Faculty of Education

Syllabus

For

Bachelor of Education (B. Ed.)

(Program Code: ED0141)

(2020-21)

Approved by the Academic Council vide resolution no ……

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1. INTRODUCTION

The Bachelor of Education Programme (B.Ed.) is a professional course that prepares teachers for upper primary (Classes VI-VIII), secondary level (classes IX-X) and higher secondary level (classes XI-XII).

Eligibility for Admission

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and / or in the entrance examination or any other selection process as per policy of the State Government/ and the University.

Duration

The B.Ed. Programme shall be of duration of Two Academic Years, which can be completed in a Maximum of Three Years from the date of the admission to the programme.

Working Days

1. There shall be at least Two Hundred (200) Working Days each year exclusive of the period of examination and admission.
2. Institution shall work for a minimum of thirty six hours a week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
3. The minimum attendance of student-teachers shall have to be 80% for course work and practical, and 90% for school internship.

Eligibility

Candidates with at least 50% Marks either in Bachelor Degree and /or in Master Degree in Science/ Social Sciences/ Humanities/Commerce, Bachelor in Engineering of Technology with specialization in Science and Mathematics with 55% Marks or any other Qualification equivalent they are too, are eligible for admission to the programme. Relaxation in case of reservation catagories will be as per state government guidelines.

2. LEARNING OUTCOME-BASED APPROACH TO CURRICULUM PLANNING

The Bachelor of Education (B.Ed) is awarded to the students on the basis of knowledge, understanding, skills, values and academic achievements. Hence, the learning outcomes of this programme are aimed at facilitating the learners to acquire these attributes, keeping in view of their preferences and aspirations for knowledge. The LOCF have designed courses of B.Ed. in the light of graduate attributes, description of qualifications, courses and programme learning outcomes. It may lead to all round development and delivery of complete curriculum planning. Hence, it provides specific guidelines to the learners to acquire sufficient knowledge during this programme.

The programme has been planned in such manner that there is scope of flexibility and innovation in

i. Modifications of prescribed syllabi.
ii. Teaching-learning methodology.
iii. Assessment technique of students and knowledge levels.
iv. Learning outcomes of courses.

Addition of new elective courses subject to availability of experts in colleges/institutes/universities across the country

Nature and Extent of Bachelor's Degree Programme

As a part of effort to enhance employability of B.Ed graduates expected learning outcomes are very essential in present day perspective. Therefore, higher education degrees must formulate Graduate Attributes (GAs), qualification descriptors, learning outcomes and course learning outcomes which will help in curriculum planning and development in the form of design and delivery of courses. The overall formulation of the degree programme must equip learner to have competencies to provide deliverables to the industry.Providehigher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

Aims of Bachelor of Education (B.Ed.) Programme

The overall aims of B.Ed are to

1. To improve career prospects.
2. To develop confidence in teaching ability.
3. To enhance opportunities for agreeable social encounters.
4. To enhance ability to manage a teaching situation.
5. To deepen acquaintance with current educational thinking.
6. To develop skill in dealing with academic work.

Motive behind Curriculum Planning and Development

The committee considered and discussed the following factors for LOCF for the graduates:

i. Framing of syllabi
ii. Learners attributes
iii. Qualification descriptors
iv. Programme learning outcomes
v. Course learning outcomes
vi. Necessity of having elective courses
vii. Academic standards

3. PROGRAMME EDUCATIONAL OBJECTIVES (PEO's):

Teacher Education program at Jagannath University intends to develop knowledge of Teaching Learning Process, competencies to transfer the knowledge, development of skills, organization and management of school system as well as to develop subject content and curriculum and maintain professional ethics and attitude towards Teaching as a 'Noble Profession.'

PEO-1: To study the education as a discipline.

PEO-2: To prepare competent and enlightened teachers for different levels of education in India.

PEO-3: To prepare effective teachers by integrating the academic studies with professional understanding, competencies and reflective visions

PEO-4: To prepare teachers having an understanding of interact and instruct in class in the context of school organization and school education system at local and global level.

4. GRADUATE ATTRIBUTES (GAS)

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution. The graduate attributes of B.ED (Bachelor of Education) are the summation of the expected course learning outcomes mentioned at the end of each course. Some of the characteristic attributes that a graduate should demonstrate areas follows:

GA1: **Disciplinary knowledge**: Graduates have comprehensive knowledge and understanding of their subject area, the ability to engage with different traditions of thought, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts.

GA2: **Analytical reasoning**: Ability to evaluate the reliability and relevance of evidence, identify logical flaws and holes in the arguments of others; analyse and synthesisedata from a variety of sources; drawa valid conclusions and support them with evidence and examples, and addressing opposing viewpoints

GA3: **Critical thinking: Graduates are able to apply critical, creative and evidence –based thinking to conceive innovative responses to future challenges.**

GA4: **Multicultural competence:** knowledge of the values and beliefs of multiplecultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

GA5: **Usage of New Methodology:** select, and apply appropriate techniques, resources, and modern new methods with an understanding of the limitations.

GA6: **Moral and ethical awarenes: Graduates are responsible and effective global citizens whose personal values and practices are consistent with their roles as responsibal member of society.**

GA7: **Lifelong learning:** Ability to acquire knowledge and skills, including „learning how to learn", that are necessary for participating in learning activities throughout life,through self-paced and self-directed learning aimed at personal development, meetingeconomic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/skilling

GA8: **Leadership qualities and team work**: Graduates take leadership roles in their choosen occupations or careers and communities and Ability to work a group or a team in the interests of a common cause and work efficiently as a member of a team.

GA9: **Research-related skills:** Develop a sense of inquiry and capability for asking relevant and intelligent questions, problem, synthesizing and articulating; ability to recognize and establish cause-and-effect relationships, define problems, formulate hypothesis, test hypothesis, analysis, interpret and draw conclusions from data, establish hypothesis, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.

GA10: **Self-directed learning:** Developing oneself, identifying oneself and developing the ability to work on top of any project on B.ED programme.

GA11: Communication Skills: Ability to listen carefully,read and write analytically, and present complex information in a clear and concise manner to different groups.

GA12: Problem solving: Capacity to solve the problems from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one,s learning to real life situations.

5. QUALIFICATION DESCRIPTORS (QDS)

The qualification descriptor suggests the generic outcomes and attributes to be obtained while obtaining the degree of B.Ed the qualification descriptors indicate the academic standards on the basis of following factors:

i. Level of knowledge
ii. Understanding
iii. Skills
iv. Competencies and attitudes
v. Values.

These parameters are expected to be attained and demonstrated by the learners after becoming graduates in this programme. The learning experiences and assessment procedures should be so designed that every graduate may achieve the programme learning outcomes with equal opportunity irrespective of the class, gender, community and regions. Each graduate in B.Ed should be able to:

1. Understanding of an academic field of study as a whole and its applications, and links to related disciplinary areas/subjects of study; including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues in the field of study.
2. Demonstrate educational skills in areas of their programme.
3. Apply knowledge, understanding and skills to identify the difficult/unsolved problems in courses of their programme and to collect the required information in possible range of sources and try to analyse and evaluate these problems using appropriate methodologies.
4. Apply one's disciplinary knowledge and skills in newer domains and uncharted areas.
5. Identify challenging problems and obtain well-defined solutions.
6. Exhibit subject-specific transferable knowledge relevant to job trends and employment opportunities.

6. PROGRAMME LEARNING OUTCOMES (POS)

Students graduating with the B.Ed degree should be able to acquire

PO1: Disciplinary knowledge*:* To devlop teachers with the knowledge on socio and psycho perspective of learner, Know how on curricular and pedalogical concern of the learner.

PO2: Content Analysis: Analyse the text-books and Discuss syllabus.

PO3: Critical Thinking: Developing critical thinking skills of the students through a number of activities like classroom discussions, debates, and presentations of seminar topics by students followed by question-answer session etc

PO4: Teaching competency: Know, select and use of learner-centred teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences, select and use of appropriate assessment strategies for facilitating learning.

PO5: Usage of New Methodology: Classify the innovative technology and tools of ICT and their use in teaching learning environment.

PO6: Moral and ethical awarenes: Discuss different values, morality, social service and accept responsibility for the society.

PO7: Lifelong learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadcast context to knowledge explosion and technological change.

PO8: Leadership qualities and team work: Enable and apply to work as a member or leader in diverse teams and in multi-disciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.

PO9: Research Skills: Describe different research methods, Equipping scholars with relevant tools and techniques, Data collection and analysis by using statistical measures, use of conceptual understanding in practical research work and writing a research report.

PO10: Self-directed Learning: Constract scripts for seminars, lesson plans and online content.

PO11: Effective Communication: Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.

PO12: Problem solving: Enable them to solve various problems of school management and classroom management.

Mapping of Graduate Attributes (GAs) and Programme Learning Outcomes (POs):

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11	GA12
PO1	■											
PO2		■										
PO3			■									
PO4				■								
PO5					■							
PO6						■						
PO7							■					
PO8								■				
PO9									■			
PO10										■		
PO11											■	
PO12												■

7. PROGRAM SPECIFIC OUTCOMES (PSO):

At the end of the Programme the student teacher will be able

PSO-1: Apply their knowledge of core content and pedagogy to set goals and objectives for learning based on Curriculum, and design instruction that engages students in meaningful learning activities. And Develop understanding about teaching, pedagogy, school management and community involvement.

PSO-2: Demonstrate their commitment for continuous self-improvement by engaging in professional development activities and collaborative and reflective practices to improve teaching and learning that contribute to the revitalization of the teaching profession.

PSO-3: Use effective and appropriate verbal, nonverbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.

8. TYPES OF COURSES

1. Courses in a programme may be of four kinds: Core, Elective, Ability Enhancement and Skill Enhancement.

a) Core Course:-

There may be a Core Course in every semester. This is the course which is to be compulsorily studied by a student as a requirement to complete the programme in a said discipline of study.

b) Elective Course:-

Elective course is a course which can be chosen from a pool of papers. It may be

- Supportive to the discipline of study
- Providing an expanded scope
- Enabling an exposure to some other discipline/domain
- Nurturing student's proficiency/skill.

An Elective Course may be 'Discipline Centric/Specific' & Generic Elective

(i) Discipline Centric/Specific Elective (DSE): Elective courses offered under the main discipline/subject of study is referred to as Discipline Centric/Specific.

(ii) Generic/Open Elective (GE): An elective course chosen from an unrelated discipline/subject is called Generic/Open Elective. These electives will be focusing on those courses which add generic proficiency of students.

c) Ability Enhancement Compulsory Courses (AECC):-

AECC courses are based upon the content that leads to knowledge enhancement, for example: English Communication, Environment Science/ Studies, etc.

d) Skill Enhancement Courses (SEC):-

SEC Courses provide value based and/or skill based knowledge and may content both Theory and Lab/Training/Field Work. The main purpose of these courses is to provide students life- skills in hands- on mode so as to increase their employability.

2. List of Courses (B.B.A.)

Core Courses

Childhood and Growing Up

Contemporary India and Education
Language Across the Curriculum
Understanding Disciplines and Subjects
Creating an Inclusive School
(EPC-1) Reading and Reflecting on Texts
Learning and Teaching
Knowledge and Curriculum (Part-I)
(EPC-2) Drama and Art in Education
Gender School and Society
Knowledge and Curriculum (Part-II)
Assessment for Learning
(EPC-3) Critical Understanding for ICT
(EPC-4) Understanding the Self

Elective Courses (Discipline Centric)

Pedagogy of School Subject (Part I & II)
Draw. &Paint.
Civics
Home Science
Economics
English
Geography
Hindi
History
Mathematics
Sanskrit
Social Studies
Biology
Chemistry
General Science
Physics
Book Keeping
Comm. Practice
Urdu
Agricultural Science
Peace Education
Guidance and Counseling
Environmental Education
Health and Physical Education

Ability Enhancement Compulsory Course (AECC)

Literacy Awareness Programs
Community Empowerment

Skill Enhancement Course (SEC)

Communication Skills
School Pre-Internship (4 Weeks)
Universal Human Value
Professional Skills (Career & Team)
School Pre-Internship (16 Weeks)
Leadership and Management Skills

Computation of Workload:

Lecture (L) : 1 Credit = 1 Theory period of one hour duration
Tutorial (T) : 1 Credit = 1 Tutorial period of one hour duration
Practical (P) : 1 Credit = 1 Practical period of two hour duration

9. PROGRAM STRUCTURE (B.Ed.)

Semester I

Course Code	Title of the Paper	Type	Credits	Hours Per Week	External	Internal	Total	Duration of Exam (Hrs.)
B.Ed.-101	Childhood and Growing Up	Core	6	6	70	30	100	3
B.Ed.-102	Contemporary India and Education	Core	6	6	70	30	100	3
B.Ed.-103	Language Across the Curriculum	Core	3	3	35	15	50	2
B.Ed.-104	Understanding Disciplines and Subjects	Core	3	3	35	15	50	2
B.Ed.-105	Creating an Inclusive School	Core	3	3	35	15	50	2
B.Ed. -106 (EPC-1)	Reading and Reflecting on Texts	Core	3	3	35	15	50	2
B.Ed-107	Communication Skills	Skill Enhancement	2	2	70	30	100	3
B.Ed.-108	ANANDAM	Ability Enhancement	2	2	-	-	-	-
Total			**28**	**28**	**350**	**150**	**500**	

Semester II

Course Code	Title of the Paper	Type	CREDITS	Hours Per Week	External	Internal	Total	Duration of Exam (Hrs.)
B.Ed.-201	Learning and Teaching	Core	6	6	70	30	100	3
B .Ed.202	Knowledge and Curriculum (Part-I)	Core	3	3	35	15	50	2
B.Ed.-203	Pedagogy of School Subject (Part I) Choose any one 1. Draw. &Paint. 2. Civics 3. Home Science 4. Economics 5. English 6. Geography 7. Hindi 8. History 9. Mathematics 10. Sanskrit 11. Social Studies 12. Biology 13. Chemistry 14. General Science 15. Physics 16. Book Keeping 17. Comm. Practice 18. Urdu 19. Agricultural Science	Elective	6	6	70	30	100	3
B.Ed-204 (EPC-2)	Drama and Art in Education	Core	3	3	35	15	50	2

Course Code	Title of the Paper	Type	CREDITS	Hours Per Week	External	Internal	Total	Duration of Exam (Hrs.)
	PRACTICALS							
B.Ed-205	School Pre- Internship & Criticism (4 Weeks) Per-Internship & Activities- (1) Micro Teaching 5 skill (2) One Week School Observation (3) School Internship (Three Weeks) For Pedagogy Part- 1 & Pedagogy Part-2 (10 lesson in each subject) (4) Criticism Lesson - For Pedagogy Part- 1 & Pedagogy Part- 2 in each subject (5) Action Research/Survey/Case Study (Any One) **Other Activities -** (1) Co-Curricular Activities (2) Open Air Session Five Days (3) Student-Teacher's Multi-dimensional	Pratical	6	6		5 10 20+20=40 10+10=20 5 5 10 5	100	
B.Ed.-206	Universal Human Value	Skill Enhancement	2	2	70	30	100	3
B.Ed-207	ANANDAM	Ability Enhancement	2	2	-	-	-	-
Total			**28**	**28**	**280**	**220**	**500**	

Semester III

Course Code	Title of the Paper	Tyoe	CREDITS	Hours Per Week	External	Internal	Total	Duration of Exam (Hrs.)
B.Ed.-301	Gender School and Society	Core	6	6	70	30	100	3
B.Ed.-302	Knowledge and Curriculum (Part-ll)	Core	3	3	35	15	50	2
B.Ed.-303	**Optional Courses*** 1. Peace Education 2. Guidance and Counseling 3. Environmental Education 4. Health and Physical Education	Elective	6	6	70	30	100	3
B.Ed.-304	Assessment for Learning	Core	6	6	70	30	100	3
B.Ed.-305 (EPC-3)	Critical Understanding of ICT	Core	3	3	35	15	50	2
B.Ed-306	Professional Skills (Career & Team)	Skill Enhancement	2	2	70	30	100	3
B.Ed-307	ANANDAM	Ability Enhancement	2	2	-	-	-	-
Total			**28**	**28**	**350**	**150**	**500**	

***Only one paper can be opted by the student**

Semester IV

Course Code	Title of the Paper	Type	CREDITS	Hours Per Week	External	Internal	Total	Duration of Exam (Hrs.)
B.Ed.-401	Pedagogy of School Subject (Part II) Choose any one 1. Draw. &Paint. 2. Civics 3. Home Science 4. Economics 5. English 6. Geography 7. Hindi 8. History 9. Mathematics 10. Sanskrit 11. Social Studies 12. Biology 13. Chemistry 14. General Science 15. Physics 16. Book Keeping 17. Comm. Practice 18. Urdu 19. Agricultural Science	Elective	6	6	70	30	100	3
B.Ed.-402 (EPC-4)	Understanding the Self	Core	3	3	35	15	50	2
	PRACTICALS							
B.Ed-403	School Internship (16 week) Pedagogy Part l & Pedagogy Part ll (70 lessons) *External Assessment (Final Lesson)	Practical	15		100	150	250	
B.Ed-404	Leadership and Management Skills	Skill Enhancement	2	2	70	30	100	3
B.Ed-405	ANANDAM	Ability Enhancement	2	2	-	-	-	-
Total			**28**	**13**	**275**	**225**	**500**	

Note:

- A student is required to obtain min. 40% marks in individual paper to pass.
- The total credit of B.Ed. Programme is 112. However, the minimum credit required for award of degree shall be 112.
- The credit relaxation will be applicable only on the elective course (i.e. the student can opt out only elective subject).
- Out of the total credits, 20% of the credits may be earned by the student through MOOCs (SWAYAM, NPTEL, Coursera etc.). However, the choice of online courses to be approved in advance by Dean/ HoD and Coordinator SWAYAM keeping in view the latest guidelines of the UGC/ respective regulatory body guidelines.

10. COURSE-WISE LEARNING OBJECTIVES, STRUCTURES AND OUTCOMES (CLOSO)

Course learning outcomes of each course in B.Ed as a subject have been enshrined in the end of course contents of each course with their objectives those are in the beginning of the every course.

SEMESTER-I

Course Code	Title of the Paper	Type	CREDITS	Hours Per Week	External	Internal	Total	Duration of Exam (Hrs.)
B.Ed.-101	Childhood and Growing Up	Core	6	6	70	30	100	3
B.Ed.-102	Contemporary India and Education	Core	6	6	70	30	100	3
B.Ed.-103	Language Across the Curriculum	Core	3	3	35	15	50	2
B.Ed.-104	Understanding Disciplines and Subjects	Core	3	3	35	15	50	2
B.Ed.-105	Creating an Inclusive School	Core	3	3	35	15	50	2
B.Ed. -106 (EPC-1)	Reading and Reflecting on Texts	Core	3	3	35	15	50	2
B.Ed-107	Communication Skills	Skill Enhancement	2	2	70	30	100	3
B.Ed.-108	Anandam	Ability Enhancement	2	2	-	-	-	-
Total			**28**	**28**	**350**	**150**	**500**	

Internal Component:

For 30 Marks (15 Marks Mid-Term + 5 Marks Attendance + 10 Marks Assignment)
For 15 Marks (5 Marks Mid-term + 5 Marks Attendance + 5 Marks Assignment)

B.Ed. 101: Childhood and Growing up

Course Code: B.Ed. 101 **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the Course:

- To familiarize student- teachers about the conceptions about child and childhood (Specifically with reference to the Indian Social context)
- To develop a critical understanding of the different Social, Educational and Cultural contexts at the core of the exploration of childhood.
- To develop an understanding of the different aspects of a Child with diverse abilities in the Social, Cultural and Political context of India
- To acquaint them with respect to the role of different agencies in the healthy development of children.

Course Content:

Unit I: Role of Psychology to understand the child

- Psychology: Meaning, nature and branches of psychology.
- Methods of psychology: case study and experimental. Education Psychology:
- Meaning, nature, scope, educational implication of psychology in new era.
- Child psychology: meaning, concept.

Unit II: Multi Dimensional Development

- Growth and Development – concept, stages, principles. Dimensions. Factors in influencing development – genetic. Biological, environmental and physical
- Theories of development :
  (a) Piaget's vgotsky cognitive development
  (b) Freud's psycho-sexual development
  (c) Erikson's psycho social development
  (d) Linguistic development
  (e) Kohlberys gilligan's moral development
  (f) Bandura's social developments
  (g) Gessel's maturation theory

Unit III: Child Growing up

- Childhood: Meaning, concept and characteristics, effects of family, school, neighbourhood and community on development of a child
- Adolescence: meaning, concept, characteristics, effects of family, school, pear group, social climate and social media.
- Personality: concept and nature, theories of personality, assessment of personality
- Individual differences : concept, areas (with special educational needs concept) and educational implication
- Stress: meaning, types and coping strategies with special reference to personality of adolescent

Unit IV: Learning to Learn

- Concept and beliefs about learning:- Defining misconception. Brain's role in learning.

- Memory and forget, Behaviouristic learning theories (Thorndike, Skinner, Pavlov). Gestalt, Cognitive and Field theory. Information processing theory, Social constructive approach. Types of learning by Gagne.
- Motivation:- Concept and Maslow's literacy need theory. Creating and maintaining a productive classroom Environment:- Dealing with misbehavior. Multi-culturalism. Changing roles and responsibilities in contemporary Indian Society with regarding educational psychology.

Unit V: Psychological Attributes of an individual

- Intelligence: Meaning, types of intelligence – social, emotional and spiritual intelligence, theory of intelligence. Gardner's Multi intelligence theory. Measurement of intelligence. Creativity – meaning, components, ways of enhancing creativity, relation with intelligence and other factors. Measurement of creativity. Higher Level thinking skills – critical thinking, reasoning, problem solving, decision making.
- Socialization and mental health: Process of Socialization – Group dynamics – Theory of Kurl lewing's. Leadership and its styles (Kimble young). Social prejudice. Mental Health- Common problems related to child- Attention deficit hyperactivity disorder (ADHD). Depression, Learning disabilities, dealing with a problematic child.

Assignment / Sessionals (Any one of the following)

- Case-study of an adolescent: Problems and Needs.
- Seminar/ Presentation on educational implications of One Learning theory of child development.
- Survey report on impact of socio-economic status of a family on child.
- Seminar/ppt Presentation on learning theories.
- Content Analysis of Media coverage on the following:
  i. Child labour.
  ii. Gender bias.
  iii. About Disability

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9. Bigge. M. L. (1982). Learning Theories for Teacher, New York: Harper and Row
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Course Outcomes:

After completion of the course, Pupil -teachers will be able to:-		
CO	**Statement**	**Bloom's Level**
CO1	Explain the concept of growth & development in relation to characteristics of various stages of growth & development.	**L5**
CO2	Become familiar with theories of child development and their educational implications.	**L3**
CO3	Understand the role of family, school, society in child development.	**L2**
CO4	Describe the role of contemporary issues (issue of marginalization: class, poverty, gender, issues of urbanization and economic change) in child development.	**L1**
CO5	Describe the role of media in deconstruction of significant events.	**L1**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars / Presentations
CD4	Self- learning advice using internets
CD5	Individual Project

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	Bloom's Level	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L5**	**H**	**M**	**M**	**L**	**-**	**-**	**-**	**-**	**-**	**L**	**-**	**L**	**H**	**M**	**L**
CO2	**L3**	**H**	**M**	**M**	**M**	**-**	**-**	**H**	**-**	**-**	**M**	**-**	**M**	**M**	**H**	**-**
CO3	**L2**	**M**	**L**	**L**	**M**	**-**	**H**	**M**	**H**	**-**	**M**	**-**	**H**	**H**	**L**	**L**
CO4	**L1**	**L**	**M**	**L**	**L**	**-**	**-**	**L**	**-**	**-**	**L**	**-**	**L**	**M**	**-**	**M**
CO5	**L1**	**L**	**M**	**L**	**L**	**_-**	**-_**	**L**	**_-**	**-_**	**L**	**L**	**L**	**L**	**M**	**L**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5,
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4, CO5,
CD3	Seminars / Presentations	CO1, CO2, CO3, CO4, CO5,
CD4	Project Discussions	CO5,
CD5	Self- learning advice using internets	CO4,

B.Ed. 102: Contemporary India and Education

Course Code: B.Ed. 102 **External:70 (Marks)**

Internal: 30 (Marks)

Objectives of the Course:

- To gain an understanding of the concept, meaning, aims and functions of Education
- To reflect upon the thoughts of Indian and Western thinkers on Education and explore their implications for practices in schools.
- To critically examine the issues and concerns of education in the socio-economic context of India.
- To appreciate the need and relevance of the course in being a humane teacher

Course Content:

Unit I: Education as an Evolving Concept

- Education: Meaning, concept and nature. Ancient to present education as an organized and institutionalized form, formal and state sponsored activities.
- Aims of Education: Historicity of aims of Education, changing aims of education in the context of globalization, sources of aims of Education: Educational aims as derived from the constitution of India influence of aims of education on the curriculum and transactional strategies. Idea of educational thinkers such as Gandhi, Tagore, Aurobindo, Dewey Krishnamurthy, Friere and Illich.

Unit II: Issues and Challenges

- Diversity, Inequality, Marginalization:- Meaning, concept, levels with special reference to Individual Region, Language, Caste, Gender.
- Role of education in multicultural and multilingual society for Equalization and
- Hindrances of Education in India: Quality, Facilities, Access, Cost, Political unwillingness. Youth unsatisfaction, Moral crises.

Unit III: Constitution and Education

- Study of the Preamble, fundamental rights and duties of citizens. Directive principles for state and constitutional values of Indian constitution.
- Constitutional provisions for education and role of education in fulfillment of the constitutional promise of Freedom, Equality Justice, Fraternity.
- Education and politics. Constitutional vision related to aims of education. Peace Education, Role of Education. School and Teachers as agents for imparting culture. Education and Development. Education and Industrialization.

Unit IV: Programme and Policies

- Overview the development of education system in India from 1948 to 2010 University Education Commission – 1946-48. Secondary Education Commission – 1952-53. Indian Education Commission – 1964-66. National Education Policy – 1986.

- Rammurthy Committee (1990). Yashpal Committee Report (1993) Revised National Education Policy (1992) NCF-2005. NKC-2006. NCFTE-2009. RTE-2010.
- SSA, MLL, RMSA, CCE, Navodaya Vidyalaya. Kasturba Gandhi Balika Vidyalaya. Model School.

Unit V: Innovative Practices

- Concept, Need of innovation in view of technological and social change. Obstacles in innovation. Role of Education in bringing innovations.
- Education through interactive mode of teaching: Computer, Internet. Tally and Video-conferencing. Eduset, Smart Class Room. Role of E-learning. E-content, E-magazines and E-journals. E-library.
- Yoga Education. Life Skill Education. Education and Competence in life regarding social inclusion.

Assignment / Sessional (Any one of the following)

- Identification of problems of girl child, SC, ST, exploitation of children.
- Study of voluntary agency working in the field of educational and school development of society.
- Organize debate competition on any one topic.
- To study various education policies and commissions and prepare reports.
- Organize poster making activity of the subject.

Referenes:-

1. Dev. A. Dev. T.A. Das, S. (1996) Human Rights a Sourse Book, New Delhi, NCERT. Pp. 233.
2. Dubey. S.C. (1994) Indian Society. New Delhi, NBI. Pp.
3. Education and National Development: Report of the Kothari Commission on Education, New Delhi-1966.
4. Kabir. H. (1982) Education in New India, London: George Allen an Unwin.
5. M.N. Srinivas: Social Change in Modern India
6. Mookerji. R. K. (1947) Ancient Indian Education (Brahmanical and Buddhist). London: Mac Milan and Co. Ltd.)
7. अग्निहोत्री, रवीन्द्रः आधुनिक भारतीय शिक्षा समस्याएँ और समाधान राजस्थान हिन्दी अकादमी।
8. Agnihotri. R. (1994) Ahunik Bhartiya Shiksha Samasyaye aur Samadhan. Jaipur: Rajasthan Hindi Granth Academy
9. J. F. Brown: Educational Sociology
10. Kashyap Subhash C., Our constitution: An Introduction to India's constitution and constitutional laws. National Book Trust India. 2011.

