nature and concept of Economics as a subject 2. Describe the bases of Economics Education 3. Use the understanding of pedagogy of Economics in real school setting 4. Explain various learning resources and innovative trends in Economics teaching. 5. Critically analyze curriculum, syllabus, textbook and content of Economics subject 6. To apply the taxonomy of educational objectives for unit planning, lesson planning, instructional objectives, and assessment of Economics 7. To develop the efficiency in using various hand-made, digital and simulation resource material in Economics 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Explain the meaning, nature and concept of Economics as a subject		National		
CO2	Describe the bases of Economics		Local		

	Education	
CO3	Use the understanding of pedagogy of Economics in real school setting	National
CO4	Explain various learning resources and innovative trends in Economics teaching	National
CO5	Critically analyze curriculum, syllabus, textbook and content of Economics subject	Local
CO6	To apply the taxonomy of educational objectives for unit planning, lesson planning, instructional objectives, and assessment of Economics	Local
CO7	To develop the efficiency in using various hand-made, digital and simulation resource material in Economics	Local

Module 1: Meaning, Nature and concept of Economics

10 hr

1.1: Meaning, nature and scope of subject economics

1.2: Objectives of teaching economics at secondary and higher secondary level (NCF 2005)

1.3: Importance of Economics in daily life

1.4: Economics Teacher: Role, Competencies & professional development

1.5: Core elements, Values and Life skills

Module 2: Bases of Economics Education

10 hr

2.1: Correlation of economics in the curriculum, internal and external with other school subjects

2.2: Application of taxonomy of educational objectives for unit planning, lesson planning, instructional objectives, and assessment

2.3: Maxims of teaching economics

2.4: Principles of teaching economics

2.5: Evaluation methods in economics

Module 3: Pedagogy of Teaching Economics

10 hr

3.1: Methods of teaching Economics:

- Observation
- Questioning

- Discussion
- Survey
- Problem-based learning
- Project
- Case study
- Field trip

3.2: Economics club; Co-curricular activities

Module 4: Learning Resources and Innovative Trends in Teaching of Economics **15 hr**

4.1: Use of technology for teaching economics

4.2: Cooperative Learning Strategies in Teaching of Economics.

4.3: Constructivism in teaching of economics

4.5: Learning Resources: Concept map, mind map, flow-charts, graphic organizers (Hand-made and digital); simulation (Role Play, Games)

Assessment:

Practical	1 credit: 25 Marks (50% passing)
Total paper	75 marks
End Semester exam	50 Marks (50% passing)

Practical:

Content cum Methodology: Student-teachers will perform following activities:

- Structure of Economics Subject (For a level)
- Analysis of a curriculum
- Analysis of a syllabus
- Analysis of a textbook
- Content analysis of a unit

Suggested Readings:

1. Amita, (1999), "Teaching of Economics" Anmol Publications Pvt. Ltd., New Delhi.
2. Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
3. Arora, P.N. And Shorie, J.P. (1986), Open Book Examination Question in Economics,
4. B. Ranga Rao. Digumarti Bharkara Rao. (2007). Techniques in Teaching Economics, Sonali Publication: New Delhi.
5. Haresh H. Mehta, (2008) Modern Method for Teaching Economics, Jaipur: Paradise Publishing,
6. Kadam Hari Sharma. Tripat Tuteja, Ajay Varma, (2008) Teaching in Economics, Commonwealth Publishing.

7. New Delhi, NCERT.
8. Rudramamba & V. Lakshmi Kumari and Digumarti Bhaskara Rao, (2004). Methods of Teaching Economics: New Delhi. Discovery publishing house.
9. Saxena Mishra Mahonty (2004) "Teaching of Economics" Surya publication, Meerut
10. Semma Sharma, (2006). Modern Teaching in Economics, New Delhi. Anmol Publication (P) Ltd.

CO-PO Matrix: 21BED106 – I. Economics Method

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	2	-	-	-	-	-	-	-	-	-
CO2	1	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	2	-	-	-	-
CO4	-	-	-	-	3	3	-	-	-	-	-	-
CO5	-	-	2	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	3	-	-	-	-
CO7	-	-	-	-	-	1	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED106				
Course Title	Pedagogy of School Subject J. Commerce Education				
Credits	3				
Focuses on	Employability				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. To develop efficiency and effectiveness in teaching and learning of commerce. 2. To understand the importance of commerce and its place in school curriculum. 3. To understand about the using techniques of evaluation in commerce. 4. To develop the efficiency in using audio-visual aids, graph, timeline and resource material in commerce. 5. To practice learner centred methods and techniques in the classroom. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain components of Commerce subject and qualities of Commerce teacher. 2. Describe bases of Commerce Education. 3. Use the understanding of pedagogy of Commerce in various scenarios. 4. Explain the learning resources and innovative trends in teaching of Commerce. 5. Critically analyse curriculum, syllabus, textbook, and content of Commerce subject. 					
No.	Description			Relevance to Local / National / Global / Regional needs	
CO1	Explain components of Commerce subject and qualities of Commerce teacher.			National	
CO2	Describe bases of Commerce Education.			Global	
CO3	Use the understanding of pedagogy of Commerce in various scenarios			Global	
CO4	Explain the learning resources and innovative trends in teaching of Commerce			Global	

CO5	Critically analyse curriculum, syllabus, textbook, and content of Commerce subject.	Local
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Module 1: Understanding commerce and Teacher of Commerce **10 hr**

- 1.1: Meaning, nature and scope of commerce
- 1.2: Importance of commerce
- 1.3: The place of commerce in higher secondary school curriculum
- 1.4: Commerce Teacher: Role, competencies & professional development
- 1.6: Core elements, Values, and life skills

Module 2: Bases of Commerce Education **10 hr**

- 2.1: Correlation of Commerce in the curriculum, internal and external with other school subjects
- 2.2: Application of taxonomy of educational objectives for unit planning, lesson planning, instructional objectives, and assessment of Commerce
- 2.3: Maxims of teaching Commerce
- 2.4: Principles of teaching Commerce
- 2.5: Evaluation methods in Commerce

Module 3: Pedagogy of Teaching Commerce **10 hr**

- 3.1: Methods of teaching Commerce:
 - Lecture method
 - Inductive – Deductive
 - Project method
 - Problem Solving
 - Field Visit
- 3.2: Commerce club & co-curricular activities in History

Module 4: Learning Resources and Innovative Trends in Teaching of Commerce **15 hr**

- 4.1: Use of technology for teaching Commerce
- 4.2: Cooperative Learning Strategies in Teaching of Commerce
- 4.3: Constructivism in teaching of Commerce
- 4.5: Learning resources in teaching of Commerce

Assessment:

Practical	1 credit: 25 Marks (50% passing)
Total paper	75 marks
End Semester exam	50 Marks (50% passing)

Practical:

Content cum Methodology: Student-teachers will perform following activities:

- Structure of Commerce Subject (For a level)
- Analysis of a curriculum
- Analysis of a syllabus
- Analysis of a textbook
- Content analysis of a unit

Suggested Reading:

1. Bhatia, S.K. (1979), Teaching of Principles of Commerce and Accountancy, CIE Publication, Delhi.
2. Seema Rao, (2007), Teaching of Commerce, NewDelhi. Anmol publishing (P) Ltd:
3. Shankar, T. (2008), Methods of Teaching Commerce, NewDelhi: Crescent Publishing Corporation.
4. Support material for PGT (Commerce) (2011). New Delhi: State Council of Educational Research and Training. Retrieved from: http://delhi.gov.in/wps/wcm/connect/doi_scert/Scert+Delhi/Home/Questpaedia/Learning+Material/Commerce/
5. Swathi Doshi, (2008) Modern Methods of Teaching Commerce, Jaipur: paradise publishing.
6. Verma, D.P.S. (2000); Commerce Education in Rajput, J.S. (Ed.) Encyclopaedia of Indian Education, Vol. I; NCERT.

CO-PO Matrix: 21BED106 – J. Commerce

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	-	-	-	-	3	-	-	-
CO2	-	-	-	-	-	-	-	-	2	-	-	-
CO3	-	-	-	2	-	-	-	-	-	-	-	-
CO4	-	-	-	-	2	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	2	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED106				
Course Title	Pedagogy of School Subject K. ICT Education				
Credits	3				
Focuses on	Employability and Skill development				
Integrates cross-cutting issues	Professional Ethics and Environment & Sustainability				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. Organize the activities as per the learning strands of information and communication technology. 2. Explain the embedded nature of ICT at secondary and higher secondary level. 3. Critically analyze the objectives and content of ICT integration at secondary & higher secondary level. 4. Integrate methods & models of teaching learning of ICT based on the learning strands. 5. Acquire the competencies of ICT teacher 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Summarise nature, scope & importance of ICT at secondary & higher secondary level. 2. Analyze the textbook & content of ICT at secondary & higher secondary level. 3. Implement methods & models of teaching learning of ICT. 4. Integrate ICT tools in the lesson plans of other subjects. 5. Construct evaluation/assessment using ICT tools 					
No.	Description			Relevance to Local / National / Global / Regional needs	
CO1	Summarise nature, scope & importance of ICT at secondary & higher secondary level.			National	
CO2	Analyze the textbook & content of ICT at secondary & higher secondary level.			National	
CO3	Implement methods & models of teaching learning of ICT.			National	

CO4	Integrate ICT tools in the lesson plans of other subjects.	Global
CO5	Construct evaluation/assessment using ICT tools	National

Module 1: Understanding ICT and Teacher of ICT **10 hr**

- 1.1: Meaning, nature and scope of ICT
- 1.2: Importance of ICT
- 1.3: The place of ICT in higher secondary school curriculum
- 1.4: ICT Teacher: Role, competencies & professional development
- 1.6: Core elements, Values, and life skills

Module 2: Bases of ICT Education **10 hr**

- 2.1: Correlation of ICT in the curriculum, internal and external with other school subjects
- 2.2: Application of taxonomy of educational objectives for unit planning, lesson planning, instructional objectives, and assessment of ICT
- 2.3: Maxims of teaching ICT
- 2.4: Principles of teaching ICT
- 2.5: Evaluation methods in ICT

Module 3: Pedagogy of Teaching ICT **10 hr**

- 3.1: Methods of teaching ICT:
 - a) Lecture – Demonstration method
 - b) Experimental
 - c) Project method
- 3.2: ICT club & co-curricular activities in ICT

Module 4: Learning Resources and Innovative Trends in Teaching of ICT **15 hr**

- 4.1: Use of technology for teaching Commerce
- 4.2: Cooperative Learning Strategies in Teaching of ICT
- 4.3: Constructivism in teaching of ICT
- 4.5: Learning resources in teaching of ICT

Assessment:

Practical	1 credit: 25 Marks (50% passing)
Total paper	75 marks
End Semester exam	50 Marks (50% passing)

Practical:

Content cum Methodology: Student-teachers will perform following activities:

- Structure of ICT Subject (For a level)
- Analysis of a curriculum
- Analysis of a syllabus
- Analysis of a textbook
- Content analysis of a unit

Suggested Reading:

1. A Model Curriculum for ICT in Education by NCERT
2. Education by Department of School Education & Literacy, Ministry of Human ICT curriculum for ICSE Schools
3. National Policy on Information & Communication Technology (ICT) in School
4. Position Paper on Curriculum, Syllabus & Textbooks by NCERT
5. Resource Development, Government of India 2012
6. Secondary Curriculum 2015-16 Main Subjects Volume 1 by CBSE

CO-PO Matrix: 21BED106 – K. ICT Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	2	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	1	-	-	2	-	-	-	-	-
CO3	-	-	-		3	2	-	-	-	-	-	-
CO4	-	-	-	-	-	3	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	2	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED107				
Course Title	Facilitating Learning Skills				
Credits	2				
Focuses on	Employability /Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
0	0	4	50	0	50
Course Objectives:					
<ol style="list-style-type: none"> 1. To enable student-teachers to learn and assimilate new teaching skills under controlled conditions. 2. To enable student-teachers to master a number of teaching skills. 3. To analyse the different components of micro teaching skills and its applications. 4. To enable student-teachers to gain confidence in teaching. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Practice new teaching skills under controlled conditions. 2. Analyse the different components of micro teaching skills and its applications 3. Plan lessons using respective skills and sub-skills. 4. Reflect on their own and their classmates' teaching practices. 5. Gain confidence in teaching. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Practice new teaching skills under controlled conditions		Global		
CO2	Analyse the different components of micro teaching skills and its applications		National		
CO3	Plan lessons using respective skills and sub-skills		Global		
CO4	Reflect on their own and their classmates' teaching practices		National		
CO5	Gain confidence in teaching.		Global		

In order to facilitate learning skills amongst student-teachers, they will develop and conduct lessons using new approaches in teaching – learning. Student-teachers will also be trained in basic skills needed for being an effective teacher. These lessons will be demonstrated by the teacher educators and then conducted by student-teachers in the peer group.

Details of skills are as follows:

S.N.	Skill based lesson	Innovative Approaches
1	Set Induction	Models of Teaching: Concept attainment model, Inquiry training model and Jurisprudential model
2	Stimulus Variation	Cooperative learning techniques
3	Questioning	Use of Graphic Organizers
4	Explanation	Differentiated lesson using learning styles
5	Black / White board Skill / Visual Design	Use of constructivist methods (5E or 7E Model / ESA or any other new model)
6	Reading / Demonstration / Narration	Group discussion

All the above methods / approaches will help student-teachers to practice new paradigms of learning and develop effective teaching – learning skills which is the need of the hour. **New skills as per need shall be included in this list.**

Suggested readings:

1. Allen, D.W. et.al. (1969) Micro-teaching – A Description. Stanford University Press.
2. Allen, D.W, Ryan, K.A. (1969) Micro-teaching Reading Mass.: Addison Wesley.
3. Grewal, J.S., R. P. Singh. (1979) “A Comparative Study of the Effects of Standard MT With Varied Set of Skills Upon General Teaching Competence and Attitudes of Pre-service Secondary School Teachers.” In R.C. Das, et.al. Differential Effectiveness of MT Components, New Delhi, NCERT.
4. Passi, B.K., (1976) Becoming Better Teachers. Baroda: Centre for Advanced Study in Education, M. S. University of Baroda.
5. Singh, L. C. et.al. (1987) Micro-teaching – Theory and Practice, Agra: Psychological Corporation.
6. Shah, G. B. (1970) Micro-teaching – Without Television, Nutan Shikshan.
7. Sharma, N. L., (1984) Micro-teaching: Integration of Teaching Skills in Sahitya Paricharya, Vinod Pustak Mandir, Agra.
8. Vaidya, N. (1970) Micro-teaching: An Experiment in Teacher Training. The Polytechnic Teacher, Technical Teacher, Technical Training Institute, Chandigarh.

Note: No student-teacher without the completion of practice teaching, internship and practical record work is allowed for final MIT-ADT University level practical and theory examinations.

CO-PO Matrix: 21BED107 - Facilitating Learning Skills

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	2	-	-	-	-	-	-	-	-
CO3	-	-	2	3	-	-	-	-	-	-	-	-
CO4	-	-	2	-	-	-	-	-	-	-	-	3
CO5	-	-	-	-	-	-	-	-	2	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED108				
Course Title	Practice Lessons				
Credits	2				
Focuses on	Employability				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
0	0	4	50	0	50
Course Objectives:					
<ol style="list-style-type: none"> 1. Facilitate student learning by creating authentic learning situations. 2. Prepare school development plan in collaboration with local community. 3. Use local resources, including material and local knowledge in teaching learning process. 4. Integrate ICT in teaching learning process. 5. Respect diversity among learners and seek to promote learning of all. 6. Use alternative assessment tools and involve students in assessment process. 7. Adapt teaching learning strategies and/or use various teaching learning strategies to address diversity among learners, including cultural and learning needs. 8. Promote holistic approach to student assessment and organization of learning environments; and bring out pedagogical innovations in promoting quality of learning. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Practice new teaching skills under controlled conditions. 2. Plan lessons using respective skills and sub-skills. 3. Reflect on their own and their classmates' teaching practices and incorporate improvements in your teaching behaviour. 4. Collect and discuss feedback with the observers 5. Repeat the cycle with a different topic till the student-teacher masters the skill. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Practice new teaching skills under controlled conditions		Global		
CO2	Plan lessons using respective skills and sub-skills.		Local		

CO3	Reflect on their own and their classmates' teaching practices and incorporate improvements in your teaching behaviour.	Global
CO4	Collect and discuss feedback with the observers	Global
CO5	Repeat the cycle with a different topic till the student-teacher masters the skill	Local

In order to give first-hand experience of teaching in real classroom settings student-teachers need to conduct 6 practice lessons in schools allotted to them by the School of Education & Research. Student-teachers will develop lesson plans under the guidance of subject in-charge, develop essential instructional resources and conduct the lessons. These lessons will also be based on a constructivist approach, and they will be assessed by the assistant professors. Schools will be allotted by the school of education, student-teachers will report to the schools on time given and conduct the lesson. Student-teachers will be assessed based on the teaching skills they have developed through facilitating learning skills and other activities.

Practice Teaching Schedule:

1. During Practice Teaching Schedule student-teachers are expected to:
2. Maintain the decorum, rules, and regulations of the allotted practice teaching school.
3. Follow the instructions given by supervisors.
4. Prepare lesson plan with active learning techniques on relevant School subject and topic. Get it checked from respective allotted mentor.
5. Student-teachers should necessarily receive feedback on their practice teaching performance and accept the feedback and shall incorporate the suggestions given in their next practice lesson.
6. Student-teachers shall maintain Reflective Journal.
7. Also, preferred, that the student-teachers conduct any activity allotted by respective School authorities like conducting science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and literary programmes, decoration activities, remedial classes, parent teacher meetings, field trips, excursions, etc., if needed and if required.
8. The B.Ed students shall participate in School Assembly and also be present and actively participate in different value-added activities in the assembly session.

Note: No student-teacher without the completion of practice teaching, internship and practical record work is allowed for final MIT-ADT University level practical and theory examinations.

CO-PO Matrix: 21BED108 – Practice Lessons

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	2	2	-	-	-	-	-	-	-
CO2	-	-	-	2	2	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	1	-	-	-
CO4	-	-	-	-	-	-	-	2	-	-	-	-
CO5	-	-	-	-	-	-	-	-	2	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED109				
Course Title	Critical Understanding of ICT				
Credits	2				
Focuses on	Skill development				
Integrates cross-cutting issues	Sustainability				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
0	0	4	50	0	50
Course Objectives:					
<ol style="list-style-type: none"> 1. Appreciate the historical development of various educational media. 2. Demonstrate understanding of the main components of the computer hardware in use. 3. Use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled). 4. Use various ICT for project based/problem-based constructivist learning environments. 5. Explain the role of ICT in authentic and alternative assessment. 6. Understand the social, economic, and ethical issues associated with the use of ICT. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Develop ICT integrated lesson plans. 2. Use different ICT tools, software applications and digital resources. 3. Organize and create digital resources. 4. Sensitize toward practice safe, ethical, and legal ways of using ICT. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Develop ICT integrated lesson plans.		National		
CO2	Use different ICT tools, software applications and digital resources		National		
CO3	Organize and create digital resources		Regional		

CO4	Sensitize toward practice safe, ethical, and legal ways of using ICT	Global
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Student-teachers will be educated for use of ICT in schools. For the same they are taught a paper and they will have to do an extensive practical so as to develop skills needed for using the same in classrooms

Practical: (Any 5):

Student-teachers will be given marks out of 50 based on their practical's listed below

1. Basic and advanced features of Google classroom
2. Developing an animated video using tools like PowToon and Renderforest
3. Developing an interactive presentation
4. Creating an interactive lesson
5. Creating live charts / mind maps and diagrams
6. Basic and advanced features of OBS
7. Creating your own website
8. Create a discussion forum around an uploaded content in teaching – learning
9. Create a peer network using social networking platforms
10. Create a blog

Note: *Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

CO-PO Matrix: 21BED109 – Critical Understanding of ICT

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	2	2	2	2	-	-	-	-	-
CO2	-	-	-	2	2	2	2	-	-	-	-	-
CO3	-	-	-	-	2	2	2	-	-	-	-	-
CO4	2	-	-	-	2	2	2	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED110				
Course Title	Understanding self				
Credits	2				
Focuses on	Skill development				
Integrates cross-cutting issues	Human values				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
0	0	4	50	-	50
Course Objectives:					
<ol style="list-style-type: none"> 1. Gain understanding about themselves by knowing their strengths, weaknesses, qualities, motivations, and emotions. 2. Learn about various activities that can be used for sessions of understanding self 3. Equip with skills related to understanding self and others. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Identify qualities and perceptions related to external self, internal self and social self. 2. Identify the source of motivation for them and factors affecting their and others motivation. 3. Analyse the time utilized in various activities and plan for effective time management. 4. Find their emotional intelligence and explain the components of emotional intelligence 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Identify qualities and perceptions related to external self, internal self and social self.		National		
CO2	Identify the source of motivation for them and factors affecting their and others motivation		National		
CO3	Analyse the time utilized in various activities and plan for effective time management		National and Regional		

CO4	Find their emotional intelligence and explain the components of emotional intelligence	National and Regional
-----	--	-----------------------

Overview: Every teacher in order to be effective needs to be aware of her strengths, weaknesses, qualities, motivations, and emotions. If they are aware of it they know how to work on their weakness and how to use their strengths. Knowing about identification of emotions, motivation, self-awareness etc. helps them to develop the same in their students. This course is designed to help student-teachers know about themselves and learn various methods of doing the same with their students.

Broad course contents are as below:

1. Self – Awareness:
 - Internal self: value system, strengths, and weakness
 - External self: body image
 - Social self: how people perceive you, social qualities.
2. Emotional Intelligence: own emotional intelligences, identifying emotions, empathy
3. Time management: time management activities
4. Motivations: factors affecting motivation

Mode of Delivery: Using activities, worksheets, video reflections, role play, and case studies.

Assessment: Activities submission, quality of reflections will be considered as criteria for assessment. 50% passing is compulsory for the course.

Note: *Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

CO-PO Matrix: 21BED110 - Understanding self

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	-	-	-	-	-	-	-	2
CO2	-	-	-	-	-	-	-	-	2	-	-	2
CO3	-	-	-	-	2	-	-	-	-	-	-	2
CO4	-	-	-	-	-	-	2	-	-	-	-	2

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED111				
Course Title	Reading & Reflecting on Text				
Credits	2				
Focuses on	Skill development				
Integrates cross-cutting issues	Human values				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
0	0	4	50	-	50
Course Objectives:					
<ol style="list-style-type: none"> 1. Develop proficiency in reading and responding to written texts. 2. Examine and appreciate authentic literary and non-literary texts. 3. Develop study and reference skills 4. Reflect on the ideas expressed in the texts. 5. Plan, draft, edit and present a piece of writing related to their understanding of a Text. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Read and respond to a variety of texts in different ways. 2. Develop meta-cognitive awareness to become conscious of their own thinking processes as they engage with diverse texts. 3. Learn to think critically together and appreciate the text and the purposes of reading. 					
No.	Description	Relevance to Local / National / Global / Regional needs			
CO1	Read and respond to a variety of texts in different ways	Global			
CO2	Develop meta-cognitive awareness to become conscious of their own thinking processes as they engage with diverse texts	Global			
CO3	Learn to think critically together and appreciate the text and the purposes of reading	National and regional			

This course will serve as a foundation to enable student-teachers to read and respond to a variety of texts in different ways and learn to think together, depending upon the text and the purposes of reading. Responses may be personal or creative or critical or all these together. They will also develop meta-cognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts. This course will enhance their capacities as readers and writers by becoming participants in the process of reading. The course will require student-teachers to reflect on texts from books, newspapers, policy documents, online texts, and videos. They will be given worksheets to write their reflections and discuss with the group. During this course student-teachers will attempt to answer questions based on the text provided. At the end student-teachers will write and reflect essays which will develop the skill of reflection. Based on the series of activities student-teachers will be assessed and given marks out of 50 for this 2-credit course. This course will be assessed based on the activities conducted throughout the course.