Course Outcomes:

The student teacher will be able to		
CO	**Statement**	**Bloom's Level**
CO1	Discuss about the educational thinkers in present era.	**L6**
CO2	Understand the multicultural and multilingual society.	**L2**
CO3	Define the diversity and inequality.	**L1**
CO4	Define and demonstrate the education policies and commissions in present era.	**L3**
CO5	Criticize and evaluate fundamental rights and duties of citizens.	**L5**
CO6	Explain the interactive mode of teaching.	**L2**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars / Presentations
CD4	Self- learning advice using internets
CD5	Group discussion

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	Bloom's level	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L6**	H	M	M	H	H	L	H	M	M	H	-	-	L	M	L
CO2	**L2**	H	H	H	M	L	H	H	-	H	L	M	H	M	-	H
CO3	**L1**	M	-	H	H	L	L	M	M	-	M	-	M	H	L	L
CO4	**L3**	H	H	H	M	H	-	H	-	M	H	-	M	M	L	M
CO5	**L5**	M	-	M	H	L	H	H	M	-	L	M	L	H	M	M
CO6	**L2**	H	-	L	M	H	-	H	-	-	H	L	M	-	M	L

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO6
CD3	Seminars / Presentations	CO2, CO3, CO4, CO6
CD4	Self- learning advice using internets	CO1,CO2,CO3, CO4, CO5,CO6
CD5	Group discussion	CO1, CO2, CO3, CO4, CO5. CO6

B.Ed. 103: Language Across the Curriculum

Course Code: B.Ed. 103 **External: 35 (Marks)**

Internal: 15 (Marks)

Objectives of the Course:

- To enable student-teacher to understand the nature and structure of language
- To help them appreciate the relationship between language, mind and society.
- To acquaint them with the process of language acquisition and learning.
- To support them in the understanding of different language skills and development of the same.
- To develop sensitivity and competency towards catering to a multilingual audience in Schools.

Course Content:

Unit I: Nature of Language and functions

- Meaning, nature, scope, role, importance, functions of language, language background, language and region, language and religion. Language and class, role of literature in language.

Unit II: Types of Language and difference

- Home language (mother tongue) and school language/second language (ii) Formal and informal language (iii) Oral and written language – meaning, principles, objectives, importance, relation, differences.

Unit III: Theoretical speech of oral and writing Language

- Oral aptitude in language. Theoretical speech of oral aptitude, development of oral expression/speech in pupil teacher. Classroom discourse, discussion as a tool of learning. Questioning in the class room. Developing reading skill through text book. Problems and remedies to incorrect pronunciation

Unit IV: Language Skills-I

- Language skills– (LSWR – Listening. Speaking, Writing, reading) meaning, concepts, importance, co-relation, methods and techniques. Language laboratory – need, importance, advantage, and use in teacher's training.

Unit V: Language Skills-II

- Listening skills – Pronunciation Intonation, stress, pitch, Rhythm and oral aptitude.
- Writing skill – Aspects of writing shapes, sounds, meanings, punctuation marks, word, sentences. Expression in writing, mechanic of writing. Understanding and capacity to write correct technical summarizing and expanding thoughts and experiences, composition essay, story, letters, poetry, incidents, report, articles, etc.
- Reading skill – Consonants, Vowels, Words, Sentences, Recognition. Understanding Silent reading, Imitation Reading and Loud reading.

Assignment / Sectionals (Any one of the following)

- Organizing a Essay Competition and Prepare a report
- Preparing a Assignment on given topic in the Syllabus
- Visit A Language lab and prepare Report.
- Preparation PPT Slides on micro-teaching skills.
- Create a teaching aid to effective teaching.

References:-

1. Bansal R. K. and harrisson J.B. (1990) : Spoken English for Indian Orient Longman Ltd. Madras
2. Anderson. R.C. (1984) role of the readers schema in comprehension. Learning and memory. In R.C. Anderson, J. aslrom & R.J. Fierney (Edu) learning to read in American Schools: based readers and content psychology
3. Paliwal Dr. A.K. (2002) communicative language teaching Sumtri publication Jaipur.
4. Agnihotri. R.k. (1995) Multilingualism as a class room resource. In k. heugh. A slegruhn. P. pluddemann (Eds) multilingual education for South Africa 9pp. 3 heinemann educational books.

Course Outcomes:

The student teacher will be able to		
CO	**Statement**	**Bloom's Level**
CO1	Classify the language background of students as the first or second language users.	**L4**
CO2	Write sensitivity to the language diversity that exists in the classroom	**L6**
CO3	Explain and report the nature of classroom discourse and develop strategies for using oral language in the classroom.	**L2**
CO4	Compare the nature of reading comprehension & writing in specific content areas.	**L4,**
CO5	Differentiate interplay of language and society.	**L4**
CO6	Teach and inveseigate function of language and how to use it as a tool.	**L3**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Seasonal Work / Assignment
CD3	Seminars/ Presentation
CD4	Self- learning advice using internets
CD5	Guest Lecture/ Language Lab Visit

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3
CO1	**L4**	**L**	**H**	**H**	**H**	**-**	**-**	**M**	**-**	**-**	**-**	**H**	**-**	**-**	**M**	**H**
CO2	**L6**	**L**	**M**	**H**	**H**	**-**	**H**	**M**	**-**	**-**	**M**	**-**	**M**	**M**	**L**	**H**
CO3	**L2**	**M**	**L**	**H**	**H**	**-**	**-**	**-**	**-**	**-**	**-**	**H**	**-**	**H**	**M**	**-**
CO4	**L4**	**M**	**M**	**M**	**M**	**M**	**-**	**L**	**-**	**M**	**-**	**-**	**L**	**H**	**M**	**M**
CO5	**L4**	**-**	**H**	**M**	**M**	**-**	**H**	**-**	**M**	**-**	**-**	**-**	**-**	**H**	**M**	**M**
CO6	**L3**	**M**	**-**	**M**	**H**	**H**	**L**	**M**	**-**	**-**	**-**	**M**	**-**	**M**	**L**	**M**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Seasonal Work / Assignment	CO1, CO2, CO3, CO4, CO5. CO6
CD3	Seminars / Presentations	CO1, CO2, CO3, CO4, CO5. CO6
CD4	Guest Lecture/ Language Lab Visit	CO5, CO6
CD5	Self- learning advice using internets	CO1, CO2, CO3, CO4, CO5. CO6

B.Ed. 104: Understanding Disciplines and Subjects

Course Code: B.Ed. 104 **External: 35 (Marks)**

Internal: 15 (Marks)

Objectives of the Course:

- To develop an understanding of the nature of disciplinary knowledge in the school curriculum.
- To acquire a conceptual understanding of the impact of school subjects on disciplines.
- To develop interest, attitudes and knowledge about the content in respect of framing the syllabus.
- To build up a professional, disciplinary subject.

Course Content:

Unit I: Meaning and concept of disciplinary knowledge

- The Nature and role of disciplinary knowledge in the school curriculum
- Relationship of disciplinary area with school subject.
- Difference between disciplines & Interdisciplinary Subject

Unit II: School Subjects on Disciplines-I

- Impact of School Subjects on Disciplines: Social Science: Methods: Lecture method, Project method, and supervised study, Story Telling, Biographical, Source Method and Brain storming Dramatization. Co-operative Learning, Experiential Learning.

Unit III: School Subjects on Disciplines-II

- Science: Methods & Techniques of Teaching Science: Brain Storming, Laboratory, Demonstration, Project & Field visit. Constructive Learning, Concept Mapping, Heuristic Learning & Problem Solving. Co-operative Learning. Group Discussion & Panel Discussion, Micro-Macro teaching.
- Mathematics: Methods of teaching mathematics: Lecture, Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving, and laboratory methods & techniques of Teaching Mathematics: Questioning, Brain storming, Role playing, Simulation. Non formal techniques of learning Mathematics.

Unit IV: School Subjects on Disciplines-III

- Language: Story, Novel, Poetry, Personal Essay, pen Portrait, Travelogue Self Narration, Talk.
- Redefinition of the school subject with concern to social justice
- Meaning of Social cultural perspective in context of Universal education

Unit V: Process and framing of disciplines and subjects

- Recognized the theory of content, Principles of Preparing the syllabus & Process of syllabus and content
- Practical Knowledge, Community & Co-curricular activity knowledge with reference to Disciplinarily and Relation with School Curriculum
- Creativity development of learning through horticulture and hospitality

Assignment / Sessionals (Any one of the following)

- Prepare a report on School Activities.
- Collection of news papers cutting related with Horticulture and Hospitality.
- Prepare charts with related teaching methods of various subjects.
- Preparation PPT Slides on micro-teaching skills.
- Create a teaching aid to effective teaching.

References:-

1. Brantom F.K.: The teaching of Social studies in changing world
2. Clinton Golding of the centre for study of higher education integrating of Disciplines.
3. Apple:- M.W. (2008) can school contribute to a more just society education citizenship and social justice, 3(3)239-261
4. Chash S.C. (2007) history of education in India. NCERT (2005) National Curriculum Framework. NCERT.

Course Outcomes:

The Student teacher will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Explain meaning and concept disciplinary knowledge in the school curriculum and difference between disciplines & Interdisciplinary Subject.	**L2**
CO2	Discus and demonstrate of the teaching methods of Social Science.	**L3**
CO3	Describe and analysis of the teaching methods of Science, Mathematics and Language.	**L2**
CO4	Define and criticize the school subject with concern to social justice.	**L1**
CO5	Develop interest, attitudes and knowledge about the content in respect of framing the syllabus.	**L6**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Seasonal Work / Assignment
CD3	Seminars / Presentations
CD4	Guest Lecture/ Demonstration teaching aids
CD5	Self- learning advice using internets

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
CO1	**L2**	**H**	**M**	**L**	**L**	**-**	**L**	**-**	**-**	**-**	**-**	**-**	**-**	**H**	**H**	**-**
CO2	**L3**	**M**	**L**	**L**	**H**	**-**	**M**	**-**	**H**	**L**	**L**	**-**	**H**	**M**	**L**	**L**
CO3	**L2**	**L**	**H**	**H**	**H**	**M**	**-**	**L**	**H**	**M**	**M**	**H**	**L**	**M**	**H**	**M**
CO4	**L1**	**M**	**-**	**H**	**M**	**-**	**H**	**-**	**L**	**-**	**-**	**-**	**-**	**-**	**M**	**M**
CO5	**L6**	**H**	**H**	**M**	**H**	**-**	**M**	**H**	**M**	**-**	**-**	**L**	**M**	**M**	**M**	**L**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5
CD2	Seasonal Work / Assignment	CO1, CO2, CO3, CO4, CO5
CD3	Seminars / Presentations	CO2, CO3, CO4, CO5
CD4	Guest Lecture/ Demonstration teaching aids	CO5
CD5	Self- learning advice using internets	CO1,CO4

B.Ed. 105: Creating an Inclusive School

Course Code: B.Ed. 105 **External: 35 (Marks)**

Internal: 15 (Marks)

Objectives of the Course:

- To understand the concept of Inclusive Education.
- To identify and address the diverse needs of all learners.
- To acquaint with the trends and issues in Inclusive Education
- To develop capacity of student- teachers for creating an Inclusive School
- To appreciate various inclusive practices to promote Inclusion in the classroom

Course Content:

Unit I: Paradigms in Education of Children with Special Needs

- Historical perspectives and contemporary trends approaches of viewing disabilities:
- The charity model, the bio centric model, the functional model and the human rights model
- Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

Unit II: Legal and Policy Perspectives-I

- RTE Act, 2009.
- National Policy – Education of students with Disabilities in the National Policy on Education, 1968, 1986.
- POA (1992); Education in the National Policy on Disability, 2006.

Unit III: Legal and Policy Perspectives-II

- Education of Special Focus Groups under the Sarva Shiksha Abhiyan (SSA, 2000);
- MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009), National Trust and NGOs.
- Community based education.

Unit IV: Inclusive Practices in Classrooms for All-I

- Shool's readiness for addressing learning difficulties
- Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.

Unit V: Inclusive Practices in Classrooms for All-II

- Pedagogical strategies to respond to individual needs of students; Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Documentation, record keeping and maintenance.

Assignment / Sessional (Any one of the following)

- Preparing report writing on given topic in the syllabus.
- Case study of a learner with special needs.
- Making a Report of a International, National, State Level Educational NGOs.
- Prepare a Report of anyone National Education Police.
- Collection of newspaper cuttings related to subject activities.

References:

1. Dunn., L & Bay, D.M (ed): Exceptional Children in the Schools, New Yark: Holt, Rinehart, Winston
2. Shankar, Udey: Exceptional Children, Jullundur: Streling Publications.
3. Singh, N N and Beale, I L (eds) Learning Disablities- Nature, Theory and Treatment Spring-Verlag, New Yark, Inc:1992

Course outcome: -

After completion of the course, student-teachers will be able to:-		
CO	**Statement**	**Bloom's Level**
CO1	Explain , define and classify the concept, meaning and significance of inclusive education	**L2**
CO2	Classify and illustrate the culture, policies and practices that need to be addressed in order to create an inclusive school.	**L4**
CO3	Discuss and evaluate the many scheme of inclusive education and the roles and responsibilities of the teachers.	**L2**
CO4	Develop Technological advancement and its application	**L6**
CO5	Identify and adapt existing resources for promoting inclusive practice	**L3**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Seasonal Work / Assignment
CD3	Guest Lecture/ PPT Presentation
CD4	Self- learning advice using internets
CD5	Visit NGOs Work Place

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3
CO1	**L2**	**H**	**L**	**M**	**L**	**-**	**-**	-	L	-	**-**	-	-	M	M	L
CO2	**L4**	**-**	M	M	M	-	-	L	-	-	-	-	-	H	M	M
CO3	**L2**	**-**	-	-	**H**	-	H	-	-	-	-	-	M	-	M	L
CO4	**L6**	**-**	-	L	M	H	-	M	-	M	M	M	-	M	L	H
CO5	**L3**	**M**	L	M	H	-	-	M	H	L	L	-	M	H	-	M

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5.
CD2	Seasonal Work / Assignment	CO1, CO2, CO3, CO4, CO5.
CD3	Guest Lecture/ PPT Presentation	CO1, CO2, CO3, CO4, CO5.
CD4	Self- learning advice using internets	CO5,
CD5	Visit NGOs Work Place	CO1, CO4, CO5,

B.Ed. 106: Reading and Reflecting on Text

Course Code: B.Ed. 106 (EPC -1) **External: 35 (Marks)**

Internal: 15 (Marks)

Objectives of the Course:

1. To enable to Read & Reflect on variety of texts in different ways.
2. To develop Metacognitive awareness to become conscious about thinking processes.
3. To learn to analyze various text structures to see how they contribute to the comprehension of text.
4. To enable to write with a sense of purpose.

Course Content:

Unit I: Engaging with narrative and descriptive account

- The selected texts could include stories on chapters from fiction, dramatic incidents, vivid descriptive, accounts, or even well produced comic strip stories.

Unit II: Engaging with narrative and descriptive expository writing

- The selected texts could include articles, biographical writing, or extracts from popular nonfiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces) For this unit, the student teachers should work in groups divided according to their subject, within which different texts could be read by different pairs of student teachers.

Unit III: Engaging with Journalistic & Educational writing

- The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student teachers can be grouped randomly. Selected texts here could be drawn from the wide range of popular educational writing in the form of well written essays.

Unit IV: Engaging with Educational writing

- Extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspect of the above themes. Student teachers can be grouped randomly.

Unit V: Engaging with subject related reference books

- The student teachers should work in groups divided according to their subjects. Within these groups, pairs of the student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books.

Assignment / Sessionals (Any one of the following)

I. Organize poster making activity of the subject.
II. Preparation of a low-cost teaching aids.
III. Preparing an assignment on given topic in the syllabus.
IV. Prepare ppt of any topic in the syllabus.
V. Prepare and present a report on Introduction of yourself

References:-

1. Prakashan, Agra-27. http://www.un.org/cyberschoolbus/peace/content.htm
2. Mahesh Bhargava and Haseen Taj (2006) Glimpses of Higher Education. Rakhi
3. The 4 Language skills www.englishclub.com/language-skill.htm

Course outcomes:

After completion of the course, student-teachers will be able to:-		
CO	**Statement**	**Bloom's Level**
CO1	To develop understanding of the texts by making connections between self observations, experiences, and opinions and critically reflecting through thoughtful and persistent inquiry.	**L2**
CO2	Enabling learner to demonstrate understanding, arising out of interrogation of own assumptions and knowledge to deepen text analysis and focusing assessment of the text.	**L2**
CO3	Categorize themselves with the readings interactively – individually and in a small groups.	**L4**
CO4	To develop the ability of reflective writings in different forms.	**L5,**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars/Presenation
CD4	Self- learning advice using internets
CD5	Project Discussions

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L2**	H	M	H	H	-	L	M	-	-	M	-	H	H	H	M
CO2	**L2**	H	-	H	H	-	-	M	-	-	H	-	- M	M	H	-
CO3	**L4**	H	M	H	H	-	-	M	H	-	H		- H	M	M	H
CO4	**L5**	H	M	H	H	-	-	M	-	-	H		H	M	H	H

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4
CD3	Seminars / Presentations	CO1, CO2, CO3, CO4
CD4	Self- learning advice using internets	CO3,CO5
CD5	Project Discussions	CO3, CO4

B.Ed.-107: Communication Skills

Course Code: B.Ed.-107 **External:70 (Marks)**

Internal:30 (Marks)

Duration: 30 Hours

Context:

In today's world of computers and digital media, a strong communication skill base is essential for learners and for smooth functioning of an organisation.

Objectives:

1. To identify common communication problems that may be holding learners back
2. To identify what their non-verbal messages are communicating to others
3. To understand role of communication in teaching-learning process
4. To learn to communicate through the digital media
5. To understand the importance of empathetic listening
6. To explore communication beyond language.

Module Outline:

Module 1: Listening **4 Hours**

- Techniques of effective listening
- Listening and comprehension
- Probing questions
- Barriers to listening

Module 2: Speaking **6 Hours**

- Pronunciation
- Enunciation
- Vocabulary
- Fluency
- Common Errors

Module 3: Reading **3 Hours**

- Techniques of effective reading
- Gathering ideas and information from a given text
  i. Identify the main claim of the text
  ii. Identify the purpose of the text
  iii. Identify the context of the text
  iv. Identify the concepts mentioned
- Evaluating these ideas and information
  i. Identify the arguments employed in the text
  ii. Identify the theories employed or assumed in the text
- Interpret the text
  i. To understand what a text says
  ii. To understand what a text does

iii. To understand what a text means

Module 4: Writing and different modes of writing **4 Hours**

- Clearly state the claims
- Avoid ambiguity, vagueness, unwanted generalisations and oversimplification of issues
- Provide background information
- Effectively argue the claim
- Provide evidence for the claims
- Use examples to explain concepts
- Follow convention
- Be properly sequenced
- Use proper signposting techniques
- Be well structured
  i. Well-knit logical sequence
  ii. Narrative sequence
  iii. Category groupings
- Different modes of Writing -
  i. E-mails
  ii. Proposal writing for Higher Studies
  iii. Recording the proceedings of meeting
  iv. Any other mode of writing relevant for learners

Module 5: Digital Literacy **4 Hours**

- Role of Digital literacy in professional life
- Trends and opportunities in using digital technology in workplace
- Internet Basics
- Introduction to MS Office tools
  i. Paint
  ii. Office
  iii.Excel iv.Powerpoint

Module 6: Effective use of Social Media **4 Hours**

- Introduction to social media websites
- Advantages of social media
- Ethics and etiquettes of social media
- How to use Google search better
- Effective ways of using Social Media
- Introduction to Digital Marketing

Module 7: Non-verbal communication **5 Hours**

- Meaning of non-verbal communication
- Introduction to modes of non-verbal communication
- Breaking the misbeliefs
- Open and Closed Body language
- Eye Contact and Facial Expression

- Hand Gestures
- Do's and Don'ts
- Learning from experts
- Activities-Based Learning

Pedagogy: Instructor-Led Training, Supplemented by Online Platform (SWAYAM)
Materials: Teaching & Learning
Assessment: Paper-Based Assessment

Bibliography:

- Sen Madhucchanda (2010), *An Introduction to Critical Thinking*, Pearson, Delhi
- Silvia P. J. (2007), *How to Read a Lot*, American Psychological Association, Washington DC

Course Outcomes:

CO	Statement	Blooms Level
	After completion of this course, students will be able to:	
CO1	Adapt effective listening skills	L3
CO2	Learn and demonstrate effective speech.	L3
CO3	Learn and demonstrate effective reading skills	L3
CO4	Know and practice effective writing skills	L1,L3
CO5	Understand and recognize the importance of digital literacy and social media	L2

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars
CD4	Self- learning advice using internets
CD5	Industrial visit

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	Bloom's Levels	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	L3	**M**	**H**	**L**	**-**	**-**	**-**	**-**	**M**	**-**	**M**	**M**	**-**	**-**	**-**	**-**
CO2	L3	**-**	**H**	**M**	**M**	**-**	**-**	**-**	**-**	**-**	**M**	**M**	**-**	**-**	**-**	**-**
CO3	L3	**-**	**H**	**M**	**M**	**-**	**-**	**-**	**-**	**-**	**M**	**M**	**-**	**-**	**-**	**-**
CO4	L1,L3	**-**	**H**	**M**	**M**	**M**	**-**	**-**	**-**	**-**	**M**	**M**	**-**	**-**	**L**	**-**
CO5	L2	**-**	**H**	**H**	**M**	**M**	**-**	**-**	**-**	**-**	**M**	**M**	**-**	**-**	**L**	**-**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	Course Delivery methods	Course Outcomes
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1,CO2,CO3, CO4,CO5
CD2	Tutorials/Assignments	CO1,CO2,CO3, CO4,CO5
CD3	Seminars	CO2,CO3, CO4,CO5
CD4	Self- learning advice using internets	CO1, CO2,CO3, CO4
CD5	Industrial visit	CO5

B.Ed.-108: ANANDAM

Objectives:

- To instil the joy of giving in young people, turning them into responsible citizens to build up a better society.
- To inculcate the habit of service in students across the University.
- A compulsory course of 2 credits per semester to be included in each program of University.
- Students to be expected to engage in individual and group acts of service and goodness.

Action Plan:

Students will be expected to

- Do at least one act of individual service each day
- Record this act of service in a dedicated Register / Personal Diary
- Share this Register / Personal Diary day in the Anandam Class scheduled per week. The class interaction will include Personal Diary check, Showing of Community based motivation videos, Community based presentations by students, Role playing etc.
- Undertake one group service project for 64 hours every semester (outside college hours)
- Upload the report on the group project on the Anandam platform
- Participate in a sharing and presentation on the group service in the discussion sessions held once in week
- There will be some suggested projects and organizations that students can work with. Students can also suggest their own projects which others can join

Each student will finish the year with a portfolio of giving. This will include their Register / Personal Diaries and their reports on group service projects.

Semester II

Course Code	Title of the Paper	Type	CREDITS	Hours Per Week	External	Internal	Total	Duration of Exam (Hrs.)
B.Ed.-201	Learning and Teaching	Core	6	6	70	30	100	3
B .Ed.202	Knowledge and Curriculum (Part-I)	Core	3	3	35	15	50	2
B.Ed.-203	Pedagogy of School Subject (Part I) Choose any one 20. Draw. &Paint. 21. Civics 22. Home Science 23. Economics 24. English 25. Geography 26. Hindi 27. History 28. Mathematics 29. Sanskrit 30. Social Studies 31. Biology 32. Chemistry 33. General Science 34. Physics 35. Book Keeping 36. Comm. Practice 37. Urdu 38. Agricultural Science	Elective	6	6	70	30	100	3
B.Ed-204 (EPC-2)	Drama and Art in Education	Core	3	3	35	15	50	2

Course Code	Title of the Paper	Type	CREDITS	Hours Per Week	External	Internal	Total	Duration of Exam (Hrs.)
	PRACTICALS							
B.Ed-205	School Pre- Internship & Criticism (4 Weeks) Per-Internship & Activities- (6) Micro Teaching 5 skill (7) One Week School Observation (8) School Internship (Three Weeks) For Pedagogy Part- 1 & Pedagogy Part-2 (10 lesson in each subject) (9) Criticism Lesson - For Pedagogy Part-1 & Pedagogy Part- 2 in each subject (10) Action Research/Survey/Case Study (Any One) **Other Activities -** (4) Co-Curricular Activities (5) Open Air Session Five Days (6) Student-Teacher's Multi-dimensional	Pratical	6	6		 5 10 20+20=40 10+10=20 5 5 10 5	100	
B.Ed.-206	Universal Human Value	Skill Enhancement	2	2	70	30	100	3
B.Ed-207	Anandam	Ability Enhancement	2	2	-	-	-	-
Total			**28**	**28**	**280**	**220**	**500**	

B.Ed. 201: Learning and Teaching

Course Code: B.Ed. 201 **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the Course:

- To create awareness in student-teachers with respect to the range of cognitive capacities and affective processes in human learners.
- To acquaint student-teachers with the different contexts of learning and situate schools as a special environment for learning.
- To enable them to reflect on their own implicit understanding of the nature and kinds of learning.
- To develop an understanding of different theoretical perspectives of learning with a focus on cognitive views of learning.
- To familiarize them with the concept and nature of Intelligence, Personality and Adjustment.

Course Content:

Unit I: Learning and Teaching Process

- Teaching: Meaning, Nature, Principle, Levels, Phases and maxims of teaching, Difference of training and instruction from teaching.
- Learning: Meaning, Nature, Factors affecting learning and types of learning.
- Relationship between teaching and learning, Resource and their development for promoting teaching – learning process.
- Tradition and changes in view of the learning process a shift from teaching and learning.

Unit II: Source of Effective Teaching Learning

- Effective teaching: Meaning, component and parameters of effective teaching, classroom instruction strategies, Teacher behavior and classroom climate. (Flander's interaction analysis system)
- Instructional objectives in terms of bloom's taxonomy.
- Programming learning: Concept, principles and types of programme learning.
- Concept of micro teaching, various teaching skills.

Unit III: Educational Technology

- Educational Technology: Meaning, importance and approaches
- Model of teaching: Meaning, Assumptions and Fundamental elements of a model of a teaching suchman's inquiry training model.
- Communication: Concept, Elements and Communication skills, Teaching Learning process as the communication.

Unit IV: New Trends in teaching learning due to technological innovation

- Analysis and organization learning in diverse class room: Issues and concerns.
- Team Teaching, Panel discussion, Conference, Symposium, Workshop, Cooperative learning, Group discussion, Brain storming – issues and concerns with respect to organize teaching and learning process in a classroom such as study habits, self learning, learning skills, interest, ability, giftedness with respect to socio economic background.

Unit V: Teaching as profession:

- Ethics of teaching, professional growth of a teacher.
- Teacher as a professional practitioner, identification of the performance, competency and commitment area for teacher.
- Need of Professional enrichment of teachers.
- Professional ethics and its development.

Assignment / Sessionals (Any one of the following)

- Prepare at least one technical learning resource (Transparency, Power Point Slides, Animated Video)
- Report on any two programs for professional development of teaching by the school or training institute.
- Prepare study notes on related to new trends in teaching-learning.
- Conduct a teaching class with teaching aids.
- Organize a team teaching program and prepare a report on this program.

References:-

1. Goleman Daniel (2007), "Social Intelligence": Arrow Books, London.
2. Benson Kenneth (1999), "Educational Psychology for Effective Teaching", Wadsworth Publishing Co. Belmont, Calfornia
3. Khandwala Pradip (1988), "Fourth Eye": A.H. Wheeler, Allahbad
4. Mangal S.K. (1993), "Advanced Educational Psychology", Prentice Hall of India Pvt. Ltd., New Delhi
5. National Curriculum framework 2005, NCERT, New Delhi
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7. Buzan Tony (2003), "Brain Child": Thorsons An Imprint of Harper Collins. London
8. Coleman Margaret (1996), "Emotional and Behavioral Disorders": Allyn and Bacon. Bostan
9. Erickson Marian (1967), "The Metally Retarded Child in the classroom": The Macmillan Company
10. Goleman Daniel (1995), "Emotional Intelligence": Bantom Books. N.Y.
11. Pringle M.K. and Varma V.P. (Ed), (1974), "Advances in Educational Psychology" University & London Press, London
12. Shaffer David (1999), "Social and Personality Development" Wadsworth Thomson Learning. USA
13. Sharma Tara Chand (2005), "Reading Problems of Learners" : Sarup and Sons, New Delhi
14. Aggarwal C (2004), Educational Psychology. Vikas Publishing House Pvt. Ltd., New Delhi
15. Berk Laura (2007), "Child Development". Prentice Hall of India, New Delhi
16. Biehler Robert and Snowman Jack (1991). "Psychology Applied to Teaching": Houghton Mifflin Company, Boston
17. Soursa David (2001), "How the Brain Learns": Cowin Press. Inc., A Sage Publication Company, California

Course Outcomes:

The student- teacher will be able to :		
CO	**Statement**	**Bloom's Level**
CO1	Develop and demonsrate scientific attitude for the process of teaching & learning	**L2**
CO2	Describe and evaluate an understanding about the relationship of cognitive, social and emotional development with learning process	**L1**
CO3	Define,discuss and illustrate an overall view of teaching & learning style and ideas to enhance these activities	**L1**
CO4	Define and recognize the student – teachers with their teaching skill, component and parameters of effective teaching	**L1**
CO5	Evaluate the perfect teaching by its overall perspectives in detail	**L5**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Sessional /Assignments
CD3	Seminars / Presentations
CD4	Gust Lecture
CD5	Self- learning advice using internets

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L2**	**L**	**L**	**-**	**H**	**-**	**M**	**-**	**H**	**-**	**-**	**M**	**L**	**M**	**H**	**-**
CO2	**L1**	**M**	**-**	**H**	**H**	**M**	**L**	**-**	**M**	**-**	**-**	**L**	**-**	**H**	**M**	**-**
CO3	**L1**	**H**	**L**	**M**	**H**	**L**	**-**	**M**	**L**	**M**	**M**	**H**	**-**	**H**	**H**	**L**
CO4	**L1**	**M**	**-**	**H**	**M**	**-**	**L**	**M**	**H**	**L**	**-**	**L**	**-**	**M**	**H**	**-**
CO5	**L5**	**-**	**H**	**M**	**H**	**-**	**M**	**-**	**M**	**L**	**-**	**M**	**M**	**M**	**H**	**M**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5
CD2	Sessional /Assignments	CO1, CO2, CO3, CO4, CO5
CD3	Seminars / Presentations	CO1,CO5
CD4	Gust Lecture	CO2, CO4
CD5	Self- learning advice using internets	CO5

B. Ed. 202: Knowledge and Curriculum (Part-I)

Course Code: B.Ed. 202 **External: 35 (Marks)**

Internal: 15 (Marks)

Objectives of the Course:

- To create excellence in the educational system for facing the knowledge of challenges of the twenty first century.
- To encourage the application of knowledge skills in the Indian educational institutions.
- To realize the important of curriculum modification.
- To provide awareness and understanding of social environment.
- To transform teacher-pupils in to a vibrant knowledge based society.

Course Content:

Unit I: Concept of Knowledge

- Meaning and Nature of knowledge
- Sources of attainment of knowledge in schools with special references of Society, Culture and modernity

Unit II: Distinction in Educational Special Concept

- Distinctions between – Knowledge and skills
- Teaching and Training
- Knowledge and information
- Reason and belief

Unit III: Facts of Knowledge

- Different facts of knowledge and relationship such as-
- Local and Universal
- Concrete and Abstract
- Theoretical and Practical
- School and Out of School

  (With an emphasis on understanding special attributes of school knowledge)

Unit IV: Concept of curriculum

- Meaning, Nature and Objectives of Curriculum, Need for curriculum in schools
- Philosophical, Psychological, Sociological and Scientific basis of Education with reference of Gandhi, Tagore, Dewey and Plato.

Unit V: Factor & Types of Curriculum

- Difference between curriculum and syllabus
- Factors influencing curriculum
- Various types of curriculum – Subject centered, Experience centered, Activity centered, Child centered, and craft centered

Assignment / Sessional (Any one of the following)

- Comparative study of the curriculum of different boards (SSC, ICSC, CBSE,).
- Presentation of subject content in the form of summary/explanatory/writing/ diagrammatic presentation.
- Review of a text book of any school subject.
- Write a report of school knowledge get reflected in the form of curriculum and textbooks. Study various types of curriculum.

References:-

1. Lal, R.B. and Palod S. (2015). Policy Franework and Isaues in Education. New Delhi, R. Lal Book Depot
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3. Aggrawal, J.C. (2008). Knowledge Commission – 2006: Major Observation and Recommendation. Educational Reforms in India for the 21st Century. New Delhi. Shipra Publication
4. Ramesh Shukla (2005), Dictionary of Education (2005), New Delhi, A.P.H. Publishing Corporation
5. Soti and Sharma, A. (2014). Eminent Educational Thinkers of India, Agra. RSA International Publisher, Agra.
6. www.knowlwedgecommission.gov.in
7. www.ncert.nic.in
8. Balsara, M (1999), Principles of Curriulum Reconstruction, New Delhi, Kanishka publication
9. Mohanty, J. (2003). Modern Trends in Education Technology. (Reprint Additior 2013)
10. Prasad, Janardan and Kumar, Vijay (1997). Advanced Curriculum Construction, New Delhi, Kanishka Publication
11. www.takingglobal.org/exprest/article.html?cid-178

Course Outcomes:

The student-teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Understand the source of knowledge with reference of society, culture and modernity.	**L2**
CO2	Define, and evaluate the knowledge and skill in curriculum development.	**L1**
CO3	Explain and differentiate the facts of knowledge.	**L2**
CO4	Understand the curriculum with reference of philosophical, psychological, sociological and scientific basis of education.	**L2**
CO5	Describe the factors and types of curriculum.	**L1**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars /PPT Presenation
CD4	Self- learning advice using internets
CD5	School Visit

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3
CO1	**L2**	H	-	M	H	H	H	H	L	-	M	-	M	H	H	M
CO2	**L1**	H	M	H	M	M	-	H	-	M	H	-	M	H	M	-
CO3	**L2**	M	-	H	M	-	M	H	-	-	M	-	H	-	M	M
CO4	**L2**	M	H	M	H	M	-	M	L	H	M	L	M	H	L	-
CO5	**L1**	H	-	L	H	M	-	H	-	-	H	-	L	H	M	L

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5
CD3	Seminars / PPT Presentations	CO1,CO2, CO3, CO4, CO5
CD4	Self- learning advice using internets	CO1, CO2, CO3,CO4, CO5
CD5	School Visit	CO1, CO4

B. Ed. 203: **Pedagogy of School Subject (Part-I)**

1- Pedagogy of Drawing and Painting

Course Code: B.Ed. 203(01) **(External: 70(Marks)**

(Internal: 30 (Marks)

Objectives of the Course:

- Develop the skill of using various teaching meathods for teaching of Arts.
- Develop the Aesthetic Sence.
- Acquaint the students with different techniques of painting.
- Develop imagination and sence of appreciation of Arts and interest in teaching of art.
- Learn and understand the principles, concept, and elements of art and to apply them in teaching and daily life.

Course Content:

Unit I: Concept of Art

- What is Art: Concept and Scope of Art
- Origin & Development of Art in India with special reference to Pre-historic & Mughal period.
- Importance of Art in Life and Education
- Principles of Art.

Unit II: Aims and Elements of Art

- Aims and objective of teaching Art.
- Elements of Art
- Art & Society

(a) Stages of Development in Child Art

(b) Principles of curriculum construction at secondary level

- Qualities of Good Poster
- Design – its meaning & types
- Colour – Types and effects
- Importance of Colours in life
- Elements of Good Landscape
- Appreciation of Art

Unit III: Fine Art & its Correlation

- Significance of Fine Art & its correlation with other school subjects
- Six limbs of Indian Art (Shadanga)
- Importance of Field trips and Excursions in Art
- The importance of Exhibitions & Competitions in encouraging creative expression among students

Unit IV: Methods of Teaching Art

- Qualities and functions of an Art-Teacher
- Methods of teaching art

- Lecture cum Demonstration method
- Direct Observation method
- Method of imagination and free expression
- Contribution of artists: Amrita Shergill. Shobha Singh, Rabindranath Tagore and Satish Gujral
- Importance of art Room and its requirements.

Unit V: Planning of Art Teaching

- Micro teaching
- Yearly, Unit & Lesson planning to teach:
- Still life, Design, Landscape, Composition, Poster

Assignment / Sessional (Any one of the following)

- Preparation of any useful item from waste.
- Prepare a slide of contribution of artist.
- Prepare a lesson plan of innovation methods
- Prepare a Art room in your institution.
- Organize the exhibition and write a report.

References:-

1. Brown, Percy (1953). Indian Painting, Calcutta
2. Chawla, S.S. (1986). Teaching of Art, Patiala: publication Bureau, Punjabi University
3. Harriet, Goldstein (1964), Art in Everyday Life. Calcutta: Oxford and IBH Publishing
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5. Lowenfeld Viktor. Creative and Mental Growth
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7. Sharma, L.C., History of Art, Goel Publishing House, Meerut
8. Read, Herbert, Education through art
9. Shelar, Sanjay. Still Life. Jyotsana Prakasha

Course Outcomes:

The student-teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Understand the Principles and importance of Drawing and Painting in life.	**L2**
CO2	Know about the place of Art in general education.	**L1**
CO3	Organize art related exhibitions in classroom.	**L4**
CO4	Understand the importance of Art-room, Art-Museums, and Art-Galleries.	**L2**
CO5	Describe the role of Art in National Integration, Human Values.	**L1**
CO6	Understand and survey the contribution of artists in our India.	**L2**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Self- learning advice using internets
CD4	Visit Art galleries
CD5	Group discussion

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L2**	H	-	M	H	M	-	H	L	-	M	-	-	H	H	M
CO2	**L1**	M	M	H	H	-	L	H	-	M	H	-	L	-	M	-
CO3	**L4**	H	-	H	H	H	-	M	H	-	M	-	H	H	H	M
CO4	**L2**	M	M	H	M	L	H	H	-	M	M	-	M	M	M	L
CO5	**L1**	M	M	L	H	M	M	H	-	M	H	-	M	M	H	H
CO6	**L2**	H	H	M	M	-	L	M	-	H	M	-	-	-	M	-

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5.CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4, CO5.CO6
CD3	Self- learning advice using internets	CO1, CO2, CO3, CO4, CO5
CD4	Visit Art galleries	CO4, CO6
CD5	Group discussion	CO1, CO2, CO3, CO4, CO5,CO6

2 - Pedagogy of Civics

Course Code: B.Ed. 203(02) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the Course:

- Explain and Discuss the Meaning, Nature and Scope of Civics.
- Explain the Importance of Civics as a School Subject.
- Differentiate between Aims and Objectives of Civics.
- Explain the meaning of Teaching method and Teaching techmiques.

Course Content:

Unit I: Nature and Scope of Civics

- Meaning, Nature and Scope of Civics as a school subject, role and importance of Civics in school curriculum and life.
- Aims and objectives of civics, values of teaching civics (moral, spiritual, social, cultural and Aesthetic) relation of civics with other subjects of social and natural science and literature.
- A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.
- Approaches: Current events Approach, mass-media Approach, interdisciplinary Approach, constructivism Approach

Unit II: Teaching Models and Methods

- Models of teaching: Concept Attainment model. Value Attainment model. Jurisprudential model
- Methods of teaching: Lecture method, Discussion method. Project method, Supervised Study method, Socialized recitation method, Problem – Solving method
- Innovative practices: Brain storming method. Co-operative-Learning. Experimental Learning.
- Planning: Content Analysis, Annual plan, Unit plan, and Lesson plan.

Unit III: Role of Teaching

3.1 Teacher

a. Teacher as an agent of social change in multicultural multilingual Society.
b. Teacher as a facilitator.
c. Qualities and professional growth of a Civics Teacher to face challenges of present era.
d. Teacher as a Reflective Practitioner and a Researcher.

3.2 Learning Resources:

a. Print Media
b. Electronic Media

c. Multi Media
d. Visuals

3.3 Community

a. Use of community resources
b. Civics resources center
c. Co-Scholastic activities based on school curriculum
d. Civics club

Unit IV: Political Structure and Content Analysis

4.1 Local, State and National Political Structure in India:

a. Education for Citizenship.
b. Political Science in the global context.
c. Human right / Child right / Woman's right
d. Peace and conflict resolution.
e. Educational technology and political science (Civics)
f. Gender issue in civics
g. Content Analysis of Civics Textbooks of Secondary level

4.2 Use of Library and other instructional materials

Unit V: Assessment and Evaluation

5.1 Evaluation in Civics:

a. Preparation of challenging assignments.
b. Criteria for assessing written and practical work in Civics.

5.2 Assessment Modes: Self assessment. Peer assessment, Group assessment, Learner's profile, Open book exams. Learner's portfolio.

Assignment / Sessional (Any one of the following)

- Prepare five slides related to Civics/ Political Science teaching content at senior secondary level.
- Organizing and conducting civics club activities in class, Prepare a report.
- Prepare any one Audio visual aid.
- Write a report any one educational commission for educational development.
- Preparation of design, blue print for teacher made test.

References:-

1. K. Kochhar: The Teaching of Social Studies, Universities Publishers. Delhi, 1963.
2. Saxena, N.R. Mishra, B.K. & Mohanty, R.K. (2000) Teaching of Civics, Meerut: R. Hall Book Depot.
3. Singh Rampal (1997) Nagarik Shastra Shikshan Meerut : R. Hall Book Depot
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19. Hunt & Metcalf (1968), Teaching high school social studies. Harper & Row Publishers. New York, London.
20. I.F. Forrester: Introducing Social Studies (Orient, Long Mans. Bombay) 1956.

Course Outcomes:

The student-teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Define the knowledge of student teacher regarding the meaning and importance of civics.	**L1**
CO2	Compare the co-relation of civics with other school subjects	**L4**
CO3	Apply appropriate methods in teaching particular topics at different level.	**L3**
CO4	Describe and adapt the use of relevant teaching aids.	**L2**
CO5	Describe and demonstrate the particular concepts, trends, principles, methods etc. with the help of correlation to similar content or situation.	**L1**
CO6	Develop and organize the various skills and abilities for school activities related to the subject.	**L4**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Seasonal Work / Assignment
CD3	Guest Lecture/ PPT Presentation
CD4	Prepare TLM
CD5	Self- learning advice using internets

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L1**	**H**	**-**	**M**	L	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**M**	**H**	**-**
CO2	**L4**	**H**	**H**	**-**	H	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**M**	**M**	**L**
CO3	**L3**	**M**	**-**	**M**	H	**-**	**-**	**-**	**M**	**M**	**-**	**-**	**-**	**H**	**M**	**H**
CO4	**L2**	**-**	**-**	**H**	H	**-**	**-**	**M**	**-**	**-**	**-**	**M**	**-**	**M**	**H**	**-**
CO5	**L1**	**M**	**-**	**H**	H	**H**	**-**	**M**	**-**	**-**	**L**	**M**	**-**	**M**	**H**	**M**
CO6	**L4**	**-**	**-**	**H**	M	**L**	**L**	**M**	**-**	**L**	**-**	**-**	**H**	**H**	**H**	**M**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Seasonal Work / Assignment	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Guest Lecture/ PPT Presentation	CO2, CO3, CO5
CD4	Prepare TLM	CO2, CO3, CO4
CD5	Self- learning advice using internets	CO1, CO3, CO4, CO5

3- Pedagogy of Home Science

Course Code: B.Ed. 203 (03) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the course:

- To familiarize student-teachers with the meaning and scope of Home Science and Objectives of Teaching Home Science at Higher Secondary Level.
- To sensitise them to understand the importance of Teaching Home Science in Schools.
- To enable them to know and apply various techniques and approaches of Teaching of Home Science at Higher Secondary level.
- To plan instructions effectively for Teaching of Home Science in Schools.
- To develop the skills to evaluate student performance effectively with reliable and validtools.

Course Content:

Unit I: Naature, Scope and Objective

- Meaning, importance, principles and scope of home science, objectives of teaching of home science at secondary level, behavioral objectives: Meaning and importance of behavioral objectives, steps for preparing behavioral objectives for teaching of home science. Place of home science in Secondary School curriculum, Curriculum construction – Principles and critical analysis of existing school curriculum of Home Science. Correlation – Meaning, importance, types of correlation and correlation of home science with different subjects.

Unit II: Teaching Methods of Home Science

- Micro teaching skills relevant in Home Science.
- Lesson Planning: Meaning, importance and essentials of lesson planning. Use of Demonstration method, Discussion method, Project method, laboratory method, Problem solving method and Field trips in teaching of Home Science.

Unit III: Teaching Planning and Role of Teacher

- Role of school and teacher in teaching of home science. Qualities, qualification and competencies of a home science teacher. Organization of Home Science Department. Home Science Laboratory – Concept and importance. Planning of space and equipment for Home Science Laboratory.

Unit IV: Teaching Aids and Uses

- Meaning, Importance, Essential Role, Qualities and limitations of Home Science text books. Audio-visual Aids: Meaning, importance and classification of audio-visual aids, Preparation of low-cost teaching aids.

Unit V: Assessment and Evaluation in Home Science

- Concept of assessment and Evaluation in home science, concept, need and techniques of continuous and comprehensive Evaluation (CCE) in home science. Types of tests – Achievement test, Proficiency test, Diagnostic test, Prognostic test. Preparation of an Achievement test. Concept and need of remedial teaching.

Assignment / Sessional (Any one of the following)

- Prepare Power point presentation on any one topic in the syllabus.
- Discussion on organization of mid-day meals in schools.
- Preparation of a low-cost teaching aids.
- Study and prepare a report of continuous and comprehensive evaluation.
- Preparing food without fire.

References:-

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9. Seshaiah, Ponnana Rama (2004). Methods of Teaching Home Science, New Delhi: Discovery Publishing House.
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Course Outcomes:

The student-teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Understand the importance of Home Science and its correlation with other subjects.	**L2**
CO2	Describe aims and objectives of the subject.	**L1**
CO3	Prepare the equipments for home science laboratory.	**L6**
CO4	Understand and uses of teaching aids in home science.	**L2**
CO5	Evaulate the different types of tests in teaching of Home Science.	**L5**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	PPT Presentation
CD4	Self- learning advice using internets
CD5	Lab Visit

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3
CO1	**L2**	H	M	H	H	L	-	H	-	M	H	-	M	H	-	M
CO2	**L1**	H	H	M	H	-	-	M	L	-	H	-	H	H	M	M
CO3	**L6**	H	M	H	H	H	-	H	M	M	M	-	M	M	-	H
CO4	**L2**	M	-	H	H	M	-	H	-	-	H	-	M	H	M	-
CO5	**L5**	H	H	M	H	H	-	M	-	-	M	-	M	M	M	-

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5
CD3	PPT Presentation	CO1, CO2, CO4, CO5
CD4	Self- learning advice using internets	CO1, CO2, CO3, CO4, CO5
CD5	Lab Visit	CO2, CO4, CO5

4 - Pedagogy of Economics

Course Code: B.Ed. 203(04) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the course:

- To familiarize the student-teachers with various strategies, methods, techniques and skills of teaching Economics at the senior secondary level.
- To develop competence in use of appropriate strategy in relation to the content to be taught.
- To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching.
- To promote reflection on issues pertaining to teaching of Economics.
- To develop competence in designing effective instructional strategies to teach Economics.
- To develop ability to design, develop; and use various tools & techniques of evaluation.
- To develop awareness about syllabus prescribed by different State Boards.
- To develop awareness about recent advancements in teaching of Economics.

Course Content:

Unit I: Nature, Scope and Objective

- Meaning, Nature and Scope of Economics. Place and Importance of Teaching of Economics at Secondary level.
- Importance of economics in school curriculum.
- Aims and objectives of teaching economics at different level.
- Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Economics.
- Correlation of economics with school subjects.

Unit II: Curriculum and planning

- Concept and objectives of curriculum.
- Concepts and Principles of Constructing Curriculum of Economics.
- Critical Analysis of the existing syllabus.

Unit III: Teaching Planning

- Micro Teaching, Content Analysis
- Yearly plan, Unit plan and Daily lesson plan – Meaning, Characteristics, Importance and Steps.
- Methods of Teaching: Lecture Method, Discussion Method, Project Method, Survey Method, Inductive - Deductive Method
- Techniques and Devices of Teaching Economics

(i) Assignments (ii) Seminars (iii) Brain Storming (iv) Tours and Excursions (v) Supervised Study (vi) Case Study

Unit IV: Teacher, Text Book, Teaching Aids

- Text Book (Meaning, importance and qualities of a good textbook of Economics), Supplementary Material (Meaning and sources)
- Economics Room – Importance and Equipments.
- Teacher of Economics – Importance, Qualities and Competence.

- Teaching Aids – Meaning, importance and Types.
- Uses of Chalkboard, Diagrams, Charts, Table graphs, OHP, T.V., Computer with multimedia, Flash Cards, LCD Projector and Interactive Board.

Unit V: Evaluation

- Evaluation, Meaning and importance of evaluation, achievement, Diagnostic test
- Types of Evaluation – Oral tests, written tests, Essay type tests, short answer type tests and objective type tests. Purpose and concept of evaluation.
- Objective of based evaluation
- Preparation of achievement test-
  - Various types of question
  - Blue Print
  - Preparation of question paper

Assignment / Sessional (Any one of the following)

- Prepare five slides related to economics teaching content at senior secondary level.
- Critical appraisal of economic syllabus at senior secondary level.
- Preparation of teaching aids.
- Create any tow skill based lesson plan.
- Preparation of design, blue print for teacher made test.

References: -

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9. Arithshastra Shikshan : Harnarayan Singh Avum Rajendra Pal Singh Prakash Laxminaryan Agarwal, Agra
10. Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
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12. Kanwar, B.S. (1973), Teaching of Economics. Ludhiana : Prakash Brothers
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14. Mittal, R.L, Arth Shastar Da Adhiapan, Patiala: Punjabi University Press.

Course Outcomes

The student-Teacher will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Define the meaning. Importance, nature, scope and aims of Economics	**L1**
CO2	Assess the aims, objectives and value-outcomes through teaching of Economics.	**L5**
CO3	Design and compare group-activities and project and to use various instructional strategies and methods for effective teaching of the subject.	**L5**
CO4	Examine the correlation of Economics with other school-subjects	**L4**
CO5	Develop and demonstrate necessary skills to use various teaching aids, (Particularly locally available material aids).	**L3**
CO6	Develop appropriate attitude towards the subjects and country's economic	**L6**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars / PPT Presentations
CD4	Self- learning advice using internets
CD5	Site Visit

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3
CO1	**L1**	**H**	**-**	**-**	-	**-**	**-**	**M**	**-**	**-**	**-**	**-**	**-**	**M**	**-**	**L**
CO2	**L5**	**-**	**H**	**-**	H	**-**	**M**	**M**	**-**	**-**	**-**	**-**	**-**	**H**	**M**	**M**
CO3	**L5**	**M**	**-**	**M**	M	**-**	**-**	**M**	**H**	**M**	**M**	**-**	**M**	**H**	**H**	**-**
CO4	**L4**	**H**	**M**	**-**	-	**-**	**-**	**-**	**M**	**-**	**-**	**-**	**-**	**M**	**M**	**L**
CO5	**L3**	**L**	**-**	**H**	H	**H**	**-**	**-**	**-**	**M**	**M**	**M**	**-**	**M**	**H**	**-**
CO6	**L6**	**M**	**-**	**M**	M	**-**	**H**	**M**	**M**	**L**	**M**	**-**	**M**	**-**	**M**	**-**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / PPT Presentations	CO2, CO3, CO5
CD4	Site Visit	CO2, CO3, CO4
CD5	Self- learning advice using internets	CO1, CO3, CO4, CO5

5 - Pedagogy of English

Course Code: B.Ed. 203(05) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the course:

- To understand the need and importance of English language.
- To develop proficiency in the language.
- To be familiar with the psycholinguistics and sociolinguistics aspects of language.
- To enable the students to use technology to enrich language teaching.
- To be aware of the pedagogical practices required for teaching English onSecond language.
- To facilitate the effective use of learning resources.
- To encourage continuous professional development.
- To develop an appreciation of the role of English in both academics and life.

Course Content:

Unit I: Foundation of English Language Teaching

- Concept of language, language acquisition, language learning.
- Forms of English – formal, informal, written and spoken
- Importance of teaching English
- Principles of second language teaching
- Difference between teaching of content based subjects and skills based subjects
- Objectives of teaching English language (a) skills based – LSRW (b) Competency based – linguistic competence and communicative competence

Unit II: Teaching of English Language Skills

- Listening: (i) Concept of listening in second language (ii) The phonetic elements involved in listening at the receptive level (Monopthongs, Diphthongs, Consonants, pause, Juncture, Stress, Accent Beat, Intonation, Rhythm) (iii) Listening skills and their sub-skills (iv) Techniques of teaching listening. Role of teaching aids in teaching listening skills (vi) Difference between hearing and listening
- Speaking, Concept of speaking in English as a second language, Phonetic transcription, Use of pronouncing dictionary. The phonetic elements involved in speaking at the receptive level. Technique of teaching, speaking skills and pronunciation practice and drills ear training. Repetition, Dialogues and conversation.
- Reading skills: Concept of reading in second language, Mechanics of reading (Eye span, Pause, Fixations, Regression and Speed), Types of reading: Skimming, scanning, Silent reading, Reading aloud, Intensive reading, Extensive reading, Genuine reading comprehension, Relating teaching of reading to listening and speaking skills, Role of text book
- Writing Skills : Concept of writing in first language and the second language, Types of composition – oral, written, controlled, guided, contextualized and integrated composition Teaching the following items keeping in view their style, ingredients and mechanics; Letters (Formal and Informal), Essay, Report,

Telegram, E-mail, Notice, Precis, Paragraph, Developing, Stories, Note making, Correction of Written work.

Unit III: Methodology and Planning of English Language Teaching

- Approaches, methods and techniques, Whole language approach, structural situational approach, Communicative approach, Task based approach. Eclectic approach, Direct method, Bilingual method, Audio-lingual method CALI (Computer assisted language learning) and CALT (Computer assisted language teaching). Role play, Simulation Group work and Drill techniques. Study the above approaches and methods in the light of Psychological factors affecting second language learning – Nature of English language – Classroom environment and condition – Language functions. Planning of English language teaching. Annual plan, unit plan and daily lesson plan – Prose lessons – Content analysis, Poetry lessons – Components of poetry – The place of poetry teaching in school curriculum – Concept, aims and objectives of teaching poetry in second language, Grammar lessons – Planning for teaching Grammar and usage – sentence (Affirmative, Negative, Interrogative, Simple, Compound, Complex). Verb – patterns, Question tag, Determiners, Model Auxiliaries, Tenses, Infinitives, Gerunds, Phrasal verbs and idioms, Concord, Active and passive voice, Direct and indirect speech, Punctuations.