The course shall be based on the use of multiple texts which address issues of multiculturalism, gender racism and texts which relate with current issues and contemporary trends. The literary, educational, and scientific texts shall also form part of the course.

Module 1: Analytical and Critical Thinking

15 hr

- 1.1 Analytical and Critical Thinking: Meaning and Importance for Reading and Writing.
- 1.2 Role of Critical Reading and Critical Thinking in Enhancing Writing Skills.
- 1.3 Ways of Developing Reading Skills: Importance of Developing Reading Skills; Reading Aloud and Silent Reading; Extensive Reading; Study Skills including using Thesaurus, Dictionary, Encyclopaedia.
- 1.4 Ways of developing Writing Skills: Formal and Informal Writing (such as Poetry, Short Story, Letter, Diary, Notices, Articles, Reports, Dialogue, Speech and Advertisement).

Module 2: Pedagogies of Reading and Writing

15 hr

- 2.1 Models of Teaching, Models for assessing the components of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Text Comprehension).
- 2.2 Instructional Approaches for Developing Students' Concepts of Grammar, Punctuation, Spelling and Handwriting.
- 2.3 Responding to the Texts: Approach to Response Based Study (The Core of the Text, Personal Connection, Reading Beyond the Text, Revisiting the Text).
- 2.4 Responding to the Contexts: Sharing Responses (Purpose of Sharing, Role of the Teacher and Benefits of Sharing).

1	Reflections on Literacy
2	Reflections on Reading Comprehension
3	Skill Development in Responding to text
4	Reflecting Upon Writing as a Process and Product
5	Practicing Independent Writing

Suggested Reading: One or more stories from the following collection: (Any 1)

1. Sudha Murthy
2. Kavita Kane
3. Ruskin Bond
4. Or anyone else

Autobiographies / Biographies: (Any 1)

1. Mahatma Gandhi
2. Indira Nooyi
3. Outlaw: India's Bandit Queen and Me by Roy Moxham
4. Akhada: The Authorized Biography of Mahavir Singh Phogat by Saurabh Duggal
5. The Man Who Knew Infinity: A Life of The Genius Ramanujan by Robert Kanigel
6. Beyond the Last Blue Mountain by R. M. Lala – A life of JRD Tata
7. Lilavati's Daughters by Indian Academy of Sciences
8. And any other

Note: Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.

Transaction Mode:

A response-based approach will be followed where students are regarded as active meaning makers whose personal experience will be tapped for the interpretation of the text. Student-teachers as readers and writers will participate in the constructive reading-writing process. Seminars and open forums will accompany the discussion of texts.

Based on the discussions held on the reading of the texts, student-teachers in the practical time shall maintain a detailed account of their reflection on the readings in the light of their own experiences in the form of Reflective Journal. The internal assessment shall be on the extent of participation in a meaningful reading exercise in the class – individually and in a group and reflects on the same.

Practical: (Any 1)

1. Writing a review or a summary of the text with comments and opinion.
2. Student teacher will select newspaper/magazine articles on topics of contemporary issues and write their reflections on the same in 750 – 1000 words. The reflections may focus on – (i) Why did this particular (event, barrier, success, accident) happen? (ii) What was the best thing I did and why? (iii) If I did this again tomorrow, what would I do differently?

Suggested Readings:

1. Alberta Learning (2003), Responding to Text and Context, Senior High School English Language Arts Guide to
2. Implementation. Alberta, Canada. Retrieved from https://education.alberta.ca/media/883678/4_respond.pdf.
3. Cottrell Stella (2011) Critical Thinking Skills: Developing Effective Analysis and Argument (Palgrave study skills) Basingstoke: Palgrave Macmillan.
4. Cox, Ailsa (2005) Writing Short Stories (English) London: Rutledge.
5. Fisher Alec (2001) Critical Thinking: An Introduction, UK: Cambridge University press.
6. Fitikides T.J., (2011) Common Mistakes in English (With Exercises), New Delhi: Jain Book Agency.
7. Gangal J.K (2011) A Practical Course for Developing Writing Skills in English, New Delhi: PHD. Amargan bookseller.
8. Hedge Tricia (2005) writing- Resource Book for Teachers. <http://chabotcollege.edu/learningconnection/ctl/figs/jumpstart/marsipacket.pdf>.
9. Jeanne Godfrey (2014) Ready and Making Notes Pocket Study Skills, Basingstoke: Palgrave Macmillan.
10. Joshi, Yateendra (2003) Communicating in Style, New Delhi: Jain Book Agency.
11. Julia Copus (2009) Brilliant Writing Tips for Students, Basingstoke: Palgrave Macmillan.

CO-PO Matrix: 21BED111 - Reading & Reflecting on Text

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	2	-	-	-	-	-	-	-	-	-	2
CO2	-	-	-	-	-	-	-	-	-	-	-	2
CO3	-	2	-	-	-	2	-	-	-	-	-	2

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED112				
Course Title	School Engagement I				
Credits	2				
Focuses on	Employability				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
0	0	4	50	0	50
Course Objectives:					
<ol style="list-style-type: none"> 1. To observe children and the teaching learning process in a systematic manner. 2. To learn to relate to and communicate with children. 3. To learn the nuances of the practice of teaching in a School using appropriate methods, materials, and skills 4. To evaluate school textbooks and other resource material critically in the context of student's development and pedagogic approach used. 5. To develop a repertoire of resources which can be used by the intern later in his/her teaching – textbooks, children's literature, activities and games, planning excursions 6. To reflect critically on practice by visiting a learning centre 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Develop an ability to cater to diverse needs of learners in schools. 2. Experience and understand the real world of teaching with the help of systematic supervisory support and feedback. 3. Develop the ability to write reflections that would facilitate to consolidate and reflect on teaching experience. 4. Organise co-curricular activities in the school setting. 5. Create understanding of regular classroom teaching with respect to pedagogical practices. 6. Explore roles and responsibilities of different school staff 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Develop an ability to cater to diverse needs of learners in schools.		Global		

CO2	Experience and understand the real world of teaching with the help of systematic supervisory support and feedback.	Global
CO3	Develop the ability to write reflections that would facilitate to consolidate and reflect on teaching experience	National
CO4	Organise co-curricular activities in the school setting	Global
CO5	Create understanding of regular classroom teaching with respect to pedagogical practices	National
CO6	Explore roles and responsibilities of different school staff	Global

As per NCTE norms, there will be two weeks field engagement for the students-teachers. student teacher will be conducting a few practical.

Course will be assessed on the participation, attendance, and report of the school engagement.

During School Engagement I:

- During the school engagement the student teacher is expected to observe classroom teaching of mentors/ peers, to get insights into student behavior, instructional practices, student learning, learning environments and classroom management.
- The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artefacts and technology, classroom management, activities related to school- community- parent interface, and reflections on self-development and professionalization of teaching practice.
- The other component of school-based activities to be carried out during school engagement is delivering the lessons/units of pedagogic courses as specified.
- The activities undertaken during the school engagement period will be presented in e-Portfolios and reflective journals. The student-teachers are expected to record their experiences, observations, and conclusions regarding all the activities undertaken.

- The entries of Reflective Journals will be analytical answering ‘what’ is new and different from their previous understandings, ‘why’ certain observations made by them with regard to instruction, classroom management, PTAs, etc., are different / same and ‘how’ these observations might lead to a criticism and change in their practice.
- The students will be assessed on the basis of entries made in e-Portfolios and Reflective Journals.

Practical:

1. Reflection on roles and responsibilities of human resources involved in the school.
2. Interview of School Teacher and Coordinator or Principal & Students (Minimum 5 Students) of the school regarding online Teaching Learning Process and write a report on it.
3. Writing reflective journals on observation of regular classroom (5 lessons) with respect to teaching, learning, evaluation, and classroom management.
4. Organization of co – curricular activity or assisting the teacher in organizing the same.

Note: *Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

Internal Assessment

- The assessment of the performance of student teachers shall be based on the feedback received from all associated with the programme, including mentor teachers, peers, supervisors of the institute; and various records submitted by the student teachers.

Note: *No student-teacher without the completion of practice teaching, internship and practical record work is allowed for final MIT-ADT University level practical and theory examinations.*

CO-PO Matrix: 21BED112 - School Engagement I

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	-	-	-	-	-	-	-	2
CO2	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	-	-
CO4	2	2	-	-	-	-	1	-	-	-	-	3
CO5	-	-	-	-	-	-	-	-	2	-	-	
CO6	-	-	-	-	-	-	-	-	2	-	-	2

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED113				
Course Title	Health and Yoga Education				
Credits	1				
Focuses on	Skill development				
Integrates cross-cutting issues	Human values				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
0	0	2	25	00	25
Course Objectives:					
<ol style="list-style-type: none"> 1. Acquaint pupil teachers with the concept of holistic health. 2. Acquaint them to school health program and its importance. 3. Acquaint them to school health program and its importance. 4. Enable them to understand the need & importance of physical education. 5. Develop organisation skills in organising inter house tournaments and sports meet. 6. Understand the need and relevance of yoga and develop the skills in yogic practices. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Reflect on the professional and personal self of a teacher through specific inputs on health and yoga. 2. Practice yoga and meditation during learning. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Reflect on the professional and personal self of a teacher through specific inputs on health and yoga		Global		
CO2	Practice yoga and meditation during learning.		Global		

Health and Yoga Education course will involve practicing yoga by the student-teachers by a trained yoga expert. They will also meditate so as to relax their mind and increase concentration. Through this course student-teachers will be able to maintain a healthy lifestyle along with a healthy mind which is capable of coping with any amount of stress.

Module 1: Health, Hygiene and Wellness & Areas of Concern **10**
hr

- 1.1 Concept of Mind and Healthy Mind, Relation of Healthy Mind and Healthy Body.
- 1.2 Health Education & Hygiene Education: Definition, aims and objectives.
- 1.3 Communicable Diseases: Mode of Transmission, Methods of Prevention and Control.
- 1.4 Nutrition: Elements of Balanced Diet, Food habits, Functions of Food and Malnutrition.
- 1.5 Postures: Importance of Good Posture, Common Postural Defects and Remedial Exercises.
- 1.6 Recreation: Meaning, Significance and Recreational Programs in Schools.
- 1.7 Wellness common Health Problems and Preventions: Accidents, Environmental Pollution, Overpopulation, Alcoholism, Smoking, Drug Abuse.
- 1.8 Sex Education and concerns for HIV/AIDS.
- 1.9 Role of teacher in development of health and good hygienic habits.

Module 2: Yoga and Physical Fitness **05**
hr

- 2.1 Introduction, Meaning and mis-concepts about Yoga
- 2.2 Types of Yoga, Ashtanga Yoga of Patanjali (Eight stages of Yoga)
- 2.3 Effects of asana on our body and relation of Psychology with Yoga
- 2.4 Importance of Yoga asanas, Pranayama and Shuddhi-kriya
- 2.5 Importance of Meditation in school
- 2.6 Therapeutic Values of Yoga, Yogic Diet & its Impact on Health; Asanas and their effects to promote a sound physical and mental health
- 2.7 Physical fitness: Meaning, importance. motor component of physical fitness (strength, flexibility, endurance, speed, agility, and neuro-muscular coordination).

Pedagogical Approach

The following methods may be adopted:

- Interactive discussions, group-work, sharing of experiences, organizing various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Organising school health check-ups, referral, practical classes of first aid.
- Projects and assignments for individual learners as well as for group work and their record of activities.

Practical (Any 2): (Marks = 10M + 10M + 5M for participation)

1. Prepare a Project Report on: Three types of Sports Grounds.

2. Perform Any three Yoga Asanas in supervision of your faculty mentor at an appropriate time of the day conducive for the same.
3. Prepare a plan of activities for a three-day outdoor camp.
4. Prepare a plan of action (POA) for Sport Day / International Yoga Day celebration.
5. Preparation of Scrap Book on any six major Yoga Asanas with their benefits.
6. Select a story / an episode / an incident from an epic or any situation and analyse the human values integrated in it.
7. Preparation of scrap book on any five human Values.

Note: *Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

Suggested Readings:

1. Atwal & Kansal. (2003). A Textbook of Health, Physical Education and Sports, Jalandhar, A. P. Publisher,
2. Kamlesh, M.L. & Sangral, M.S. (1986). Methods in Physical Education, Ludhiana: Prakash Brothers.
3. Kangane, Sopan & Sonawane, Sanjeev. (2007). Physical Education. Pune: Nirali publication.
4. Kaur, Manjeet. (2003). Health and Physical Education, Ludhiana: Tendon Publications.
5. Sharma, Anil P. (2011). Mind, Body and Divine Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
6. Sharma, Anil P. & Pandey, Pradeep K. (2010). Psychology in Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
7. Singh, Ajmer. (2003). Essentials of Physical Education. Ludhiana: Kalyani publishers.
8. NCERT. 2013. *Training and resource materials on Adolescence Education*, NCERT, New Delhi (This material is also available on www.aeparc.org.www.ncert.nic.in)
9. NCERT. 2014. *Population Education: Source Material*, New Delhi
10. NCERT. 2015. *Yoga: A Healthy Way of Living, Secondary Stage*, New Delhi
11. NCERT (2015). *Yoga: A Healthy Way of Living, Upper Primary Stage*, New Delhi.
12. NCTE. 2015. *Yoga Education-Bachelor of Education Programme*, New Delhi.
13. Swami Satyanand Saraswati. 2013. "Asana Pranayama Mudra Bandha", Bihar School of Yoga, Munger.

CO-PO Matrix: 21BED113 - Health and Yoga Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	-	-	-	-	-	3	-	-
CO2	-	-	-	-	-	-	-	-	-	3	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED114				
Course Title	Developing Instructional Resources				
Credits	1				
Focuses on	Skill development				
Integrates cross-cutting issues	Human values				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
0	0	2	25	00	25
Course Objectives:					
1. To develop and integrate various self-prepared instructional materials					
Course Outcomes:					
1. Develop various instructional resources suitable for different subjects					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Develop various instructional resources suitable for different subjects		National		

Course Overview:

Teachers often limit themselves to charts and models as teaching aids. The very fact that teaching aids are merely a part of instructional materials, necessitates that student-teachers know instructional materials in detail. This course will acquaint the student teachers with the types, mechanics of instructional materials, their use, creation, and implementation.

Module 1: Instructional resources: The why, how and what 10 hr

- Need of instructional materials and how are they different from teaching aids
- Avenues of instructional materials: using instructional materials in multiple ways including ways other than school education
- Recent trends and innovations due to technology permeability in all aspects of life

Module 2: Instructional resources: Development and implementation 5 hr

- Low-cost instructional resources: Handouts, Worksheets, flashcards etc
- 3D instructional resources: models and dioramas
- Puppets as instructional resources
- Using resources around you as instructional resources.

Practical (25 marks):

Exhibition: Students will develop each type of instructional resource covered in the syllabus along with a manual of use. The best of all resources will be considered for evaluation.

CO-PO Matrix: 21BED114 - Developing Instructional Resources

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	2	2	-	-	-	-	-	3	-	-

School of Education & Research

SYLLABUS

FOR

SECOND YEAR

Bachelor of Education

(B.Ed)

FACULTY OF HUMANITIES & SOCIAL SCIENCES

Objectives:

The programme intends to provide learners an insight into understanding principles and processes of education and developing skills required for teaching. The constant development of new pedagogies and technologies requires committed and enthusiastic teachers to take an active interest in developing deep understanding of education and embark on the journey to become proficient professionals in the field of education. After completion of B.Ed Second year the student teachers will be able to:

- Develop sensitivity towards multiculturalism.
- Equipped with strategies catering to multicultural classroom.
- Counsel individuals in various settings.
- Create an inclusive school environment
- Appreciate use of language across curriculum
- Develop sensitivity towards role of gender sensitization in school and society
- Accept cultural diversity
- Develop sensitivity towards all genders
- Use drama in education
- Use art forms make teaching learning process accessible to all
- Specialize in dealing with education at a level
- Conduct action research for improving teaching, learning and assessment practices

Perspectives in Education Courses

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED201				
Course Title	Knowledge and Curriculum				
Credits	4				
Focuses on	Entrepreneurship				
Integrates cross-cutting issues	Human value				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives:					
<ol style="list-style-type: none"> 1. To understand the concept of knowledge with a critical approach. 2. To examine the structure and sources of acquiring knowledge. 3. To comprehend the process of construction of knowledge and differentiate the facets of knowledge. 4. To criticize the view of educationist about the concept of knowledge. 5. To explain the concept of curriculum. 6. Correlate the relation of curriculum with syllabus and textbooks as well as their significance in school education. 7. To study the approaches of curriculum development. 8. To be aware of the differences and significance of the types of curricula. 9. To critically analyse the planning, transaction, and evaluation of curriculum. 10. To critically realize the role of educational agencies and teachers' role in the development, transaction, evaluation and researching of curriculum. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Differentiate the concepts of belief, information, knowledge, understanding, conception, perception, and wisdom. 2. Analyse the nature of knowledge 3. Enumerate the relative roles of knower and the known in knowledge construction and transmission 4. Explain the relationship between education and knowledge as given by different Indian and Western thinkers. 5. Elucidate the significance of curriculum in school education. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Differentiate the concepts of belief, information, knowledge, understanding, conception, perception,		Global		

Program Name	Bachelor of Education (B.Ed)	
	and wisdom.	

CO2	Analyse the nature of knowledge	Global
CO3	Enumerate the relative roles of knower and the known in knowledge construction and transmission	Global
CO4	Explain the relationship between education and knowledge as given by different Indian and Western thinkers	Global
CO5	Elucidate the significance of curriculum in school education	National

Module 1: Foundation of Knowledge

15 hr

1.1 Knowledge: Meaning, Definitions and Importance.

1.2 Nature of Knowledge

1.3 Concepts of Belief, Information, Knowledge, Understanding, Conception, Perception and Wisdom.

1.4 Sources of knowledge: Empirical Vs Revealed knowledge

1.5 Types of Knowledge:

- i. Disciplinary Knowledge
- ii. Course content Knowledge
- iii. Indigenous Knowledge
- iv. Scientific Knowledge

Module 2: Construction of Knowledge

15 hr

2.1 Modern child centred education with Following Reference -

- Activity - Concept, type, and importance with reference to Gandhi and Rabindranath Tagore.
- Discovery - Concept and Importance with reference to Dewey.
- Dialogue - Concept and Importance with reference to Plato.

2.2 Understanding Knowledge

- Process of Knowing
- Educational Thinkers on Knowledge
- Knowledge, Society and Power

2.3 Methods of promoting Knowledge in classroom.

2.4 Educational Thinkers on Knowledge – Rabindranath Tagore, Mahatma Gandhi, John Dewey, and Paulo Freire

Module 3: Concept and Approaches of Curriculum. 15 hr

3.1 Curriculum: meaning, definitions, nature, need for and importance of curriculum

3.2 Approaches to Curriculum Development with the reference to Concept, Features, Usefulness and Limitations:

- Subject-centred Approach
- Competency-based Approach
- Learner-centred Approach

3.3 Types of Curricula with the reference to Concept, Features, Merits and Limitations

- Overt and Covert curriculum
- Hidden Curriculum
- Spiral Curriculum
- Societal, Phantom curriculum, and integrated Curriculum

3.4 Theories and Models of Curriculum

- Structure orientation theory and Value-oriented theories of curriculum
- Content and Process Oriented Theories
- Hilda Taba Model for curriculum Planning
- The Tyler Model for curriculum development
- Saran Model and CIPP Model

Module 4: Curriculum Planning, Design and Evaluation 15 hr

- Curriculum Planning Framework: Need and Relevance
- Factors influencing Curriculum Transaction
- Approaches for Curriculum Transaction: Collaborative Learning, Cooperative Learning, Team Teaching
- Curriculum Assessment and Evaluation
- Types: Formative and Summative
- Continuous Comprehensive Evaluation

Assessment:

Practical	1 credit: 25 Marks
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CA activity	15 Marks
Total	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: (Any 1)

1. Select any two educationists from the list and critically analyze their views on 'Knowledge' and write a report. (Mohandas Karamchand Gandhi, Rabindranath Tagore, Jiddu Krishnamurti, Sri Aurobindo, Jean-Jacques Rousseau, Friedrich Wilhelm August Froebel, John Dewey, and Paulo Freire).
2. Visit Any 1 Educational Agency of Curriculum Development such as: NCERT, NCTE, SCERT, SSC, CBSE etc and examine their roles in Curriculum Development and write a report.
3. Analysis of Any 1 textbook with regard to incorporation of gender issue

CA Activity: (Any 1)

1. Poster Presentation - Role of Any 1 educational Agencies for curriculum.
2. Prepare a small curriculum for any social group like - Life skill training for street children, Human right education for disabled children.
3. Prepare a curriculum of any subject using Hilda Taba approach

Note: Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.

Suggested Readings:

1. Cohen, Louis, Manion, Lawrence and Morrison, Keith (2004). *A Guide to Teaching Practice*- Fifth Edition; Routledge Falmer-Taylor and Francis Group: London.
2. Connelly, F. Michael (Editor) (2008). *The Sage Handbook of Curriculum and Instruction*. Sage Publications India Pvt. Ltd.: New Delhi.
3. Kelly, A.V.; (2006) *The Curriculum: Theory and Practice*- Fifth Edition. Sage Publications: London.
4. McNeil, John D. (2003). *Curriculum: The Teacher's Initiative*- Third Edition. Merrill Prentice Hall: Ohio.
5. *National Curriculum Framework for School Education* (2005). NCERT: New Delhi.
6. Ornstein, Allan C. and Hunkins, Francis P. (1993). *Curriculum: Foundations, Principles and Issues*. Allan and Bacon: Boston.

7. Schilvest, W.H. (2012), Curriculum: prospective paradigm and possibility. MacMillan publication.
8. Hirst, Paul, H. Knowledge, and the Curriculum. Routledge publication.
9. Letha Ram Mohan (2009). Curriculum Instruction and Evaluation. Agarwal Publication, Agra.
10. Scolt, dand (2003). Curriculum studies: curriculum knowledge. Routledge falmes, m.y.
11. Kelly, AV. (2009). The curriculum: Theory and Practice, Sage Publication Singapore.