Unit IV: Resources in English Language Teaching

- Concept and use of A.V. aids in the teaching of English
- Resources for Teaching and learning, English – Text books, work books, teacher's hand books, charts, pictures, flash cards, flannel board, tape – recorder, radio, OHP, substitution tables, computer, realia, newspapers, magazines, brochures, black board, white board, songs, stories and anecdotes, Language laboratory and language games, use of community resources and media for language development, Qualities, Responsibilities and Professional ethics of language teacher.

Unit V: Assessment and Evaluation in English

- Concept of assessment and Evaluation in English, Concept, Need and Techniques of Continuous and Comprehensive Evaluation (CCE) in English. Types of tests-Achievement test, Proficiency test, Diagnostic test, Prognostic test, Testing language skills, Lexical and Structural items. Poetry and Grammar, Preparation of an Achievement test, Concept and need of remedial teaching.

Assignment/ Sessionals (Any one of the following)

1. Project report on any topic related to English Language.
2. Develop one short story
3. Prepare three diagram / web diagram / pie charts based on any five units / lessons.
4. Prepare a innovative lesson plan
5. Preparation of Diagnostic Test, Achievement Test and reading comprehension test.
6. Preparation of Instructional Material:
   - Preparing Pot's

- Preparation of Charts and Models

7. Prepare a Remedial program me for a child having English Spelling errors.
8. Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.

References:-

1. Collins Cobuild English Grammar (2000) Harper Collins Publisher, India.
2. Elizabeth. M.E.S. (2010): Methods of Teaching English, Discovery Publishing House.
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Course Outcomes:

The student- teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Discuss and Develop a good understanding of the basic concepts in second language teaching.	**L2**
CO2	Choose and Teach basic language skills as listening, speaking, reading and writing and integrate them for communicative purpose.	**L3**
CO3	Describe and demonstrate different approaches and methods of teaching English as second language.	**L2**
CO4	Interpret and Prepare lesson plans on different and prescribed aspects of English as second language.	**L4**
CO5	Build competencies through different modes.	**L3,**
CO6	Devlop Enhancing quality in teaching learning process.	**L5**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars
CD4	Self- learning advice using internets
CD5	Language Lab Visit

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L2**	**M**	**M**	**H**	H	**L**	**_**	**M**	**_**	**_**	**H**	**M**	**L**	**H**	**M**	**L**
CO2	**L3**	**H**	**H**	**H**	**H**	**_**	**H**	**M**	**_**	**_**	**H**	**H**	**H**	**M**	**-**	**H**
CO3	**L2**	**H**	**H**	**H**	**H**	**H**	**H**	**H**	**L**	**_**	**H**	**_**	**H**	**H**	**H**	**M**
CO4	**L4**	**H**	**H**	**H**	**H**	**_**	**H**	**M**	**_**	**_**	**M**	**_**	**H**	**M**	**M**	**H**
CO5	**L3**	**H**	**H**	**H**	**H**	**H**	**H**	**M**	**_**	**_**	**M**	**_**	**H**	**H**	**H**	**-**
CO6	**L5**	**H**	**H**	**H**	**H**	**H**	**H**	**H**	**_**	**_**	**M**	**M**	**H**	**H**	**H**	**M**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2
CD4	Project Discussions	CO2
CD5	Self- learning advice using internets	CO1, CO2

6 - Pedagogy of Geography

Course Code: B.Ed. 203(06) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the course:

- To equip the student-teachers to establish correlation between geographic Knowledge andcultural background.
- To develop geographic sense in them.
- To understand the inter relationships between different Subjects and Disciplines.
- To develop an understanding of the need for Teaching and Learning Geography.
- To make use of various methods of teaching Geography.
- To acquaint with the techniques of evaluation in Geography.

Course Content:

Unit I: Nature and Structure of Geography

- Meaning, Nature and Scope of Geography as a school subject, Role and Importance of Geography in School curriculum and life.
- Emerging concepts and trends in Geography:
  (a) Geography as a description of the earth.
  (b) Geography as a study of natural phenomena and their effect on man.
  (c) Geography as a study of Landscape-Physical and cultural.
  (d) Geography as a study of real difference.
  (e) Geography as a study of spatial relationships.
  (f) Geography as a study of unifying and integrating discipline.
- Aims and objectives of Geography: Values of teaching Geography (moral, spiritual, social, cultural and Esthetic) relation of Geography with other subjects of Social, Natural Science and Literature.
- A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.
- Approaches: Current Events Approach, Mass-media Approach, interdisciplinary Approach, constructivism approach.

Unit II: Methods and Model of Teaching Georgaphy

- Models of teaching in reference of Geography teaching:
  - Concept Attainment model
  - Value Attainment model
  - Inquire model
  - Discovery model
- Methods of teaching:
  - Problem solving
  - Regional method
  - Project method

- Supervised study
- Laboratory method
- Demonstration method
- Inductive & Deductive method

- Innovative Practices :
  - Brain-storming method
  - Co-operative-learning
  - Experimental-learning
- Planning:
  - Content Analysis
  - Annual Plan
  - Unit Plan
  - Lesson Plan

Unit III: Planing of Instruction and Role of Teacher

- Role of a teacher for conservation of natural resources & environment.
- Teacher as a facilitator
- Qualities and professional growth of a geography teacher to face an ecological challenge of present era.
- Teacher as a Reflective Practitioner and a Researcher.

3.2 Learning Resources

- Print Media
- Electronic Media
- Multi Media
- Visuals

3.3

- Use of community resources
- Field Trips : Local & Regional
- Geography resource center
- Co-scholastic activities based on school curriculum
- Geography club

Unit IV: Resources in Geography Teaching

4.1 a. Local Geography: It's meaning significance and use as method of study.
b. Regional Geography: It's meaning and significance, concept of regionalism.

4.2 a. Content Analysis of Texbooks of Geography at secondary level
b. Use of Library and other instructional materials related with Geography.

Unit V: Assessment in Geograpgy

5.1 Preparation of Challenging assignments

5.2 Criteria for assessing written and practical work in civics.

5.3 Assessment Modes: Self assessment, Peer assessment, Group assessment, Learner's profile, Open book exams, Learner's portfolio.

Assignment / Sessionals (Any one of the following)

- Preparing a working model on any topic related subject.
- Visit a Geographical field and write a report.
- Preparation a photo album on Geographical pictures.
- Conduct a teaching class activity with teaching aids.
- Presentation of Geographic data through maps and diagrams.

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3. Brock, Jan O.M. (1965), Geography. Its scope and Spirit, Ohio, Charles E. Merril
4. Charley. R.J. and P. Hagget (Eds) (1967), Frontiers in Geographical Teaching, Methuen Educational Ltd.
5. Cons., G.J. (1957) Hand book for Geography Teacher, London, Methuen Educational Ltd.
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Course Outcomes:-

The student teachers will be able to:-		
CO	**Statement**	**Bloom's Level**
CO1	Describe the modern concept of Geography	**L2**
CO2	Prepare yearly plan, unit plan, and lesson plan for different classes.	**L6**
CO3	Develop maps and charts to illustrate the contents of different classes and use them effectively.	**L6**
CO4	Apply appropriate methods and techniques of teachings of particular topics at different levels.	**L3**
CO5	Plan field trips and local surveys.	**L6**
CO6	Differentiate and justify achievement test and diagnostic test, administration of the test, analysis of results and make suggestion for remedial teaching	**L4**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Sessional /Assignments
CD3	Seminars / Presentations
CD4	Field visit
CD5	Self- learning advice using internets

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
CO1	**L2**	**H**	**L**	**-**	**M**	**-**	**-**	**-**	**-**	**-**	**-**	**M**	**-**	**H**	**M**	**-**
CO2	**L6**	**-**	**-**	**L**	**M**	**L**	**-**	**L**	**M**	**-**	**H**	**M**	**-**	**M**	**M**	**H**
CO3	**L6**	**-**	**L**	**H**	**H**	**L**	**-**	**-**	**-**	**-**	**-**	**H**	**L**	**H**	**M**	**H**
CO4	**L3**	**L**	**-**	**-**	**M**	**M**	**L**	**-**	**L**	**L**	**-**	**-**	**-**	**H**	**-**	**L**
CO5	**L6**	**-**	**-**	**L**	**L**	**-**	**-**	**H**	**M**	**-**	**L**	**M**	**-**	**-**	**M**	**M**
CO6	**L4**	**M**	**H**	**L**	**H**	**-**	**M**	**H**	**M**	**M**	**L**	**L**	**H**	**H**	**M**	**-**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Sessional /Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO2, CO3, CO5
CD4	Field visit	CO2, CO3, CO4
CD5	Self- learning advice using internets	CO1, CO3, CO4, CO5

7–हिन्दी शिक्षण

Course Code: B.Ed. 203(07) **External: 70 (Marks)**
Internal: 30 (Marks)

उद्देश्य :–

- शिक्षा में भाषा के महत्त्व को रेखांकित कर सकेंगे।
- हिन्दी भाषा शिक्षण के उद्देश्यों की पूर्ति के लिए प्रभावी साधनों एवं समुचित विधियों का प्रयोग कर सकेंगे।
- स्वयं में अपेक्षित भाषा–कौशलों का विकास कर सकेंगे।
- प्रथम भाषा अधिगम की समस्याओं को समझकर उन्हें दूर करने का प्रयास कर सकेंगे।
- विद्यार्थियों के अधिगम का समुचित मूल्यांकन कर सकेंगे।

इकाई–प्रथम – भाषा की भूमिका स्थिति

- भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)
- भाषायी कौशलों के विकास –

(क) श्रवण (ख) उच्चारण, (ग) वर्तनी (घ) वाचन (सस्वर व मौन) (ड) अभिव्यक्ति (मौखिक व लिखित)

- हिन्दी के विविध सृजनात्मक आयामों के अन्तर्गत विविध भाषा रूपों का अध्ययन

(प) वाणिज्य और व्यापार के क्षेत्र में हिन्दी (पप) वैज्ञानिक और तकनीकी हिन्दी (पपप) कार्यालयी हिन्दी (पअ) विधि के क्षेत्र में हिन्दी (अ) सामाजिक विज्ञान के क्षेत्र में हिन्दी (अप) संचार माध्यमों में हिन्दी (अपप) विज्ञापन के क्षेत्र में हिन्दी

- मातृभाषा/राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- भाषा का समाज में स्थान
- हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति

इकाई–द्वितीय – हिन्दी शिक्षण की तैयारी एवं नवाचार

- शिक्षण के प्रकार : गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण, रचना शिक्षण, व्याकरण शिक्षण
- सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना, सूक्ष्म पाठ योजना
- नवाचार और भाषा शिक्षण की प्रणाली
- विविध जन संचार माध्यमों से हिन्दी शिक्षण परम्परागत माध्यम – लोकगीत, लोकनृत्य, कठपुतली, नौटंकी, सेमीनार कार्यशाला, हरिकथा, कहानी
- संचार माध्यम – प्रिंट मीडिया–समाचार पत्र पत्रिकाऐं, साहित्यिक पुस्तिकाएँ, विज्ञापन, इलेक्ट्रॉनिक मीडिया–रेडियो, टेलीविजन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), ई–कॉमर्स, मोबाईल, इंटरनेट, इन्ट्रानेट, ई–यूनिवर्सिटी, भाषा प्रयोगशाला

इकाई–तृतीय – शिक्षण विधियाँ एवं भाषायी व्यवस्था

- भाषा शिक्षण की विधियाँ–भारतीय भाषाकारों की दृष्टि से – पाणिनी, यास्क, वरनी, कामताप्रसाद गुरू, किशोरी दास बाजपेयी
- पाश्चात्य विद्वानों की दृष्टि से – जे. प्याजे, एल. वायगात्स्की, चॉम्स्की, जॉन ड्यूवी
- वर्तमान में प्रचलित – प्रायोजना विधि (किलपेट्रिक), पर्यवेक्षित अध्ययन विधि एवं अभिक्रमित अनुदेशन।
- भाषा का स्वरूप – भाषा व्यवहार के विविध पक्ष नियमबद्ध व्यवस्था के रूप में भाषा भाषायी परिवर्तनशीलता, उच्चारण के संदर्भ में हिन्दी की बोलियाँ, वाक् तथा लेखन।
- भाषायी व्यवस्थाएँ– सार्वभौमिक व्याकरण की संकल्पना–अर्थ, प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ : स्वनिम विज्ञान व रूप विज्ञान।

इकाई–चतुर्थ – पाठ्यक्रम एवं पाठ्य सामग्री

- पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण

(अ) पाठ्यचर्या – पाठ्यक्रम तथा पाठ्य पुस्तकों का सम्बन्ध

(ब) निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण–अर्थ, स्वरूप महत्त्व एवं उपयोग।

(स) प्राथमिक/माध्यमिक/उच्च माध्यमिक स्तर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री का विश्लेषण

इकाई–पंचम – हिन्दी शिक्षण में मूल्यांकन

- हिन्दी शिक्षण में मूल्यांकन–

(अ) भाषा विकास की प्रगति का मूल्यांकन–सतत् और समग्र मूल्यांकन, आपसी –मूल्यांकन, स्व–मूल्यांकन, समूह मूल्यांकन, पोर्ट–फोलियों।

(ब) प्रश्नों का स्वरूप–समस्या–समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तन वाले प्रश्न, समालोचनात्मक चिन्तन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीयसजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्प प्रश्न)

(स) फीड बैक – (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

(द) प्रश्न–पत्र निर्माण एवं नीलपत्र

असाइनमेंट/सेशनल (निम्नलिखित में से कोई भी एक)

- संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएँ तथा राष्ट्रीय शिक्षा नीति पी.ओ.ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर रिपोर्ट तैयार करना।
- अपने आस–पास के पांच स्कूलों का दौरा कर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें कि त्रिभाषा सूत्र की क्या स्थिति है?
- छात्रों को भाषा सीखने संबंधी कठिनाईयों और समस्याओं का अध्ययन, विश्लेषण एवं निदान के उपाय।
- पाठ्य पुस्तक में दी हुई रचनाओं (कविता, कहानी, निबन्ध आदि) के अतिरिक्त छात्रों से समकालीन पत्र–पत्रिकाओं से पूरक सामग्री का चयन।
- आधुनिक कवि या साहित्यकार के व्यक्तित्व और कृतित्व पर आलेख तैयार करना।
- सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हुए हिन्दी शिक्षण की दो गतिविधियाँ तैयार करें।
- हिन्दी की विधाओं पर स्क्रेब पुस्तिका तैयार करें।

सन्दर्भ ग्रन्थ सूची

1. गुप्ता (डॉ.) प्रभा (2012) मातृभाषा व विविध योजनाएँ–साहित्य प्रकाशन, आगरा।
2. त्यागी, डॉ. एस. के. (2008) हिन्दी भाषा शिक्षण अग्रवाल पब्लिकेशन, आगरा।
3. भाटिया, एम एम और नारंग सी एल 1987, आधुनिक हिन्दी शिक्षण विधियाँ, लुधियाना, प्रकाश ब्रदर्स।
4. पाण्डेय, डॉ. मुतिकांत (2010) हिन्दी शिक्षण–अभिनव आयाम, विश्व भारती पब्लिकेशन्स, नई दिल्ली।
5. शर्मा (डॉ.) अनुराधा (2012) ''भाषा विज्ञान तथा सिद्धांत'' विश्व भारती पब्लिकेशन्स, नई दिल्ली।
6. शर्मा प्रसाद प्रीतम (2007) हिन्दी शिक्षण, साहित्यागार, जयपुर।
7. लाल रमन बिहारी, 1993, हिन्दी शिक्षण, रस्तोगी पब्लिकेशन्स, मेरठ।
8. सिंह डॉ. सावित्री (2001) हिन्दी शिक्षण, मेरठ।

Course Outcomes:-

शिष्य शिक्षकों के समक्ष करने के लिए–		
CO	**Statement**	**Bloom's Level**
CO1	भाषा संरचना में हिन्दी भाषा तत्वों का ज्ञान देना।	**L1**
CO2	श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।	**L1**
CO3	हिन्दी भाषा शिक्षण प्रणालियों के उपयेाग का ज्ञान देना।	**L3**
CO4	हिन्दी की विद्याओं एवं उनके व्यवहारिक शिक्षक की संस्थितियों का ज्ञान देना।	**L1**
CO5	हिन्दी भाषा शिक्षण में दृश्य–श्रव्य उपकरणों के व्यवहारिक उपयोग का ज्ञान देना।	**L3**
CO6	हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विद्याओं का ज्ञान देना।	**L1**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars / Presentations
CD4	Self- learning advice using internets
CD5	Education Tour

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L1**	**L**	**L**	**L**	M	**_**	**_**	**L**	**_**	**_**	**L**	**M**	**L**	**H**	**M**	**H**
CO2	**L1**	**L**	**L**	**L**	M	**_**	**_**	**L**	**_**	**_**	**L**	**L**	**L**	**M**	**-**	**H**
CO3	**L3**	**M**	**M**	**M**	M	**H**	**_**	**M**	**_**	**_**	**M**	**H**	**M**	**H**	**M**	**-**
CO4	**L1**	**M**	**M**	**M**	M	**M**	**M**	**M**	**_**	**_**	**H**	**M**	**M**	**M**	**H**	**L**
CO5	**L3**	**H**	**H**	**H**	H	**_**	**_**	**M**	**_**	**_**	**H**	**M**	**M**	**H**	**M**	**M**
CO6	**L1**	**H**	**H**	**H**	H	**_**	**_**	**H**	**_**	**_**	**M**	**_**	**H**	**M**	**H**	**L**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2
CD4	Project Discussions	CO2
CD5	Self- learning advice using internets	CO1, CO2

8 - Pedagogy of History

Course Code: B.Ed. 203(08) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the Course:

- To develop in the student-teachers efficiency and effectiveness in teaching and learning of History.
- To understand the importance of History and its place in school curriculum.
- To equip student-teachers with the techniques of evaluation in History.
- To develop the efficiency in using audio-visual aids, graph, timeline and resource material in History
- To practice learner centered methods and techniques in the classroom.
- To develop a sense of pride in our History and Culture.

Course Content:

Unit I: Nature Scope and Objective

- Meaning, nature and scope of history as a school subject, role and importance of history in school curriculum and life.
- Aims and objectives of history, values of teaching history (moral, spiritual, social, cultural and esthetic) relation of history with other subjects of Social and Natural Science and Literature
- A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.
- Approaches: Current events approach, Mass – Media Approach Interdisciplinary Approach, Constructivism Approach.

Unit II: Teaching Methods of Planning

2.1 Models of teaching:

- Discovery model
- Value Attainment model
- Enquiry model

2.2 Methods of teaching

- Lecture method
- Project method
- Supervised Study
- Story Telling method
- Biographical method
- Source method

2.3 Innovative Practices

- Brain-storming
- Dramatization
- Co-operative-learning
- Experiential-learning

2.4 Planning

- Annual plan
- Unit plan
- Lesson plan

Unit III: Teaching Aids and Resources

3.1 Teacher as a transformer of cultural & Historical Heritage:

- Teacher as a facilitator
- Qualities and professional growth of a history teacher to face challenges of present era.
- Teacher as a Reflective Practitioner and a Researcher

3.2 Learning Resources

- Print Media
- Electronic Media
- Multi Media
- Visuals

3.3 Use of community resources

- Field Trips
- History resources center
- Co-scholastic activities based on school curriculum
- History club

Unit IV: Teaching Text Book and Concept Analysis

4.1

- Indian Historiography: Brief introduction to Indian Historiography Ancient, Medieval and Modern, Problems of periodisation, criteria of Historical criticism.
- Teaching of Controversial Issue: Nature of Historical controversies regarding facts.
- Controversies interpretation of facts. Objectivity and value – judgment in history.

4.2

- History and National Integration: Our National heritage, Unity in diversity. The role of history in promoting national integration.
- History and Inter-National Understanding: Our Human Heritage. The role of History as promoter of internationalism.

4.3

- Content Analysis of History Textbooks at Secondary level.
- Use of library and other instructional materials & Source: Primary and Secondary.

Unit V: Assessment in History

- Preparation of Challenging assignments.
- Criteria for assessing written and practical work in History.
- Assessment Modes: Self assessment, Peer assessment, Group assessment, Learners profile, Open book exams, Learners portfolio.

Assignment / Sessionals (Any one of the follo

I. A visit to historical place and writing a report

II. Preparation of Teaching Aids/Poster
III. Preparation a unit plan and unit test in topic in relevence subject
IV. Preparation a one of teaching aids/ Model for teaching of any topic of In relevence subject
V. Preparation of Teaching Material Like, Model, chart and any other.
VI. Prepare a innovative lesson plan

References:

1. Parik. Mathureshwar, Itihas Shikshan, Jaipur Research Publication, 1988
2. Roddannavar J.G. (2009) Method of Teaching history and civics
3. S.K. Kochhar – Teaching of social studies sterling publisher New Delhi.
4. Arora, K.L. Itihas Shikshan, Ludhiana Prakash 1982.
5. Arora R.L. (1990) Teaching of History, Prakash Brother Ltd.

Course Outcomes:

After completion of the course, Pupil -teachers will be able to:-		
CO	**Statement**	**Bloom's Level**
CO1	Understand the nature, scope and importance of the subject.	**L2**
CO2	Explain and use different approaches methods and techniques of teaching learning of subject.	**L3**
CO3	Explain and understand the structure of subject.	**L1**
CO4	Explain importance and use of core elements values and life skills.	**L2**
CO5	Analyze the various resources in teaching learning of subject.	**L4**
CO6	To analyze and evaluate the new trends of current issues in subject.	**L4**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars / Presentations
CD4	Self- learning advice using internets
CD5	Education Tour

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L2**	**H**	**L**	**_**	M	**_**	**_**	**_**	**M**	**_**	**M**	**_**	**_**	**H**	**M**	**-**
CO2	**L3**	**H**	**H**	**H**	H	**H**	**_**	**M**	**L**	**H**	**H**	**_**	**H**	**M**	**M**	**H**
CO3	**L1**	**M**	**H**	**H**	M	**_**	**_**	**H**	**L**	**_**	**M**	**_**	**M**	**H**	**-**	**-**
CO4	**L2**	**M**		**M**	H	**_**	**H**	**H**	**L**	**_**	**H**	**_**	**M**	**H**	**M**	**M**
CO5	**L4**	**M**	**H**	**H**	H	**H**	**_**	**H**	**L**	**H**	**M**	**_**	**H**	**H**	**H**	**-**
CO6	**L4**	**M**	**H**	**H**	H	**H**	**_**	**H**	**L**	**_**	**M**	**_**	**H**	**-**	**M**	**-**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO2, CO3, CO5
CD4	Project Discussions	CO2, CO3, CO4
CD5	Self- learning advice using internets	CO1, CO3, CO4, CO5

9-Pedagogy of Mathematics

Course Code: B.Ed. 203(09) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the course:

- To understand the nature of Mathematics.
- To understand the historical developments leading to concepts in modern Mathematics.
- To understand the learning theories and their applications in Mathematics Education.
- To improve the competencies in secondary level Mathematics.
- To understand the various instructional strategies and their appropriate use in teaching Mathematics at the secondary level.
- To understand the preparation and use of diagnostics test and organize remedial teaching.
- To apply appropriate evaluation techniques in Mathematics.

Course Content:

Unit I: Nature and Structure of Mathematics

- Meaning and characteristics of mathematics – Science and Mathematics – Development of Mathematics: empirical, intuitive and logical
- History of Mathematics education: Ancient period to 21st century
- Contributions of eminent Mathematicians (Western and Indian – 4 each)
- Branches of Mathematics : Arithmetic, Algebra, Geometry, Trigonometry
- Underfined terms – Axioms – Postulates – Theorems – Proofs and verification in mathematics – Types of theorems: Existence and Uniqueness theorems – Types of proofs: Direct, Indirect, by contradiction, by exhaustion, by mathematical induction
- Euclidean geometry and its criticisms – emergence of non Euclidean Geometry

Unit II: Objectives and Approaches of Teaching Mathematics

- Aims and objectives of Teaching Mathematics: At primary, Secondary and Higher Secondary levels – Goals of mathematics education – Mathematical skills: calculations, Geometrical, and interpreting graphs – Mathematical abilities – problem solving ability.
- Approaches to teaching Mathematics: Behaviorist approach, constructivist approach
- Process oriented approach, competency based approach, Realistic mathematics education

Unit III: Methods and Model of Teaching Mathematics

- Methods of teaching mathematics: Lecture, Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving and Laboratory methods. Co-operative, constructivism method.
- Techniques of Teaching Mathematics: Questioning, Brain storming, role playing. Simulation.
- Non – formal techniques of learning mathematics
- Models of Teaching: Concept attainment model, inquiry training model, Inductive thinking model.

Unit IV: Pedagogical Content Knowledge of Mathematics

- Concept of pedagogic content knowledge (PCK)
- Pedagogic content knowledge analysis for selected units of 8^{th}, 9^{th}, 10^{th} and 11^{th} std.:- content analysis, Listing pre-requisites, instructional objectives and task analysis.
- Analyzing and selecting, suitable teaching methods, strategies, techniques, models: learning activities, year plan (Programme of work), Unit plan and lesson plan in mathematics- their need and importance.
- Analyzing and selecting suitable evaluation strategies
- Identifying the misconceptions and appropriate remedial strategies

Unit V: Technology in Mathematics Education

- Technology integration strategies for mathematics, web based lessons, web quest, cyber guides, multimedia presentation. Tele computing projects, online discussions.
- E-content development concept, formats, steps for preparation
- A survey of software used in mathematics teaching and learning.

Assignment / Sessionals (Any one of the following)

- Preparation of teaching aids.
- Demonstration of teaching aids.
- Visiting a mathematics lab and write a report.
- Conduct a teaching class on any topic of mathematics.
- Prepare a power point slide on any one teaching method.

References:-

1. Mangal, S.K. (1981). A Text Book on Teaching of Mathematics. Ludhiana: Prakash Brothers Educational Publishers.
2. NCERT. (2005). National Curriculum Framework for School Education. New Delhi: NCERT
3. Rai, B.C. (1991). Methods of Teaching Mathematics. Lucknow: Prakashana Kendra
4. Sidhu, Kulbir Singh. (1999). The Teaching of Mathematics. Jullundar: Sterling Publishers. Pvt. Ltd.
5. Aggarwal, J.C. (2001). Principles, Methods & Techniques of Teaching (2^{nd} Ed.), New Delhi: Vikas Publsihing House Pvt. Ltd.
6. Bhasin, Sonia, (2005). Teaching of Mathematics – A Practical Approach. Mumbai: Himalaya publishing house.
7. Butler H., Charles & Wren F., Lynwood. (1960). The Teaching of Secondary Mathematics. New York: The Maple Press Company.
8. Ediger. M. & Rao. D.B. (2000). Teaching Mathematics sucessfully. New Delhi: Discovery Publishing House.
9. James. Aniee (2006). Teaching of Mathematics. Hyderabad: Neelkamal publications Pvt. Ltd.
10. Joyce. B. & Weil. M & Calhoun. E. (2009). Models of Teaching (8^{th} Ed.), New Delhi: PHI Learning Pvt. Ltd.
11. Kumar. S. & Ratnalikar. D. N. (2003). Teaching of Mathematics, New Delhi: Anmol Publications Pvt. Ltd.