CO-PO Matrix: 21BED201 - Knowledge and Curriculum

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	2	-	-	-	-	-	3	-	-
CO2	-	-	-	-	3	-	-	-	-	3	-	-
CO3	-	-	-	-	-	2	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	3	-	-	-	-
CO5	-	-	-	3	-	-	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED202				
Course Title	Language Across the Curriculum				
Credits	4				
Focuses on	Employability				
Integrates cross-cutting issues	Human value				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives:					
<ol style="list-style-type: none"> 1. To understand language as a tool of communication. 2. To understand the nature and structure of language. 3. To appreciate the relationship between language and society. 4. To appreciate different dialects and registers of language. 5. To acquaint them with the process of language acquisition and learning. 6. To support them in the understanding of different language skills and development of the same. 7. To develop sensitivity and competency towards catering to a multilingual audience in schools. 8. To acquaint them with social basis of framing curriculum in education 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain the nature and structure of language. 2. Analyze the Hierarchical status of Indian Language. 3. Explain the relationship between language and society 4. Describe the process of language acquisition and learning. 5. Analyze the various classroom discourse structures 6. Identify the problems of multilingualism in the classroom and suggest ways to overcome it. 7. Explain the social basis of framing curriculum in education 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Explain the nature and structure of language		National		
CO2	Analyze the Hierarchical status of Indian Language		National		

CO3	Explain the relationship between language and society	Global
CO4	Describe the process of language acquisition and learning	Global
CO5	Analyze the various classroom discourse structures	Global
CO6	Identify the problems of multilingualism in the classroom and suggest ways to overcome it.	Global
CO7	Explain the social basis of framing curriculum in education	National

Module 1: Language and Communication

15 hr

1.1 Language as a tool of Communication

- Features of Language
- Structure of Language
- Language and Power
 - ✓ Language Diversity in the context of India
 - ✓ Hierarchical status of Indian Languages and its effect on classroom dynamics
 - ✓ Qualities and Competencies of a Teacher to cater to a multilingual classroom

1.2 Multilingualism: Nature and Scope, Challenges and Strategies to Cater to Diversity

1.3 Multilingualism: As a Resource and a strategy

- ✓ Socio-cultural Variations in Languages: Accents and Linguistic Variations.

Module 2: Acquisition of Language Skills

15 hr

- 2.1 Acquisition of the Four Language Skills
- 2.2 Listening Skills: Developing Pronunciation by Phonic Drills, Developing Vocabulary by listening to the usage of new words in different contexts and meaning making.
- 2.3 Reading and Writing
- 2.4 Relationship between Reading and Writing.
- 2.5 Oral and silent Reading of Expository Texts: Strategic; Comprehension; Pre-

- Reading and Post Reading activities.
- 2.6 Characteristics of a Good Handwriting; Developing the skill of writing effective compositions: Creative Writing, Letter Writing: Formal, Informal (emphasis on the letters which the teachers write in schools)
 - 2.7 Developing Effective Presentations by integration of the four language skills effectively: Principles and Procedure
 - 2.8 Emergent Literacy: Meaning and Implications

Module 3: The Classroom as a Space for Discourse Structure **15 hr**

- 3.1 Classroom Interaction
- 3.2 Classroom Discourse
- 3.3 Features of Classroom Discourse
- 3.4 Classroom Interactional Competence (CIC)

Module 4: Social Basis of Framing Curriculum in Education **15 hr**

- 4.1 Values in the Indian Constitution and their reflection in curriculum of secondary education
- 4.2 Babasaheb Ambedkar’s views on curriculum of secondary education
- 4.3 Mahatma’s views on curriculum of secondary education
- 4.4 Tagore’s views on curriculum of secondary education
- 4.5 Multicultural context of education

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: (Any 1)

1. Analysis of role and importance of home language and school language.
2. Identifying and analysing problems of a multilingual class.
3. Seminar Presentation on “Social Basis of Framing Curriculum in Education”.
4. Discuss ‘Multilingualism as a Resource’.
5. Analyze advertisements aired on Radio/Television on the basis of language and gender.

CA Activity: (Any one)

1. Critically Analysis of the New Education Policy 2020, with reference to the 'Three Language Formula'.
2. Organise and participate in either Extempore presentations, or one Debate, or one Paragraph writing or One Application Writing.
3. Analyse of children literature book in the context of knowledge, curriculum, language, and society.
4. Analyze few passages from Science, Social Science and Mathematics textbooks of Classes VI to VII and Write a Report based on Following Issues (i) How the different registers of language have been introduced? (ii) Does the language clearly convey the meaning of the topic being discussed? (iii) Is the language learner-friendly? (iv) Is the language too technical? (v) Does it help in language learning?

Suggested Readings:

1. Agnihotri, R.K. (2007). Hindi: An essential grammar. London: Routledge
2. Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York:Primary English Teaching Association Cornell University.
3. Kumar, K. (2000). Child's Language and the Teacher. New Delhi: National Book Trust.
4. Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years.
5. Applying a Vygotskian Model of Learning and Development in B. Spodek
6. NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT.
7. Reading Development Cell, NCERT (2008). Reading for meaning. New Delhi: NCERT.

CO-PO Matrix: 21BED202 - Language Across the Curriculum

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	2	-	-	-	-	-	-	-	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-
CO3	-	2	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	2	-	-	-	-	-	-
CO5	-	2	-	-	-	-	-	-	-	-	-	-
CO6	-	3	-	-	-	-	-	-	-	-	-	-
CO7	-	2	-	-	-	-	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED203				
Course Title	Gender, School and Society				
Credits	2				
Focuses on	Skill development				
Integrates cross-cutting issues	Gender				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
0	0	4	50	00	50
Course Objectives:					
<ol style="list-style-type: none"> 1. To develop understanding of some key concepts and terms of gender and relate them with their context in understanding the power relations with respect to educating and education. 2. To reflect on different theories of Gender and Education and relate it to power relations. 3. To analyse the institutions involved in socialization processes and see how socialization practices impact power relations and identity formation. 4. To study representation of gendered roles, relationships and ideas in textbooks and curricula 5. To understand and examine the role of schools, peers, teachers, curriculum, and textbooks, etc. in challenging gender inequalities or reinforcing gender parity. 6. To understand the gendered roles in society, through a variety of institutions such as social media, web series, movies, songs etc. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Reflect on different theories of Gender and Education and relate it to power relations. 2. Analyse the institutions involved in socialization processes and see how socialization practices impact power relations and identity formation. 3. Study representation of gendered roles, relationships and ideas in textbooks and curricula. 4. Understand and examine the role of schools, peers, teachers, curriculum, and textbooks, etc. in challenging gender inequalities or reinforcing gender parity. 5. Analyse the gendered roles in society, through a variety of institutions such as social media, web series, movies, songs etc. 					
No.	Description			Relevance to Local / National / Global / Regional needs	
CO1	Reflect on different theories of Gender and Education and relate it to power relations.			Global	

CO2	Analyse the institutions involved in socialization processes and see how socialization practices impact power relations and identity formation	National
CO3	Study representation of gendered roles, relationships and ideas in textbooks and curricula.	National
CO4	Understand and examine the role of schools, peers, teachers, curriculum, and textbooks, etc. in challenging gender inequalities or reinforcing gender parity.	Local
CO5	Analyse the gendered roles in society, through a variety of institutions such as social media, web series, movies, songs etc.	National and Global

Module 1: Gender Issues: Key Concepts

15 hr

1.1 Sex and Sexuality

1.2 Patriarchy and Matriarchal Societies

1.3 Gender bias, Gender Stereotyping, and Empowerment

1.4 Power, resources, and opportunities

1.5 Equity and Equality in Education with respect to relation with caste, class, religion, ethnicity, disability, and region with respect to gender: Present status in India and prospects

1.6 Gendered representations in textbooks and hidden curriculum

1.7 A brief introduction to feminist theories: radical, liberal, psychoanalyst, socialist and Marxist.

Module 2: Gender and Socialization Processes

15 hr

2.1 Socialization in the family and at school, occupation, and identity

2.2 Essentialized male and female identities and the introduction to third gender;

discourse of LGBT

2.3 Collection of folklores reflecting socialization processes

2.4 social media and gender issues

2.5 Recent trend of web series and gender roles

2.6 Critical study of me-too movement from the gender perspective

2.8 Portrayal of gender in movies, songs, and advertisement

Assessment:

Practical	2 credits: 50 Marks (50% passing)
Total	50 marks
End Semester exam	No end semester examination

Practical: (Any 1)

1. Analysis of any 2-web series from the perspective of gender.
2. Prepare a detailed portfolio on gender roles.
3. Do mini research on the images and videos shared on social media platforms like Facebook / twitter/ Instagram /WhatsApp. Analyse your research data from the gender perspective and present your findings with accurate evidence and detailing in the form of a research report.
4. Participate in Gender vase exhibition

Suggested Readings:

1. Ambasht, et al (1971). Developmental Needs of Tribal People, NCERT.
2. Bhattacharjee, Nandini (1999). Through the looking glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: New Delhi.
3. Frostig, M, and Maslow, P. (1973). Learning Problems in the Classroom: Prevention and Remediation. Grune & Stratton: New York.
4. Jeffery, P. and Jeffery, R. (1994). Killing My Heart's Desire: Education and Female
5. Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171.
6. Chanana, Karuna. 1988 Socialization, Education and Women. Nehru Memorial Museum and Library: New Delhi

CO-PO Matrix: 21BED203 - Gender, School and Society

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	2	-	-	-	-	-	-	-	-	-
CO3	-	-	-	2	2	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	2	-	-	-	-
CO5	-	-	-	-	-	1	-	2	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED204				
Course Title	Creating an Inclusive School				
Credits	2				
Focuses on	Skill development				
Integrates cross-cutting issues	Sustainability				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
0	0	4	50	00	50
Course Objectives:					
<ol style="list-style-type: none"> 1. To develop an understanding of the concept, need and philosophy of inclusive education. 2. To develop an understanding of the legislations and policies related to inclusive education. 3. To identify the characteristics and needs of diverse learners. 4. To develop an understanding of the strategies to overcome the barriers to creating an inclusive school 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Classify learners as per their diversity within the legal provisions. 2. Interpret the Legislative policies related to inclusive education. 3. Develop differentiated lesson plans and instructional strategies for inclusive class. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Classify learners as per their diversity within the legal provisions.		Global		
CO2	Interpret the Legislative policies related to inclusive education		National		
CO3	Develop differentiated lesson plans and instructional strategies for inclusive class		Regional		

Module 1: Introduction to Inclusive Education

15 hr

- Inclusion: meaning, concept, need and evolution of inclusion from charity to human rights-based model. Concept of special education, remedial education, integrated education, and inclusive education Comparison between mainstreaming and inclusive education.
- Salient features of legislations and policies related to inclusive education: UN policies and policies of Indian Government such as: Sarva Shiksha Abhiyan (SSA, 2000), Constitutional Amendment (2001), National Policy for Persons with Disabilities (2006), UN - Convention on the Rights of Persons with Disabilities (UNCRPD India, 2007). Right to education (2009), Concessions and facilities for children with special needs: Academic and Financial)

Module 2: Introduction to Children with Special Needs

15 hr

- Concept of impairment, disability, and handicap
- Nature, Characteristics and needs of children with impairments as per CWSN listing such as Sensory impairment, Cognitive impairment: intellectually challenged, slow learners, autism spectrum disorders, learning difficulties, Locomotor impairment, Social and emotional problems, children with special health problems etc.
- Creating an inclusive environment: Concept and meaning of barrier free inclusive environment, Barriers to creating an inclusive environment: attitudinal, infrastructure, curricular, Role of teachers in fostering an inclusive environment in classroom, differentiated instruction, cooperative learning strategies multisensory and multidisciplinary approach.

Practical (Any 2)

(20 x 2 =40)

1. Present the journey of inclusive education models from Eugenics to Human rights-based model of inclusion
2. Brainstorming session: Implementation of various Indian Policies to ensure inclusion: Gaps and way forward. Students (in various capacity as teacher, administrative leaders, and others) will deliberate on finding the possible tangible solutions at the local level. These solutions, after review will be then posted on mygov.in under appropriate heading as suggestions.
3. Create a plan on the re-arrangements in the school infrastructure, curriculum and strategies that would make the school inclusive. Students are supposed to see the floor plan and suggest recommendations of re-arrangements keeping in mind the

existing infrastructure only. The expected outcome is to have plans of restructuring that could be replicated in more schools and institutions.

4. Action Research: Develop an instructional material to address Any 1 disability listed as per CWSN, implement, and study its effectiveness
5. Write a report of using an instructional strategy or an assistive technology and its effectiveness
6. Awareness workshops: Students will conduct workshops for other schools and general public regarding awareness of CSWN, policies, rights and duties of individuals and institutions to ensure inclusion

CCE (Any 1):

1. Review UN policy papers on inclusion. Review the Indian laws and Constitutional amendments. Draft a policy for your school to ensure inclusion
2. Write a review article or create a graphic organiser to show the milestones policy decisions and Constitutional amendments done to ensure inclusion in Indian Education system.

Suggested Readings:

1. Policy documents:
 - RTE:
https://www.education.gov.in/en/sites/upload_files/mhrd/files/upload_document/rte.pdf
 - UN: INCLUSIVE EDUCATION: Understanding Article 24 of the Convention on the Rights of Persons with Disabilities:
https://www.unicef.org/eca/sites/unicef.org.eca/files/IE_summary_accessible_20917_0.pdf
 - Right to persons with disabilities Act, 2016:
<http://disabilityaffairs.gov.in/content/page/acts.php>
 - All Indian Policy documents can be found here:
<https://vikaspedia.in/education/parents-corner/guidelines-for-parents-of-children-with-disabilities/legal-rights-of-the-disabled-in-india>
2. Ahuja A, Jangira, N. K. (2002). Effective Teacher Training; Cooperative Learning Based Approach. National Publishing house, New Delhi.
3. Ainscow, M, Booth T (2003). The Index for Inclusion: Developing Learning and Participation in Schools. Center for Studies in Inclusive Education, Bristol:

4. Bartlett, L. D., Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. Prentice Hall, New Jersey.
5. Deiner, P. L. (2000). Resource for Teaching Children with Diverse Abilities. Harcourt Brace & Company, Florida.
6. Giuliani, G. A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press, Sage Publications, New Delhi.
7. Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: From Segregation to Inclusion. Corwin press, Sage Publications, New Delhi.
8. Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications, New Delhi.
9. M. C. Gore (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers. Corwin Press, Sage Publications, New Delhi.
10. Mathew, S. (2004). Education of Children with Hearing Impairment. RCI, Kanishka Publications, New Delhi.
11. WEBSITES:
 - www.unicef.org/rosa/InclusiveInd.pdf
 - www.eenet.org.uk/resources/docs/inclusive_education_indian.php
 - www.educationportal.mp.gov.in/RTE/Public/CSRTE_english.pdf
 - www.planningcommission.nic.in/plans/mta/mta-9702/mta-ch14.pdf
 - [www.unodc.org/pdf/india/publications/inventory of.../08_section6.pdf](http://www.unodc.org/pdf/india/publications/inventory_of.../08_section6.pdf)

CO-PO Matrix: 21BED204 - Creating an Inclusive School

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	-	-	2	-	-	-	2	-	-	-	-
CO2	-	-	2	-	-	-	-	-	2	-	-	-
CO3	-	-	-	2	2	2	2	-	-	-	-	-

Pedagogy of School Subject - III

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED205				
Course Title	Pedagogy of School Subject - III A. English Education				
Credits	3				
Focuses on	Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. To understand the need for and importance of English language. 2. To develop proficiency in the language. 3. To enable the students to use technology to enrich language teaching. 4. To be aware of the pedagogical practices required for teaching English as a second language. 5. To facilitate the effective use of learning resources. 6. To encourage continuous professional development. 7. To develop an appreciation of the role of English in both academics and life 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain the basics of language and pedagogical aspects related to English language 2. Describe the types of English language skills 3. Use the understanding of English language teaching – learning methodologies to develop lesson plans. 4. Describe the uses of various teaching – learning materials in English language teaching. 5. Critically analyse curriculum, textbook, content and syllabus of English language 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Explain the basics of language and pedagogical aspects related to English language		Global		
CO2	Describe the types of English language skills		Global		

CO3	Use the understanding of English language teaching – learning methodologies to develop lesson plans	National and regional
CO4	Describe the uses of various teaching – learning materials in English language teaching.	National and regional
CO5	Critically analyse curriculum, textbook, content and syllabus of English language	National and regional

Module 1: Basics of Language and Pedagogical Aspects. 10 hr

- 1.1 Language: Meaning, Definitions, Concept
- 1.2 Maxims of teaching English language.
- 1.3 Importance of English language in school curriculum of India with the reference to constitutional provisions; Article 343-351, 350 A, Kothari Commission (1964-66), NPE- 1968, NPE-1986, POA 1992, National Curriculum Framework - 2005.
- 1.4 Role of English Language in a Multilingual Classroom
- 1.5 Aims and objectives of teaching English as first language and as second language at secondary level of education.
- 1.6 Core elements, values, life skills and maxims of teaching English subject.

Module 2: Language Skills 10 hr

- 2.1 Listening: Concept, importance, types, activities to develop Listening skill and evaluation criteria.
- 2.2 Speaking: Concept, importance, activities to develop speaking skill and evaluation criteria.
- 2.3 Reading: Concept, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive), activities to develop reading skill and evaluation criteria.
- 2.4 Writing: Concept, importance, types (Formal and Informal), activities to develop Writing skill and evaluation criteria.

Module 3: English Language Pedagogy 15 hr

- 3.1 Approaches/Methods to English Language Teaching: Direct Method, Structural Approach, Communicative Approach, Constructivist Approach
- 3.2 Planning a Lesson, Instructional Objectives and Specifications for:
 - Prose: Techniques (Discussion, Narration, Questioning), Methods (Story Telling, Dramatization)
 - Poetry: Methods (Recitation, Song-action), Techniques of Appreciation
 - Grammar: Types (Functional, Formal), Methods (Inductive - Deductive)

Module 4: Professional Growth and Learner Evaluation

10 hr

4.1 Action research: Concept and Identification of problems faced by the teachers in the classroom.

4.2 Critical Appraisal of an English textbook.

4.3 Professional Competencies of a teacher.

4.4 Comprehensive and Continuous Evaluation and its use in English class.

4.5 Different Elicitation Techniques used in English: cloze, diagnostic and achievement test.

4.6 Remedial Teaching, Contrastive analysis; Error analysis

Assessment:

Practical	1 credit: 25 Marks (50% passing)
Total paper	75 marks
End Semester exam	50 Marks (50% passing)

Practical:

Content cum Methodology: Student-teachers will perform following activities:

- Structure of English Subject (For a level)
- Analysis of a curriculum
- Analysis of a syllabus
- Analysis of a textbook
- Content analysis of a unit
- Content test on any level: Primary, secondary, or higher secondary.

Suggested Readings:

1. Bose, Kshanika (2011). *Teaching of English*. Delhi: Doaba House.
2. Jain, R. K. (2011). *Teaching of English*. Agra: Agrawal Publications.
3. Kaushik, D. P. (2010). *Teaching of English*. Agra: Agrawal Publications.
4. Khatri, P. P. (n. d.) *Teaching of English*. Ludhiana: Tandan Publication.
5. Mehta, Prem. (2010). *Teaching of English*. Delhi: Doaba House.
6. Moharil, Medha. (2007). *Methods of English Teaching*. Nagpur: Vidya Prakashan.
7. Mowla, S., Rao, P. & Sarojini, B. B. (2007). *Methods of Teaching English*. Hyderabad: Neelkamal Publications Pvt. Ltd.
8. Rao, Venugopal (2010). *Methods of Teaching English*. Hyderabad: Neelkamal Publications Pvt. Ltd.
9. Sangolkar, Arun. (2009). *English Education*. Nashik: Insight Publication.
10. Sangolkar, Arunkumar. (2009). *English Content cum Methodology*. Nashik: Insight Publication.

11. Sharma, R. A. (2009). *Fundamentals of teaching English*. Meerut: R. Lall Book Depot.
12. Tripathi, Sujata (2012). *Teaching of English*. Delhi: Doaba Publications.

CO-PO Matrix: 21BED205 - A. English Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	3	-	-	-	-	-	-	-	-	-	-
CO2	-	2	-	-	-	2	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	2	-	-	-	-	-	-	-	-
CO5	3	-	-	-	-	-	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED205				
Course Title	B. Marathi Education				
Credits	3				
Focuses on	Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> १. व्यक्तीविकास व समाजविकास यातील मातृभाषेचे महत्त्व समजून घेण्यास छात्र अध्यापकांस मदत करणे. २. छात्र अध्यापकांमध्ये मातृभाषेसंबंधी योग्य अभिवृत्ती विकसित करणे. ३. छात्र अध्यापकांना मराठीचे अध्यापन कौशल्ये अवगत करण्यास मदत करणे. ४. छात्र अध्यापकांमध्ये मराठी अध्ययन-अध्यापन विषयक आधुनिक दृष्टीकोन वृद्धिंगत करणे. ५. छात्र अध्यापकांना गाभाघटक, जीवनकौशल्ये आणि मुल्येयांचे महत्त्व आणि उपयुक्तता समजावून सांगणे. ६. छात्र अध्यापकांमध्ये व्यवसायवृद्धी व शिक्षकांच्या गुणवैशिष्ट्यांविषयक दृष्टी विकसित करणे. ७. छात्र अध्यापकांना मराठी भाषेच्या अध्यापन उद्दिष्टांच्या उपयोजनांचे आकलन करून देणे. 					
Course Outcomes:					
<ol style="list-style-type: none"> १. छात्र अध्यापक व्यक्तीविकास व समाजविकास यातील मातृभाषेचे महत्त्व समजून घेईल आणि छात्र अध्यापकांमध्ये मातृभाषेसंबंधी योग्य अभिवृत्ती विकसित होईल. २. छात्र अध्यापकांमध्ये मराठी अध्ययन-अध्यापन विषयक आधुनिक दृष्टीकोन वृद्धिंगत होवून आपल्या परिणामकारक अध्यापनासाठी तो विविध अध्यापन कौशल्यांचा वापर करेल. ३. छात्र अध्यापक गाभाघटक, जीवनकौशल्ये आणि मुल्ये यांचे महत्त्व आणि उपयुक्तता समजावून घेवून त्याचा उपयोग आपल्या अध्यापनात करेल. ४. छात्र अध्यापकांमध्ये व्यवसायवृद्धी व शिक्षकांच्या गुणवैशिष्ट्यांविषयक दृष्टी विकसित होईल. ५. छात्र अध्यापकांना मराठी भाषेच्या अध्यापन उद्दिष्टांच्या उपयोजनांचे आकलन होईल. 					