Course Outcomes: -

The student- teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Solve and identify the uses and significance of Mathematics in daily life.	**L3**
CO2	Adapt and discuss the various approaches of teaching Mathematics and to use them judiciously.	**L2**
CO3	Explain and categorize the teaching methods of mathematics and instruction for the classroom.	**L2**
CO4	Organise curricular activities.	**L4**
CO5	Plan and recommend activities to develop aesthetics of Mathematics	**L5**
CO6	Define and demonstrate their knowledge of content in mathematics.	**L1**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Sessional /Assignments
CD3	Seminars / Presentations
CD4	Demonstration teaching Aids
CD5	Self- learning advice using internets

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L3**	**M**	**L**	**-**	**H**	**-**	**L**	**-**	**-**	**-**	**L**	**-**	**H**	**M**	**M**	**-**
CO2	**L2**	**L**	**M**	**L**	**M**	**H**	**-**	**M**	**-**	**H**	**-**	**L**	**M**	**M**	**H**	**M**
CO3	**L2**	**-**	**H**	**M**	**H**	**-**	**L**	**-**	**L**	**L**	**-**	**M**	**L**	**H**	**M**	**M**
CO4	**L4**	**-**	**-**	**-**	**M**	**-**	**M**	**-**	**-**	**-**	**H**	**M**	**L**	**H**	**-**	**L**
CO5	**L5**	**L**	**-**	**-**	**H**	**-**	**-**	**L**	**H**	**L**	**-**	**M**	**M**	**H**	**M**	**M**
CO6	**L1**	**H**	**M**	**L**	**L**	**M**	**L**	**-**	**M**	**-**	**M**	**H**	**-**	**M**	**H**	**-**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Sessional /Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2, CO3, CO4,CO5
CD4	Demonstration teaching Aids	CO1, CO2, CO4,CO5
CD5	Self- learning advice using internets	CO1, CO2, CO4, CO6

10–संस्कृत शिक्षण

Course Code: B.Ed. 203(10) **External: 70 (Marks)**
Internal: 30 (Marks)

उद्देश्य –

- भाषा के विभिन्न रूपों की समझ उत्पन्न करना।
- भाषा संरचना की प्रकृति की समझ विकसित करना।
- भाषा कौशल एवं तृतीय भाषा शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों का ज्ञान कराना।
- पाठ्यक्रम में संस्कृत की स्थिति का अवबोघ कराना।
- संस्कृत भाषा शिक्षण कौशल का अभ्यास कारना।
- संस्कृत शिक्षण में मूल्यांकन प्रक्रिया की समझ विससित करना।

इकाई–प्रथम – भाषा की भूमिका एवं स्थिति

- संस्कृत भाषा शिक्षण के सिद्धांत, महत्त्व के प्रकार,
- मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धांत
- संस्कृत भाषा का महत्त्व, संस्कृत भाषा और साहित्य, संस्कृत भाषा और अन्य भारतीय भाषाएँ, आधुनिक भारतीय भाषा के रूप में संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से सम्बन्धित समस्याएँ।
- विद्यालय में भाषा –
  (1) मातृभाषा एवं विद्यालयी भाषा (2) पाठ्यक्रम में भाषा (3) अधिगम में भाषा का केन्द्रीयकरण (4) बहु–भाषीय कक्षा कक्ष
- भारत में संस्कृत भाषा की स्थिति
  (1) भाषा शिक्षा का संवैधानिक प्रावधान एवं नीतियाँ अनु. 343–351
  (2) कोठारी कमीशन (1964–1996)
  (3) NPA (1986)
  (4) POA (1992)
  (5) राष्ट्रीय पाठ्यक्रम रूपरेखा (2005)–भाषा शिक्षा में संस्कृत की स्थिति
- संस्कृत शिक्षण में भाषायी कौशल–कथन, श्रवण, पठन, लेखन

इकाई–द्वितीय – संस्कृत शिक्षण की तैयारी एवं नवाचार

- संस्कृत शिक्षण के विविध रूप
  (1) गद्य शिक्षण (2) पद्य शिक्षण (3) व्याकरण शिक्षण (4) कहानी शिक्षण (5) नाटक शिक्षण (6) उच्चारण शिक्षण (7) रचना शिक्षण (8) अनुवाद शिक्षण
  उपर्युक्त का सम्प्रत्यय, महत्त्व प्रयोग, विधि, प्रविधि, शिक्षण सामग्री व गुण–दोष।
- सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना एवं सूक्ष्म पाठ योजना
- नवाचार और भाषा शिक्षण की प्रणाली
- विविध जन संचार माध्यमों से संस्कृत शिक्षण
  (अ) परम्पारगत – नाटक, अभिन्य, कथा, सेमिनार, कार्यशाला।
  (ब) संचार माध्यम– वेबसाइट्स, विकीपीडिया

(स) प्रिंट मीडिया– समाचार पत्र–पत्रिकाएं, साहित्यिक पुस्तिकाएँ

(द) इलेक्ट्रॉनिक मीडिया– रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), इंटरनेट, इन्ट्रानेट, भाषा प्रयोगशाला।

इकाई–तृतीय – शिक्षण विधियाँ एवं अनुप्रयोग

- संस्कृत शिक्षण की विधियाँ–

  (i) पाणिनी व यास्क के अनुसार।

  (ii) प्रचलित अन्य विधियाँ–प्रायोजना विधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन–निगमन विधि, अनुवाद विधि, चयन विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम, समग्र उपागम।

  (iii) पाश्चात्य विद्वानों के अनुसार– जे. प्याजे, एल. वायगात्सकी, चॉम्स्की, जान ड्यूवी।

- विधियों का अनुप्रयोग –

  (i) तृतीय भाषा अधिगम मनोविज्ञान

  (ii) कक्षा–कक्ष वातावरण और परिस्थितियाँ

  (iii) शिक्षक–छात्र पाठ्यपुस्तक व दृश्य श्रव्य सहायक सामग्री की भूमिका

  (iv) भाषा का व्यवहार में प्रयोग

  (v) अन्य विषयों के साथ संस्कृत का समन्वय

  (vi) त्रुटियाँ व उपचारात्मक कार्य

  (vii) संस्कृत भाषा की चुनौतियाँ

  (viii) स्वनिम विज्ञान व रूप विज्ञान के रूप में संस्कृत

  (ix) संस्कृत भाषा परीक्षण एवं मूल्यांकन

इकाई–चतुर्थ – पाठ्यक्रम निर्माण एवं विश्लेषण

- पाठ्यक्रम एवं पाठ्य सामग्री का निर्माण और विश्लेषण –

  (1) पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तकों का सम्बन्ध

  (2) संस्कृत में दत्त कार्य एवं क्रिया–कलापों का विकास।

  (3) अधिगम में संस्कृत शिक्षण का महत्त्व विश्व परिदृश्य के संदर्भ में।

  (4) निदात्मक परीक्षण एवं उपचारात्मक शिक्षण–अर्थ, स्वरूप, महत्त्व एवं उपयोग।

इकाई–पंचम – संस्कृत शिक्षण में मूल्यांकन

- संस्कृत शिक्षण में आंकलन –

  (1) संस्कृत भाषा विकास की प्रगति का आंकलन– सतत् और समग्र मूल्यांकन, स्व–मूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो।

  (2) प्रश्नों का स्वरूप–समस्या–समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तनवाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय प्रश्न, सत्य –असत्य वाले, मिलान वाले प्रश्न)

  (3) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

  (4) प्रश्न–पत्र निर्माण एवं नील–पल

असाइनमेंट/सेशनल (निम्नलिखित में से कोई भी एक)

- अपने पड़ौस के 05 विद्यालयों का भ्रमण कर त्रिभाषा सूत्र की स्थिति की रिपोर्ट तैयार करना।

- संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएँ तथा राष्ट्रीय शिक्षा नीति पी.ओ.ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर रिपोर्ट तैयार करना।
- किसी एक संस्कृत कवि का विस्तृत परिचय देते हुए संस्कृत में उनके योगदान पर आलेख तैयार करना।
- किसी एक संस्कृत पत्रिका की समीक्षा।
- संवग्द शिक्षण को प्रभावी बनाते हुए अधिगम सामग्री तैयार करना।
- पत्र पत्रिकाओं में प्रकाशित किसी लेख का संस्कृत में अनुवाद।
- छायाचित्राधारित शिक्षाप्रद कथा लेखन।

संदर्भ ग्रन्थ :–

1. तिवारी भोलानाथ एवं श्रीवास्तव रवीन्द्रनाथ (1991)
2. नारंग वेश्रा (1996), सम्प्रेषणात्मक भाषा शिक्षण, नई दिल्ली, प्रकाशन संस्थान।
3. शर्मा, डॉ रामविलास (2001) ऐतिहासिक भाषा विज्ञान और हिन्दी भाषा नई दिल्ली।
4. शास्त्री, डॉ सूर्यदेव, 1973, मनोभाषिकी पटना बिहार हिन्दी ग्रन्थ अकादमी
5. त्रिपाठी, रामसुरेश (1992) संस्कृत व्याकरण दर्शन दिल्ली–6, राजकमल प्रकाशन, प्रा. लि., 7 फैज बाजार।
6. Widdowson, II.G, Teaching Language as Communication Oxford. OHP
7. Mackey William Francis, Language Teaching" Analysis London, Longmans. Green & Co. Ltd.

Course Outcomes:

शिष्य शिक्षकों के समक्ष करने के लिए–		
CO	**Statement**	**Bloom's Level**
CO1	भाषा की विभिन्न भूमिकाओं को समझ सकेंगे।	**L1**
CO2	भारत में संस्कृत भाषा की स्थिति एवं महत्व को समझ सकेंगे।	**L2**
CO3	संस्कृत भाशा के तत्वों का प्रत्यास्मरण कर सकेंगे और उनका सही प्रयोग कर सकेंगे।	**L3**
CO4	संस्कृत शिक्षण के सिद्वान्त, सूत्र, सामान्य एवं विशिष्ट उद्धेश्यों को समझ सकेंगे।	**L1**
CO5	मूलभूत भाशा कौशलों, जैसे– श्रवण, भाशण, वाचन एवं लेखन के सम्प्रत्यय,महत्व एवं विकास को समझ सकेंगे।	**L2**
CO6	संस्कृत शिक्षण की विभिन्न विधियों एंव उपागमों का प्रत्यास्मरण कर सकेंगे औरइनका समुचित प्रयोग कर सकेंगे।	**L3**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars / Presentations
CD4	Self- learning advice using internets
CD5	Education Tour

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
CO1	**L1**	**L**	**L**	**L**	M	**_**	**_**	**L**	**_**	**_**	**L**	**M**	**L**	**M**	**M**	**H**
CO2	**L2**	**L**	**L**	**L**	M	**_**	**_**	**L**	**_**	**_**	**L**	**L**	**L**	**H**	**-**	**M**
CO3	**L3**	**M**	**M**	**M**	M	**H**	**_**	**M**	**_**	**_**	**M**	**H**	**M**	**-**	**M**	**M**
CO4	**L1**	**M**	**M**	**M**	M	**M**	**M**	**M**	**_**	**_**	**H**	**M**	**M**	**M**	**M**	**L**
CO5	**L2**	**H**	**H**	**H**	H	**_**	**_**	**M**	**_**	**_**	**H**	**M**	**M**	**H**	**-**	**H**
CO6	**L3**	**H**	**H**	**H**	H	**_**	**_**	**H**	**_**	**_**	**M**	**_**	**H**	**-**	**M**	**L**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2
CD4	Project Discussions	CO2
CD5	Self- learning advice using internets	CO1, CO2

11-Pedagogy of Social Studies

Credits: 6

Course Code: B.Ed. 203(11) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the course:

- To develop understanding about the basic differences between Social Studies and Social Sciences.
- To understand the need for teaching Social Sciences as an integrated discipline
- To develop the ability to justify the relevance of social Sciences in terms of Contemporary events.
- To gain knowledge about the different approaches associated with the discipline
- To develop certain professional skills useful for classroom teaching.
- To develop notion of Democracy, National integration etc.

Course Content:

Unit I: Nature, Scope and Objective

- Meaning, Nature and Scope and importance of Social Studies
- Aims and objectives of Teaching of Social Studies. Writing objectives with respect to Bloom's Taxonomy
- Relationship of Social Studies with other subjects.

Unit II: Curriculum and Planning

- Concept and objectives of curriculum
- Concepts and Principles of Constructing curriculum of Social Studies
- Critical Analysis of the existing syllabus

Unit III: Teaching Planning

- Meaning, Importance & use of Audio Visual Aids – Chalk Board, maps, Globe, models, charts, graphs, flash cards, radio, T.V., Computer, Over Head Projector, LCD Projector
- Social Studies Text Book – Need and Qualities
- Unit Plan, Lesson plan – Need, Importance and steps of writing it in teaching of social studies.

Unit IV: Methods and Techniques

- Social studies teacher – Qualities and role in Global Perspective
- Methods of teaching of social studies – Lecture, Discussion, Socialized recitation, source and Project method
- Devices and techniques of teaching social studies, Narration, Description, Illustration, Questioning, Assignment and Field trip.
- Social Studies room – Need, Importance and Equipment

Unit V: Evaluation

- Utilizing current events and community Resources in teaching of social studies at secondary level
- Critical evaluation of existing curriculum of social studies at secondary stage
- Evaluation in Social Studies – Modern concept and types of test: designing a Blue Print for a question paper

Assignment / Sessional (Any one of the following)

- Construction of objective type test items.
- Prepare transparency / slides of any one topic in the syllabus.
- Preparation of frames of liner type program on any topic of social studies.
- Conduct a community survey on some existing social problem and find out the reason.
- Prepare a portfolio of any one eminent personality of the subject.

References:

1. Kochhar. S.K. (2001) Teaching of Social Studies. New Delhi Sterling Publications.
2. Mofatt. M.R. (1955). Social Studies Instruction. New York: Prentice Hall.
3. Preston. Ralph C. (1955). Handbook of Social Studies in the Elementary School, New York: Rhinchart and Company
4. Preston. Ralph C. (1959). Teaching Social Studies in the Elementary School, New York, Rinchart and Company
5. Sahu, B.K. (2007). Teaching of Social Studies. New Delhi: Kalyani Publishers.
6. Dash, B.N. (2006). Content cum Method of Teaching of Social Studies New Delhi: Kalyani Publication.
7. Dhamija. N. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harman Publishing House.
8. Aggarwal. J.C. (1982), Teaching of Social Studies. New Delhi : Vikas Pub.
9. Bining, Arthur C. (1935). Teaching of Social Studies in Secondary School, New York: McGraw – Hill Book Company
10. Hamming J. (1959). The Teaching of Social Studies in Secondary Schools, New York: Longman Publication.

Course Outcomes:

The student- teacher will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Define the concept of social studies and explain its relative position in the syllabus.	**L1**
CO2	Understand the aims and objectives of teaching Social Science.	**L2**
CO3	Prepare Unit plans and lesson plans for different classes.	**L6**
CO4	Apply appropriate methods and techniques of teaching to particular topics at different levels.	**L3**
CO5	Understand the current events and community resources in teaching of social studies.	**L2**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Group discussion/PPT
CD4	Self- learning advice using internets
CD5	Field Trip

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3
CO1	**L1**	H	M	M	H	M	M	H	-	M	H	-	M	H	M	H
CO2	**L2**	H	H	M	H	-	-	H	-	-	M	-	H	H	H	-
CO3	**L6**	M	H	M	H	H	-	M	-	-	M	-	H	H	M	M
CO4	**L3**	H	H	M	H	M	-	H	-	M	H	-	M	M	-	H
CO5	**L2**	H	M	H	H	M	M	M	-	M	H	-	H	H	M	M

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5
CD3	Group discussion/PPT	CO2, CO3, CO5
CD4	Self- learning advice using internets	CO1, CO2, CO3, CO4,CO5
CD5	Field Trip	CO1, CO3, CO4, CO5

12-Pedagogy of Biology

Course Code: B.Ed. 203(12) **External: 70 (Marks)**

Internal: 30 (Marks)

Course Objectives:

- To develop in student-teachers an understanding of the nature of Biology and its interface with Society
- Acquire a conceptual understanding of the Pedagogy of Biology.
- To Acquire and learn specific laboratory skills to conduct practical work in Biology.
- Develop and use the techniques of CCE for assessment of student's performance.
- To evolve as a reflective practitioner through use of innovative practices in the teaching of Biology.

Course Content:

Unit I: Nature, Scope and Objectives

- Nature of science with special reference to Biology.
- Main discoveries and development in Biology
- Place & values of teaching Biology at secondary/senior secondary level
- Correlation of Chemistry with other subjects
- Objectives of teaching chemistry at secondary / senior secondary level

Unit II: Curriculum and Planning

- Principles of Biology curriculum at secondary / senior secondary level
- Modern trends in Biology Curriculum: B.S.C.S., CHEM Study NUFFIELD- O & A level
- Critical appraisal of chemistry syllabus at secondary / senior secondary level prescribed by Board of secondary Education, Rajasthan
- Planning – Daily lesson plan, unit plan & yearly plan
- Qualities and responsibilities of Biology teacher. Teacher's role in training students in scientific method and in developing creativity and scientific temper among their students.

Unit III: Methods of Approaches

- Lecture method, Demonstration method, Lab based method, Inductive & deductive method, problem solving, Heuristic, Constructivism, & Project method
- Inquiry approach, programmed instruction, Group discussion, self study, Team teaching, computer assisted learning, seminars and workshops

Unit IV: Instructional Support System

- Multi sensory aids: Charts, models, specimen, bulletin – boards, flannel board, Transparencies slides, projector, OHP, Computer, T.V. Radio, etc.
- Co-Curricular Activities: Organization of science club science fair trips and use of community resources.
- Biology Lab: Organization of Biology Laboratory, Arrangement of Apparatus, Care & Maintenance of equipment & Specimen, organization of practical work in Biology

- Role of state & National level instructions & Laboratories Research Centers in Botany, Zoology & Agriculture.
- Characteristics of a good text book and Evaluation of a Text Book

Unit V: Evaluation in Biology

- Evaluation: Concept, Types and purposes
- Type of test items and their construction
- Preparation of Blue Print & Achievement Test
- Evaluation of Practical work in Biology

Assignment / Sessionals (Any one of the following)

- Prepare any one of the following relate to Biology teaching- (i) Poster (ii) Story
- Demonstration of a working teaching model.
- Write a report on Biology lab.
- Prepare one study notes on any topic of Biology.
- Prepare a video lesson plan on teaching Biology.

References:

1. Kishore, L: Teaching of Physical Science, Delhi: Doaba House, 1991. 34
2. Mangal, S.K.: Teaching of Science. New Delhi: Agra Book Depot, 1982
3. NCERT: Teaching of Science in Secondary Schools. New Delhi: NCERT, 1982
4. Pal, H.R. and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
5. Bhat, B.D. and Sharma, S.R. : Methods of Science Teaching. New Delhi: Kanishka Publishing Hosue, 1993
6. Das, R.C. : Science in Schools. New Delhi: Sterling Publishers, 1985
7. Gupta, S.K. Teaching of Science Education. New Delhi: Vikas Publishers, 1983
8. Gupta, S.K. : Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985
9. Gupta, V.K. : Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd., 1995
10. Joyce B. & Weil, M: Models of Teaching, Prentice Hall Inc., New Jersey, 1979

Course Outcomes:

The student- teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Describe the nature, place, values and objective of teaching Biology at Senior Secondary level.	**L1**
CO2	Evaluate the existing syllabus of Biology prescribed for Secondary/Senior Secondary level in the state of Rajasthan.	**L5**
CO3	Develop yearly plan, unit plan and lesson for Senior Secondary classes.	**L6**
CO4	Apply and constrast the various methods and approaches of teaching Biology.	**L3**
CO5	Examine and develop the ability of instructional support system.	**L4**
CO6	Plan and organize Biological practical in the Laboratory.	**L6**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Sessional /Assignments
CD3	Seminars / Presentations
CD4	Demonstration teaching aids
CD5	Self- learning advice using internets

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
CO1	**L1**	**H**	**M**	**-**	**M**	**-**	**H**	**-**	**L**	**-**	**-**	**-**	**-**	**M**	**M**	**-**
CO2	**L5**	**-**	**L**	**H**	**L**	**-**	**L**	**-**	**-**	**-**	**L**	**M**	**-**	**H**	**M**	**M**
CO3	**L6**	**L**	**M**	**M**	**M**	**L**	**-**	**M**	**-**	**-**	**H**	**L**	**M**	**-**	**M**	**L**
CO4	**L3**	**M**	**-**	**M**	**H**	**-**	**-**	**-**	**M**	**L**	**-**	**M**	**L**	**H**	**M**	**M**
CO5	**L4**	**-**	**-**	**-**	**M**	**M**	**-**	**H**	**-**	**M**	**-**	**L**	**-**	**H**	**H**	**M**
CO6	**L6**	**M**	**-**	**M**	**H**	**-**	**M**	**L**	**-**	**L**	**H**	**M**	**-**	**M**	**H**	**H**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Sessional/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2, CO3, CO4
CD4	Demonstration teaching aids	CO5, CO6
CD5	Self- learning advice using internets	CO1, CO2, CO4, CO6

13-Pedagogy of Chemistry

Course Code: B.Ed. 203(13) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the Course:

- To enable the student-teachers to develop Chemistry as a discipline in Science
- To critically analyze the curriculum/evaluation practices of teaching of Chemistry in
- School to bring about changes in future to promote better pedagogy.
- To enable the students to use ICT for making teaching – learning more effective andjoyful.
- To develop the abilities for planning and organizing chemistry laboratory.
- To evolve as reflective practitioners in Chemistry Education through innovativepractices.

Course Content:

Unit I: The Nature of Science

- Definition of Science, Scientific Method, Scientific Literacy with suitable examples from Chemistry.
- Nature of science with special reference to chemistry
- Instructional Objectives, General and Specific Objectives of Teaching Chemistry
- Correlation of Chemistry with other subjects

Unit II: Curriculum and Planning

- Chemistry curriculum, Place of Chemistry in School Curriculum
- Principles of Curriculum Construction. Difference between Curriculum and syllabus
- Co-curricular activities, factors influencing curriculum of chemistry
- Modern trends in Chemistry curriculum CBA, Chemical education material study, Nuffied -O & A level.
- Critical appraisal of Chemistry syllabus at Secondary/Senior. Secondary level prescribed by Board of Secondary Education, Rajasthan
- Planning – Daily lesson plan, unit plan & yearly plan

Unit III: Methods of Teaching Chemistry

- Micro Teaching, skills of teaching lesson planning
- Methods of Teaching Chemistry – Lecture method, Demonstration Method, Discussion Method, Problem Solving Method, Project Method, Inductive Deductive Method, Co-operative method, Constructivism Method.
- Teaching Models – Concept Attainment Model, Inquiry Training Model.
- Qualities of Chemistry teacher.

Unit IV: Instructional Support System

- Teaching Aids in chemistry Audio Aids. A-V Aids. Educational Broadcasts, Television and Teleconferencing. Charts, Models, Low Cost Teaching Aids, Improvised Apparatus.
- Chemistry Lab: Layout Plans, Equipments, Furniture, Maintenance of records, repair, care and improvisation of apparatus, safety measures in Lab.

- Role of State & National Level Institutions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemical Companies like Hindustan Zinc Ltd.
- Characteristics of a good text book and evaluation of a Text Book.

Unit V: Evaluation of Chemistry

- Difference between Measurement, Assessment and Evaluation.
- Characteristics of good Measurement, Diagnostic Test and Remedial Teaching,
- Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Essay type, short types objective type
- Development and Standardization of Achievement Test in Chemistry.

Assignment / Sessionals (Any one of the following)

- Preparation of a law cost apparatus/ improve apparatus.
- Preparation of model and charts.
- Conducting Experiment in Chemistry Lab.
- Write a report on any one Indian Chemist.
- Prepare a lesson plan on teaching Chemistry.

References:

1. Mangal, S.K.: Teaching of Science. New Delhi: Agra Book Depot, 1982
2. NCERT: Teaching of Science in Secondary Schools. New Delhi: NCERT, 1982
3. Pal, H.R. and Pal, R. : Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
4. Pal. H.R. : Methodologies of Teaching & Training in Higher Education. Delhi
5. Sansanwal, D.N. & Singh, P: Models of Teaching. Society for Educational Research & Development, Baroda, 1991
6. Vaidya, N: Science Teaching for the 21st Century. Deep and Deep Publication, New Delhi, 1996
7. Venkataiah, S: Teaching of Chemistry. Anmol Publisher Pvt. Ltd., New Delhi-2002
8. Bhat, B.D. and Sharma, S.R. : Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993
9. Das, R.C.: Science in Schools. New Delhi: Sterling Publishers, 1985
10. Directorate of Hindi Implementation, Delhi University, 2000
11. Gupta, S.K.: Teaching of Science Education, New Delhi: Vikas Publishers, 1983
12. Gupta S.K. : Teaching Physical Science in Secondary, New Delhi: Sterling Publishers, 1985
13. Joyce, B & Weil M: Models of Teaching, Prentice Hall Inc.: New Jersey, 1979
14. Kishore, L.: Teaching of Physical Science. Delhi: Doaba House, 1991

Course Outcomes:

The student –teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Describe the nature, place, values and objectives of teaching Chemistry at Secondary/Senior Secondary level.	**L2**
CO2	Compare and illustrate the correlation with other school subjects.	**L3**
CO3	Evaluate the existing syllabus of Chemistry prescribed for Secondary/Senior Secondary level in the State of Rajasthan.	**L5**
CO4	Develop yearly plan, unit plan and lesson plan for Secondary/Senior Secondary classes.	**L6**
CO5	Organize the training in Scientific method and develop Scientific temper among their students.	**L4**
CO6	Apply the various methods and approaches of teaching Chemistry in classroom.	**L3**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Sessional /Assignments
CD3	Seminars / Presentations
CD4	Visit Chemistry Lab
CD5	Self- learning advice using internets

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	L2	H	M	-	M	-	H	-	L	-	-	-	-	H	M	-
CO2	L3	L		H	H	-	-	L	-	L	L	M	-	H	-	M
CO3	L5	-	L	H	L	-	L	-	-	-	L	M	-	H	M	M
CO4	L6	L	M	M	M	L	-	M	-	-	H	L	M	-	M	H
CO5	L4	M	-	H	H	-	-	-	M	M	M	H	L	H	M	M
CO6	L3	L	-	L	M	-	-	H	M	-	-	L	M	H	M	H

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Sessional/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2, CO3, CO4
CD4	Visit Chemistry Lab	CO5, CO6
CD5	Self- learning advice using internets	CO1, CO2, CO4, CO6

14-Pedagogy of General Science

Course Code: B.Ed. 203(14) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the Course:

- Familiarize with nature of General Science.
- Formulatc instructional objectives in behavioral terms.
- Critically evaluate the existing science curriculum at secondary level.
- Understand the basic concepts of General Gcience.

Course Content:

Unit I: Teaching of General Science

- Meaning, nature, aims and objectives of General Science
- Importance of General Science in Teaching
- Correlation – concept, importance and types
- Maxims of teaching in General science

Unit II: Planning in General Science Teaching

- Curriculum – concept, methods of curriculum construction, Difference between curriculum and syllabus
- Place of General Science in school curriculum
- Critical appraisal of General Science syllabus at secondary / senior secondary level
- Science teacher – Qualities, Competencies
- Analysis of text book

Unit III: Methods & Techniques of teaching in General Science

- Methods – Scientific Method, Demonstration, Laboratory, Heuristic, Project, Co-operative Learning, Constructivism, Inductive – deductive.
- Techniques: - Team teaching, simulation, Task analysis, Cognitive psychology based technique, Technology based technique.
- Year plan, Unit plan, Lesson plan – General, IT based

Unit IV: Teaching Aids and Models of teaching

- Teaching Aids: Non-Projective – chart, picture, model, Projective – Film Projector, OHP, LCD, DLP,
- Science laboratory, Science –club, Science Exhibition, Field trip
- Laboratory Equipment and Material – selection, purchase, maintenance and safety measures.
- Models of teaching; Concept Attainment Model, Inquiry training model

Unit V: Pedagogical analysis & Evaluation in General Science

- Concept, Approaches & importance for pedagogical analysis.
- Core elements and values, content cum methodology approach, IT based approach
- Importance of evaluation in General Science. Evaluation according to areas – cognitive, Psychomotor & Affective, Domain
- Use of tools and technique of evaluation: Achievement test, Diagnostic test, Remedial teaching, Online Evaluation.