No.	Description	Relevance to Local / National / Global / Regional needs
CO1	छात्र अध्यापक व्यक्तीविकास व समाजविकास यातील मातृभाषेचे महत्त्व समजून घेईल आणि छात्र अध्यापकांमध्ये मातृभाषेसंबंधी योग्य अभिवृत्ती विकसित होईल.	National
CO2	छात्र अध्यापकांमध्ये मराठी अध्ययन-अध्यापन विषयक आधुनिक दृष्टीकोन वृद्धिंगत होवून आपल्या परिणामकारक अध्यापनासाठी तो विविध अध्यापन कौशल्यांचा वापर करेल.	Regional
CO3	छात्र अध्यापक गाभाघटक, जीवनकौशल्ये आणि मुल्ये यांचे महत्त्व आणि उपयुक्तता समजावून घेवून त्याचा उपयोग आपल्या अध्यापनात करेल.	Global
CO4	छात्र अध्यापकांमध्ये व्यवसायवृद्धी व शिक्षकांच्या गुणवैशिष्ट्यांविषयक दृष्टी विकसित होईल.	Global
CO5	छात्र अध्यापकांना मराठी भाषेच्या अध्यापन उद्दिष्टांच्या उपयोजनांचे आकलन होईल.	Regional

घटक १ :मराठी शिक्षणाची ओळख

१. मराठी भाषेचे स्वरूप आणि व्याप्ती
२. मराठी भाषेचे मानवी जीवनातील व शालेय जीवनातील स्थान व महत्त्व
३. मराठी भाषेची सद्यस्थिती
४. मराठी शिक्षणा संबंधित समस्या
५. अमराठी भाषिक विद्यार्थ्यांच्या जीवनात मराठी अध्यापनाचे स्थान

घटक २ : मराठी अध्ययन अध्यापन विषयक उद्दिष्टे,तत्त्वे व मराठी भाषा शिक्षक

१. माध्यमिक व उच्च माध्यमिक स्तरावरील प्रचलित अभ्यासक्रमाची सर्वसामान्य उद्दिष्टे
२. मराठी भाषेची भाषिक व वाङ्मयीन उद्दिष्टे
३. मराठी भाषा अध्यापनाची तत्त्वे
४. मराठी भाषा शिक्षकासमोरील आव्हाने
५. सातत्यपूर्ण व्यवसाय वृद्धीचे गरज व मार्ग, आदर्श मराठी भाषाशिक्षकाची गूणवैशिष्ट्ये

घटक ३ : मराठी भाषेचा अध्यापनशास्त्रीय दृष्टीकोन व अध्ययनस्रोत

१. गद्य अध्यापन पद्धती
२. पद्य अध्यापन पद्धती
३. व्याकरण अध्यापन पद्धती
४. अध्ययनस्रोत : संकल्पना, गरज, आणि महत्त्व
५. पारंपारिक आणि आधुनिक अध्ययनस्रोत

घटक ४ : मराठी भाषा विश्लेषण व मराठी भाषा शिक्षक

१. मराठी अध्यापनाची सूत्रे
२. मराठी विषयाचा इतर विषयांशी समवाय
३. गाभाघटक, जीवनकौशल्य व मूल्यविकसनासाठी अध्यापन
४. मूल्यमापन—अर्थ, तत्त्वे आणि फायदे
५. मूल्यमापन तंत्र व साधने

प्रात्याक्षिककार्य :

आशययुक्त अध्यापन पद्धती : सेवापूर्व प्रशिक्षकांनी खालील कृती कार्यक्रमांचे सादरीकरण करावे.

- मराठी विषय संरचना (एका स्तरासाठी)
- अभ्यासक्रम विश्लेषण
- पाठ्यक्रम विश्लेषण
- पाठ्यपुस्तक विश्लेषण
- एका घटकाचे आशय विश्लेषण
- कोणत्याही एका स्तरावरील आशय चाचणी: माध्यमिक किंवा उच्च माध्यमिक

संदर्भ :

- मराठीचे अध्यापन: अकोलकर पाटणकर
- मराठीचे अध्यापन: करंदीकर सुरेश
- मराठीचे अध्यापन : कुंडले म. बा.
- मराठी अध्ययन अध्यापन: लीला पाटील
- मराठी शिक्षण व आशययुक्त अध्यापन : डॉ. विलास रणसुरे
- मातृभाषा मराठीचे अध्यापनशास्त्रीय विश्लेषण : डॉ. नलिनी पिचड , डॉ. रामदास बरकले
- मराठीचे आशययुक्त अध्यापन : डॉ. अरविंद दुनाखे
- मराठी आशययुक्त अध्यापन पध्दती : डॉ. सुरेश करंदीकर , डॉ. मीना मंगरुळकर
- मराठी अध्यापन पध्दती : डॉ. सौ. कला घोरमोडे
- मराठीचे अध्यापन : डॉ. शोभना जोशी
- उद्याच्या शिक्षणासाठी मराठी शिक्षण : डॉ. सुभाष भालेराव
- सुगम मराठी व्याकरण : मो. रा.वाळिंबे
- इयत्ता सहावी ते बारावीची मराठी विषयाची पाठ्यपुस्तके

CO-PO Matrix : 21BED205 - Marathi Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	2	-	-	-	-	-	-	-	-
CO2	-	-	-	2	-	-	1	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	-	3
CO4	-	-	-	-	-	-	-	2	2	-	-	-
CO5	-	-	-	-	-	2	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED205				
Course Title	C. Hindi Education				
Credits	3				
Focuses on	Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> १. शिक्षा में भाषा का अर्थ और उसकी प्रकृती एवम महत्त्व को समझना । २. हिंदी भाषा अध्यापन के उद्देश्य ,सिद्धांत ,सूत्र एवम सहसंबंध के उपयोग करने की क्षमता विकसित करना। ३. हिंदी भाषा अध्यापन द्वारा मूल्यों और कौशलों को विकसित करने में शिक्षक की भूमिका समझाना। ४. हिंदी भाषा शिक्षण के उद्देश्योंकी पूर्ती के लिए प्रभावी साधनों एवं समुचित विधियों की जानकारी देना। ५. हिंदी भाषा तथा व्याकरण के अंगोपांगो का सूक्ष्म अध्ययन करने के लिए प्रेरित करना। ६. माध्यमिक तथा उच्च माध्यमिक शिक्षा स्तरों के लिए निर्धारित पाठयक्रम एवं पाठयपुस्तकों का सूक्ष्म अध्ययन करने के लिए प्रेरित करना। 					
Course Outcomes:					
<ol style="list-style-type: none"> १. छात्र अध्यापक शिक्षा में भाषा का अर्थ और उसकी प्रकृती एवम महत्त्व स्पष्ट करेगा । २. छात्र अध्यापक में हिंदी भाषा अध्यापन के उद्देश्य ,सिद्धांत ,सूत्र एवम सहसंबंध के उपयोग करने की क्षमता विकसित होगी । ३. छात्र अध्यापक परिणामकारकहिंदी भाषा अध्यापन के लिए मूल्यों और कौशलों को उपयोग करेगा । ४. छात्र अध्यापक हिंदी भाषा तथा व्याकरण के अंगोपांगो का सूक्ष्म अध्ययन करने के लिए प्रेरित होगा और उसका उपयोग अपने अध्यापन में करेगा । 					

No.	Description	Relevance to Local / National / Global / Regional needs
CO1	छात्र अध्यापक शिक्षा में भाषा का अर्थ और उसकी प्रकृती एवम महत्त्व स्पष्ट करेगा।	National
CO2	छात्र अध्यापक में हिंदी भाषा अध्यापन के उद्देश्य, सिद्धांत, सूत्र एवम सहसंबंध के उपयोग करने की क्षमता विकसित होगी।	National
CO3	छात्र अध्यापक परिणामकारक हिंदी भाषा अध्यापन के लिए मूल्यों और कौशलों को उपयोग करेगा।	Global
CO4	छात्र अध्यापक हिंदी भाषा तथा व्याकरण के अंगोपांगो का सूक्ष्म अध्ययन करने के लिए प्रेरित होगा और उसका उपयोग अपने अध्यापन में करेगा।	National

इकाई १ : हिंदी-भाषाशिक्षण-सैद्धांतिक परिप्रेक्ष्य

१. भाषा –अर्थ, महत्त्व एवं प्रकार्य, हिंदी भाषा की प्रकृति
२. हिंदी शिक्षण के उद्देश्य
३. हिंदी भाषा के तत्त्व
४. भाषा के रूप, त्रिभाषा सूत्र
५. हिंदी शिक्षा से संबंधित समस्याएँ

इकाई २ : हिंदी-भाषा के मनोवैज्ञानिक आधार एवं सहसम्बन्ध

१. हिंदी भाषा अध्यापन के सूत्र
२. हिंदी भाषा का अन्य विषयों के साथ सहसम्बन्ध
३. हिंदी भाषा अध्ययन-अध्यापन के सामाजिक आधार
४. हिंदी अध्यापन में सहाय्यभूत घटक, मूल्य और जीवन कौशल का महत्त्व
५. आदर्श हिंदी अध्यापक की गुणविशेषताएँ

इकाई ३ :भाषा कौशल एवं व्याकरण शिक्षण और साहित्य शिक्षण

१. भाषा कौशल
२. गद्य शिक्षण
३. कविता शिक्षण
४. व्याकरण शिक्षण
५. रचना शिक्षण

इकाई ४ :हिंदी शिक्षण सहाय्य साधन सामग्री एवं मूल्यांकन

१. हिंदी शिक्षण के सहायक साधनों का महत्त्व
२. हिंदी शिक्षण के सहायक साधनों के प्रकार एवं उचित प्रयोग
३. मूल्यमापन स्वरूप एवं आवश्यकता
४. मूल्यमापन के साधन और तंत्र
५. निदानात्मक एवं उपचारात्मक अध्यापन

प्रात्याक्षिक कार्य :

आशययुक्त अध्यापन पद्धती :पूर्व सेवा शिक्षक निम्नलिखित गतिविधियाँ प्रस्तुत करेंगे |

- हिंदी भाषा संरचना (एका स्तर के लिए)
- पाठ्यचर्या विश्लेषण
- पाठ्यक्रम विश्लेषण
- पाठ्यपुस्तक विश्लेषण
- किसी एक घटक का आशय विश्लेषण

संदर्भ :

- हिंदी अध्यापन पद्धति : प्रा. बा.स. बोबे
- नवीन हिंदी अध्यापन शैली : डॉ. बृजबाला सूरी
- शिक्षक प्रशिक्षण और हिंदी अध्यापन : डॉ.आनंद वास्कर, डॉ. पुष्पा वास्कर
- हिंदी अध्यापन : प्रा. ब. बि. पंडित, प्रा.युनुस जी. पठाण
- भावी अध्यापकों के लिए हिंदी शिक्षा: डॉ. सौ. शैला चव्हाण-कदम
- हिंदी अध्यापन पद्धति : प्रा. कमलाकर रणदिवे
- हिंदी शिक्षा : एक आधुनिक दृष्टिकोन : प्रा. बी.डी. पाटील, प्रा.विनोद पाटील
- विश्व भारती अभिनव हिंदी व्याकरण – मिश्र व ताम्हनकर
- सामान्य हिंदी व्याकरण – डॉ.रामदयाल कोष्टा, विजयकुमार सिंघई
- हिन्दी शिक्षण विधियाँ – डॉ. शिवमूर्ती शर्मा
- शिक्षण प्रशिक्षण और हिंदी अध्यापन – डॉ. आनंद वास्कर, डॉ. पुष्पा वास्कर
- नवीनहिंदीअध्यापनशैली – डॉ.बृजबाला सूरी

CO-PO Matrix: 21BED205 – Hindi Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	2	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	2	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	-	3
CO4	-	-	-	-	-	-	-	2	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED205				
Course Title	D. Sanskrit Education				
Credits	3				
Focuses on	Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
१. व्यक्तीविकास व समाजविकास यातील संस्कृत भाषेचे महत्त्व समजून घेण्यास छात्र अध्यापकांस मदत करणे.					
२. छात्र अध्यापकांमध्ये संस्कृत भाषेसंबंधी योग्य अभिवृत्ती विकसित करणे.					
३. छात्र अध्यापकांना संस्कृत भाषा अध्यापनाची कौशल्ये अवगत करण्यास मदत करणे.					
४. छात्र अध्यापकांमध्ये संस्कृत भाषा अध्ययन-अध्यापन विषयक आधुनिक दृष्टीकोन वृद्धिंगत करणे.					
५. छात्र अध्यापकांना गाभाघटक, जीवनकौशल्ये आणि मुल्ये यांचे महत्त्व आणि उपयुक्तता समजावून सांगणे.					
६. छात्र अध्यापकांमध्ये व्यवसायवृद्धी व शिक्षकांच्या गुणवैशिष्ट्यांविषयक दृष्टी विकसित करणे.					
७. छात्र अध्यापकांना संस्कृत भाषेच्या अध्यापन उद्दिष्टांच्या उपयोजनांचे आकलन करून देणे.					
Course Outcomes:					
१. छात्र अध्यापक व्यक्तीविकास व समाजविकास यातील संस्कृत भाषेचे महत्त्व समजून घेईल आणि छात्र अध्यापकांमध्ये संस्कृत भाषेसंबंधी योग्य अभिवृत्ती विकसित होईल.					
२. छात्र अध्यापकांमध्ये संस्कृत अध्ययन-अध्यापन विषयक आधुनिक दृष्टीकोन वृद्धिंगत होवून आपल्या परिणामकारक अध्यापनासाठी तो विविध अध्यापन कौशल्यांचा वापर करेल.					
३. छात्र अध्यापक गाभाघटक, जीवनकौशल्ये आणि मुल्ये यांचे महत्त्व आणि उपयुक्तता समजावून घेवून त्याचा उपयोग आपल्या अध्यापनात करेल.					
४. छात्र अध्यापकांमध्ये व्यवसायवृद्धी व शिक्षकांच्या गुणवैशिष्ट्यांविषयक दृष्टी विकसित होईल.					
५. छात्र अध्यापकांना संस्कृत भाषेच्या अध्यापन उद्दिष्टांच्या उपयोजनांचे आकलन होईल.					

मोड्युल 1 : संस्कृत शिक्षणाची ओळख

- 1.1 संस्कृत अध्यापन-अर्थ, व्याख्या आणि स्वरूप
- 1.2 संस्कृत त भाषेची वैशिष्टे
- 1.3 संस्कृत भाषेचा संक्षिप्त इतिहास : प्राचिन, मध्ययुगिन आणि आधुनिक
- 1.4 एक अभिजात भाषा म्हणून संस्कृत चे गरज व मर्हाव
- 1.5 संस्कृत शिक्षणाचे शालेय स्तरावरील स्थान आणि मर्हाव

मोड्युल 2 : संस्कृत अध्ययन अध्यापन विषयक उद्दिष्टे व संस्कृत भाषा शिक्षक

- 2.1 संस्कृत शिक्षणाची माध्यमिक व उच्च माध्यमिक स्तरावरील उद्दिष्टे
- 2.2 संस्कृत शिक्षणातून अभिजात संस्कृतीचा वारसा तसेच बौद्धिक, भावनिक, नैतिक आणि सौंदर्यात्मक मूल्यांचा विकास
- 2.3 आदर्श संस्कृत भाषाशिक्षकाची गूणवैशिष्ट्ये
- 2.4 शालेय स्तरावर संस्कृत अध्यापनाशी संबधित समस्या
- 2.5 संस्कृत भाषा शिक्षकासमोरील आव्हाने

मोड्युल 3 : संस्कृत भाषेचा अध्यापनशास्त्रीय दृष्टीकोन व अध्ययनस्रोत

- 3.1 गद्य अध्यापन पद्धती
- 3.2 पद्य अध्यापन पद्धती
- 3.3 व्याकरण अध्यापन पद्धती
- 3.4 संस्कृत भाषेच्या विशिष्ट अध्यापन पद्धती व तंत्रे
- 3.5 संस्कृत अध्ययन अध्यापन समृद्ध करण्यासाठी विविध स्रोत

मोड्युल 4 : संस्कृत भाषा अध्यापन आणि मूल्यमापन

- 4.1 संस्कृत अध्यापनात अध्यापन सूत्रांचा उपयोग
- 4.2 संस्कृत विषयाचा इतर विषयांशी समवाय
- 4.3 गाभाघटक, जीवनकौशल्य व मूल्यविकसनासाठी अध्यापन
- 4.4 मूल्यमापन—संकल्पना, महत्त्व, तंत्रे व साधने
- 4.5 सातत्यपूर्ण सर्वकष मूल्यमापन

आशययुक्त अध्यापन पद्धती : सेवापूर्व प्रशिक्षकांनी खालील कृती कार्यक्रमांचे सादरीकरण करावे.

- संस्कृत विषय संरचना (एका स्तरासाठी)
- अभ्यासक्रम विश्लेषण
- पाठयक्रम विश्लेषण
- पाठयपुस्तक विश्लेषण
- एका घटकाचे आशय विश्लेषण

संदर्भ :

१. संस्कृत अध्यापन पद्धती-जाधव शिवदास,कुलकर्णी मीना
२. संस्कृत शिक्षण-पांडेय रामशकल
३. Teaching of Sanskrit in Secondary School- Apte, D.G., Dongre, P.K.
४. A New Approach to Sanskrit- Bokil, V.P., Parasnis, N.R.
५. Problem of Sanskrit Teaching- Huparikar, G.S.

CO-PO Matrix : 21BED205 – Sanskrit Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	2	-	-	-	-	-	-	-	-
CO2	-	-	-	2	-	-	1	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	-	3
CO4	-	-	-	-	-	-	-	2	2	-	-	-
CO5	-	-	-	-	-	2	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED205				
Course Title	E. Science Education				
Credits	3				
Focuses on	Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> To understand the nature of Science. To develop the adequate skills and qualities related to teaching of Science To improve the competencies in Science Teacher To understand the various instructional strategies and their appropriate use in teaching Science at the secondary level. To apply appropriate evaluation techniques in Science To enable the students to use technology to enrich teaching Science. 					
Course Outcomes:					
<ol style="list-style-type: none"> Comprehend the nature of Science and its interface with society and technology. Develop skills and qualities among the student – teachers in teaching science by analysing given scenarios Use the recent trends in teaching science to develop teaching plans Critically analyse the curriculum, content, and textbooks from the dimension of development of scientific values. Use the assessment techniques in teaching of Science practically in the various scenarios. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Comprehend the nature of Science and its interface with society and technology.		Global		
CO2	Develop skills and qualities among the student – teachers in teaching science by analyzing given scenarios		National		
CO3	Use the recent trends in teaching science to develop teaching plans		Regional		
CO4	Critically analyze the curriculum, content, and textbooks from the dimension of development of scientific values.		National		

CO5	Use the assessment techniques in teaching of Science practically in the various scenarios.	Regional
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Module 1: Concept, Nature of Science Subject **10 hr**

- 1.1: Meaning, nature and modern concept of science
- 1.2: Objectives of teaching science at secondary level
- 1.3: Importance of Science in daily life
- 1.4: Science Teacher: Role, Competencies & professional development
- 1.5: Core elements, Values and Life skills

Module 2: Bases of Science Education **10 hr**

- 2.1: Correlation of Science in the curriculum, internal and external with other school subjects
- 2.2: Application of taxonomy of educational objectives for unit planning, lesson planning, instructional objectives and assessment
- 2.3: Maxims of teaching Science
- 2.4: Principles of teaching Science
- 2.5: Evaluation methods in Science

Module 3: Pedagogy of teaching Science **10 hr**

- 3.1: Pedagogy of teaching Science
 - Laboratory method
 - Lecture – Demonstration method
 - Project Method
- 3.2: Science Club and Co- curricular activities

Module 4: Learning Resources and Innovative Trends in Teaching of Science **15 hr**

- 4.4: Laboratory as a resource
 - 4.1: Use of technology for teaching Science – ICT, mass media, newspapers, OER's, MOOCs and online resources.
 - 4.2: Cooperative Learning Strategies in Teaching of Science
 - 4.3: Constructivism in teaching of Science
 - 4.5: Learning Resources used in teaching of Science

Assessment:

Practical	1 credit: 25 Marks (50% passing)
Total paper	75 marks
End Semester exam	50 Marks (50% passing)

Practical:

Content cum Methodology: Student-teachers will perform following activities:

- Structure of Science Subject (For a level)
- Analysis of a curriculum
- Analysis of a syllabus
- Analysis of a textbook
- Content analysis of a unit
- Content test on any level: Secondary or higher secondary.

Suggested Reading:

1. Borse, Chandrakant. (2007). Science education: Pedagogical analysis. Nashik: Insight Publication.
2. Das, R.C. (2009). Science teaching in schools. New Delhi: sterling Publishers Pvt. Ltd.
3. Kalra, Rajinder. M. (2007). Teaching of Science: for Primary and secondary pre and in – service teachers. Delhi: Shipra Publication.
4. Malhotra, Vinayak. (2007). Methods of teaching science. Delhi: Crescent Publishing Corporation.
5. Mangal, S.K. (2004). Teaching of general science. Ludhiana: Tandon Publications.
6. NCERT. (2006). Position paper on „Teaching of Science“. New Delhi: NCERT.
7. Prasad, J. (1999). Practical aspects in teaching of science. New Delhi: Kanishka Publication
8. Rao V. K. (2007). Science Education. New Delhi. APH Publishing corporation.
9. Sharma, B.M. (2007). Teaching of Science. Chandigarh: Abhishek Publication.
10. Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpatrai publishing comp.
11. Siddiqyi, N.N. & Siddiqyi, M.N. (2009). Teaching of Science: Today & tomorrow. Delhi: Doaba House.
12. Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep.

CO-PO Matrix: 21BED205 – E. Science Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	-	3	-	-	-	-	-	-
CO2	-	-	-	-	2	-	-	-	-	-	-	-
CO3	-	-	-	-	3	-	-	-	-	-	-	3
CO4	-	-	-	2	-	-	-	-	2	-	-	-
CO5	-	-	-	-	-	-	-	3	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED205				
Course Title	F. Mathematics Education				
Credits	3				
Focuses on	Employability / Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. To understand the nature of Mathematics. 2. To develop the adequate skills and qualities related to teaching of Mathematics 3. To understand the historical developments leading to concepts in modern Mathematics. 4. To understand the learning theories and their applications in Mathematics Education. 5. To improve the competencies in Mathematics Teacher 6. To understand the various instructional strategies and their appropriate use in teaching Mathematics at the secondary level. 7. To apply appropriate evaluation techniques in Mathematics 8. To enable the students to use technology to enrich teaching mathematics. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Describe the nature of mathematics and develop the adequate skills and qualities related to teaching of Mathematics 2. Critical analyse mathematics curriculum, content and textbooks of different standards and boards 3. Explain the uses of mathematical clubs, maxims, and principles of teaching mathematics in schools with focus on Revised Bloom's taxonomy 4. Illustrate and develop various methods of teaching Mathematics and to use them rationally. 5. Describe uses of the innovative trends in teaching of Mathematics using various Learning Resources. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Describe the nature of mathematics and develop the adequate skills and qualities related to teaching of Mathematics		National		

CO2	Critical analyse mathematics curriculum, content and textbooks of different standards and boards	National
CO3	Explain the uses of mathematical clubs, maxims, and principles of teaching mathematics in schools with focus on Revised Bloom's taxonomy	Global
CO4	Illustrate and develop various methods of teaching Mathematics and to use them rationally.	National
CO5	Describe uses of the innovative trends in teaching of Mathematics using various Learning Resources.	Global

Module 1: Meaning, Concept & Nature of Mathematics

10 hr

- 1.1: Meaning, nature and modern concept of mathematics
- 1.2: Objectives of teaching Mathematics at secondary level (NCF 2005)
- 1.3: Importance of Mathematics in daily life
- 1.4: Mathematics Teacher: Role, Competencies & professional development
- 1.5: Core elements, Values and Life skills
- 1.6: Contributions of Indian Mathematicians

Module 2: Bases of Mathematics Education

10 hr

- 2.1: Correlation of Mathematics in the curriculum, internal and external with other school subjects
- 2.2: Application of taxonomy of educational objectives for unit planning, lesson planning, instructional objectives, and assessment
- 2.3: Maxims of teaching Mathematics
- 2.4: Principles of teaching Mathematics
- 2.5: Evaluation methods in Mathematics: Achievement Test, Diagnostics test and remedial teaching in Mathematics and Continuous and Comprehensive evaluation

Module 3: Pedagogy of Teaching Mathematics

15 hr

- 3.1: Pedagogy of Teaching Mathematics
 - Inductive – deductive method
 - Experimental method
 - Project method
- 3.2: Mathematics club and co – curricular activities: Use of Mathematics club in school (Mathematics fairs, quiz, Olympiad, talent search examination)
- 3.3: Selecting appropriate instructional strategies related to various topics included in secondary classes:
 - Teaching of Arithmetic (Commercial Maths)

- Teaching of Algebra (Polynomials, algebraic identities, Linear equations, Quadratic equations)
- Teaching of Geometry (Lines, Angles, Congruent Triangles and Similar triangles)
- Teaching of Mensuration (Surface areas and volumes of solid figures)
- Teaching of Statistics (Measures of central tendency - graphical representation)

Module 4: Learning Resources and Innovative Trends in Teaching of Mathematics **10 hr**

- 4.1: Use of technology for teaching Mathematics – ICT, mass media, newspapers, OER's, MOOCs and online resources.
- 4.2: Cooperative Learning Strategies in Teaching of Mathematics.
- 4.3: Constructivism in teaching of Mathematics
- 4.5: Learning Resources: Graphic organizers, Mathematics laboratory and teaching aids
- 4.6 Technology Integration: Planning with the integrating Technology for inquiry (NTeQ) model for Mathematics at secondary school level.

Assessment:

Practical	1 credit: 25 Marks (50% passing)
Total paper	75 marks
End Semester exam	50 Marks (50% passing)

Practical:

Content cum Methodology: Student-teachers will perform following activities:

- Structure of Mathematics Subject (For a level)
- Analysis of a curriculum
- Analysis of a syllabus
- Analysis of a textbook
- Content analysis of a unit
- Content test on any level: Primary, secondary, or higher secondary.

Suggested Readings:

1. Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.
2. Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi.
3. Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications.
4. Dr. Anice James (2014): Teaching of Mathematics
5. Ediger Mariow (2004); Teaching Math Successfully, Discovery Publication.
6. Hudgins, Bryce B. (1966); Problem Solving in the classroom, MacMillan, New York.
7. James Anice (2005); Teaching of Mathematics, Neelkamal Publication.

8. Johan R.E. et.al, (1961): Modern Algebra; First Course, Addison-Wesley Publishing Company INC. USA.
9. Kapur S.K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication.
10. Kulshreshtha, A.K. (2012) Teaching of Mathematics, R. Lal and Sons. Meerut, U.P.
11. Tyagi, S.K. (2004); Teaching of Arithmetic; Commonwealth Publications.

CO-PO Matrix: 21BED205 – F. Mathematics Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	2	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	3	-	-	-	2	-	-	-	-
CO3	-	-	-	-	2	-	-	-	-	-	-	-
CO4	-	-	-	2	-	-	-	-	2	-	-	-
CO5	-	-	-	-	-	2	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED205				
Course Title	G. History Education				
Credits	3				
Focuses on	Employability / Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. Understand the aims and objectives of teaching History. 2. Apply appropriate evaluation techniques in teaching History. 3. Use aptly the different methods of teaching history. 4. Demonstrate skills of developing unit plan, lesson plan using Blooms Taxonomy. 5. Integrate ICT and Innovative trends in teaching-learning practices. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain components of History subject and qualities of History teacher. 2. Describe bases of History Education. 3. Use the understanding of pedagogy of History in various scenarios. 4. Explain the learning resources and innovative trends in teaching of History. 5. Critically analyse curriculum, syllabus, textbook, and content of History subject. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Explain components of History subject and qualities of History teacher.		Global		
CO2	Describe bases of History Education.		National		
CO3	Use the understanding of pedagogy of History in various scenarios		Regional		
CO4	Explain the learning resources and innovative trends in teaching of History.		Regional		
CO5	Critically analyse curriculum, syllabus, textbook, and content of History subject		National		

Module 1: Understanding History and Teacher of History **10 hr**

- 1.1: Meaning, nature and scope of History
- 1.2: Importance of History in understanding the current problems of country and society.
- 1.3: The place of History in secondary school curriculum, aims and objectives of teaching History to secondary and higher secondary school students
- 1.4: Multi-perspectivity VS Mono Perspective in understanding History
- 1.5: History Teacher: Role, competencies & professional development
- 1.6: Core elements, Values, and life skills

Module 2: Bases of History Education **10 hr**

- 2.1: Correlation of History in the curriculum, internal and external with other school subjects
- 2.2: Application of taxonomy of educational objectives for unit planning, lesson planning, instructional objectives, and assessment of History
- 2.3: Maxims of teaching History
- 2.4: Principles of teaching history
- 2.5: Evaluation methods in History

Module 3: Pedagogy of Teaching History **15 hr**

- 3.1: Methods of teaching History:
 - Narration
 - Story telling
 - Dramatization
 - Historical thinking project
 - Discussion
 - Source
- 3.2: History club & co-curricular activities in History

Module 4: Learning Resources and Innovative Trends in Teaching of History **10 hr**

- 4.1: Use of technology for teaching History
- 4.2: Cooperative Learning Strategies in Teaching of History
- 4.3: Constructivism in teaching of History
- 4.5: Learning resources: Timeline, Teaching aids, bulletin board and history exhibition.

Assessment:

Practical	1 credit: 25 Marks (50% passing)
Total paper	75 marks

Practical:

Content cum Methodology: Student-teachers will perform following activities:

- Structure of History Subject (For a level)
- Analysis of a curriculum
- Analysis of a syllabus
- Analysis of a textbook
- Content analysis of a unit

Suggested Readings:

1. Burton, W.H. (1972), Principles of History Teaching, London: Methuen.
2. Chaudhary, K. P. (1975), The Effective Teaching of History in India, New Delhi: NCERT.
3. Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi, Harman Publishing House.
4. Ghate, V. D. (1956), Teaching of History (English & Hindi), Bombay: Oxford University Press.
5. Gunning, Dennis (1978), The Teaching of History, London: Goom Helm Ltd.
6. Jarvis, C. H., Teaching of History.
7. Khan S.U. (1998), History Teaching-Problems, Prospective and Prospect, New Delhi: Heera.
8. Kochar, S. K. (1972), The Teaching of History, Delhi: Sterling Publishers.
9. Lewis, E.M. (1960), Teaching History in Secondary Schools, Delhi: Sterling Publishers.
10. Mujeeb, M. (1960), World History: Our Heritage, Bombay: Asia Publishers
11. Shaida, B. D. and Singh, S. (1973), Teaching of History, Jullundur: Dhanpat Rai & Sons.

CO-PO Matrix: 21BED205 – G. History Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	2	2	-	-	-	-	2	2	-	-	-
CO2	2	2	-	-	-	-	-	-	-	-	-	-
CO3	-	2	2	-	-	-	2	-	-	-	-	-
CO4	-	-	-	2	2	2	2	-	-	-	-	-
CO5	-	-	-	-	-	2	-	2	2	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED205				
Course Title	H. Geography Education				
Credits	3				
Focuses on	Employability / Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. Understand the concept, nature, scope and significance of Geography subject 2. Get an insight into the relationship of Geography with other subject 3. Understand the various methods of teaching Geography 4. Understands the concept and relation curriculum, syllabus, textbook 5. Get acquainted with the various learning resources in Geography 6. Apply the taxonomy of educational objectives for unit planning, lesson planning, instructional objectives and assessment of Geography 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain the concept, nature and significance of Geography subject and Geography teacher 2. Deduce the relationship between Geography and other subjects 3. Explain the various Maxims, Principles and Methods of teaching Geography 4. Prepare unit plan and develop lesson plans based on the various innovative methods and using various learning resources 5. Analyze the curriculum, syllabus, textbook and content of Geography 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Explain the concept, nature and significance of Geography subject and Geography teacher		Global		
CO2	Deduce the relationship between Geography and other subjects		National		
CO3	Explain the various Maxims, Principles and Methods of teaching Geography		Local and National		
CO4	Prepare unit plan and develop lesson plans based on the various innovative		Global		

	methods and using various learning resources	
CO5	Analyze the curriculum, syllabus, textbook and content of Geography	National

Module 1: Concept of Geography Subject and Teacher of Geography 10 hr

- 1.1: Meaning, nature and scope of Geography
- 1.2: Academic and practical significance of Geography; Geo-literacy
- 1.3: The place of Geography in secondary school curriculum, aims and objectives of teaching Geography
- 1.4: Geography as a study of spatial differentiation, spatial relationship, spatial organization
- 1.5: Geography Teacher: Role, Competencies & professional development
- 1.6: Core Elements, Values & Life Skills

Module 2: Bases of Geography Education 10 hr

- 2.1: Correlation of Geography in the curriculum, internal and external with other school subjects
- 2.2: Application of taxonomy of educational objectives for unit planning, lesson planning, instructional objectives and assessment of Geography
- 2.3: Maxims of teaching Geography
- 2.4: Principles of teaching Geography
- 2.5: Evaluation methods in Geography

Module 3: Content cum Methodology of Teaching Geography 15 hr

- 3.1: Methods of Teaching Geography:
 - Regional method
 - Project method
 - Comparative method
 - Journey method
 - Excursion method
 - Discussion method
 - Lecture – demonstration method
- 3.2: Geography club & co-curricular activities in Geography

Module 4: Learning Resources and Innovative Trends in Teaching of Geography 10 hr

- 4.1: Use of technology for teaching Geography
- 4.2: Cooperative Learning Strategies in Teaching of Geography

4.3: Constructivism in teaching of Geography

4.4: Learning resources: Development of map reading skills, use of cognitive/mental maps, flow charts, diagrams, excursion/field trip, bulletin board and geography exhibition

Assessment:

Practical	1 credit: 25 Marks (50% passing)
Total paper	75 marks
End Semester exam	50 Marks (50% passing)

Practical:

Content cum Methodology: Student-teachers will perform following activities:

- Structure of Geography Subject (For a level)
- Analysis of a curriculum
- Analysis of a syllabus
- Analysis of a textbook
- Content analysis of a unit

Suggested Readings:

1. Arora K. K. (1976), The Teaching of Geography, Jalandhar: Prakash Brothers.
2. Broadman, David (1985), New Directions in Geography Education, London: Philadelphia, Fehur Press.
3. Chorely R. J. (1970), Frontiers in Geography Teaching, London: Mathews and Co. Ltd.
4. Dhamija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House.
5. Graves N. G. (1982), New Source Book for Geography Teaching, London: Longman the UNESCO Press.
6. Hall David (1976), Geography and Geography Teacher, London: Unwin Education Books.
7. Huckle J. (1983), Geographical Education Reflection and Action, London: Oxford University Press.

8. Leong, Goh Chey (1976), Certificate of Human and Physical Geography, Singapore: Oxford University Press.
9. UNESCO, New Source Book for Teaching of Geography.
10. Verma O. P. (1984), Geography Teaching, N. D: Sterling Publication Pub. Ltd.

CO-PO Matrix: 21BED205 – H. Geography Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	-	-	-	-	-	-	-	2	-	-	-
CO2	-	-	-	-	-	2	-	-	-	-	-	-
CO3	-	-	-	-	2	-	-	-	-	-	-	-
CO4	-	-	-	-	-	3	-	-	-	-	-	-
CO5	-	-	-	-	-	3	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED205				
Course Title	I. Economics Education				
Credits	3				
Focuses on	Employability / Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. To understand the nature, importance, and scope of the economics subject 2. To correlate economics subject with other disciplines 3. To explain objectives of teaching economics at secondary and higher secondary level 4. To use various approaches and methods for teaching – learning of economics 5. To use the maxims and principles in teaching of economics 6. To apply the taxonomy of educational objectives for unit planning, lesson planning, instructional objectives, and assessment of Economics 7. To develop the efficiency in using various hand-made, digital and simulation resource material in Economics 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain the meaning, nature and concept of Economics as a subject 2. Describe the bases of Economics Education 3. Use the understanding of pedagogy of Economics in real school setting 4. Explain various learning resources and innovative trends in Economics teaching. 5. Critically analyze curriculum, syllabus, textbook and content of Economics subject 6. To apply the taxonomy of educational objectives for unit planning, lesson planning, instructional objectives, and assessment of Economics 7. To develop the efficiency in using various hand-made, digital and simulation resource material in Economics 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Explain the meaning, nature and concept of Economics as a subject		National		
CO2	Describe the bases of Economics		Local		

	Education	
CO3	Use the understanding of pedagogy of Economics in real school setting	National
CO4	Explain various learning resources and innovative trends in Economics teaching	National
CO5	Critically analyze curriculum, syllabus, textbook and content of Economics subject	Local
CO6	To apply the taxonomy of educational objectives for unit planning, lesson planning, instructional objectives, and assessment of Economics	Local
CO7	To develop the efficiency in using various hand-made, digital and simulation resource material in Economics	Local

Module 1: Meaning, Nature and concept of Economics

10 hr

1.1: Meaning, nature and scope of subject economics

1.2: Objectives of teaching economics at secondary and higher secondary level (NCF 2005)

1.3: Importance of Economics in daily life

1.4: Economics Teacher: Role, Competencies & professional development

1.5: Core elements, Values and Life skills

Module 2: Bases of Economics Education

10 hr

2.1: Correlation of economics in the curriculum, internal and external with other school subjects

2.2: Application of taxonomy of educational objectives for unit planning, lesson planning, instructional objectives and assessment

2.3: Maxims of teaching economics

2.4: Principles of teaching economics

2.5: Evaluation methods in economics

Module 3: Pedagogy of Teaching Economics

15 hr

3.1: Methods of teaching Economics:

- Observation
- Questioning
- Discussion
- Survey

- Problem-based learning
- Project
- Case study
- Field trip

3.2: Economics club; Co-curricular activities

Module 4: Learning Resources and Innovative Trends in Teaching of Economics **10 hr**

4.1: Use of technology for teaching economics

4.2: Cooperative Learning Strategies in Teaching of Economics.

4.3: Constructivism in teaching of economics

4.5: Learning Resources: Concept map, mind map, flow-charts, graphic organizers (Hand-made and digital); simulation (Role Play, Games)

Assessment:

Practical	1 credit: 25 Marks (50% passing)
Total paper	75 marks
End Semester exam	50 Marks (50% passing)

Practical:

Content cum Methodology: Student-teachers will perform following activities:

- Structure of Economics Subject (For a level)
- Analysis of a curriculum
- Analysis of a syllabus
- Analysis of a textbook
- Content analysis of a unit

Suggested Readings:

1. Amita, (1999), "Teaching of Economics" Anmol Publications Pvt. Ltd., New Delhi.
2. Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
3. Arora, P.N. And Shorie, J.P. (1986), Open Book Examination Question in Economics.
4. Ranga Rao. Digumarti Bharkara Rao. (2007). Techniques in Teaching Economics, Sonali Publication: New Delhi.
5. Haresh H. Mehta, (2008) Modern Method for Teaching Economics, Jaipur: Paradise Publishing,
6. Kadam Hari Sharma. Tripat Tuteja, Ajay Varma, (2008) Teaching in Economics, Commonwealth Publishing.
7. New Delhi, NCERT.

8. Rudramamba & V. Lakshmi Kumari and Digumarti Bhaskara Rao, (2004). Methods of Teaching Economics: New Delhi. Discovery publishing house.
9. Saxena Mishra Mahonty (2004) "Teaching of Economics" Surya publication, Meerut
10. Semma Sharma, (2006). Modern Teaching in Economics, New Delhi. Anmol Publication (P) Ltd.

CO-PO Matrix: 21BED205 – I. Economics Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	2	-	-	-	-	-	-	-	-	-
CO2	1	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	2	-	-	-	-
CO4	-	-	-	-	3	3	-	-	-	-	-	-
CO5	-	-	2	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	3	-	-	-	-
CO7	-	-	-	-	-	1	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED205				
Course Title	J. Commerce Education				
Credits	3				
Focuses on	Employability				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. To develop efficiency and effectiveness in teaching and learning of commerce. 2. To understand the importance of commerce and its place in school curriculum. 3. To understand about the using techniques of evaluation in commerce. 4. To develop the efficiency in using audio-visual aids, graph, timeline and resource material in commerce. 5. To practice learner centred methods and techniques in the classroom. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain components of Commerce subject and qualities of Commerce teacher. 2. Describe bases of Commerce Education. 3. Use the understanding of pedagogy of Commerce in various scenarios. 4. Explain the learning resources and innovative trends in teaching of Commerce. 5. Critically analyse curriculum, syllabus, textbook, and content of Commerce subject. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Explain components of Commerce subject and qualities of Commerce teacher.		National		
CO2	Describe bases of Commerce Education.		Global		
CO3	Use the understanding of pedagogy of Commerce in various scenarios		Global		
CO4	Explain the learning resources and innovative trends in teaching of Commerce		Global		

CO5	Critically analyse curriculum, syllabus, textbook, and content of Commerce subject.	Local
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Module 1: Understanding commerce and Teacher of Commerce 10hr

- 1.1: Meaning, nature and scope of commerce
- 1.2: Importance of commerce
- 1.3: The place of commerce in higher secondary school curriculum
- 1.4: Commerce Teacher: Role, competencies & professional development
- 1.6: Core elements, Values, and life skills

Module 2: Bases of Commerce Education 10 hr

- 2.1: Correlation of Commerce in the curriculum, internal and external with other school subjects
- 2.2: Application of taxonomy of educational objectives for unit planning, lesson planning, instructional objectives, and assessment of Commerce
- 2.3: Maxims of teaching Commerce
- 2.4: Principles of teaching Commerce
- 2.5: Evaluation methods in Commerce

Module 3: Pedagogy of Teaching Commerce 15 hr

- 3.1: Methods of teaching Commerce:
 - Lecture method
 - Inductive – Deductive
 - Project method
 - Problem Solving
 - Field Visit
- 3.2: Commerce club & co-curricular activities in History

Module 4: Learning Resources and Innovative Trends in Teaching of Commerce 10 hr

- 4.1: Use of technology for teaching Commerce
- 4.2: Cooperative Learning Strategies in Teaching of Commerce
- 4.3: Constructivism in teaching of Commerce
- 4.5: Learning resources in teaching of Commerce

Assessment:

Practical	1 credit: 25 Marks (50% passing)
Total paper	75 marks
End Semester exam	50 Marks (50% passing)

Practical:

Content cum Methodology: Student-teachers will perform following activities:

- Structure of Commerce Subject (For a level)
- Analysis of a curriculum
- Analysis of a syllabus
- Analysis of a textbook
- Content analysis of a unit

Suggested Reading:

1. Bhatia, S.K. (1979), Teaching of Principles of Commerce and Accountancy, CIE Publication, Delhi.
2. Seema Rao, (2007), Teaching of Commerce, NewDelhi. Anmol publishing (P) Ltd:
3. Shankar, T. (2008), Methods of Teaching Commerce, NewDelhi: Crescent Publishing Corporation.
4. Support material for PGT (Commerce) (2011). New Delhi: State Council of Educational Research and Training. Retrieved from: http://delhi.gov.in/wps/wcm/connect/doiit_scert/Scert+Delhi/Home/Questpaedia/Learning+Material/Commerce/
5. Swathi Doshi, (2008) Modern Methods of Teaching Commerce, Jaipur: paradise publishing.
6. Verma, D.P.S. (2000); Commerce Education in Rajput, J.S. (Ed.) Encyclopaedia of Indian Education, Vol. I; NCERT.

CO-PO Matrix: 21BED205 – J. Commerce Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	-	-	-	-	3	-	-	-
CO2	-	-	-	-	-	-	-	-	2	-	-	-
CO3	-	-	-	2	-	-	-	-	-	-	-	-
CO4	-	-	-	-	2	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	2	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED205				
Course Title	K. ICT Education				
Credits	3				
Focuses on	Employability and Skill development				
Integrates cross-cutting issues	Professional Ethics and Environment & Sustainability				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. Organize the activities as per the learning strands of information and communication technology. 2. Explain the embedded nature of ICT at secondary and higher secondary level. 3. Critically analyze the objectives and content of ICT integration at secondary & higher secondary level. 4. Integrate methods & models of teaching learning of ICT based on the learning strands. 5. Acquire the competencies of ICT teacher 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Summarise nature, scope & importance of ICT at secondary & higher secondary level. 2. Analyze the textbook & content of ICT at secondary & higher secondary level. 3. Implement methods & models of teaching learning of ICT. 4. Integrate ICT tools in the lesson plans of other subjects. 5. Construct evaluation/assessment using ICT tools 					
No.	Description			Relevance to Local / National / Global / Regional needs	
CO1	Summarise nature, scope & importance of ICT at secondary & higher secondary level.			National	
CO2	Analyze the textbook & content of ICT at secondary & higher secondary level.			National	
CO3	Implement methods & models of teaching learning of ICT.			National	

CO4	Integrate ICT tools in the lesson plans of other subjects.	Global
CO5	Construct evaluation/assessment using ICT tools	National

Module 1: Understanding ICT and Teacher of ICT **10 hr**

- 1.1: Meaning, nature and scope of ICT
- 1.2: Importance of ICT
- 1.3: The place of ICT in higher secondary school curriculum
- 1.4: ICT Teacher: Role, competencies & professional development
- 1.6: Core elements, Values and life skills

Module 2: Bases of ICT Education **10 hr**

- 2.1: Correlation of ICT in the curriculum, internal and external with other school subjects
- 2.2: Application of taxonomy of educational objectives for unit planning, lesson planning, instructional objectives and assessment of ICT
- 2.3: Maxims of teaching ICT
- 2.4: Principles of teaching ICT
- 2.5: Evaluation methods in ICT

Module 3: Pedagogy of Teaching ICT **15 hr**

- 3.1: Methods of teaching ICT:
 - d) Lecture – Demonstration method
 - e) Experimental
 - f) Project method
- 3.2: ICT club & co-curricular activities in ICT

Module 4: Learning Resources and Innovative Trends in Teaching of ICT **10 hr**

- 4.1: Use of technology for teaching Commerce
- 4.2: Cooperative Learning Strategies in Teaching of ICT
- 4.3: Constructivism in teaching of ICT
- 4.5: Learning resources in teaching of ICT

Assessment:

Practical	1 credit: 25 Marks (50% passing)
Total paper	75 marks
End Semester exam	50 Marks (50% passing)

Practical:

Content cum Methodology: Student-teachers will perform following activities:

- Structure of ICT Subject (For a level)
- Analysis of a curriculum
- Analysis of a syllabus
- Analysis of a textbook
- Content analysis of a unit

Suggested Reading:

1. A Model Curriculum for ICT in Education by NCERT
2. Education by Department of School Education & Literacy, Ministry of Human
3. ICT curriculum for ICSE Schools
4. National Policy on Information & Communication Technology (ICT) in School
5. Position Paper on Curriculum, Syllabus & Textbooks by NCERT
6. Resource Development, Government of India 2012
7. Secondary Curriculum 2015-16 Main Subjects Volume 1 by CBSE

CO-PO Matrix: 21BED205 – K. ICT Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	2	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	1	-	-	2	-	-	-	-	-
CO3	-	-	-	-	3	2	-	-	-	-	-	-
CO4	-	-	-	-	-	3	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	2	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED205				
Course Title	L. Physics Education				
Credits	3				
Focuses on	Employability and Skill development				
Integrates cross-cutting issues	Professional Ethics and Human Values				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. To develop in student-teachers an understanding of the nature of Physics and its interface with society. 2. To acquire specific laboratory skills to conduct practical work in Physics. 3. To develop and use the techniques for evaluation of a student's performance. 4. To critically analyse the Curriculum and textbooks from the dimension of development of Scientific Values. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Comprehend the nature of Physics and its interface with society and technology. 2. Develop skills and qualities among the student – teachers in teaching Physics by analyzing given scenarios 3. Use the recent trends in teaching Physics to develop teaching plans 4. Critically analyze the curriculum, content, and textbooks from the dimension of development of scientific values. 5. Get acquainted with assessment techniques in teaching of Science by using the same in the various scenarios 					
No.	Description			Relevance to Local / National / Global / Regional needs	
CO1	Comprehend the nature of Physics and its interface with society and technology			National	
CO2	Develop skills and qualities among the student – teachers in teaching Physics by analysing given scenarios			Regional	
CO3	Use the recent trends in teaching Physics to develop teaching plans			National	

CO4	Critically analyze the curriculum, content, and textbooks from the dimension of development of scientific values	Global
CO5	Get acquainted with assessment techniques in teaching of Science by using the same in the various scenarios	National

Module 1: Nature and Scope of Physics

10 hr

- 1.1 Nature and scope of Physics in daily Life.
- 1.2 Significance of teaching Physics in secondary & senior secondary schools.
- 1.3 Aims & Objective of Teaching of Physics: General and Specific.
- 1.4 Importance of Physics in daily life and growth of knowledge.