Assignment / Sessionals (Any one of the following)

- Conduct presentation of lesson plan.
- Prepare any two charts related General Science.
- Develop skills of making blue print.
- Content analysis of any one unit.
- Prepare a power point slide on any one teaching skill.

References:

1. Joshi R.; Kulkarni, V.G. and Sinha, Somdatta (1999). A Text book of Science of Class X, New Delhi, NCERT
2. Kohli. V.K. (2006). How to Teach Science. Ambala: Vivek Pub. 2006.
3. Mangal S.K. (1997). Teaching of Science, New Delhi: Arya Book Depot, New UNSECO Source Book for Science France: UNSECO.
4. Sharma, R.C. (1998). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co.
5. Cartin. A.A. and Sund, R.D. (1972). Teaching Science through Discovery. London: Merill
6. Das, R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing
7. Gerg, K.K.: Singh, Raghuvir and Kaur, Inderjeet (2007). A Text book of Science of Class X, New Delhi: NCERT
8. Hurd Dihurt, P. (1971). New Directions in Teaching School Science. Chicago: Rand McNally Co.

Course Outcomes:

The student teachers will be to:		
CO	**Statement**	**Bloom's Level**
CO1	Describe the nature, scope values and objectives of teaching science at Secondary level.	**L1**
CO2	Develop competence in teaching different topics of Science effectively	**L6**
CO3	Define and develop the scientific temper & provide teaching in scientific method to their student	**L1**
CO4	Demonstrate the various methods with appropriateness of content, level and classroom situations to make pupil's learning meaningful.	**L3**
CO5	Apply the instructional materials effectively in the teaching of Science.	**L3**
CO6	Organize Co-curricular activities & practical work in Science.	**L4**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Sessional /Assignments
CD3	Seminars / Presentations
CD4	Project Discussions
CD5	Self- learning advice using internets

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
CO1	**L1**	**H**	**M**	**-**	**M**	**-**	**H**	**-**	**L**	**-**	**-**	**-**	**-**	**H**	**M**	**-**
CO2	**L6**	**L**	**-**	**M**	**H**	**-**	**M**	**-**	**-**	**-**	**M**	**L**	**-**	**M**	**H**	**M**
CO3	**L1**	**H**	**M**	**-**	**M**	**L**	**L**	**-**	**-**	**-**	**-**	**M**	**L**	**H**	**-**	**M**
CO4	**L3**	**M**	**L**	**M**	**H**	**-**	**M**	**M**	**-**	**L**	**M**	**H**	**M**	**H**	**H**	**-**
CO5	**L3**	**-**	**-**	**-**	**H**	**M**	**-**	**L**	**M**	**-**	**L**	**-**	**-**	**H**	**M**	**H**
CO6	**L4**	**-**	**-**	**M**	**H**	**-**	**-**	**M**	**H**	**-**	**-**	**H**	**M**	**M**	**-**	**H**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Sessional /Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2, CO3, CO4
CD4	Project Discussions	CO5, CO6
CD5	Self- learning advice using internets	CO1, CO2, CO4, CO6

15-Pedagogy of Physics

Course Code: B.Ed. 203(15) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the Course:

- To develop in student-teachers an understanding of the nature of Physics and itsinterface with society.
- Acquire a conceptual understanding of the Pedagogy of Physics.
- To Acquire and learn specific laboratory skills to conduct practical work in Physics.
- Develop and use the techniques for evaluation of student's performance.
- To critically analyse the Curriculum and textbooks from the dimension of development of Scientific Values.

Course Content:

Unit I: Foundations of Teaching Physics

- Nature of Science and Physics, Major milestones in the development of physics, contributions of eminent Indian and foreign Physicists: C.V. Raman, Vikram Sarabhai, Homi Jehangir Bhabha, Subhramanayan, D.S. Kothari, Chandrshekhar, Satyender Nath Bose, Newton, Archimedes, Alexander Graham Bell, Madam Curie, Albert Einstein
- Relationship of science and society, impact of physics on modern Indian society with reference to issues related with Environment, Globalization, Industrialization and Information Technology.
- Aims and objectives of teaching physics at senior secondary level. F. Correlation of physics with other school subjects.

Unit II: Planning for instruction and role of Teacher

- Specific Objectives of Teaching Physics in Behavioural Terms, Content Analysis and Concept mapping.
- Developing Yearly Plan, Unit Plan and Daily Lesson Plans.
- Teacher’s role in training students in scientific method, developing scientific attitude, critical thinking and creativity.
- Qualities, responsibilities and professional ethics of physics teacher.
- Criteria for selection of physics text book, critical appraisal of Physics Text Book.

Unit III: Approaches and Methods of Teaching Physics

- Concept approach – process approach – teaching science as a process.
- Scientific method, problem solving method
- Cooperative learning approach
- Activity based approach investigatory approach
- Project method, laboratory method
- Demonstration – cum-discussion method
- Constructivist approach

Unit IV: Instructional support system

- Multi sensory aids: Significance and Psychological Principles of using Teaching Aids. Use of charts models. Overhead projectors, computers, internet and improvised apparatus.
- Use of Community resources in teaching of physics
- Planning, equipping and maintaining Physics Laboratory: planning and guiding practical work
- Selecting and guiding Projects in physics
- Planning and organization of science clubs, science fairs and field trips

Unit V: Physics curriculum and Evaluation of Physics Learning

- Principles of developing curriculum of Physics
- Evaluation of Physics learning: formative, summative, continuous and comprehensive evaluation, types of test items and their construction, preparation of blue print and achievement test, item analysis.
- Diagnostic testing and remedial teaching in physics. Evaluation of Practical work.

Assignment / Sessionals (Any one of the following)

- Develop skills of making blue print.
- Conduct a practical class.
- Visiting a Physics lab and write a report.
- Create a working model and demonstration.
- Prepare any two charts related teaching physics.

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2. Kochar. S.K. (1997). Methods and Techniques of Teaching, New Delhi: Sterling Publishers Pvt. Ltd.
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. Radha Mohan (2003). Innovative Science Teaching for Physical Science Teachers, New Delhi: Prentice Hall Pvt. Ltd.
7. Aicken, Frederick (1984). The Nature of Science, London: Heinemann Educational Books.
8. Anderson R.D. (1970). Developing Children's Thinking Through Science, New Delhi: Pr
9. Chauhan, S.S. (2000), Innovation in Teaching Learning Process, New Delhi: Vikas Publishing House Pvt. Ltd.
10. Das R.C. (1985), Science Teaching in Schools New Delhi: Sterling Publishers Pvt. Ltd.
11. Dave. R.H. Taxonomy of Educational Objectives and Achievement Testing, London: London University Press.
12. Edigar M. and Rao D.B. (1996). Science Curriculum New Delhi: Discovery Publishing House.
13. Gronlund, Norman, E. (1968). Constructing Achievement Tests, New York: Prentice

Course Outcomes:

The student – teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Define the modern concept of physics	**L1**
CO2	Describe the aims and objectives of teaching physics.	**L2**
CO3	Define the contribution of eminent physicists in connection with the development of physics.	**L1**
CO4	Plan curriculum at Secondary and Senior Secondary level	**L6**
CO5	Analyse the syllabus of the subject in relation to its applicability to practical situations.	**L4**
CO6	Develop scientific attitude and provide training in scientific method to their students.	**L6**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Sessional /Assignments
CD3	Seminars / Presentations
CD4	Vistit Physics Lab
CD5	Self- learning advice using internets

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L1**	**H**	**L**	**-**	**L**	**-**	**M**	**-**	**-**	**-**	**-**	**L**	**-**	**M**	**M**	**-**
CO2	**L2**	**M**	**L**	**L**	**M**	**-**	**L**	**-**	**L**	**-**	**L**	**-**	**-**	**H**	**M**	**M**
CO3	**L1**	**L**	**-**	**-**	**L**	**L**	**-**	**M**	**-**	**-**	**-**	**M**	**-**	**H**	**M**	**L**
CO4	**L6**	**L**	**-**	**-**	**H**	**-**	**L**	**-**	**-**	**-**	**M**	**L**	**L**	**H**	**M**	**M**
CO5	**L4**	**L**	**H**	**-**	**H**	**M**	**-**	**M**	**L**	**L**	**-**	**M**	**-**	**M**	**H**	**M**
CO6	**L6**	**M**	**-**	**M**	**L**	**M**	**M**	**L**	**-**	**M**	**M**	**H**	**H**	**-**	**M**	**M**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Sessional /Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2, CO3, CO4
CD4	Vistit Physics Lab	CO5, CO6
CD5	Self- learning advice using internets	CO1, CO2, CO4, CO6

16-Pedagogy of Book Keeping

Course Code: B.Ed. 203(16) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the course:

- To student-teachers will develop the understanding of the nature of Accountancy as a subject at Senior Secondary Stage.
- To understand the rationale of including Accountancy in the school curriculum,
- To make use of workbooks and practice sets for gaining practical knowledge of the world of Accountancy.
- To equip them with the essential qualities of an ideal Accounting teacher,
- To familiarize them with the techniques of evaluation in Accountancy.
- To develop in them the awareness about curricular innovations in Accountancy.

Course Content:

Unit I: Nature, Scope and Objective

- Meaning and scope of Book-Keeping and Accountancy, its value and importance in social life.
- Aims and objectives of teaching Book-Keeping and Accountancy at Senior Secondary level. Place and Importance of Teaching of Economics at Secondary level.
- Importance of Book-Keeping and Accountancy in School Curriculum.
- Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Book-Keeping and Accountancy.

Unit II: Teaching Planning and Royal of Teacher

- Planning for teaching and role of teacher
- Micro Teaching
- Yearly Plan, Unit Plan and Daily Lesson Plan
- Teacher role and attitude
- Maxims and principles of classroom teaching
- Teaching Aids

Unit III: Techniques and Methods

- Teaching approaches of Book-Keeping and Accountancy

a. Journal Approach

b. Leader Approach

c. Cash Book Approach

d. Equation Approach

- Various Methods of teaching Book-Keeping and Accountancy with special reference to modern methods of teaching Project, Problem solving, Lecture-cum-demonstration and discussion methods.
- Techniques and devices to teach Book-Keeping and Accountancy.

Unit IV: Text Book and Approches of Framing Syllabus

- Principles and approaches of framing syllabus and its critical appraisal at Senior Secondary level
- Text Book of Book-Keeping and Accountancy, importance, criteria for selection of text book, reference books and journals.
- Qualities of good teacher

Unit V: Evaluation of Students

- Evaluation of students performance
- Achievement Test
- Diagnostic Test
- Blue Print

Assignment / Sessional (Any one of the following)

- Preparing a assignment on given topic in the syllabus.
- Preparation of teaching aids.
- Preparation of a lesson plan based on any innovative method.
- Preparation of design, blue print for teacher made test.
- Prepare five slides related to book keeping teaching content at senior secondary level.

References:-

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2. Parikh, Dr. A.K.M. : Lesson planning in India Schools. Subha Sanchar, Ajmer
3. Selby: The Teaching of Book – Keeping
4. Tonne, Pohem and Freeman: Method of teaching business subject Gregg Pub. Dir., McGraw Hill Book Co. Inc., New York
5. Verma A. Musselma and J. Marshall Hannia: Teaching Book – Keeping and Accountancy, Gregg Pub. Div., McGraw Hill Book Co., Inc. New York
6. Williams: principles of Teaching applied in Book – Keeping and Accounts Sir Issac Pitman. London
7. Aggarwal, J.C. : Teaching of Commerce
8. Boynton Lewis D: Methods of teaching Book-Keeping, South Western Publication Co., Cincinnanti, Ohio.
9. Gupta and Gupta: Intermediate Book-Keeping and Accounts. Agra Book Store, Agra (Hindi & English Version)
10. Harvey: Ways to teach Book-Keeping and AccountancyObjectives:-After completion 0f the course the student

Course Outcomes-

The Student-Teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Describe and calculate of concept mapping and curricular elements in Business Studies teaching	**L1**
CO2	Describe the Curriculum in Business Studies at senior secondary level.	**L1**
CO3	Develop a critical appraisal of existing Business Studies curriculum at sr.secondary stage prescribedby RBSE / CBSE.	**L6**
CO4	Teach the qualities of text book of Business Studies.	**L3**
CO5	Plan the use I.C.T. in Business Studies Teaching.	**L6**
CO6	Develop the ethics & Professional growth of a Business Studies teacher.	**L6**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars / PPT Presentation
CD4	Self- learning advice using internets
CD5	Site Visit

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3
CO1	**L1**	**M**	**H**	**H**	M	**-**	**-**	**-**	**-**	**M**	**-**	**-**	**-**	**H**	**M**	**L**
CO2	**L1**	**M**	**H**	**M**	M	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**H**	**M**	**-**
CO3	**L6**	**M**	**H**	**H**	H	**M**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**M**	**M**	**L**
CO4	**L3**	**-**	**H**	**-**	M	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**H**	**M**
CO5	**L6**	**-**	**-**	**M**	-	**H**	**-**	**M**	**-**	**M**	**M**	**M**	**-**	**M**	**-**	**H**
CO6	**L6**	**-**	**-**	**-**	-	**-**	**H**	**M**	**H**	**-**	**-**	**H**	**H**	**H**	**M**	**M**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / PPT Presentation	CO2, CO3, CO5
CD4	Site Visit	CO2, CO3, CO4
CD5	Self- learning advice using internets	CO1, CO3, CO4, CO5

17-Pedagogy of Commerce Practice

Course Code: B.Ed. 203(17) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the course:

- Develop an understanding of content of commerce and accountancy.
- Identify the role of IT in Commerce Education.
- Develop an appreciati on towards the role of commerce in daily life.
- Understand the Commercial implications if various theories of learning.

Course Content:

Unit I : Conceptual Background of Commerce

- Introduction to Commerce: Meaning, Definitions, Scope and Nature of Commerce as a discipline, significance of Commerce in the global scenario, Modern trends in commerce: Banking Insurance, Trade- correlation of commerce with other subjects: Economics, Geography, accounting, Mathematics, Statistics, International relations, Business Management, Information system.
- Nature and significance of Commerce Education: Meaning, Definition, Goals, Aims and Objectives of studying Commerce Education – History of Commerce Education – Development of Commerce Education in India – Need and importance of learning commerce at Higher Secondary level – Formulation of objectives in commerce at National and State level (NCF), Importance of Commerce in daily life.

Unit II : Curriculum Developments in Commerce

- Curriculum Development – General principles- psychological, sociological, philosophical, needs and interests of the learner, nature of subject matter and philosophy of nation.
- Modern trends in curriculum construction – Objective based, Child centered, and activity based, correlated, overcoming individual difference, fulfilling the requirements of higher education, flexible and feasible.
- Different approaches to curriculum organization – Spiral, topical and concentric approach.

Unit III : Training in Teaching skills

- Micro Teaching Practice in Teaching skills
- Meaning, importance and purpose of planning – Year plan, unit plan and lesson plan
- Teacher – Essential qualities, duties and responsibilities.
- Professional growth – Ways and means of developing professional competency in service training – Role of NCERT

Unit IV : Instructional Support or Resources for Commerce Teaching

- Resource materials in teaching commerce – syllabus, Textbooks – Criteria of selection, Resource unit, Source Book, Teachers handbook, Reference books, Journals, Magazines, periodicals, Supplementary readers, Learning aids: Audio visual aids (OHP), Computer, LCD Projector), CD, ROM, Interactive White Board.

- Commerce Library – Need & Importance
- Organization of field trips and study tours – their importance
- Commerce club – need & significance
- Community Resources and its utilization

Unit V : Evaluation in Commerce

- Evaluation – Criteria for evaluating Teaching Manuals, Criteria for evaluating Teaching Competence.
- Objective based Evaluation, competency based evaluation
- Construction of achievement test – design, blue print, writing of test items.
- Different types of test items – merits and demerits
- Continuous and comprehensive evaluation – grading sytem

Assignment / Sessional (Any one of the following)

- Report writing study and use of online tools in commerce practice.
- Organizion and conducting commerce club activities in commerce class, Prepare a report
- Preparation of a lesson plan based on any innovation method.
- Critical analysis of commerce text books.
- Collection of newspaper cuttings related to commerce subject activities.

References :-

1. Khan. M.S., Commerce Education, New Delhi: Sterling Publication (P) Ltd.
2. Method and Techniques of Teaching Commerce Singh M.N. Young Man & Co. New Delhi.
3. Teaching of Commerce- Seema Rao. Anmol Publication, New Delhi
4. Teaching of Commerce – A Practical Approach. C. Aggarwal, Vikas Publishing House Pvt. Ltd. New Delhi.
5. Sharifkhan, Mohd. The Teaching of Commerce, New Delhi; Sterling Publication Pvt. Ltd.
6. Teaching of Commerce in Our School Lulla B. (BTTC-BIE Publication, Bombay).
7. Aggarwal, J.C. (1996). Teaching of Commerce: A Practical Approach. New Delhi: Vikas Publishing House Pvt. Ltd.
8. Commerce Education Mohammed Sharif Khan: Sterling Publishers Pvt. Ltd., New Delhi.

Course Outcomes

The student teacher will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Develop and discover the concept of mapping and curricular elements in Financial Accountingteaching.	**L6**
CO2	Design and organize the Curriculum in Financial Accounting at senior secondary level.	**L3**
CO3	Categorize the existing Financial Accounting curriculum at seniorsecondary stageprescribed by RBSE / CBSE	**L4**
CO4	Define the qualities of text book of Financial Accountancy.	**L1**
CO5	Develop and apply the necessary skills to teaching methods. Categorize the various instructional/learning methods.	**L4**
CO6	Develop the ethics & Professional growth of a Financial Accounting teacher.	**L6**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars / PPT Presentation
CD4	Self- learning advice using internets
CD5	Site Visit

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
CO1	**L6**	**M**	**H**	**H**	M	**-**	**-**	**-**	**-**	**M**	**-**	**-**	**-**	**H**	**M**	**M**
CO2	**L3**	**M**	**H**	**M**	M	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**M**	**M**	**-**
CO3	**L4**	**M**	**H**	**H**	H	**M**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**H**	**-**	**M**
CO4	**L1**	**-**	**H**	**-**	M	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**M**	**-**
CO5	**L4**	**-**	**-**	**M**	-	**H**	**-**	**M**	**-**	**M**	**M**	**M**	**-**	**H**	**H**	**M**
CO6	**L6**	**-**	**-**	**-**	-	**-**	**H**	**M**	**H**	**-**	**-**	**H**	**H**	**H**	**M**	**M**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / PPT Presentation	CO2, CO3, CO5
CD4	Site Visit	CO2, CO3, CO4
CD5	Self- learning advice using internets	CO1, CO3, CO4, CO5

18-Pedagogy of Urdu

Course Code: B.Ed. 203(18) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the course:

- Understand the basic concepts and function of language with special reference to Urdu.
- Acquire knowledge of objective of teaching Urdu at the secondary stage.
- Acquire knowledge of different methods of teaching at the secondary stage.
- Plan and teach lesson in Urdu prose, poetry, grammar and composition.
- Understand constructive approach to language teaching and learning.
- Prepare unit plans, Daily lesson plans and to analyses the subject content in term of language skills and teaching objectives.
- Develop and use of teaching aids in the class room both print and audio visual materials and ICT (internet and computer technology).
- Develop and insight into the symbiotic relationship between curriculum syllabus and text book.
- Knowledge of evaluation system in Urdu and to methodically prepare exams and test paper in Urdu.
- Conduct remedial teaching in Urdu.

Course Content:

Unit-1: Origin and Development of Urdu Language

- Concept of language (verbal & non verbal) Concept of language learning and acquisition function of language, Transmission of culture and medium of instruction.
- Multilgualism as a resource.
- Origin and development of Urdu language.
- Language skills, listening and art of listening.
- Speaking- Pronunciation, Recitation and Punctuation.
- Reading- Aloud, Silent, Intensive and Extensive.
- Reading comprehension, reading defects and their cure.
- Writing- Knowledge of Urdu scripts-khat-e-naskh-khat-e-nastaliq and khat-e-shikast.
- Teaching of alphabats,punctuation qualities of good hand writing.
- Letter writing(formal and in formal).
- Essay writing.

Unit-II: Urdu and Other Language

- Objective of teaching Urdu at secondary stage of education.
- Problem of teaching and learning Urdu and their solutions.
- Place of Urdu language in the present educational system prevalent in the state of Rajasthan.
- Relation of Urdu with other Indian language.

Unit-3: Methods of Teaching

- Methods of teaching Urdu.
- Translation method.
- Direct method.
- Play way method.
- Structural method.
- Teaching of various forms of Urdu literature (1)Prose (2)Composition (3)Grammar (4)Poetry, Ghazal, Nazism and Drama.
- Co-curricular activities.

Unit-4: Planning of Teaching

- Planning for teaching Urdu: Need and importance of planning.
- Content analysis.
- Yearly plan, Unit plan and Daily lesson plan.
- Audio Visual Aids-Need and importance of Audio-Visual Aids, Types of Audio-Visual aids.
- Appropriate use of teaching aids.
- Planning of Urdu lab and its use.
- Qualities of good Urdu Teacher.

Unit-5: Evolution of Urdu

- Purpose of concept of Evolution in Urdu.
- Techniques of Evolution, Teacher made Test, Examination paper Design and Blue print, various types of questions and their use for Evaluat

Assignment/ Sessionals (Any one of the following)

1. Prepare a learning material based on grammar
2. Study and prepare a report of any one poet / writer prescribed in 6^{th} to 12^{th} text book.
3. Collect the information and categorize the adeeb cwnter / shair (Poet) on the bases of Zamana (Periods)
4. Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.

Course Outcome:

The student teacher will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	To understand the nature, scope and importance of the subject.	**L3**
CO2	To understand the co-relation of the subject with other subject.	**L2**
CO3	To know and understand the objectives of teaching of the subject at secondary and higher secondary level.	**L3**
CO4	To explain the use of different methods of teaching urdu.	**L6**
CO5	Describe the skills of Urdu language. Produce the different teaching skills associated with teaching of Urdu.	**L1**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Sessional/Assignments
CD3	Seminars
CD4	Self- learning advice using internets
CD5	Education Tour

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	**L3**	**L**	**L**	**L**	M	**_**	**_**	**L**	**_**	**_**	**L**	**M**	**L**	**H**	**M**	**-**
CO2	**L2**	**L**	**L**	**L**	M	**_**	**_**	**L**	**_**	**_**	**L**	**L**	**L**	**M**	**M**	**L**
CO3	**L3**	**M**	**M**	**M**	M	**H**	**_**	**M**	**_**	**_**	**M**	**H**	**M**	**H**	**M**	**M**
CO4	**L6**	**M**	**M**	**M**	M	**M**	**M**	**M**	**_**	**_**	**H**	**M**	**M**	**H**	**M**	**M**
CO5	**L1**	**H**	**H**	**H**	H	**_**	**_**	**M**	**_**	**_**	**H**	**M**	**M**	**H**	**H**	**M**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2
CD4	Project Discussions	CO2
CD5	Self- learning advice using internets	CO1, CO2

19-Pedagogy of Agricultural Science

Course Code: B.Ed. 203(19) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the Course:

- Familiarize with nature of Agricultural Science.
- Formulate instructional objectives in behavioral terms.
- Critically evaluate the existing science curriculum at secondary level.
- Understand the basic concepts of Agricultural Science.

Course Content:

Unit I: Teaching of Agricultural Science

- Meaning, nature, aims and objectives of Agricultural Science
- Importance of Agricultural Science in Teaching
- Correlation – concept, importance and types
- Maxims of teaching in Agricultural Science

Unit II: Planning in Agricultural Science Teaching

- Curriculum – concept, methods of curriculum construction, Difference between curriculum and syllabus
- Place of Agricultural Science in school curriculum
- Critical appraisal of Agricultural Science syllabus at secondary / senior secondary level
- Science teacher – Qualities, Competencies
- Analysis of text book

Unit III: Methods & Techniques of teaching in Agricultural Science

- Methods – Scientific Method, Demonstration, Laboratory, Heuristic, Project, Co-operative Learning, Constructivism, Inductive – deductive.
- Techniques: - Team teaching, simulation, Task analysis, Cognitive psychology based technique, Technology based technique.
- Year plan, Unit plan, Lesson plan – General, IT based

Unit IV: Teaching Aids and Models of teaching

- Teaching Aids: Non-Projective – chart, picture, model, Projective – Film Projector, OHP, LCD, DLP,
- Science laboratory, Science –club, Science Exhibition, Field trip
- Laboratory Equipment and Material – selection, purchase, maintenance and safety measures.
- Models of teaching; Concept Attainment Model, Inquiry training model

Unit V: Pedagogical analysis & Evaluation in Agricultural Science

- Concept, Approaches & importance for pedagogical analysis.
- Core elements and values, content cum methodology approach, IT based approach
- Importance of evaluation in Agricultural Science. Evaluation according to areas – cognitive, Psychomotor & Affective, Domain
- Use of tools and technique of evaluation: Achievement test, Diagnostic test, Remedial teaching, Online Evaluation.

Assignment / Sessionals (Any one of the following)

- Preparing a working model.
- Collection of different type soil.
- Visiting a Agriculture field and write a report.
- Conduct a practical class in agricultural Science lab.
- Prepare any two charts related teaching agricultural science.

References:

1. Sharma, R.C. (1998). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co.
2. Cartin. A.A. and Sund, R.D. (1972). Teaching Science through Discovery. London: Merill
3. Das, R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing
4. Joshi R.; Kulkarni, V.G. and Sinha, Somdatta (1999). A Text book of Science of Class X, New Delhi, NCERT
5. Kohli. V.K. (2006). How to Teach Science. Ambala: Vivek Pub. 2006.
6. Mangal S.K. (1997). Teaching of Science, New Delhi: Arya Book Depot, New UNSECO Source Book for Science France: UNSECO.
7. Hurd Dihurt, P. (1971). New Directions in Teaching School Science. Chicago: Rand McNally Co.
8. Gerg, K.K.: Singh, Raghuvir and Kaur, Inderjeet (2007). A Text book of Science of Class X, New Delhi: NCERT

Course Outcomes:

The student teacher will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Understand the nature, scope and objectives of agriculture science at Secondary level.	**L2**
CO2	Analyze text books of various levels in agriculture science.	**L4**
CO3	Uses of different methods in agriculture science.	**L3**
CO4	Prepare of lesson plan through various techniques.	**L6**
CO5	Applying the instructional materials effectively in the teaching of agriculture Science.	**L3**
CO6	Organizing the Co-curricular activities & practical work in Science.	**L4**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Sessional /Assignments
CD3	Seminars / Presentations
CD4	Field Visit
CD5	Self- learning advice using internets

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	L2	**H**	**M**	**-**	**M**	**-**	**H**	**-**	**L**	**-**	**-**	**-**	**-**	**H**	**M**	**M**
CO2	L4	**L**	**-**	**M**	**H**	**-**	**M**	**-**	**-**	**-**	**M**	**L**	**-**	**M**	**M**	**-**
CO3	L3	**H**	**M**	**-**	**M**	**L**	**L**	**-**	**-**	**-**	**-**	**M**	**L**	**H**	**M**	**L**
CO4	L6	**M**	**L**	**M**	**H**	**-**	**M**	**M**	**-**	**L**	**M**	**H**	**M**	**H**	**M**	**M**
CO5	L3	**-**	**-**	**-**	**H**	**M**	**-**	**L**	**M**	**-**	**L**	**-**	**-**	**M**	**-**	**L**
CO6	L4	**-**	**-**	**M**	**H**	**-**	**-**	**M**	**H**	**-**	**-**	**H**	**M**	**H**	**M**	**H**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Sessional /Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2, CO3, CO4
CD4	Field Visit	CO1, CO2, CO3, CO4,CO5, CO6
CD5	Self- learning advice using internets	CO2, CO4, CO6

B.Ed. 204 (EPC – 2) Drama and Art in Education

Course Code: B.Ed. 204 **External: 35 (Marks)**

Internal: 15 (Marks)

Objectives of the Course:

- Understand the role of fine arts in enhancing the creative potentials of an individual;
- genuine exploration, experience and free expression;
- Respond to the beauty in different Art forms;
- Develop ability to appreciate the inherent rhythm, beauty and harmony in visual and performing art forms(specifically regional, traditional and classical art forms)
- Enhance skills for integrating different Art forms across school curriculum at secondary level;
- Develop awareness regarding the rich cultural and artistic heritage of India and the specific regions;
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist;
- Develop the ability to use drama and other visual and performing art processes to generate new knowledge, understanding and perception of the world;
- Get acquainted with the vast range of the regional and traditional art forms in the light of National Integratio

Course Content:

Unit I: Aesthetic Sense and Education

- Aesthetic sense and values: Meaning, Nature, Concept and Importance in Human Life. Arts in Education & Education in Arts. Transform art and aesthetic sense through education.
- Concept of Creativity, Creative writing. Modes in speech and importance of education for it. Relationship between Art, Literature and Education, Historical perspectives of various types of Art in India.
- Introduction to music: dhawani swar, sapttak, alankar, lay-taal, vadhaya-tantu, avnadhh. Shushir, Dhanlok, lok-geet.lok vadhya & Introduction to Dance: - History of dance-kala, lok-nritya.