Module 2: Instructional Planning in Physics

10 hr

- 2.1 Approaches and Methods of Teaching Physics
- 2.2 Constructivist Approach – (Any 1 method) planning, process, and evaluation
- 2.3 Inquiry approach: Concept, process, planning and implications
- 2.4 Cooperative learning approach: Any two cooperative learning suitable for teaching Physics: concept, types of approaches and implications
- 2.5 Project method: Concept, process, and implications
- 2.6 Laboratory method: Concept, process, and implications

Module 3: Physics Curriculum, Activities & Evaluation

15 hr

- 3.1 Characteristics of an effective Physics curriculum (A critical study of present Physics curriculum at secondary/senior secondary school)
- 3.2 Textbook in Physics - its need and use, evaluation of a textbook.
- 3.3 Instructional resources in Physics · Audio- visual, virtual labs TV
- 3.4 Planning and Organization of co-curricular activities in Physics
- 3.5 Planning and execution of Extended Experiences: Excursions, Physics Fair, Physics Quizzes, Physics Club
- 3.6 Evaluation of Learners' Progress: Online exams, practical exams, oral exams: Need, process of developing and implications

Module 4: Professional Development of a Physics teacher

10 hr

- 4.1 Competencies associated with laboratory techniques: Maintenance of Physics Lab.

- 4.2 Action research: Concept and Identification of problems faced by the teachers in the classroom
- 4.3 Role of reflective practices in professional development–questionnaires, research, and portfolio
- 4.4 Planning in teaching of Physics: Year Plan, Unit plan and lesson plan
- 4.5 Evaluation and Assessment – Formative and Summative

Practical: (Any 1)

1. Make Flipbook of contribution of Scientists in the field of Physics.
2. Preparation of Power point presentation – Slides on any Physics topic using multi-media.
3. Prepare the list of experiments to be conducted in the laboratory.
4. Prepare 5E lesson plan for incorporating ICT.
5. CCM

Suggested Readings:

1. Joyce, Bruce, and Marsha Weil. (2000). Models of Teaching (4th Edn.), New Delhi: Prentice Hall Inc.
2. Lorschach, A and Tobin K (2012). “Constructivist as a referent for Science Teaching”. Printed in National Association for Research in Science Teaching (NARST)
3. Maitre, K. (1991), Teaching of Physics, New Delhi: Discovery Publishing House.
4. Mukalel, J.C. (1998), Creative Approaches to Classroom Teaching, New Delhi: Discovery Publishing House.
5. Prakash, R. and Rath, T.N. (1996), Emerging Trends in Teaching of Physics, New Delhi: Kanisha Publishers.
6. Wadhva, S. (2001). Modern Methods of Teaching Physical science. New Delhi, Swaroop & Sons.
7. Yadav, R. S. (1998). Teaching of Science. New Delhi: Anmol Publications Pvt. Ltd.

CO-PO Matrix: 21BED205 – L. Physics Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	2	-	-	-	-	-	-	-	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	2	-	-	-	-	-	-
CO4	1	-	-	1	-	-	2	-	-	-	-	-
CO5	-	-	-	-	-	-	-	2	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED205				
Course Title	M. Chemistry Education				
Credits	3				
Focuses on	Employability and Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. Gain knowledge & understanding of meaning, concept & nature of Chemistry 2. Acquire adequate skills and qualities related to planning teaching – learning for Chemistry 3. Demonstrate understanding about Chemistry curriculum 4. Know the avenues and importance of professional development for Chemistry teachers 5. Evolve as reflective practitioners in Chemistry Education through innovative practices. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain the meaning, concept & nature of Chemistry 2. Plan and implement lesson using methods and approached of teaching Chemistry. 3. Use the knowledge of Chemistry curriculum, activities for Chemistry and evaluation to plan activities for Chemistry learning. 4. Describe the avenues and importance of professional development for Chemistry teachers. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Explain the meaning, concept & nature of Chemistry		National		
CO2	Plan and implement lesson using methods and approaches of teaching Chemistry		Regional		

CO3	Use the knowledge of Chemistry curriculum, activities for Chemistry and evaluation to plan activities for Chemistry learning.	National
CO4	Describe the avenues and importance of professional development for Chemistry teachers.	Global

Module 1: Meaning, Concept and Nature of Chemistry **10 hr**

- 1.1 Meaning, nature and scope of Chemistry as a discipline in Science
- 1.2 Significance of chemistry in daily life and its relevance to Social and Environmental Issues (Correlation of chemistry with real life, impact on irradiating superstitions or other myths and environmental issues like pollution)
- 1.3 Major Landmarks and Contributions in the field of Chemistry (timeline)
- 1.4 Aims and Objectives of Teaching Chemistry (At secondary and higher secondary level)

Module 2: Instructional Planning in Chemistry **15 hr**

- 2.2 Approaches and Methods of Teaching Chemistry (Illustrations of the use of these approaches methods taking examples from specific content in Chemistry)
 - 2.1.1 Constructivist Approach – (Any 1 method) planning, process and evaluation
 - 2.1.2 Inquiry approach: Concept, process, planning and implications
 - 2.1.3 Cooperative learning approach: Any two cooperative learning suitable for teaching chemistry: concept, types of approaches and implications (students should be given activity to try other strategies)
 - 2.1.4 Project method: Concept, process, and implications
 - 2.1.5 Laboratory method: Concept, process, and implications
 - 2.1.6 Using games for teaching Chemistry: concept, planning, process and implications

Module 3: Chemistry curriculum, Activities & Evaluation **10 hr**

- 3.7 Characteristics of an effective Chemistry curriculum (A critical study of present Chemistry curriculum at secondary/senior secondary school)
- 3.8 Textbook in Chemistry - its need and use, evaluation of a textbook.
- 3.9 Instructional resources in Chemistry · Audio- visual, virtual labs TV
- 3.10 Chemistry Laboratory (Structure, planning, organization of Chemistry lab & implications)
- 3.11 Planning and Organization of co-curricular activities in Chemistry (Type of activities and implications)
- 3.12 Planning and execution of Extended Experiences: Excursions, Science Fair, Science Quizzes, Science Club

- 3.13 Evaluation of Learners' Progress: Online exams, practical exams, oral exams:
Need, process of developing and implications

Module 4: Professional Development of a Chemistry teacher 10 hr

- 4.6 Competencies associated with laboratory techniques: Maintenance of Chemistry Lab.: Safety, security, and preventive measures
- 4.7 Need for professional development at Individual level, Organizational level and Government level.
- 4.8 Action research: Concept and Identification of problems faced by the teachers in the classroom
- 4.9 Role of reflective practices in professional development–questionnaires, research, and portfolio
- 4.10 Planning in teaching of Chemistry: Year Plan, Unit plan and lesson plan

Assessment:

Practical	1 credit: 25 Marks
End Semester exam	50Marks
Total	75 marks (50% passing)

Practical: (Any 1)

1. Develop an online / offline lesson plan for a subunit in Chemistry using appropriate ICT or other resources, method and implement the lesson on a group of students. Collect feedback of learners, observers, and self-reflections. Conduct an online/offline formative test / activity for the topic and analyze the results to find effectiveness. (Lesson plan can be based on any approaches discussed in module 2)
2. Develop any 5 games for teaching of chemistry (learn chemistry through fun). Implement on a group of students and collect feedback form the students, experts, and self – reflection to find the effectiveness.
3. Plan and implement Any 1 activity related to Chemistry (module 3) like exhibition/ workshop/completion etc. Analyze the outcome of the activity using feedback or observer, participants, and self – reflection. Evidence will include planning of the event with invitation card, enrolment for the event, photos of event, feedback and so on.
4. CCM

Suggested Readings: •

1. Mangal, S.K. (1997), Teaching of Science, Arya Book Depot.
2. Sharma, R.C. (2002), Science Teaching, Dhanpat Rai Publication.
3. T.N. Ratho & Ravi Prakash (1996), Emerging Trends in Teaching of Chemistry, Kanishka Publishers.
4. Waddington, D.J. (1984), Teaching of School Chemistry, UNESCO.
5. Wellington, Jerry (1996), Secondary Science Contemporary Issues and Practical Approaches, Routledge London, and New York.

CO-PO Matrix: 21BED205 – M. Chemistry Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	2	-	-	-	-	-	-	-	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	2	-	-	-	-	-	-
CO4	1	-	-	1	-	-	2	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED205				
Course Title	N. Biology Education				
Credits	3				
Focuses on	Employability and Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. Develop insights in teaching of biology at secondary & higher secondary level 2. Develop the adequate skills and qualities related to teaching of Biology 3. Nurture curiosity of learners about her/his natural surroundings and relationships of every day's experience with concepts of biological sciences 4. Develop different innovative pedagogical techniques in biological sciences 5. Develop linkage of different concepts of biological sciences with life skills and its development 6. Develop curiosity, creativity, and innovativeness in the field of biological sciences 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain the meaning, concept, and nature of Biology subject. 2. Describe the bases of Biology Education. 3. Use the understanding pedagogical approaches & resources of biology, biology teacher qualities to develop plans and strategies. 4. Explain assessment and evaluation in Biology 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Explain the meaning, concept, and nature of Biology subject		Regional		
CO2	Describe the bases of Biology Education		Regional		
CO3	Use the understanding pedagogical approaches & resources of biology, biology teacher qualities to develop plans and strategies		Regional		

CO4	Use the understanding pedagogical approaches & resources of biology, biology teacher qualities to develop plans and strategies	Regional
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Module 1: Meaning, Concept & Nature of Biology **10 hr**

- 1.1 Meaning, Nature & Scope of Biology at secondary & higher secondary level.
- 1.2 Significance of Biology in daily life and its relevance to Social and Environmental Issues
- 1.3 Correlation of Biology with other discipline.
- 1.4 Objectives of Biology at secondary & higher secondary level.
- 1.5 Maxims of teaching in Biology

Module 2: Bases of Biology Education **10 hr**

- 2.1 Structure of Biology
- 2.2 Curriculum & Syllabus of Biology at secondary & higher secondary level.
- 2.3 Core elements, Values and Life Skills in Biology teaching
- 2.4 Textbook and Content Analysis of biology

Module 3: Pedagogical approaches & resources of biology, biology teacher **15 hr**

- 3.1 Methods of teaching: lecture – demonstration, Laboratory& project
- 3.2 Model: Biological Science Inquiry Model
- 3.3 Planning, organizing, and maintaining biology laboratory.
- 3.4 Learning resources in biology.
- 3.5 Competencies of biology teacher.

Module 4: Assessment & Evaluation in Biology **10 hr**

- 4.1 Design and analysis of Class-tasks and Home-tasks (With reference to Higher order thinking skills)
- 4.2 Techniques of Evaluation for Theory & Practical.

4.3 Continuous Comprehensive Evaluation: Scope and Effective use in Biology Teaching Learning

4.4 Diagnostic tests, remedial measures & ways to monitor learner's progress.

4.5 Achievement test-its construction & administration.

4.6 Assessment through Creative Expression: Posters, Drama, Quiz, Infographics etc

Assessment:

Practical	1 credit: 25 Marks
End Semester exam	50 Marks
Total	75 marks (50% passing)

Practical: (Any 1)

1. Develop a lesson based on Co-operative learning technique to teach Biology at Higher Secondary level & practice the same in your Biology class.
2. Seminar on Importance, Steps/features, Merits and limitations of Inductive and Deductive methods, Lecture cum Demonstration method, Problem solving method.
3. Construction of self-instructional materials.
4. CCM

Suggested Readings:

1. Bremmer, Jean (1967), Teaching Biology, London: MacMillan.
2. Heller, R. (1967), New Trends in Biology Teaching, Paris: UNESCO
3. Miller, David, F. (1963), Methods and Materials for Teaching the Biological Sciences, New York, McGraw Hill.
4. NCERT (1969), Improving Instructions in Biology, New Delhi.
5. Novak, J.D. (1970), The Improvement of Biology Teaching Modern Science Teaching, Delhi: Dhanpat Rai & Sons.
6. Nunn, Gordon (1951), Handbook for Science Teachers in Secondary Modern Schools, London: John Murray.
7. Thurber, Walter (1964), Teaching of Science in Toda's Secondary Schools, New Delhi: Prentice Hall.

8. Vaidya, N. (1971), *The Impact of Science Teaching*, New Delhi: Oxford and IBH Publication Co.
9. Voss, Burton F.A. and Bren, S.B., *Biology as Inquiry: A Book of Teaching Methods*.
10. Waston, N.S. (1967), *Teaching Science Creativity in Secondary School*, London U.B.

CO-PO Matrix: 21BED205 – N. Biology Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	1	-	-	-	-	-	-	-	-
CO2	-	-	-	1	-	-	-	-	-	-	-	-
CO3	-	-	-	-	2	2	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	2	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED205				
Course Title	O. Political Science Education				
Credits	3				
Focuses on	Employability				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. Comprehend the nature, importance of the Political Science. 2. Correlate Political Science subject with other disciplines. 3. Explain objectives of teaching Political Science at secondary and higher secondary level. 4. Use various approaches and methods for teaching – learning of Political Science. 5. Use the maxims and principles in teaching of Political Science 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain the concept of Political Science subject and qualities of a Political Science teacher. 2. Describe the bases of Political Science education. 3. Develop lesson plans using knowledge of pedagogy of Political Science. 4. Explain the assessments used in Political Science subject. 5. Analyse textbook / curriculum / syllabus / content analysis of Political Science 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Explain the concept of Political Science subject and qualities of a Political Science teacher		National		
CO2	Describe the bases of Political Science education		Global		
CO3	Develop lesson plans using knowledge of pedagogy of Political Science		Global		

CO4	Explain the assessments used in Political Science subject	Global
CO5	Analyse textbook / curriculum / syllabus / content analysis of Political Science	Local

Module 1: Concept of Political Science subject and Teacher of Political Science **10 hr**

1.1: Meaning, Nature and Scope of Political Science

1.2: Objectives of teaching Political Science at Secondary and Higher Secondary level - At Democratic, Secular, Republic state

1.3: Importance of Political Science in daily life

1.4: Political Science teacher as a reflective practitioner: Role, Competencies & professional development

1.5: Core elements, Values and Life skills

Module 2: Bases of Political Science Education **10 hr**

2.1: Correlation of Political Science in the curriculum, internal and external with other subjects

2.2: Application of taxonomy of educational objectives for unit planning, lesson planning, instructional objectives, and assessment

2.3: Maxims of teaching Political Science

2.4: Principles of teaching Political Science

2.5: Evaluation methods in Political Science

Module 3: Pedagogy of Teaching Political Science **15 hr**

3.1: Pedagogy of teaching Political Science

- Inductive, Deductive, and Interdisciplinary approaches in teaching learning of Political Science
- Methods of teaching Political Science – Dialogue Method, Problem Solving Method, Project Method, Debate Method, Source Method, Excursion Method, Dramatization Method, Empirical Method, Comparative Method, Community Resource Method, Mass Media Method, Case Study Method, Reflective Enquiry Method.

3.2: Political Science Club and Co- curricular activities

Module 4: Learning Resources and Innovative Trends in Teaching Political Science

10 hr

4.1: Use of technology for teaching Political Science.

4.2: Cooperative Learning Strategies in Teaching of Political Science

4.3: Constructivism in teaching of Political Science

4.4: Learning resources: Mass media, Scrap Book, Bulletin board, Visits and field studies, Use of Maps/Charts/Graphs/Models/Pictures

Assessment:

Practical	1 credit: 25 Marks
End Semester exam	50 Marks
Total	75 marks (50% passing)

Practical (Any 1):

1. Development and organization of co-curricular activities.
2. Identifying and Evaluating ICT resources suitable for teaching Political Science.
3. Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
4. CCM

Suggested Readings:

1. Aggarwal, N. N., et. al. (1978), *Principles of Political Science*, 6th Edition. New Delhi: Ram Chand & Co.
2. Ambrose, A. and Mial, A. (1968), *Children's Social Learning*, New York: Association for supervision and Curriculum Development.
3. Apter, David, E. (1978), *Introduction to Political Analysis*, New Delhi: Prentice Hall of India.
4. Bining, A.C. (1952), *Teaching of Social Studies in Sec. School*, New York: McGraw Hill.
5. Burner, Jerome, S. (1971), *Towards a Theory of Instruction*, Cambridge: Harvard University Press.
6. Dhanija Neelam (1993), *Multimedia Approaches in Teaching Social Studies*, New Delhi: Harmen Publishing House.

7. Kochhar, S. K. (1963), *The Teaching of Social Studies*, Delhi: University Publishers.

CO-PO Matrix: 21BED205 – O. Political Science Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	-	-	2	-	1	-	-	-
CO2	-	-	-	-	2	-	-	-	-	-	-	-
CO3	-	-	-	-	2	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	2	-	-	-	-
CO5	-	-	-	-	-	2	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED205				
Course Title	P. Sociology Education				
Credits	3				
Focuses on	Employability				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. Organize the activities as per the learning strands of Sociology 2. Explain the embedded nature of Sociology at secondary and higher secondary level. 3. Critically analyze the objectives and content of Sociology at secondary & higher secondary level. 4. Integrate methods & models of teaching learning of Sociology based on the learning strands. 5. Acquire the competencies of Sociology teacher 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Summarise nature, scope & importance of Sociology at secondary & higher secondary level. 2. Analyze the textbook & content of Sociology at secondary & higher secondary level. 3. Implement methods & models of teaching learning for Sociology 4. Integrate Sociology in the lesson plans of other subjects. 5. Construct evaluation/assessment for Sociology 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Summarize nature, scope & importance of Sociology at secondary & higher secondary level.		National		
CO2	Analyze the textbook & content of Sociology at secondary & higher secondary level.		National		

CO3	Implement methods & models of teaching learning for Sociology	Global
CO4	Integrate Sociology in the lesson plans of other subjects	Global
CO5	Construct evaluation/assessment for Sociology	National

Module 1: Understanding Sociology & Teacher of Sociology

10 hr

- 1.1: Meaning, nature and scope of Sociology
- 1.2: Importance of Sociology
- 1.3: The place of Sociology in higher secondary school curriculum
- 1.4: Sociology Teacher: Role, competencies & professional development
- 1.5: Core elements, Values, and life skills

Module 2: Bases of Sociology Education

10 hr

- 2.1: Correlation of Sociology in the curriculum, internal and external with other school subjects
- 2.2: Application of taxonomy of educational objectives for unit planning, lesson planning, instructional objectives, and assessment of Sociology
- 2.3: Maxims of teaching Sociology
- 2.4: Principles of teaching Sociology
- 2.5: Evaluation methods in Sociology

Module 3: Pedagogy of Sociology

10 hr

- 3.1: Methods of teaching Sociology:
 - a) Lecture – Demonstration method
 - b) Experimental
 - c) Project method
 - d) Case studies
 - d) Any other innovative teaching strategies.
- 3.2: Sociology club & co-curricular activities in Sociology
- 3.3: Pedagogical Analysis of the following topics –
 - a. Gender issues
 - b. Child Labour
 - c. Population
 - d. Role of Media in Society
- 4.3: Flipped Classroom & Blended Learning

Module 4: Learning Resources and Innovative Trends in Teaching of Sociology 15 hr

- 4.1: Use of technology for teaching Commerce
- 4.2: Cooperative Learning Strategies in Teaching of Sociology
- 4.3: Learning resources in teaching of Sociology

Assessment:

Practical	1 credit: 25 Marks
End Semester exam	50Marks
Total	75 marks (50% passing)

Practical: (Any 1)

Content cum Methodology: Student-teachers will perform following activities:

- Structure of Sociology Subject (For a level)
- Analysis of a curriculum
- Analysis of a syllabus
- Analysis of a textbook
- Content analysis of a unit

Any other practical as per need of the hour can be conducted

Suggested Readings:

- Agrawal, J.C. (1994), Teaching Social Studies, Vikas Publication House Pvt. Ltd. New Delhi.
- Bening, A.C. and Bening Devid H. (1952), Teaching the Social Studies in Secondary School, Tata, Mekgra Hill Publishing, Bombay.
- Comte, Auguste (1855), The Positive Philosophy of Auguste Comte (Translated, H, Marineau), New York.
- Goode, William. Hatt, Paul (1952), Methods in Social Research, Mc Graw Hill, New York.
- Hamming, James, Teaching of Social Studies in Secondary Schools, Longmans green and Co., New York.
- Jain, Amir Chand (1983), Samajik Gyan Shikshan, Rajasthan Hindi Granth Akadmi, J aipur.
- Kochhar, S.L., Teaching Social Studies, Sterling Publishers Ltd., New Delhi.
- Muffat, M.P. (2004), Social Studies instruction, Prentice Hall Inc., New York.
- NCERT Sociology Book of Class XI and XII.

CO-PO Matrix: 21BED205 – P. Sociology Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	-	-	-	-	-	-	-	-	-	-	-
CO2	-	3	2	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	3	-	-	-	-	-	-
CO4	-	-	-	-	-	-	2	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED205				
Course Title	O. Psychology Education				
Credits	3				
Focuses on	Employability				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	2	25	50	75
Course Objectives:					
<ol style="list-style-type: none"> 1. Gain knowledge & understanding of meaning, concept & nature of Psychology 2. Acquire adequate skills and qualities related to planning teaching – learning for Psychology 3. Demonstrate understanding about Psychology curriculum 4. Know the avenues and importance of professional development for Psychology teachers 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Describe basic concepts of psychology pedagogy 2. Analyze the understanding of the psychological concepts and pedagogy with day to day and real life scenarios 3. Plan and implement lessons using methods and approaches of Psychology 					
No.	Description	Relevance to Local / National / Global / Regional needs			
CO1	Describe basic concepts of psychology pedagogy	National			
CO2	Analyze the understanding of the psychological concepts and pedagogy with day to day and real life scenarios	Global			
CO3	Plan and implement lessons using methods and approaches of Psychology	Local			

Module 1: Meaning, Concept & Nature of Psychology **10 hr**

- 1.1: Meaning, nature and modern concept of Psychology
- 1.2: Correlation of Psychology with other subjects
- 1.3: Objectives of teaching Psychology at higher secondary level
- 1.4: Practical difficulties while teaching Psychology, possible solutions of the same.

Module 2: Analysis of Psychology Syllabus **10 hr**

- 2.1: Structure of Psychology
- 2.2: Syllabus and Curriculum – Concept
- 2.3: Core elements, Values and Life Skills
- 2.4: Textbook Analysis
- 2.5: Content Analysis

Module 3: Activities enriching Psychology learning **10 hr**

- 3.1: Methods in Teaching Psychology: Observation method, Experimental method and Case study method
- 3.2: Teaching Psychology through Games
- 3.3: Psychology Laboratory
- 3.4: Maxims of teaching

Module 4: Learning Resources and Professional Development **15 hr**

- 4.1: Recent technology-based learning resources in Psychology
- 4.2: Psychology tests and inventories – importance and types
- 4.3: Different types of professional bodies
- 4.4: Professional growth—participation in Conferences/seminars/workshops.

Assessment:

Practical	1 credit: 25 Marks
End Semester exam	50Marks
Total	75 marks (50% passing)

Practical: (Any 1)

1. Conduct a case study and write a detailed report of the same as per the guidelines.
2. Develop an online / offline lesson plan for a subunit in Psychology using appropriate method and implement the lesson on a group of students.
3. Develop any 5 games for teaching of psychology. Implement on a group of students and collect feedback form the students, experts, and self – reflection to find the effectiveness.
4. Implement Any 1 inventory related to Psychology. Analyse the data and draw a conclusion as per the guidelines mentioned in the inventory.
5. CCM

Suggested Readings: •

1. Breakwell G., Hammond S, Fife-Schaw, C. (1995).
2. Research Methods in Psychology. London: SAGE Publication. Bhatia, H. R. (2000).
3. A textbook of Educational Psychology. India: Macmillan India Limited.
4. Dandapani, S. (2002). A Textbook of Advanced Educational Psychology. India: Amol Publications Private Ltd.
5. Dandekar, W. N., & Makhija, S. (2002). Psychological Foundations of Education (3rd ed.). India: Macmillan India Limited.
6. Fontana, D. (1995). Psychology for Teachers, Third Edition. London: The British Psychological Society, Mac Millan in Association with BPS Books. Mohan, J. (1993).
7. Educational Psychology. New Delhi: Wiley Eastern Limited. Report of UGC review committee (2003).
8. Psychology in the Indian University Maharashtra State Board of Secondary and Higher Secondary Education: Syllabi for std. XI and XII.
9. Mangal, S.K. & Mangal, U. (2010). Learner, Learning and Cognition. India, Ludhiana: Tandon Publications. Mangal, S.K. (2005).

CO-PO Matrix: 21BED205 – O. Psychology Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	2	-	-	-	-	-	-	-	-	-
CO2	-	-	-	2	-	-	-	-	-	-	-	-
CO3	-	-	-	-	2	-	-	-	-	-	-	-

Electives

Second Year

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED206				
Course Title	A. Early Childhood Care Education				
Credits	4				
Focuses on	Employability				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives:					
<ol style="list-style-type: none"> 1. Gain knowledge and understanding about early year's education and contributions done by eminent people in the field of early year's education. 2. Apply the understanding of theoretical foundations of learning and development in early years in real life setting 3. Use knowledge of curriculum and approaches to ECCE to plan activities for early years children 4. Develop understanding about assessment and planning in early year's education and apply in real settings. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain the overview of early years education and contribution of eminent educationist in the field of early years education. 2. Use the knowledge of theoretical foundations towards learning and development in early years to explain and develop activities / plans for early years children. 3. Apply the understanding of curriculum and approaches to ECCE in planning lessons /activities / resources for early years children. 4. Plan assessments for early years children using understanding of principles, approaches, and strategies of assessment for early years education. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Explain the overview of early years education and contribution of eminent educationist in the field of early years education		Global		

CO2	Use the knowledge of theoretical foundations towards learning and development in early years to explain and develop activities / plans for early years children	National
CO3	Apply the understanding of curriculum and approaches to ECCE in planning lessons /activities / resources for early years children.	Local
CO4	Plan assessments for early years children using understanding of principles, approaches, and strategies of assessment for early years education	Local

Module 1: Overview of Early childhood care education

15 hr

1.1: Concept of ECCE: (Brief information not in much detail, time line to be shared)

- Historical foundation of ECCE in India including National ECE policy and National ECE curriculum
- Types of ECCE exist in India: Government, NGO and Private

1.2: Contributions of Educationist in developing ECCE: (Highlights of their contribution)

- Maria Montessori
- John Dewey
- Mahatma Gandhi
- Ravindranath Tagore
- Gijubhai Badeka
- Tarabai Modak

1.3: Objectives and Principles of ECCE

1.4: Challenges in Early childcare education: list of challenges and possible solutions

Module 2: Theoretical foundations and its implications towards learning and development in early years

15 hr

2.1: Principles of growth and development and interrelatedness of the domains of development: Concept, difference, factors affecting growth and development, Principles, domains of development

2.2: Theoretical for towards learning and development in early years:

- Piaget cognitive development theory: (Concept, important terms related the theory and implications in ECCE)
- Learning theories: Thorndike trial and error theory, Pavlov's classical conditioning theory and Skinner operant conditioning theory (Concept, important terms related the theory and implications in ECCE)
- Vygotsky socio-cultural theory: (Concept, important terms related the theory and implications in ECCE)
- Information processing: Richard Atkinson and Richard Shiffrin model of Information Processing & Gardner Multiple intelligences theory: (Concept, important terms related the theory and implications in ECCE)

2.3: Understanding Developmental Characteristics of Young Children: Concept and developmental charts

- Motor skills: Gross and fine motor skills
- Socio-emotional skills
- Cognitive skills
- Language skills

Module 3: Curriculum and approaches to ECCE

15 hr

3.1: Goals of ECCE curriculum: Concept and details of the goals

3.2: Thematic approach to learning: Concept, planning for theme based approach, role of teachers, Assessing children through themes, activities for themes and implementing the theme

3.3: Play way Approach: supporting communication skills, early literacy and numeracy, reading skills: Concept, meaning, benefits of play, types of play and learning and holistically through play

3.4: Activity based approach: Concept, types of activities and implications

3.5: Projects / Inquiry based approach: Concept, process and implications

3.6: Emergent curriculum: Concept and implications

Module 4: Planning and assessment for ECCE

15 hr

4.1: Designing a Child Friendly Learning Environment: (Need, planning and material required, role of teachers and implications)

- Activity Areas
- Classroom Displays
- Seating Arrangement
- Classroom Adaptations
- Designing Outdoor Play

- 4.2: Program planning and session planning: Concept, process and planning
- 4.3: Human resource for a playschool / crèche: Number of people and responsibilities of the people.
- 4.4 Monitoring and Supportive Supervision: Concept, Responsibilities for Monitoring and Supervision
- 4.5: Assessment Tools and Techniques: (Concept, process of making and implications)
- Anecdotal records
 - Portfolios
 - Observations: Checklist, Rating Scale and rubric
 - Personalized assessments
- 4.6: Effective transition: Meaning, importance and strategies to promote effective transition

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: (Any 1)

1. Plan three lessons based on approaches studied for language, environmental science and math. Implement the lessons in school. Collect feedback of teachers on a rubric developed. Collect evidence of learning happened and present in form of an exhibition.
2. Case study of child in early years with respect to different domains. Develop portfolio consisting of pictures/ videos/ records/ interview of parents/ interview of teachers.
3. Develop a sample book for different types of worksheets used for early years, art and craft for teaching early years children.

CA Activity: (Any 1)

1. Visit a preschool and study with respect to the human and physical resources available
2. Analyse a pre-school curriculum
3. Interview a pre-school teacher to find the approaches used in teaching – learning.
4. Any other activity as per need of the students

Suggested Readings:

1. Sue Bredekamp (2014), *Effective Practices in Early Childhood Education: Building a Foundation* (3rd Edition), Pearson Publications
2. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through age eight*, 3rd Edition, Editors - Carol Copple and Sue Bredekamp
3. Kaul. V., (2009). "Early Childhood Education Programme". National Council of Educational Research and Training, New Delhi.

CO-PO Matrix: 21BED206 - A. Early Childhood Care Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	2	-	-	-	-	-	-	-	-
CO2	-	2	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	2	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	2	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED206				
Course Title	B. Environmental Education				
Credits	4				
Focuses on	Employability				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives:					
<ol style="list-style-type: none"> 1. Understand concept of environmental education 2. Learn about natural resources and its conservation 3. Understand about environmental hazards 4. Learn about ecosystem and diversity 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain the concept of Environmental Education 2. Tell roles of schools and teachers in promoting environmental education 3. Describe environmental pollution & its control 4. Explain degradation of natural resources 5. Discuss threats to biodiversity 6. Illustrate concept and types of environmental hazards 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Explain the concept of Environmental Education		Regional		
CO2	Tell roles of schools and teachers in promoting environmental education		Regional		
CO3	Describe environmental pollution & its control		National		
CO4	Explain degradation of natural resources		National		
CO5	Discuss threats to biodiversity		National		
CO6	Illustrate concept and types of environmental hazards		National		

Module 1: Introduction to Environmental Education

15 hr

- 1.1: Meaning and scope of Environmental Education
- 1.2: Importance of Environmental Education - incorporating E.E at various levels - Primary, Secondary and Higher Secondary levels.
- 1.3: Education about environment: Environment and Ecological factors – climate
- 1.4: Ecosystem – Structure and functions
- 1.5: Major ecosystems – aquatic and terrestrial system - Energy and its flow in the ecosystem.

Module 2: Environmental problems and protection

15 hr

- 2.1: Environmental pollution and its consequences – Air pollution, water pollution, land pollution, nuclear pollution,
- 2.2: Ozone depletions
- 2.3: Urbanization and its impacts on environment
- 2.4: Deforestation and its impacts on environment - Ways of protecting, Management of Environment, Preserving and Restoring of environment.
- 2.5: Agricultural waste: Their impact and management & Organic farming
- 2.6: Rainwater harvesting and water resource management
- 2.7: Biomedical waste management
- 2.8: Impact of natural disaster / man-made disaster on environment
- 2.9: Greenhouse gas emission
- 2.10: Impact of industry/mining/transport on environment

Module 3: India and Environmental Issues and Policies

15 hr

- 3.1.: Environmental problems of India - Environmental ethics – Nature conservation education movement – Social forestry scheme.
- 3.2: Conservation of biodiversity: Meanings and need conservation of natural resources – soil, forest, water and wildlife In-situ conservation -National parks and sanctuaries – Biosphere Reserves – Man and Biosphere
- 3.3: Population growth, Indian population situations population explosion – family welfare programme
- 3.4: Factors affecting environment - Acid rain, greenhouse effect-Extinction of species-soil erosion and energy crisis.

3.5: Environmental Legislation, Acts, Rules, Notifications and Amendments. International Environmental Agreements.

3.6: Role of mass media and technology in developing awareness about environmental problems and its prevention.

3.7: Role of NGO's and Government organizations in developing Environmental education.

3.8: Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao, Andolan, National Test Range at Balipal, Orissa

Module4: International Efforts for Environmental Protection **15 hr**

4.1: The Stockholm conference 1972

4.2: Brundtland commission 1983

4.3: Nairobi conference 1982

4.4: The Rio Summit 1992

- Rio Declaration at the earth charter
- Major achievement of the Rio Summit
- Main features of the Rio Declaration

4.5: Kyoto conference and part on Global Warming 1997 – present developments.

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical

Student-teachers shall be engaged in reflecting and examining the following critical themes: **(Any 2)**

1. Make a survey of your area and document all the environmental problems found along with photographs
2. Conduct a survey of at least 2 schools and describe the steps to be taken to enhance the environment and make the institutions Swatch.
3. Organize a Rally / quiz competition in a school where you attend Internship on Swatch Bharath and Importance of Environment (The World Environment Day is 5th June) and report.

4. Conduct elocution and essay writing competitions for students on environmental issues and report.

CA Activity: (Any 1)

1. Identify ways to reduce carbon footprint and create a plan to decrease it.
2. Critical study of environmental problems in your locality and suggest remedies.

Suggested readings:

1. Falmer Press CEE (1987). *Joy of Learning: Handbook of Environmental Education Activities*: CEE Bharucha E. (2004).
2. NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
3. NCERT (2005). *Syllabus for Elementary Classes, Volume I*. New Delhi: NCERT.
4. NCERT (2007/2013). *Looking Around Us*, EVS Textbooks (3-5), New Delhi: NCERT.
5. NCERT (2008). *Source Book on Assessment for Classes I.V*, Environmental Studies, New Delhi: NCERT.
6. Sarabhai V.K. et al. (2007). *Tbilisi to Ahmadabad .The Journey of Environmental Education. A Source book*, Centre for Environment Education,Ahmadabad.
7. SCERT (2011). *Paryavaran adhyayan aur vigyan shikshan*, D.El.Ed.- ODL Course: Chhattisgarh.
8. SCERT (2012/2013). *We-Our environment*, EVS Textbooks (3-5): Andhra Pradesh.
9. Seminar Proceedings (1995-96). *Seminar on EVS*, organized by Vidya Bhawan, Udaipur.
10. Springer (2006). *Science Literacy in Primary Schools and Pre-Schools*.
11. The Green teacher (1997). *Ideas, Experiences and Learning in Educating for the environment*: Centre for Environment Education
12. UNESCO (1988). *Games and Toys in Teaching of Science and Technology*: UNESCO.
13. UNESCO (1990). *An Environmental Education Approach to the Training of Middle Level Teachers: A Prototype Program*: UNESCO, UNEP International EE Program.
14. UNICEF (2008). *Best Practice Guidelines for teaching Environmental Studies in Maldivian Primary Schools*: UNICEF.

CO-PO Matrix: 21BED206 - B. Environmental Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	-	-	-	-	-	2	-	-	-	-	-
CO2	-	-	-	-	-	-	2	-	-	-	-	-
CO3	-	-	-	-	-	2	2	-	-	-	-	-
CO4	-	-	-	-	-	2	2	-	-	-	-	-
CO5	-	-	-	-	-	2	2	-	-	-	-	-
CO6	-	-	-	-	-	2	2	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED206				
Course Title	C. Special Education				
Credits	4				
Focuses on	Employability				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives:					
<ol style="list-style-type: none"> 1. Gain knowledge and understanding about special education. 2. Identify the needs and problems of Exceptional Children. 3. Describe the meaning and scope of Special Education in India. 4. Discuss various types of disabilities and their causes. 5. Describe various types of educational programme for exceptional children. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain the overview of special education. 2. Use the knowledge of approaches and strategies towards catering to the educational needs of special students. 3. Apply the understanding of curriculum and assessment strategies for planning lessons /activities / resources for special students. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Explain the overview of special education		Global		
CO2	Use the knowledge of approaches and strategies towards catering to the educational needs of special students		National		
CO3	Apply the understanding of curriculum and assessment strategies for planning lessons /activities / resources for special students		Regional		

Module 1: Special Education

20 hr

1.1: Concept and content of Exceptionality and Special Education

- Types of Exceptionality
- Needs of Exceptional Children
- Problems of Exceptional Children

1.2: Special Education

- Objectives of Special Education
- Continuum of special education alternative programmers.
- Scope of Special Education

1.3: Approaches to special education

- Integrated approach: Types, merits and demerits of integration
- Segregation: Concept, merits and demerits
- Inclusion

Module 2: Education for challenged children educational strategies, Assessment strategies, assistive tools, role of teachers and parents in education of students with below mentioned disabilities:

20hr

2.1: Physically challenged

2.2: Mentally challenged

2.3: Learning disabled

2.4: Visually challenged

2.5: Autism spectrum disorder

2.6: Gifted creative and talented

2.7: Slow learners

2.8: Hearing impaired

2.9: ADHD

2.10: Communication disorders

Module 3: Aspect of Special Education

15 hr

3.1 Curriculum

3.2 Methodology of teaching – Learning

3.3 Remedial Help

3.4 Teaching aids

3.5 Evaluation

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: (Any 1)

1. Plan one lesson based for any 2 special category of students. Elaborate on the specific strategies and assessment that you will be utilizing for catering to the needs of the students.
2. Visit any special education institute and write a report with respect to following points:
 - About the institute
 - Differently abled students in the school
 - Teaching – learning strategies used for the children
 - Vocational training provided
 - Conclusion

CA Activity: (Any 1)

1. Develop teaching – learning aids for Individualized Educational Plan (IEP) and group teaching for curricular and co-curricular activities.
2. Design age-appropriate communication boards, picture cards, low cost common technology as an adaptive tools.

Suggested Readings:

1. Advani, L & Chadha, A. (2003): You and your special Child, New Delhi: UBS Publishers and Distributors
2. Ahuja, A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning based Approach: National Publishing House 23 Daryaganj, New Delhi 110002.
3. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
4. Alur, M. & Timmons, V. (2009): Inclusive Education across Cultures-Crossing boundaries, Sharing Ideas. Sage.
5. Berdine, W.H., Blackhurst, A.E. (eds.) (1980): An Introduction to Special Education. Boston: Little, Brown and Company.

6. Collier, C. (2011): *Seven Steps to Separating Difference from Disability*, California: Corwin- A Sage Company.
7. Glass, K.T. (2009): *Lesson Design for Differentiated Instruction, Grades 4-9*, California: Corwin- A Sage Company.
8. Hallahan, D.P. & Kauffman, J.M. (1991): *Exceptional Children—Introduction to Special Education*. Massachusetts: Allyn & Bacon.
9. Hans, I.J. (2000): *Children in Need of Special Care*, Human Horizons Series, Souvenir Press (E & A Ltd.).
10. Hegarty, S., & Alur, M. (2005): *Education and Children with Special Needs-From Segregation to Inclusion*. Sage.
11. Jangira, N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
12. Jha, M. (2002) *Inclusive Education for All: Schools Without Walls*. Chennai: Heinemann Educational Publishers, Multivista Global Limited.
13. Karanth, P. and Rozario, J. (2007): *Learning Disabilities in India Willing the Mind to Learn*, New Delhi, Sage Publications India Pvt. Ltd.
14. Kirk, S.A. & Gallagher, J.J. (1989): *Education of Exceptional Children*. Boston: Houghton Mifflin Co.
15. Panda, K.C. (1997): *Education of Exceptional Children*, New Delhi: Vikas Publication House. 1011.

CO-PO Matrix: 21BED206 - C. Special Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	-	-	-	-	-	-	-	2	-	-	-
CO2	2	2	2	2	2	-	-	-	-	-	-	-
CO3	-	2	2	2	2	-	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED206				
Course Title	D. Guidance and Counselling				
Credits	4				
Focuses on	Employability				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives:					
<ol style="list-style-type: none"> 1. To appreciate the nature, need, principles for guidance and counselling. 2. To familiarize the responsibilities and moral obligation of teacher as a guide and counsellor. 3. To develop capacity of applying the techniques and procedures of guidance and counselling. 4. To facilitate career development of all the different types of students. 5. To understand the facilities at governmental and non-governmental level and ethical and legal guidelines for differently abled, special needs, and deprived group students. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain the meaning, need, scope, types of guidance and advantages of group guidance. 2. Use the knowledge of counselling to explain and enumerate the goals of counselling. 3. Describe the counselling process, use the techniques for counselling. 4. Explain the use of group counselling techniques and develop reports based on the areas of counselling. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Explain the meaning, need, scope, types of guidance and advantages of group guidance.		Global		
CO2	Use the knowledge of counselling to explain and enumerate the goals of counselling		Global		

CO3	Describe the counselling process, use the techniques for counselling	Global
CO4	Explain the use of group counselling techniques and develop reports based on the areas of counselling	Global

Module 1: Understanding Guidance

15 hr

- 1.1 Guidance: Concept, aims, objectives, functions, principles and ethics
- 1.2 Role of Guidance in human development and adjustment
- 1.3 Need & Procedure for (Educational, Psychological and Social) guidance
- 1.4 Group Guidance: Concept, Need, Significance and Principles
- 1.5 Role of Teacher: in providing guidance and organization of guidance programs in schools.

Module 2: Understanding Counselling

15 hr

- 2.1 Counselling: Meaning, Principles, Approaches (Directive, Non-Directive, Eclectic), Types (Individual, Group)
- 2.2 Process of counselling (Initial Disclosure, In-Depth Exploration and Commitment to Action)
- 2.3 Counselling Services for Students: Face to Face and Online
- 2.4 Counsellor: Qualifications and Qualities (including Skills for Listening, Questioning, Responding, Communicating)
- 2.5 Differences between Guidance and Counselling
- 2.6 Role of Teacher as a Counsellor

Module 3: Major Concerns in Guidance and Counselling

15 hr

- 3.1 Emotions: Meaning, Emotional Intelligence, Managing Emotions, Role of Teacher
- 3.2 Skills: Self Discovery, Decision-Making, Problem-Solving Coping skills: Types, Integration
- 3.3 Dealing with Depression and Academic Stress
- 3.4 Guidance and Counselling Career Options available in India
- 3.5 Special Counselling: Population, Multi-Cultural Counselling
- 3.6 Values: Patience, Empathy, etc
- 3.7 Ethics: Professional Ethics and Code of Conduct of Teacher Counsellor

Module 4: Types and Areas of Counselling

15 hr

- 4.1 Uses of group process in counselling
- 4.2 Process of group counselling

4.3 Areas of counselling: family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special groups

4.4 Peer counselling: Its concept and the relevance to the Indian situation.

4.5 Steps and skills in group counselling process.

Practical: (Any 1)

1. Preparation and administration of any two tool that is Observation, Interview, Questionnaire etc. with respect to Guidance services at Elementary/Secondary level.
2. A detailed description of the five most common issues which the adolescents face today, or family issue/s faced by working women.
3. Design a Questionnaire to collect information on Students' Educational, Psychological or Social problems.
4. Seminar on any relevant topic of Guidance and Counselling.

CA Activity:

1. The students should take the role of a counsellor after selecting any one issue. They should think about an imaginary session. The student should write a report of 500 - 600 words about the imaginary session keeping in mind what you have learnt about qualities of a counsellor. **(Any 1)**
 - a. Career Guidance: A Class X boy wants to take commerce stream, but his parents insist on his taking up the science stream. The student has come for help from you.
 - b. Nutrition Counselling: Parents complain to you that their 5-year-old child does not eat anything other than Maggi noodles.
 - c. Personal Counselling: A 14-year-old comes for help saying he/she is unable to make friends.
 - d. Any other issue or relevant problem

Report should comprise of imaginary student-counselee details, school name, background information, problem faced by counselee, counsellor's observations, probable questions asked by counsellor and recommendations.