Unit II: Performing Art and Learning

- Introductions & type of Drama, Social and Educational relevance of Performing Art and its place in contemporary Indian Society
- General introduction of seven classical dance style, Knowledge of Indian Dance-Drama tradition both in classical and folk, General introduction of Folk and Triba dances. Contemporary dance in Modern India.

Unit III: Folk Drama of Rajasthan

- Introduction of Folk Drama of Rajasthan: Gavri, Tamasha, Khayal, Rammat, Phed leela, Swang. Nautanki, Bhavai, Dance and Drama training, its relevance to learning at different levels of school.

- Forms of the major cultural, art festivals, exhibitions, craft-fairs of India with special reference to Rajasthan and their significant role for enhancement of aesthetic & artistic sensibility.

Unit IV: Visual Art : Teaching & Learning

- Play: Meaning, Concept, Need, Types, Importance, relationship between learning and Drama Education, Dramatic Pressure for understanding problems in a new way.
- Exploration and experimentation with different types of Visual Arts : painting printing, college, cartoon making, photography, clay modeling, model making, pottery, puppetry, rangoli, paper art.

Unit V: ICT in drama and art in education

- Use of visual art in teaching-learning process. Art and Self-Expression. Need and importance of community participation.
- Use of ICT in drama and art in education: Computer graphics, animation, special effects, documentary films, movies, slides. Use of social media: youtube, Blog, twitter.

Assignment / Sessional (Any one of the following)

- Every student-teacher must participate and practice different Art forms.
- Student-teachers may can also be motivated to interpret art works/events etc. to enhance their aesthetic sensibility. · Resource Centre for Arts and Crafts should house materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals which must be displayed for the purpose of reference and continuous
- Preparing a assignment on given topic in the syllabus.
- Preparation of teaching aids.

References:-

1. गोस्वामी प्रेमचन्द : भारतीय कला के विविध स्वरूप पंचशील प्रकाशन, जयपुर।
2. प्रसाद देवी : शिक्षा का वाहन कला, नेशनल बुक ट्रस्ट इंडिया, 1999
3. गुप्ता डॉ. भयामला : सौंदर्य तत्वमीमांसा, सीमा साहित्य भवन, न्यू लायलपुर, दिल्ली।
4. रामअवतार वीर : भारतीय संगीत का इतिहास, राधा पब्लिकेशन, दिल्ली।
5. जोशी भोला दत्तः संगीत शास्त्र एवं रागमाला, सरोज प्रकाशन, दिल्ली।
6. भार्मा अमिता : भास्त्रीय संगीत का विकास, ईस्टर्न बुक लिंकर्स, दिल्ली।
7. Bhavani Enakshi : The Dance of India. Treasure House of Books, Bombay
8. Bhattacharya Dilip : musical Instrument of Tribal India, Manas publications, New Delhi 1999
9. Bharucha Rustom : Theatre and the world. Manohar Publication, New Delhi
10. Chaturvedi Ravi: Theatre and Democracy. Rawat publication, New Delhi
11. Datta Ajit Kumar: Indian Artifats, Cosmo Publications, London

12. Hariharan M., Kuppuswami gowri : An Anthology of Indian Music. Sandeep Prakashan, Delhi
13. Khandalavala karl J.: Indian painting. Lalit Kala Academy, New Delhi.
14. Krishna Rao U.S., Devi Chandrabhaga U.K. : A panorama of Indian dances. Shree Satguru Publication, New Delhi
15. भार्मा सत्यवतीः ख्याल गायन भौली विकसित आयाम, पंचशील प्रकाशन, जयपुर।
16. माली डॉ. शिवराम, गोकाकर डॉ. सुधाकर : नाटक और रंगमंच, नेशनल पब्लिशिंग हाऊस, दिल्ली।
17. चौबे अमरेश चन्द्र : संगीत की संस्थागत शिक्षण प्रणाली, कृष्णा ब्रदर्स, अजमेर।
18. खुराना भान्नो : ख्याल गायकी के विविध घराने, सिद्धार्थ पब्लिकेशन, दिल्ली।
19. Kothari Sunil: New Directions in Indian dance, Marg Publication, Mumbai.
20. Lal Ananda: Theatres of India. Oxford Univ. Press.
21. Raja Deepak S.: Hindustani Music. D.K. Print World Ltd., New Delhi
22. Sudhakar Kanaka: Indian Classical dancing. Sterling publishers Pvt. Ltd., New Delhi
23. Tribhwn Robin D., Tribhwan Preeti R. : Tribal Dances of India. Discovery Publication House, New Delhi. 1999

Course outcomes:

The student teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Describe the role of fine arts in enhancing the creative potentials of an individual	**L2**
CO2	Define and explain the concept of different art forms (all the visual and performing arts)	**L1**
CO3	Compare to the beauty in different Art forms.	**L4**
CO4	Discover and produce the skills for integrating different Art forms across school curriculum at secondary level.	**L4**
CO5	Develop skill to create artistic pieces through waste materials.	**L6**
CO6	Demonstrating socially important issues through drama.	**L3**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars / Presentations
CD4	Self- learning advice using internets
CD5	Education Tour

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L2**	**L**	**L**	**L**	M	**_**	**_**	**M**	**L**	**_**	**M**	**_**	**L**	**H**	**M**	**M**
CO2	**L1**	**L**	**L**	**L**	M	**_**	**_**	**M**	**L**	**_**	**M**	**_**	**L**	**H**	**H**	**M**
CO3	**L4**	**M**	**H**	**H**	H	**_**	**_**	**M**	**L**	**_**	**M**	**_**	**L**	**M**	**-**	**M**
CO4	**L4**	**M**	**H**	**H**	H	**_**	**_**	**M**	**L**	**_**	**M**	**_**	**L**	**H**	**M**	**L**
CO5	**L6**	**M**	**H**	**H**	H	**_**	**_**	**M**	**L**	**_**	**M**	**_**	**L**	**M**	**H**	**H**
CO6	**L3**													**M**	**H**	**-**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO4, CO6
CD4	Project Discussions	CO1, CO2, CO6
CD5	Self- learning advice using internets	CO4, CO6

B.Ed.-206: Universal Human Values

Course Code: B.Ed.-206 **External: 70 (Marks)**
Internal: 30 (Marks)

Duration: 30 Hours

Objectives:

The present course deals with meaning, purpose, and relevance of universal human values and how to inculcate and practice them consciously to be a good human being and realise one's potentials.

Module Outline:

Module 1: Love & Compassion **5 Hours**

- Introduction: What is love? Forms of love—for self, parents, family, friend, spouse, community, nation, humanity and other beings, both for living and non-living
- Love and compassion and inter-relatedness
- Love, compassion, empathy, sympathy and non-violence
- Individuals who are remembered in history for practicing compassion and love.
- Narratives and anecdotes from history, literature including local folklore
- Practicing love and compassion: What will learners learn gain if they practice love and compassion? What will learners lose if they don't practice love and compassion?
- Sharing learner's individual and/or group experience(s)
- Simulated Situations
- Case studies

Module 2: Truth **5 Hours**

- Introduction: What is truth? Universal truth, truth as value, truth as fact (veracity, sincerity, honesty among others)
- Individuals who are remembered in history for practicing this value
- Narratives and anecdotes from history, literature including local folklore
- Practicing Truth: What will learners learn/gain if they practice truth? What will learners lose if they don't practice it?
- Learners' individual and/or group experience(s)
- Simulated situations
- Case studies

Module 3: Non-Violence **5 Hours**

- Introduction: What is non-violence? Its need. Love, compassion, empathy sympathy for others as pre-requisites for non-violence
- Ahimsa as non-violence and non-killing
- Individuals and organisations that are known for their commitment to nonviolence
- Narratives and anecdotes about non-violence from history, and literature including local folklore

- Practicing non-violence: What will learners learn/gain if they practice nonviolence? What will learners lose if they don't practice it?
- Sharing learner's individual and/or group experience(s) about non-violence
- Simulated situations
- Case studies

Module 4: Righteousness **5 Hours**

- Introduction: What is righteousness?
- Righteousness and *dharma*, Righteousness and Propriety
- Individuals who are remembered in history for practicing righteousness
- Narratives and anecdotes from history, literature including local folklore
- Practicing righteousness: What will learners learn/gain if they practice righteousness? What will learners lose if they don't practice it?
- Sharing learners' individual and/or group experience(s)
- Simulated situations
- Case studies

Module 5: Peace **4 hours**

- Introduction: What is peace? Its need, relation with harmony and balance
- Individuals and organisations that are known for their commitment to peace
- Narratives and Anecdotes about peace from history, and literature including local folklore
- Practicing peace: What will learners learn/gain if they practice peace? What will learners lose if they don't practice it?
- Sharing learner's individual and/or group experience(s) about peace
- Simulated situations
- Case studies

Module 5: Service **3 Hours**

- Introduction: What is service? Forms of service, for self, parents, family, friend, spouse, community, nation, humanity and other beings—living and non-living, persons in distress or disaster.
- Individuals who are remembered in history for practicing this value.
- Narratives and anecdotes dealing with instances of service from history, literature including local folklore
- Practicing service: What will learners learn/gain gain if they practice service? What will learners lose if they don't practice it?
- Sharing learners' individual and/or group experience(s) regarding service
- Simulated situations
- Case studies

Module 6: Renunciation (Sacrifice) 3 Hours

- Introduction: What is renunciation? Renunciation and sacrifice. Self-restrain and Ways of overcoming greed. Renunciation with action as true renunciation
- Individuals who are remembered in history for practicing this value.
- Narratives and anecdotes from history and literature, including local folklore about individuals who are remembered for their sacrifice and renunciation.
- Practicing renunciation and sacrifice: What will learners learn/gain if they practice Renunciation and sacrifice? What will learners lose if they don't practice it?
- Sharing learners' individual and/or group experience(s)
- Simulated situations
- Case studies

Pedagogy:

Besides Face to Face Lectures (as theory would be limited only to 20% of the component and remaining 80% would be practical oriented including project based learning, demonstration, group discussion, simulation as well as coaching, seminars and tutorials.)

Assessment:

Paper based assessment based on Scenario-based, logical reasoning, comprehension, simulations presentations, including case studies and field visits to the places/ individuals and institutions that practice one or a set of values. Each student will keep record of his/her daily learning after each module/session in the Reflection Journal. The faculty will maintain record of the Reflection Journal after a face to face to workshop.

Assessment: Paper-Based Assessment

Bibliography and Suggested Readings:

- Mookerji Radha Kumud, *Ancient Indian Education*, Motilal Banarasidass
- Saraswati Swami Satyananda, *Asana Pranayama Mudra Bandha*, Bihar School of yoga
- Joshi Kireet, *Education for Character Development*, Dharma Hinduja Center of Indic Studies
- Joshi Rokeach (1973).The Nature of Human Values. New York: The Free Press
- Ghosh, Sri Aurobindo. 1998. *The Foundations of Indian Culture*. Pondicherry: Sri Aurobindo Ashram
- Basham A.L., *The Wonder That was India*, London: Picador Press
- Patra, Avinash (2012), *The Sprirtual Life and Culture of India*, Oxford University Press
- Shantikumar Ghosh, *UniversalValues.* The Ramakrishna Mission, Kolkata, 2004.

Course Outcomes:

CO	Statement	Blooms Level
	After the completion of this course, students will be able to:	
CO1	Know about universal human values and understand the importance of values in individual, social circles, career path, and national life	L2
CO2	Understand from case studies of lives of great and successful people who followed and practised human values	L2
CO3	Adapt self-actualisation	L3
CO4	Become conscious practitioners of human values.	L2
CO5	Apply their potential as human beings and conduct themselves properly in the ways of the world.	L3

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars
CD4	Self- learning advice using internets
CD5	Industrial visit

Mapping between Objectives and Outcomes

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	Bloom's Levels	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	L2	**L**	**L**	**-**	**M**	**L**	**H**	**H**	**M**	**-**	**H**	**-**	**-**	**L**	**-**	**-**
CO2	L2	**L**	**L**	**-**	**M**	**L**	**H**	**H**	**M**	**-**	**H**	**-**	**-**	**L**	**-**	**-**
CO3	L3	**L**	**L**	**-**	**M**	**L**	**H**	**H**	**M**	**-**	**H**	**-**	**-**	**L**	**-**	**-**
CO4	L2	**L**	**L**	**-**	**M**	**L**	**H**	**H**	**M**	**-**	**H**	**-**	**-**	**L**	**-**	**-**
CO5	L3	**L**	**L**	**-**	**M**	**L**	**H**	**H**	**M**	**-**	**H**	**-**	**-**	**L**	**-**	**-**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	Course Delivery methods	Course Outcomes
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1,CO2,CO3
CD2	Tutorials/Assignments	CO1,CO2,CO3, CO5
CD3	Seminars	CO3
CD4	Self- learning advice using internets	CO4
CD5	Industrial visit	-

B.Ed.-207: ANANDAM

Objectives:

- To instil the joy of giving in young people, turning them into responsible citizens to build up a better society.
- To inculcate the habit of service in students across the University.
- A compulsory course of 2 credits per semester to be included in each program of University.
- Students to be expected to engage in individual and group acts of service and goodness.

Action Plan:

Students will be expected to

- Do at least one act of individual service each day
- Record this act of service in a dedicated Register / Personal Diary
- Share this Register / Personal Diary day in the Anandam Class scheduled per week. The class interaction will include Personal Diary check, Showing of Community based motivation videos, Community based presentations by students, Role playing etc.
- Undertake one group service project for 64 hours every semester (outside college hours)
- Upload the report on the group project on the Anandam platform
- Participate in a sharing and presentation on the group service in the discussion sessions held once in week
- There will be some suggested projects and organizations that students can work with. Students can also suggest their own projects which others can join

Each student will finish the year with a portfolio of giving. This will include their Register / Personal Diaries and their reports on group service projects.

Semester – III

Course Code	Title of the Paper	Tyoe	CREDITS	Hours Per Week	External	Internal	Total	Duration of Exam (Hrs.)
B.Ed.-301	Gender School and Society	Core	6	6	70	30	100	3
B.Ed.-302	Knowledge and Curriculum (Part-ll)	Core	3	3	35	15	50	2
B.Ed.-303	**Optional Courses*** 1. Peace Education 2. Guidance and Counseling 3. Environmental Education 4. Health and Physical Education	Elective	6	6	70	30	100	3
B.Ed.-304	Assessment for Learning	Core	6	6	70	30	100	3
B.Ed.-305 (EPC-3)	Critical Understanding of ICT	Core	3	3	35	15	50	2
B.Ed-306	Professional Skills (Career & Team)	Skill Enhancement	2	2	70	30	100	3
B.Ed-307	Anandam	Ability Enhancement	2	2	-	-	-	-
Total			**28**	**28**	**350**	**150**	**500**	

***Only one paper can be opted by the student**

B. Ed. 301-Gender, School and Society

Course Code: B.Ed. 301 **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives:

- To develop understanding of some key concepts and terms and relate them with their context in understanding the power relations with respect to Educating and Education.
- To develop an understanding of the paradigm shift from Women studies to Gender Studies based on the historical backdrop.
- To reflect on different theories of Gender and Education and relate it to power relations.
- To analyse the institutions involved in Socialisation processes and see how socialization practices impact power relations and identity formation.

Course Content:

Unit I: Gender Issues: Key Concepts

- Gender, Sexuality, Patriarchy, Masculinity and Feminity
- Gender Bias, Gender Stereotyping and empowerment
- Equity and Equality in Relation with Caste, Class, Religion, Ethnicity, Disability and Region.
- Issues and Concerns of Transgender

Unit II: Socialization Processes in India: Family, School and Society

- Gender Identities and Socialization Practices in different types of families in India.
- Sites of Conflict: Understanding the Importance of addressing sexual abuse in family, Neighborhood and School and in other formal and informal institutions.

Unit III: Gender Issues in Curriculum

- Gender, Culture and Institution : Intersection of Class, Caste, Religion and Region – Construction of Gender in Curriculum Frameworks since Independence : An Analysis – Gender and the hidden curriculum – Gender in Text and Classroom processes – Teacher as an agent of change – Life skills and sexuality.

Unit IV: Gender Studies: Historical Perspectives on Education

- Historical Backdrop: Some Landmarks in Socio-Economic and Education upliftment of Status of Girls and Women.

Unit V: Constitutional Commitments

- Reports of Commissions and Committees, Policy initiatives
- Schemes and Programmes on Girls Education and Overall Development of Women for Addressing Gender Discrimination in Society.

Assignment / Sessional (Any one of the following)

- Discussion on theories of gender and education with its application in the Indian context ·
- Project on analysing the institution of the family Marriage, reproduction Sexual division of labour and resources ·
- Debates and discussions on violation of rights of girls and women ·
- Visit to A teacher education institutions
- Analysis of textual materials from the perspective of gender bias and stereotype ·
- Organising debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region. · The above discussion / debates to be documented in the form of an e-portfolio.

References:-

1. Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National Book Trust, New Delhi
2. Dunne, M. Etal. (2003). Gender and Violence in Schools. UNESCO.
3. Kirk Jackie e.d., (2008), Women Teaching in South Asia, SAGE, New Delhi
4. Leach, Fiona. (2003) Practising Gender Analysis in Education, Oxfam
5. National Curriculum Framework 2005: Position paper, National Focus Group on Gender Issues in Education, 3.2, NCERT, 2006.
6. Nayar, Sushila and Mankekar Kamla (ed.) 2007, 'Women Pioneers in India's Renaissance, National Book Trust, New Delhi, India
7. Sherwani, Azim. (1998). The girl child in crisis. Indian Social Institute, New Delhi
8. Srivastava Gouri, (2012), Gender and Peace in Textbooks and Schooling Processes, Concept Publishing Company Pvt. Ltd., New Delhi

Course Outcomes:

The student teacher will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Describe and evaluate the gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.	**L2**
CO2	Define and explain the gradual paradigm shift from women studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period	**L1**
CO3	Illustrate about the gender issues in school, curriculum, and textual materials.	**L3**
CO4	Describe Gender, Power and Sexuality relate to education (in terms of access, curriculum and pedagogy)	**L1**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars / Presentations
CD4	Self- learning advice using internets
CD5	Visit to A teacher education institutions

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
CO1	**L2**	**-**	**H**	**M**	M	**-**	**H**	**H**	**-**	**-**	**M**	**-**	**M**	**M**	**H**	**M**
CO2	**L1**	**H**	**H**	**H**	H	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**H**	**M**	**M**
CO3	**L3**	**H**	**M**	**H**	M	**-**	**-**	**M**	**-**	**M**	**H**	**M**	**M**	**H**	**M**	**-**
CO4	**L1**	**H**	**-**	**-**	-	**M**	**-**	**M**	**--**	**-**	**L**	**-**	**-**	**H**	**M**	**L**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4
CD3	Seminars / Presentations	CO1, CO2, CO3
CD4	Visit to A teacher education institutions	CO3, CO4
CD5	Self- learning advice using internets	CO1, CO2, CO3

B. Ed. 302: Knowledge and Curriculum (Part-2)

Course Code: B.Ed. 302 **External: 35 (Marks)**

Internal: 15 (Marks)

Objectives of the Course:

- To enable student teacher appreciate the relationship between schooling,Education and Knowledge.
- To examine the different sources of knowledge and their kinds.
- To familiarize students with the process of constructions of knowledge.
- To critically analyze the role of Education in reproducing dominance and challenging marginalization with reference to class, caste, gender and religion.

Course Content:

Unit I: Child's Construction of Knowledge

- Sources of Knowledge: Empirical Knowledge Vs Revealed Knowledge.
- Different kinds of knowledge:
  (a) Disciplinary knowledge: Concepts and Alternative Concepts
  (b) Course Content knowledge: Criteria of Selection and concerns
  (c) Indigenous knowledge Vs Global knowledge
  (d) Scientific knowledge Vs Religious knowledge
- Concepts of Belief, Information, Knowledge and Understanding

Unit II: Curriculum Planning and Transaction

- Construction of Curriculum
- Models of Curriculum Development given by Franklin Bobbit, Ralph Tyler, Hilda Taba and Philip Jackson

Unit III: Curriculum Tansaction

- Role of a teacher in knowledge construction through Dialogue, Challenge and Feedback as a Critical Pedagogue

Unit IV: School: The Site of Curriculum Engagement

- Role of School Philosophy, Administration (and organization) in creating a context for transacting the curriculum effectively.
- Role of Infrastructural support in Teaching and Learning: Classroom seating Arrangement, Library, Laboratory, Playground, Canteen, etc.

Unit V: School Culture

- School Culture and organizational ethos as the context for Teachers' work.
- Teacher's role and support is "Developing Curriculum, Transacting curriculum and Researching Curriculum": Realities and expectations.

Assignment / Sessional (Any one of the following)

- Organize a workshop related to curriculum development.
- Preparing an assignment on given topic in the syllabus.
- Prepare ppt of any topic in the syllabus.
- Content analysis on any subject school level book in light of gender issues.
- Conduct group discussion activity on the subject.

References:

1. Aggarwal, J.C. (2008). Knowledge Commission – 2006: Major observation and Recommendations, Educational Reforms in India for the 21st Century, New Delhi. Shipra Publication.
2. Balsara, M. (1999). Principles of Curriculum Reconstruction, New Delhi, Kanishka Publication.
3. Lal, R.B. and Palod S. (2015). Policy Framework and Issues in Education. New Delhi, R. Lal Book Depot.
4. Malareddy, M. and Ravishankar, S. Curriculum Development and Educational Technology. New Delhi. Sterling Publisher Pvt. Ltd.
5. Mohanty, J. (2003), Modern Trends in Education Technology. (Reprint Addition 2013)
6. Prasad Janardan and Kumar, Vijay (1997). Advanced Curriculum Construction. New Delhi, Kanishka Publicaton.
7. Ramesh Shukla (2005). Dictionary of Education (2005). New Delhi, APH publishing Coorporation.
8. Soti and Sharma, A. (2014). Eminent Educational Thinkers of India. Agra, RSA International Publisher, Agra
9. www.knowledgecommission.gov.in
10. www.ncert.nic.in
11. www.takinggobal.org/experst/article.html?cid-178

Course Outcomes:

The student-teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Understand the different kinds of knowledge.	**L2**
CO2	Define and explain the sociological and the psychological bases of curriculum construction.	**L2**
CO3	Demonstrate the various types of models of curriculum development.	**L3**
CO4	Evaluate the role of infrastructural support in teaching and learning process..	**L5**
CO5	Understand the school culture and organisational ethos.	**L2**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars / Presentations
CD4	Self- learning advice using internets
CD5	School Visit

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L2**	H	M	H	H	-	H	H	-	-	M	-	M	M	H	M
CO2	**L2**	H	H	M	H	M	-	H	M	M	H	-	M	H	M	-
CO3	**L3**	H	M	H	H	M	-	H	-	-	H	-	H	H	H	M
CO4	**L5**	M	-	M	H	-	-	H	-	-	L	-	M	M	H	M
CO5	**L2**	H	-	M	H	M	-	M	-	-	M	-	-	M	H	H

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5
CD3	Seminars / Presentations	CO2, CO3, CO4, CO5
CD4	Self- learning advice using internets	CO1, CO2, CO3, CO4, CO5
CD5	School Visit	CO1, CO4 ,CO5

OPTIONAL COURSES (ANY ONE)

B. Ed. 303

1-PEACE EDUCATION

Course Code: B.Ed. 303(01) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the Course:

- To understand the concept of peace education.
- To acquire the knowledge about peaceful mind makes peaceful world.
- To understand the theory and practice of peace education.
- To understand the philosophical thoughts for peace.
- To create frameworks for achieving peaceful and nonviolent societies.

Course Content:

Unit I: Concept of Peace

- Negative peace and Positive peace,
- Negative Peace – Peace as absence of war and abolition of war, as the minimization and elimination of violence, as removal of structural violence, peace with Justice, Peace and Non- violent liberation technique (Satyagraha) and Disarmament.
- Positive peace: Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of Conflict, Peace and Development, Alternative defense, living with nature and preserving Life and Eco system and Holistic Inner and Outer Peace.

Unit II: Introduction of Peace Education

- Meaning, Concept and need of Peace Education.
- As a Universal Value
- Aims and objectives of Peace Education
- Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education,
- Current Status of Peace Education at Global Scenario

Unit III: Bases of Peace Education

- Becoming peace teacher acquisition of knowledge, values and attitudes.
- Life skills required for Peace Education (WHO)
- Areas of Peace Education: Conflict management, conservation of Environment
- Challenges to Peace – Stress, Conflict, crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching peace education – meditation, Yoga, Dramatization, Debate and etc.

Unit IV: Effective Teaching of Peace

- Peace Education for Life and Life long education, Peace Education and Removing the Bias towards Violence – Correcting Distortions.

- Model of integrated Learning – Transactional Modalities – Cooperative Learning, Group Discussion, project work, Role play, Story Telling, Rational Analytic Method – Case Analysis and Situation analysis.
- Peace Research, International classroom, International Parliament, Peace Awards, Creating Models for Peace Technology – Development of new tools, techniques, mechanisms and institutions for building up peace and engaging students in peace process.

Unit V: Transacting Peace Education & Role of Social Agencies

- Integration of Peace Education through curricular and co-curricular activities
- Role of mass media in Peace Education
- Programmes for Promoting Peace Education – UNESCO
- Addressing challenges to peace in Multicultural Society.
- Role of Religion in propagation of Peace. Nelson Mandela Mother – Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace.

Assignment / Sessionals (Any one of the following)

- Films clips displaying, concerns of peace, good intercultural relationships, environmental presentation and other key ideas and discussions thereon, like –Doha Debates etc.
- Organize an activity in schools to promote peace.
- Write about the contribution of any two Noble prize winners for peace.
- Prepare an album for Indian philosophers and write their thoughts on peace.
- Write a report on Gandhi and peace.