Suggested Readings:

1. Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counselling, Jalandhar: Doaba House.
2. Asch, M. (2000). Principles of Guidance and Counselling, New Delhi: Sarup and Sons.

3. Bhatia, K. K., (2002). Principles of Guidance and Counselling, Ludhiana: Vinod Publications.
4. Bhatnagar, R. P.; Rani. S. (2001); Guidance and Counselling in Education and Psychology.
5. Gibson, R.L. and Mitchell (2008). Introduction to counselling and Guidance. New Delhi: PHI Learning Pvt.
6. Goswami, M. (2016). Essentials of Guidance and Counselling, Lakshmi Publishers and Distributors.

CO-PO Matrix: 21BED206 - D. Guidance and Counselling

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	2	-	-	-	-	-	-	-
CO2	-	-	-	1	2	-	-	-	-	-	-	-
CO3	-	-	-	-	-	2	-	-	-	-	-	-
CO4	-	-	-	-	-	1	-	2	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED207				
Course Title	Action Research				
Credits	4				
Focuses on	Employability				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
2	0	4	100	0	100
Course Objectives:					
<ol style="list-style-type: none"> 1. To enable the student teachers to: 2. To bring about a change in the classroom environment in their teaching learning process 3. To solve the day to day problems in their regular classroom 4. To cultivate research culture and scientific attitude among the student teachers 5. To develop critical thinking and to look at the problems differently 6. To enable the student teachers to understand the research techniques & methodology 7. To create a conducive learning environment for effective teaching and learning 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Understand the meaning, nature & concept of Action research 2. Apply the knowledge of action research to solve day to day classroom examples 3. Identify a classroom problem and solve it effectively during their internship course 4. Apply the steps of action research in solving the identified problem 5. Analyze the data collected by applying statistical techniques 					
No.	Description			Relevance to Local / National / Global / Regional needs	
CO1	Understand the meaning, nature & concept of Action research				
CO2	Apply the knowledge of action research to solve day to day classroom examples				
CO3	Identify a classroom problem and solve it effectively during their internship course				

CO4	Apply the steps of action research in solving the identified problem	
CO5	Analyze the data collected by applying statistical techniques	

Action research is a very important component for student teachers as it will enable the student teachers to solve the day to day problems in their regular classroom. It will help the student teachers to develop in them scientific attitude and rational thinking. They can analyze the problem in the classroom without being biased and can also cater to the needs of the children in their respective classes. It helps the student teachers to develop critical thinking and also look at the problem differently. They also become aware of the research techniques which would help them to pursue research if they wish to get into higher education. The student teachers would be able to reflect upon their own teaching methods also after learning action research. Action research is participative & collaborative in nature so action research is introduced in the B.Ed syllabus keeping all this in mind.

Module1:

8 hours

- Meaning, Nature & Concept of Action Research
- Need of Action research in schools & for school teachers
- Difference between Applied research, Basic research & Action research
- Characteristics of Action research

Module 2:

10 hours

- Steps of Action research
- Terminologies associated with Action research
- Proposal Presentation (All steps of proposal writing)

Module 3:

- Report Writing (All steps of report writing) 2 hours

Practical: 40 hours

Apart from this the student teachers will select a problem from their internship schools and will conduct action research on the same.

Following is the distribution of the marks:

Identifying the problem & preparing the proposal	30 marks
Presentation of the proposal	25 marks
Report writing	45 marks
Total	100 marks

CO-PO Matrix: 21BED207 - Action Research

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	3	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	-	-	2	-	-	-
CO3	-	-	-	-	-	2	-	-	-	-	3	-
CO4	-	-	-	-	-	-	-	2	-	-	-	-
CO5	-	-	-	-	-	-	-	2	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED208				
Course Title	Life Skills Education				
Credits	2				
Focuses on	Employability				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
0	0	4	50	-	50
Course Objectives:					
<ol style="list-style-type: none"> 1. Develop self-confidence and successfully deal with significant life changes and challenges, such as bullying and discrimination. 2. It gives them a voice at school, in their community and in society at large. 3. It enables them to make a positive contribution by developing the expertise and experience they need to assert their rights and understand their responsibilities, while preparing them for the challenges and opportunities of adult and working life. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Showcase development of life skills by participating and successfully completing activities related to specific life skills. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Showcase development of life skills by participating and successfully completing activities related to specific life skills.		National		

Life skills education is necessary for teachers. Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life. They include creativity, critical thinking, problem-solving, decision-making, the ability to communicate and collaborate, along with personal and social responsibility that contribute to good citizenship – all essential skills for success

in the 21st century, both for healthy societies and for successful and employable individuals.

Course Content:

Module 1: Fundamental of Life Skills **20 hr**

- 1.1 Concept and Components of Life Skills
- 1.2 Types of Life Skills - Emotional, Social and Thinking Skills
- 1.3 Need for Life Skills Education.
- 1.4 Importance of Life Skills for Growing Minds
- 1.5 Core Life Skills prescribed by World Health Organization.
- 1.6 Key Issues and Concerns of Adolescent students in emerging Indian context.

Module 2: Core Life Skills **20 hr**

- 2.1 Skills of Self-awareness and Empathy: Concept
- 2.2 Integration with the teaching learning process, learning to live together with other living beings. acceptance of diversity in perspectives of different societies and cultures.
- 2.3 Skills of Coping with Stress and Emotion
- 2.4 Skills of Building Interpersonal relationships
- 2.5 Skills of Critical thinking and Creative thinking
- 2.6 Skills of Problem Solving and Decision making
- 2.7 Skill of Effective Communication

Module 3: Techniques for Developing Life Skills **20 hr**

- 3.1 Debates, Riddles and Puzzles, Seminars and Quizzes
- 3.2 Brain Storming, Story Telling, Role Playing and Community Service
- 3.3 Classroom Discussions, Case Studies, Demonstration and Guided Practice
- 3.4 Audio and Visual activities, e.g., Arts, Music, Theatre, Dance
- 3.5 Small Groups discussions followed by a presentation of group reports.
- 3.6 Educational Games and Simulation, Extempore activities
- 3.7 Decision making and mapping of using problem trees.

Skills will be taken up in workshops to initiate the student-teachers with respect to the dynamics of the same.

Assessment:

Practical	2 Credit: 50 Marks (50% passing)
Total Course	50 marks
End Semester exam	NO End semester exam

Hence, student teachers need to be equipped in delivering life skills education to their students. This course will help student teachers realize the importance of life skills and also help them get acquainted with skills needed for including life skills in their teaching learning process.

Note: *Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

Suggested Readings:

1. Pandey, Shiv Pujan (2012). Life Skill Education for Adolescents. New Delhi: Global Research Publications.
2. Thomas, Gracious (2010). Life Skill Education & Curriculum. Delhi: Shipra Publications.
3. Life Skills in Non-formal Education: A Review. Indian National Commission, New Delhi
4. Life Skills in Non-formal Education: A Review (2001). New York: United Nations Educational Science.
5. Bond, T. (1986). Games for Social and Life Skills. London: Hutchinson & Corporation.
6. Armour, Jenny (1980). Take off a guide to books for students who are learning reading, writing spelling maths life skills handwriting. London: Library Association.
7. Goldberg, David E. (1995). Life Skills and Leadership for Engineers. New Delhi: Tata Mc Graw Hill Publishing Company.
8. Goldberg, David E. (1997). Life Skills and Leadership For Engineers. New Delhi: Tata Mc Graw Hill Publishing Company
9. Life Skills in Non-formal Education: A Review (2001). New Delhi: United Nations
10. Educational Scientific and Cultural Organization.
<https://www.ugc.ac.in/e-book/SKILL%20ENG.pdf>
11. http://apps.who.int/iris/bitstream/handle/10665/63552/WHO_MNH_PSF_93.7_A_Rev.2.pdf;jsessionid=769D340C84C408379E202481FECBBA56?sequence=1

CO-PO Matrix: 21BED208 - Life Skills Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	2	-	-	-	-	-	-	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED209				
Course Title	Practice lessons				
Credits	3				
Focuses on	Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
0	0	6	75	0	75
Course Objectives:					
<ol style="list-style-type: none"> 1. Facilitate student learning by creating authentic learning situations. 2. Use local resources, including material and local knowledge in the teaching learning process. 3. Integrate ICT in teaching learning process. 4. Use alternative assessment tools and involve students in the assessment process. 5. Adapt teaching learning strategies and/or use various teaching learning strategies to address diversity among learners, including cultural and learning needs 6. Bring out pedagogical innovations in promoting quality of learning. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Understand the steps and standards of developing lesson plans for offline as well as online teaching. 2. Develop a sense of using Resources – offline as well as online. 3. Implicit and explicit structures in e-learning that act as a hindrance in including all students. 4. Explanation of handling ICT for teaching - offline as well as online 5. Develop and use Assessment Tools for teaching - offline as well as online 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Understand the steps and standards of developing lesson plans for offline as well as online teaching.		National & Global		
CO2	Develop a sense of using Resources – offline as well as online		National & Global		

CO3	Implicit and explicit structures in e-learning that act as a hindrance in including all students.	National & Global
CO4	Explanation of handling ICT for teaching - offline as well as online	National & Global
CO5	Develop and use Assessment Tools for teaching - offline as well as online	National & Global

Student teachers will conduct a total of 6 lessons based on the pedagogical method chosen in 2nd year in any school or institute. It will be assessed based on the performance of students in the lessons they conduct in schools.

Note: *Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

Note: *No student-teacher without the completion of practice teaching, internship and practical record work is allowed for final MIT-ADT University level practical and theory examinations.*

CO-PO Matrix: 21BED209 - Practice lessons

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	2	3	3	3	2	2	2	2	2	-	-
CO2	-	-	-	2	2	2	2	-	-	-	-	-
CO3	-	-	-	-	2	2	2	-	-	-	-	-
CO4	-	-	-	-	2	2	2	-	-	-	-	-
CO5	-	-	-	-	2	2	2	-	2	-	2	-

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED210				
Course Title	Internship –School Engagement II				
Credits	8				
Focuses on	Skill development				
Integrates cross-cutting issues	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
0	0	16	200	0	200
Course Objectives:					
<ol style="list-style-type: none"> 1. Incorporate teaching skills among the student teachers. 2. Give exposure to the student-teachers about the real world of work. 3. Provide them an opportunity to integrate theory and practice, plan and deliver lessons properly, critically analyze their own and peers teaching styles and improve them in the light of feedback given by supervisors. 4. Give them opportunity to understand different aspects of school program and improve their skills and abilities in teaching profession. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Develop observational skills of the teaching profession. 2. Develop a comprehensive and critical understanding of school and related activities. 3. Develop the managerial skills required in schools. 4. Understand pedagogical skills and how to apply these skills in real teaching situations. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Develop observational skills of the teaching profession		Local & National		
CO2	Develop a comprehensive and critical understanding of school and related activities		Local & National		
CO3	Develop the managerial skills required in schools		Local & National		
CO4	Understand pedagogical skills and how to apply these skills in real teaching situations.		Local & National		

Student teachers will undergo a rigorous 4-month internship in school / junior colleges. Internship aims at providing teachers with experience as a teacher so that it is easy for them when they become full-fledged teachers. During internship student teachers work closely with schoolteachers to learn the functioning of school, maintenance of records, implement new trends in teaching – learning process and learn ethics of teaching profession.

Activities to be conducted during internship are as follows:

- Conduct 9 block lessons: 3 of each method
- Develop and implement a formative assessment activity (Any 1 method)
- Develop and administer a unit test (Any 1 method)
- Develop and conduct two lessons based on differentiation. (Content, process or product)
- Organize a co-curricular activity in school
- Developing e – portfolio of a student.
- Reflective journal

Apart from this student-teachers will do all work allotted to them during the internship period by the school.

Assessments will be based on the performance of the student-teachers' activities.

Note: *Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

Note: *No student-teacher without the completion of practice teaching, internship and practical record work is allowed for final MIT-ADT University level practical and theory examinations.*

CO-PO Matrix: 21BED210 - Internship –School Engagement II

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	3	-	-	-
CO2	3	3	3	3	3	3	3	3	3	2	2	-
CO3	3	3	3	3	3	3	3	3	3	-	-	2
CO4	3	3	3	3	3	3	3	3	3	2	-	2

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED211				
Course Title	Drama& Art in Education				
Credits	2				
Focuses on	Skill development				
Integrates cross-cutting issues	Human values				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
0	0	4	50	-	50
Course Objectives:					
<ol style="list-style-type: none"> 1. To extend their awareness, through multiple perspectives. 2. To develop an understanding of need for drama and art in school education 3. To enable learners in understanding the self and as a form of self-expression for enhancing creativity. 4. To enable learners to develop their aesthetic sensibilities and using drama and art in creative expression 5. To elucidate the role of drama and art in self-realization of learners 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Create a piece of work related to drama which is integrated with school subject content 2. Create artwork integrated with school subjects. 3. Appreciate the necessity of inclusion of drama and art in education. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Create a piece of work related to drama which is integrated with school subject content		Regional		
CO2	Create artwork integrated with school subjects.		Regional		
CO3	Appreciate the necessity of inclusion of drama and art in education		National and regional		

Introduction:

The course on Drama and Art in Education is beneficial for development of the self through arts for every student teacher. Students will be exposed to different art forms where they will develop basic skills of the art forms through hands-on experience and integration of arts as pedagogy in different subject areas.

Module 1: Introduction to concepts of Drama and Art **15 hr**

- 1.1 Forms of Drama and Art.
- 1.2 Elements of Drama and Art.
- 1.3 Understanding stagecraft and audience etiquettes
- 1.4 Forms of Drama and Art: Visual (Sculpture, Architecture and Painting)
- 1.5 Performing (Dance, Drama, Music – vocal and instrumental)
- 1.6 Integration of Drama and Art in the school curriculum.

Module 2: Drama and Art for individual and social development **15 hr**

- 2.1 Drama and Art for self-realization
- 2.2 Drama and Art for creative expression
- 2.3 Understanding social and environmental issues through drama and art
- 2.4 Understanding local culture through drama and art

Workshops / Seminars / Group Discussions: (Any 2 at least)

1. Workshop on Film reviewing as a technique of teaching and reflection.
2. Workshop – Developing theatre skills, Musical intelligence, pottery, folk dance, animations depicting culture and art.
3. Workshop to be conducted on Kinaesthetic movements to develop theatrics skills – use of body language, voice, speech, and movement.
4. Workshop on techniques of integrating drama and art in teaching.
5. Workshop on pottery and its decoration can be conducted for aesthetic sensibility.

Practical 1: Appreciating Drama in Education Guidelines: (Any 1)

1. This practical will provide students with an outlet for emotions, thoughts, and means for expression.
 - Students will write a Script and perform a Street Play or a drama in natural setting like village / school / society in order to sensitize people about issues selected Orientation for this session should be organized.
 - Minimum four orientations should be organized in this session
 - The student should prepare a report for of the activity
 - Students will be divided into different groups, they have to write a script, discuss their ideas with the teacher and perform it as a street play/ drama.
2. Develop a tableau to depict any two of the global cultures.

3. Compare any two visual/drama/dance/music art forms of India with any two at an international level (history, elements/characteristics, eminent artists & institutions)
4. Review the different dances in India, identifying their significance to the context of origin.

Practical 2: ((Any 1)

Knowledge of Indian Art – from earliest to the contemporary

1. Learning different Art form like warli. Student teachers will be assessed on the final product they submit for evaluation.
2. Develop art material/poster through waste expressing an innovative idea.
3. Display the educative function of drama and art through a street play.
4. Develop masks and puppets to teach any topic in pedagogical subject/s.

Assessment:

Practical	2 credits: 50 Marks (50% passing)
Total Course	50 marks
End Semester exam	No end semester exam

***Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

Suggested Readings:

1. Axelrod, H.R., (1975) Sand Painting for Terrariums and Aquariums, T.F.H. Publications.
2. Boal, A. (2005) Games for actors and non-actors, 2nd Ed., Routledge, London.
3. Carini, P.F. (2001). Valuing the immeasurable. In Starting strong: A different look at children, schools, and standards (pp. 165–181). New York: Teachers College Press. CCRT official website
4. Das, Varsha, Traditional Performing Arts – Potentials for Scientific Temper, New Delhi: Wiley Eastern Limited, 1992
5. Davis, J.H. (2008). Why our schools need the arts. New York: Teachers College Press.
6. Heathcote, D., & Bolton, G. (1994). Drama for learning: Dorothy Heathcote's mantle of the expert approach to education. Portsmouth. NH: Heinemann Press.
7. Indira Gandhi National Centre for the Arts - <http://www.ignca.nic.in>
8. International Dance Council – CID – www.cid-unesco.org

9. Jha, Rajeev I. (2015). Kathak Dance Education – Contemporary Systems, Problems & Suggestions. Delhi: B. R. Rhythms.
10. John, B., Yogin, C., & Chawla, R. (2007). Playing for real: Using drama in the classroom. Macmillan.
11. NCERT: Position paper National Focus Group on Arts, Music, Dance and Theatre, Publication Department Secretary, NCERT, New Delhi, 2006.

CO-PO Matrix: 21BED211 - Drama& Art in Education

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	-	-	-	-	-	2	-	2
CO2	2	-	-	-	-	-	-	-	-	-	-	2
CO3	-	2	-	-	-	-	-	-	-	-	-	2

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED212				
Course Title	Optional Course A. Literary Sensibility for Enhanced Personality				
Credits	2				
Focuses on	Skill development				
Integrates cross-cutting issues	Human values				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
0	0	4	50	-	50
Course Objectives:					
<ol style="list-style-type: none"> 1. Develop the literary and aesthetic sense of the students. 2. Acquaint with different culture, traditions, and values through literary work. 3. Express their emotions through various ways of expressions. 4. Showcase their talent through literature. 5. Enrich their linguistic abilities. 6. Appreciate various forms of literature. 7. Develop sensitivity towards the work of various authors. 8. Express themselves through various forms of literature. 9. Differentiate between ages of English literature 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Showcase appreciation, sensibility and skills related to literature by completing activities related to the same. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Showcase appreciation, sensibility and skills related to literature by completing activities related to the same		Global		

During this course student-teachers will study various components of literature like elements of literature, types of literature and so on. It will be entirely activity-based session.

Evaluation Scheme:

S. N.	Type of Assessment	Description of Assessment	Marks	Weightage
1	Formative	Workbook Activities	20 M	40%
2	Formative	Report of the visits	20 M	
3	Summative	Original literary work (Jury evaluation)	60 M	60%
		Total	100 M	100 %

CO-PO Matrix: 21BED212 - A. Literary Sensibility for Enhanced Personality

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	-	-	-	-	-	-	-	2

Program Name	Bachelor of Education (B.Ed)				
Course Code	21BED212				
Course Title	Optional Course B. Intercultural Appreciation & Exchange				
Credits	2				
Focuses on	Skill development				
Integrates cross-cutting issues	Human values				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
0	0	4	50	-	50
Course Objectives:					
<ol style="list-style-type: none"> 1. Learn about various cultures of India 2. Develop respect for all the cultures 3. Gain understating about various components of culture 4. Apply the understanding of cultural knowledge in real life setting. 					
Course Outcomes:					
<ol style="list-style-type: none"> 1. Explain origin of own culture and components of culture. 2. Compare cultures with respect to folklore, folk dance, and languages. 3. Identify the linkage between clothes, food, and monuments with culture. 4. Develop lesson plan integrating culture and content for any topic any standard. 					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Learn about various cultures of India		Global		
CO2	Develop respect for all the cultures		Global		
CO3	Gain understating about various components of culture		Global		
CO4	Apply the understanding of cultural knowledge in real life setting		Global		

Broad course contents are as below:

- Knowing components of culture and own culture
- Folklore and culture
- Folkdance and culture
- Language and culture
- Food and culture
- Monuments and culture
- Clothes and culture
- Lesson planning

Mode of Delivery: Using activities, worksheets, video reflections, role play, and case studies.

Assessment: Activities submission, quality of reflections will be considered as criteria for assessment. 50% passing is compulsory for the course.

Assessment:

Practical	2 credits: 50 Marks (50% passing)
Total Course	50 marks
End Semester exam	No end semester exam

CO-PO Matrix: 21BED212 - B. Intercultural Appreciation & Exchange

Course Outcomes (COs)	Program Outcomes (POs)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	-	2	-	-	-	-	-	-	-	-	3
CO2	2	-	2	-	-	-	3	-	-	-	-	-
CO3	1	-	2	-	-	-	-	-	-	-	-	3
CO4	2	-	2	-	-	-	3	-	-	-	-	-

Community Outreach Programme & Engagement (COPE) – Self-Realization / Societal Enterprising Voluntary Actions (SEVA)

Overview: Teachers are nation builders; they can be the influencers in the life of young learners. As teachers, they need to foster a sense of pride in their students to volunteer and help the community. We, at **School of Education and Research**, want to develop empathic teachers who will not only contribute for betterment of the community but also lead their students in playing a constructive role in the community and society at large. Considering the same **Community Outreach Programme & Engagement (COPE) – Self-Realization / Societal Enterprising Voluntary Actions (SEVA)** is added in Second Year of Bachelor of Education programme.

The three main aim of Community Outreach Programme & Engagement (COPE) – Self-Realization / Societal Enterprising Voluntary Actions (SEVA) is to improve learning, promote civic engagement, and create awareness towards strengthening communities through addressing the societal needs. This process of working for the welfare of others will serve to morally educate student-teachers and help increase their sense of community.

Activities to be undertaken:

- 1. Community Mentor** - may include mentoring students or youth or elders in various aspects in purview of making difference in the lives of mentees.
- 2. Be a volunteer for a Day** - may include any activity for social cause and community well-being.
- 3. Adopt a group** - may choose a group or organization to “adopt.” Students could choose a local nursing home or hospital and complete service projects or simple kind acts to support the chosen group.
- 4. Community Improvement** - may choose a long / short - term community service project that they believe will make their community a better place. The goal of this project would be for students to lead the way in order for them to grasp the idea that they are already community members who can make a difference.

Community Outreach Programme & Engagement (COPE) – Self-Realization / Societal Enterprising Voluntary Actions (SEVA) is **mandatory for the completion of the B.Ed. programme at School of Education & Research, MIT Art, Design and Technology University, Pune.**

Objectives of SEVA:

The fieldwork programme has been designed to achieve the following objectives:

1. To help students understand the socio-economic, cultural and political milieu and develop capacity for critical examination of causative and maintenance factors of social problems and their consequences
2. To provide students with an opportunity to apply theories in practical situations for problem solving with individuals, groups and communities
3. To develop adaptive and positive behavior that will enable students to deal effectively with the demands and challenges of life.
4. To help students appreciate the role of SEVA empowering individuals, groups and communities and in facilitating social change, ensuring human rights and social justice.
5. To help students develop skills and appropriate personality qualities required for their future professional life.
6. To provide opportunities to accept challenges and respond to them.

Note:

There are no credits prescribed or marks assigned but it is mandatory and the student-teachers have to complete at least 10 hours of Seva towards the community. Assessment will be done on the basis of the report submitted by the students and certificate will be provided for the same.



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