References:-

1. Nagendra H.R. (1993). Yoga in Education, Bangalore, Vivekananda Kendra.
2. Niranjananada, Swami. (1998). Yoga Darshan. Deoghar, Panchadashanam Paramahamsa Alakh Bara.
3. Rai, lajpat, Sawhney, R.C. and Selvamurthy, W.Selvamurthy (1998). Meditation Techqniues, their Scientific Evaluation, Gurgaon, Anubhav Rai Publication.
4. Raju, P.T. (1982). The Philosophical Traditions of India. Delhi, Moti Lal Bansarsi Dass.
5. Ram Swami (1999), A practical Guide to Holistic Health, Pennsylvania, Himalayan Institute of Yoga.
6. Reyna, Ruth. (1971). Introduction to Indian Philosophy, New Delhi, Tata McGraw Hill Publishing Co. Ltd.
7. Adams D (Ed) (1997) UNESCO and a culture of Peace : Promoting a Global Movement. Paris UNESCO.
8. Aber J.L. Brown, J. L .A. Henrich, C.C. (1999): Teaching conflict Resolution: An effective.
9. Dr. Haseen Taj (2005) National Concerns and Education, Neelkamal Publications Pvt. Ltd.
10. Kuvalayananda, Swami, Pranayama, (1983), Popular Prakashan Bombay.
11. Kuvalayananda, Swami, Asanas, (1983) Popular Prakashan Bombay. Hindi/English.
12. Lal, Raman Bhihari (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications.

Course Outcomes:

The student-teachers will be able to :		
CO	**Statement**	**Bloom's Level**
CO1	Define and explain the concept and importance of peace.	**L1**
CO2	Describe and discover the role of social agencies.	**L2**
CO3	Evaluate the strategies and methods of teaching peace education.	**L5**
CO4	Develop of new models and technologies for peace education.	**L6**
CO5	Apply the thoughts of great personalities in promoting peace.	**L3**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars / Presentations
CD4	Self- learning advice using internets
CD5	Field Trip

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L1**	H	H	M	H	L	M	H	-	-	M	-	M	H	M	M
CO2	**L2**	H	M	H	H	M	-	H	L	M	M	-	H	M	L	-
CO3	**L5**	M	H	M	H	H	-	H	-	-	H	-	H	H	M	H
CO4	**L6**	H	M	M	H	H	-	H	L	-	M	-	H	H	M	-
CO5	**L3**	H	M	H	H	L	-	H	-	-	H	-	M	-	M	L

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5
CD3	Seminars / Presentations	CO1, CO2, CO3, CO4,CO5
CD4	Self- learning advice using internets	CO1,CO2, CO4, CO5
CD5	Field Trip	CO2, CO3,CO5

B. Ed. 303

2-Guidance and Counseling

Course Code: B.Ed. 303 (2) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the Course:

- To appreciate the nature, purpose and need for guidance and counseling.
- To familiarize the responsibilities and moral obligation of a counselor.
- To develop capacity of applying the techniques and procedures of guidance andCounseling.
- To explore the sources of occupational information, their types and modes ofDissemination.
- To understand the concept, importance and theories of career development.

Course Content:

Unit I: Guidance in School

- Concept, Need and Meaning of Guidance.
- Principles of Guidance.
- Procedure of Guidance (steps).
- Issues and problems of Guidance.
- Role of School in Guidance.

Unit II: Areas, Tools and Techniques in Guidance

- Personal, Educational and Vocational Guidance.
- Tools :- Records of students.
- Cumulative Record.
- Rating scale.
- Psychological tests.
- Questionnaire and Inventories.
- Techniques in Guidance (a) Observation, (b) Interview (c) Sociometry.

Unit III: Counseling in School

- Concept, Need and Meaning of counseling.
- Principles of Counseling.
- Counseling process and role.
- Directive, non-directive and eclectic counseling.
- Qualities and role of a school counselor.

Unit IV: Tools and Techniques in Counseling

- Individual counseling and Group counseling.
- Lectures, discussions and Dramatics as techniques in counseling.
- Importance of follow up in counseling.
- Counseling for the children with special needs.
- Counseling for parents.

Unit V: Guidance and Counseling for Special Needs

- Problems and needs.
- Guidance of the gifted and creative students.
- Guidance of under achiever.
- Slow learners and first generation learners.
- Guidance of learning disabled, Drug addicts and alcoholics.
- De addiction centers, Career resource centre.
- Evaluation of counseling.

Assignment / Sessional (Any one of the following)

i. Interview of a school counselor / Mobile Teacher in ZP School
ii. Preparation and administration of any one test and make its report. (2 students from 5^{th} to 10^{th} std)
iii. Visit to a guidance/ counselling center and write a report.
iv. Preparation of a tool for identifying the educational needs of children.
v. Preparing an assignment on given topic in the syllabus.
vi. Prepare ppt of any topic in the syllabus.

Reference:-

1. Anastasi A, Differential Psychology, New York: Macmillan Co., 1996.
2. Arbuckle Dugland, Guidance and Counseling in the classroom, Allyn & Bacon Inco., 1985.
3. Baqrki. B.G., Mukhopadhyaya. B., Guidance and Counseling; A Manual, New Delhi: Stanley Publishers, 1990.
4. Crow & Crow, An introduction to Guidance, New Delhi: Eurasia Publishing House, 1992.
5. Freeman E.S. Theory and Practice of Psychological Testing, New Delhi: Henry Holt 1992.
6. Jones. A.J., Principles of Guidance, New Delhi: McGrew Hills Publishers, 1970.
7. Kochhar S.K. – Educational and Vocational Guidance in Secondary Schools, New Delhi, sterling publishers Pvt. Ltd. 1990.
8. Kolher. S.K., Educational and Vocational Guidance, New Delhi: Practice Hall India Ltd., 1995.
9. NCERT, Guidance and Counseling in Indian Education, New Delhi: NCERT, 1978.

Course Outcomes:

The student-teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Describe and assess the concepts of guidance and counselling.	**L2**
CO2	Define and explain the testing devices and techniques of guidance.	**L1**
CO3	Describe and justify of collection and dissemination of occupational guidance.	**L5**
CO4	Analyz the student-teachers to the problems faced in the contemporary world.	**L4**
CO5	Categorize the working of guidance centers.	**L3**
CO6	Evaluate the guidance & counselling for school level students.	**L5**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars / Presentations
CD4	Self- learning advice using internets
CD5	Education Tour

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L2**	**M**	**H**	**H**	H	**_**	**_**	**L**	**_**	**_**	**M**	**_**	**H**	**H**	**M**	**M**
CO2	**L1**	**M**	**H**	**H**	H	**H**	**_**	**L**	**_**	**_**	**M**	**_**	**H**	**M**	**M**	**-**
CO3	**L5**	**M**	**H**	**H**	H	**M**	**_**	**L**	**_**	**_**	**M**	**_**	**H**	**H**	**H**	**M**
CO4	**L4**	**M**	**H**	**H**	H	**M**	**_**	**L**	**_**	**_**	**M**	**_**	**H**	**-**	**M**	**L**
CO5	**L3**	**M**	**H**	**H**	H	**L**	**_**	**L**	**_**	**_**	**M**	**_**	**M**	**M**	**H**	**-**
CO6	**L5**	**M**	**H**	**H**	H	**L**	**_**	**L**	**_**	**_**	**M**	**_**	**L**	**H**	**H**	**M**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4, CO5. CO6
CD3	Seminars / Presentations	,CO1, CO2, CO3,CO5
CD4	Project Discussions	CO2, CO4, CO6
CD5	Self- learning advice using internets	CO1, CO3, CO5

B. Ed. 303(3): 3-Environmental Education

Course Code: B.Ed. 303(03) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the Course:

- To understand and reflect on the concept and characteristics of environmental education from various aspects.
- To develop awareness understanding and concern about environment and associated problems, and to develop knowledge, skills, attitudes, motivation and commitment to work individually and collectively towards their solutions and prevention of new ones.
- To do teaching learning about the environment, through the environment and for the environment.
- To develop special skill needed to link theoretical understanding with practical/applied aspects.

Course Content:

Unit-I: Environment & Ecology

- Introduction to Environment and Ecology: Concept of Environment
- Ecology, Biosphere, Community, Population,
- Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest).

Unit II: Environmental Education

- Environmental Education: Meaning, Objectives,
- Its need & importance
- Principles of Environmental Education.

Unit III: Pollution Control

- Pollution Monitoring and Control: Concept of Pollution,
- Types of Pollution – Air, Soil, Water and Noise Pollution, their sources
- Effects, monitoring and control.

Unit-IV: Environmental Health And Safety

- Concept of safety, health and environment
- Diseases through pollution.
- Management to control diseases.
- Environmental Health & Human Society.

Unit V: Natural Resources Management

- Natural Resources Conservation and Management: definition Classification of Natural Resources,
- Their Conservation and Management.
- Wildlife Conservation & disaster management.
- Carrying out a Project on Environment and preparing its detailed report.

Assignment / Sessionals (Any one of the following)

- Plant one tree and write a report on environmental awareness.
- Conduct a "Swachchh Bharat Abhiyan" activity.
- Organize a rally on World Environment Day and write the report.
- Prepare any two charts on environment conservation.
- Conduct a Camp of environmental awareness and write its report.

References:-

1. Khoshoo, T. N. (1999), Environmental Concerns and Strategies. New Delhi: Ashish Publication House.
2. Kohli, V.K. and Kohli, Vikas (1995). Environmental Pollution and management. Ambala: Vivek Publishers.
3. Trivedi, P.R. (2000). Encyclopedia of Environmental Pollution Planning and Consevation. I-VI, New Delhi: A.P.H. Co.
4. Dani, H.M. (1996). Environmental Education. Chandigarh: Panjab University Publication Bureau.
5. Kaur, A. (2003). Scientific Approach to Environmental Education. Ludhiana: Tandon Publications.

Course outcome:-

The student-teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Describe philosophical and epistemological basis of EVS as a composite area of study that draws upon the science, social science and environ mental education	**L2**
CO2	Organize and evaluate comprehensive units for holistical view.	**L5**
CO3	Explain the issues of conservation and environmental regeneration has been infused at appropriate places in all the textbooks.	**L2**
CO4	Discuss and analyze to environment concerns through the process of inquiry.	**L2**
CO5	To develop the sense of awareness about the environment hazards and its causes and remedies	**L6**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars / Presentations
CD4	Project Discussions
CD5	Self- learning advice using internets

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L2**	**H**	**L**	**-**	**M**	**-**	**H**	**-**	**L**	**-**	**-**	**-**	**-**	**M**	**H**	**M**
CO2	**L5**	**-**	**-**	**M**	**H**	**L**	**M**	**L**	**H**	**L**	**M**	**L**	**-**	**-**	**M**	**L**
CO3	**L2**	**H**	**M**	**-**	**L**	**-**	**-**	**M**	**-**	**-**	**L**	**-**	**L**	**H**	**H**	**M**
CO4	**L2**	**M**	**H**	**H**	**H**	**-**	**L**	**-**	**M**	**M**	**M**	**H**	**M**	**M**	**H**	**L**
CO5	**L6**	**-**	**-**	**-**	**M**	**-**	**-**	**-**	**M**	**-**	**-**	**L**	**-**	**H**	**M**	**M**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4, CO5
CD3	Seminars / Presentations	CO1, CO2, CO3, CO4, CO5
CD4	Project Discussions	CO2, CO4, CO5
CD5	Self- learning advice using internets	CO1, CO3, CO4, CO5

B. Ed. 303(04)

4-Health and Physical Education

Course Code: B.Ed. 303(04) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the Course:

- To acquaint pupil teachers with the concept of holistic health.
- To enable them to understand the various dimensions & determinants of health.
- To acquaint them to school health program and its importance.
- To enable them to understand the need & importance of Physical Education.
- To develop organization skills in organizing inter house tournaments and sports meet.
- To understand the need and relevance of Yoga and develop the skills in yogic practices.

Course Content:

Unit I: Concept of Health

- Introduction, Definition and Meaning of Health
- Dimensions of health
- Determinants of health
- Importance of balanced diet

Unit II: Health and Programme

- School health Programme
- Role of teacher in development of health
- Health Hygienic Education

Unit III: Physical Education

- Introduction, Definition and Meaning of Physical Education
- Objectives of Physical Education
- Scope of Physical Education & allied areas in Physical Education

Unit IV: Physical Fitness

- Definition, Meaning, Types and factors of Physical fitness
- Factors affecting physical fitness
- Benefits Physical Fitness
- Physical Education and Sports

Unit V: Physical Fitness and Education

- Need & Importance of physical activities at school level (Secondary and Senior Secondary)
- Techniques and methods of Assessment of physical fitness

Assignment / Sessional (Any one of the following)

- Organize yoga activities in Camps and Prepare a Report.
- Analysis of various text books from health and physical education point of view.
- Organization of games and sports activities.
- Collection of newspaper cuttings related to subject activities.
- Preparing report writing on given topic in the syllabus.

References:

1. Bauer, W., Today's Health Guide, American Medical Association, 1965.
2. Joint Committee of Central and Scothish Health Service Councils, "Health Education" Her Majestry's Satationary Office, London, 1964.
3. Ministry of Education Govt. of India, "A National plan of physical education and recreation", Albion Press, Delhi, 1956.
4. Bulletin No. 5, "A Guide to Teaching physical education in secondary schools', state department of education, Talaharssee, Florida, 1948 7.
5. Moss, Bernice, "Health Education", National Education Association of the Unites States, Washington, 1961.
6. Brown, Gordon, Board of Education, Tentative Curriculum Gide for physical education, Volume-I, Ridgewood public schools, new jersey, 1960.
7. Diehl, Harold, Text book of Health Guide, American Medical Association, 1965.

Course Outcomes

The student-teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Define and explain the concept, aims & objectives of Health & physical education.	**L1**
CO2	Describe and categorize the various communicable diseases.	**L2**
CO3	Describe and teach good posture, Balance diet, and first aid.	**L2**
CO4	Explain and classify the characteristics of hygienic environment along with contributing factors and itsimportance.	**L2**
CO5	Discuss the rules & regulations of physical education. Decide different physical educationactivities.	**L2**
CO6	Practicing tournaments, competitions & Athletic Meets	**L3**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Indoor and out door Games
CD4	Self- learning advice using internets
CD5	Visit Sport Activity

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	**L1**	**H**	**M**	**L**	H	**H**	**-**	**-**	**-**	**-**	**-**	**M**	**-**	**H**	**M**	**-**
CO2	**L2**	**M**	**H**	**M**	M	**H**	**-**	**L**	**-**	**-**	**L**	**-**	**M**	**M**	**H**	**M**
CO3	**L2**	**M**	**M**	**-**	M	**-**	**-**	**H**	**-**	**-**	**M**	**-**	**M**	**M**	**-**	**L**
CO4	**L2**	**M**	**M**	**M**	M	**H**	**H**	**M**	**M**	**-**	**M**	**-**	**M**	**M**	**H**	**L**
CO5	**L2**	**M**	**M**	**M**	-	**-**	**H**	**L**	**-**	**-**	**M**	**-**	**-**	**H**	**M**	**M**
CO6	**L3**	**M**	**M**	**M**	M	**-**	**M**	**M**	**H**	**M**	**H**	**-**	**L**	**H**	**M**	**-**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5.CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4, CO5.CO6
CD3	Indoor and out door Games	CO1, CO2, CO4, CO5
CD4	Self- learning advice using internets	CO4
CD5	Visit Sport Activity	CO1, CO3, CO6

B. Ed. 304- Assessment for Learning

Course Code: B.Ed. 304 **External: 70 (Marks)**
Internal: 30 (Marks)

Objectives of the Course:

The course will enable the student teachers to –

- Understand the process of evaluation.
- Develop the skill in preparing, administering and interpreting the achievement test.
- Understand and use different techniques and tools of evaluation for learning.

Course Content:

Unit I: Basic Concepts and Overview

- Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading.
- Purpose of assessment in different paradigms: (a) behaviourist (with its limited view on learning as behaviour), (b) constructivist paradigm and (c) socio-culture list paradigm; distinction between 'assessment of learning' and assessment for learning; assessment as a basis for taking pedagogic decisions.
- Significance of assessment for learning
- Self assessment and peer assessment

Unit II: Analysis of Existing practices of Assessment

- Records used in Assessment: a) Profiles: Meaning, Steps involved and criteria for developing and maintaining a comprehensive learner profile. B) Evaluation rubric : Meaning, construction and Uses c) Cumulative records: Meaning, Significance
- Ethical Principles of Assessment Examination Reforms a) Continuous and Comprehensive Evaluation (CCE) b) Choice based Credit System (CBCS) c) Open Book Examination
- Feedback in assessment a) Importance of Feedback in learning b) Types of Feedback : constructive Feedback, Oral and Written, Individual & Group

Unit III: Assessment in the Classroom and Record Keeping

- Expanding notions of learning in a constructivist perspective.
- Ability to develop indicators for assessment.
- Tasks for assessment: projects, assignments.
- Formulating tasks and questions that engage the learner and demonstrate the process of thinking.
- Scope for original responses, observation of learning processes by self, by peers, by teacher
- Organizing and planning for student portfolios and developing rubrics for portfolio assessment, teachers' diaries, and group activities for assessment.

Unit IV: Interpreting Test Scores

- Measures of Central Tendency : Mean, Median ,Mode
- Measures of Variability : Quartile Deviation, Standard Deviation
- Percentile and Percentile Rank
- Co-efficient of Correlation by Spearman's Rank Difference method
- Standard Scores: Z and T (Concept only)
- Graphical representation of data: Histogram, Frequency polygon

- Normal Probability Curve: Properties, Uses
- Skewness and Kurtosis Mode of Transaction: Lecture cum Discussion
- Group Discussion
- Cooperative Learning
- Student Presentation (PPT)
- Assignments
- School Visit
- Seminar

Unit V: Feedback

- Feedback as an essential component of assessment; types of teacher feedback (written and oral)
- Feedback to students and feedback to parents; peers' feedback, scores, grades an qualitative descriptions, developing and maintaining a comprehensive learner profile.
- Challenges of assessment

Assignment / Sessional (Any one of the following)

1. Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.
2. Developing a Portfolio / Profile / Evaluation Rubric
3. Evaluation of available Unit test and reformation of the same.
4. Designing Questionnaire / Interview Schedule on a given topic
5. Preparing any four evaluation tools for Formative Assessment.
6. Prepare a PPT Presentation on any topic of syllabus

References:-

1. Garrett, H.E. (2008). Statistics in Psychology and Education. Delhi: Surjeet Publication.
2. Dunn., L & Bay, D.M. (ed). : Exceptional Children in the Schools, New York: Holt, Rinehart, Winston.
3. Hallahar, D.P. & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991
4. Hewett, Frank M. & Foreness Stevan R., Education of Exceptional Learners, Allyn & Bacon, Masachusetts, 1984
5. Kirk, S.A. & Gallagher J.J., Education of Exceptional children ; Houghton Mifflin Co., Boston, 1989
6. Magnifico, L.X.: Education of the Exceptional child, New York, Longman.
7. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
8. Singh, N.N and Beale, I.L. (eds) Learning Disabilities – Nature, Theory and Treatment Spring – Verlag, New York, inc. : 1992.
9. Deshpande, J.V. Examining the Examination System Economic & Political Weekly, April 17, 2004. Vol. XXXIX, No. 16. Nawani, D (2015)
10. Re-thinking Assessments in Schools, Economic & Political Weekly, Jan. 17, Vol. L., No.
11. Nawani, D (2012), continuously and comprehensively evaluates children, Economic & Political Weekly, Vol. XLVIII, Jan. 12, 2013.
12. NCERT 92007) National Focus Group Paper on Examination Reforms S. K. (1994)
13. Applied Statistics for Education. Mittal Publications.

Course Outcomes:

The student teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Describe and adapt the children's progress and their psychological development.	**L2**
CO2	Explain and analyze the different dimensions of learning and related assessment procedures, tools and techniques.	**L2**
CO3	Explain and evaluate the policy perspectives on examination and their implementation practices.	**L2**
CO4	Develop and describe the critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment process.	**L6**
CO5	Adapt the good process to learning and make more confident and creative learners.	**L3**
CO6	Describe and evaluate the role of assessment in enhancing learning Critiques the traditional purpose of assessment	**L2**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars
CD4	Self- learning advice using internets
CD5	Education Tour

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L2**	**M**	**L**	**L**	H	**_**	**_**	**M**	**L**	**L**	**L**	**_**	**L**	**H**	**M**	**M**
CO2	**L2**	**H**	**H**	**H**	H	**H**	**_**	**H**	**M**	**H**	**L**	**_**	**M**	**M**	**-**	**H**
CO3	**L2**	**-**	**-**	**H**	-	**-**	**H**			**H**	**L**	**_**	**M**	**H**	**M**	**M**
CO4	**L6**	**H**	**H**	**H**	H	**M**	**_**	**M**	**H**	**H**	**L**	**_**	**H**	**M**	**H**	**M**
CO5	**L3**	**H**	**H**	**H**	H	**_**	**H**	**H**	**H**	**H**	**L**	**_**	**H**	**H**	**-**	**L**
CO6	**L2**	**H**	**H**	**H**	H	**_**				**H**	**L**	**_**	**H**	**H**	**M**	**H**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5.CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4, CO5.CO6
CD3	Seminars / Presentations	CO1, CO2, CO3, CO4, CO5.CO6
CD4	Project Discussions	CO4, CO6
CD5	Self- learning advice using internets	CO1

B. Ed. 305(EPC -3)

Critical Understanding of ICT

Course Code: B.Ed. 305 **External: 35 (Marks)**

Internal: 15 (Marks)

Objectives of the course

- To equip student – teachers in the effective use of ICT tools, software applications and digital resources.
- To familiarise them with the understanding and skills of integration of ICT in teaching learning, evaluation and management of an institution.
- To acquire the skill of organising and creating her/his own digital resources.
- To sensitise them to practice safe, ethical and legal ways of using ICT.
- To enable them to use ICT for making classroom processes more inclusive and supportive in addressing multiple learning abilities.

Course Contnet:

Unit I: Information Communication Technology in Education

- Concept, Importance, Meaning & Nature of Information & Communication Technology.
- Need of Information & Communication Technology in Education.
- Scope of Information and Communication technology areas; (Teaching Learning Process, Evaluation, Research and Administration), Trends in Information and communication and Technology
- Paradigm shift in education due to ICT content with special reference to curriculum, Role of Teacher, Methods of teaching, Classroom Environment Evaluation, Procedure and Educational management
- Challenges in integrating Information communication Technology in school Education.

Unit II: Introduction to Computer

- General awareness about functioning of Computer
- Generation, Characteristics, Types of computers and uses of Computer
- Brief introduction of working computer using the block diagram.
- Hardware
- Input device- Key Board, Mouse, Scanner, Microphone and digital Camera
- Output device- Monitor, Printer, Speaker and Screen Image projector
- Storage device – Hard Disk, CD & DVD and Mass Storage Device (Pen drive)

Unit III: Computer Software

- Operating System – Concept and function
- Application software (Its uses in education)
- Word Processors
- Power point presentation
- Spread sheet
- Viruses & their management

Unit IV: ICT supported teaching/learning strategies, Internet and Intranet

- CAL – Computer Assisted Learning
- PBL – Project Aided Learning
- Technology Aided learning

Unit V: E- Learning

- E- Learning -Concept & Nature
- Web Based Learning
- Virtual Classroom
- Concept, need & importance
- Facilities available for Communication
- Email, Chat and online conferencing
- E- Library, websites, blog, Wikipedia
- Search Engines- Concept and uses

Assignment / Sessional (Any one of the following)

- Preparing on CD on any topic related to Syllabus.
- Prepare five slides any one subject related topic.
- Report on wed based learning environments.
- Analysis of multimedia packages.
- Prepare a report on effective teaching learning process with ICT.

References:-

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2. Bhargava, H.P. Bhargaava House, Agra
3. Shukla, Satish S. (2005), Basics of Information Technology for Teacher Trainees, Ahmedabad; Varishan Prakashan
4. Singh, V.P. and Singh, Meenakshi (1999), Computer Terms and Definitions, New Delhi
5. Rajsekar, S. (2010). Computers in Education. ND: Neelkamal Publications Pvt. Ltd.
6. Roblyer, M.D. (2008). Intergating Educational Technology into Teaching. New Delhi: Pearson Education, South Asia, India
7. Singh, Kmal. D., & Kaur, D. (2008). Using Computers in Education. New Delhi: Dhanpat Rai Publishing Company (Pvt.) Limited.
8. बाला, मुरली सविथा (1996) कम्प्यूटर विज्ञान एक परिचय, विकास पब्लिशिंग हाऊस प्रा. लि., नई दिल्ली।
9. वेणुगोपाल एवं अन्य : प्रारम्भिक कम्प्यूटर अनुप्रयोग, हिमांशु पब्लिकेशन, उदयपुर।
10. सिन्हा, आर. के.: कम्प्यूटर फण्डामेन्टल्स, पी.पी.वी. पब्लिकेशन, उदयपुर।
11. सिंह, डॉ. रजनीश कुमार, गौत्तम साहूकार (2014) : शिक्षा में सूचना एवं संचार प्रौद्योगिकी, राखीप्रकाशन, आगरा।

Course Outcomes:

The student-teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Apply the effective technology in Education.	**L3**
CO2	Adapt and conclude the new trends, techniques in education along with learning	**L3**
CO3	Describe the basic elements of computers and their uses.	**L2**
CO4	Describe and practice the aims and objectives of teaching computer science in secondary and Sr. Secondary schools and help them to plan learning activities according to those objectives.	**L2**
CO5	Apply the Basic Commands in DOS & Windows.	**L3**
CO6	Define and explain the various MS Office Applications like Word, Excel and PowerPoint	**L1**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars/ PPT Presentation
CD4	Self- learning advice using internets
CD5	ICT Lab Visit

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L3**	**M**	**-**	**H**	M	**H**	**L**	**H**	**-**	**M**	**L**	**M**	**-**	**M**	**M**	**H**
CO2	**L3**	**M**	**-**	**M**	M	**H**	**-**	**M**	**-**	**-**	**L**	**H**	**H**	**H**	**M**	**H**
CO3	**L2**	**H**	**-**	**-**	H	**H**	**-**	**H**	**-**	**-**	**M**	**M**	**-**	**-**	**M**	**H**
CO4	**L2**	**H**	**M**		M	**M**	**-**	**H**	**M**	**M**	**-**	**-**	**-**	**H**	**M**	**-**
CO5	**L3**	**-**	**-**	**-**	-	**H**	**-**	**L**	**-**	**-**	**L**	**-**	**-**	**H**	**M**	**L**
CO6	**L1**	**H**	**L**	**M**	-	**H**	**-**	**M**	**-**	**-**	**-**	**-**	**-**	**M**	**H**	**M**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5.CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4, CO5.CO6
CD3	Seminars / PPT Presentations	CO1, CO2, CO4, CO5
CD4	ICT Lab Visit	CO3, CO5.CO6
CD5	Self- learning advice using internets	CO1, CO2, CO4

B.Ed.-306: Professional Skills

Course Code: B.Ed.-306 **External:70 (Marks)**

Internal:30 (Marks)

Duration: 30 Hours

Objectives:

1. To acquire career skills and fully pursue to partake in a successful career path
2. To prepare good resume, prepare for interviews and group discussions
3. To explore desired career opportunities in the employment market in consideration of an individual SWOT.
4. Understand the significance of Team Skills and help them in acquiring them
5. To help them design, develop and adapt to situations as an individual and as a team.

Course Contents

Unit I: Resume Skills & Interview Skills

Resume Skills : Preparation and Presentation, Introduction of resume and its importance, Difference between a CV, Resume and Bio data, Essential components of a good resume, Resume skills : common errors, Common errors people generally make in preparing their resume, Prepare a good resume of her/his considering all essential components

Interview Skills : Preparation and Presentation, Meaning and types of interview (F2F, telephonic, video, etc.), Dress Code, Background Research, Do's and Don'ts, Situation, Task, Approach and Response (STAR Approach) for facing an interview, Interview procedure (opening, listening skills, closure, etc.), Important questions generally asked in a job interview (open and closed ended questions), Interview Skills : Simulation, Observation of exemplary interviews, Comment critically on simulated interviews, Interview Skills : Common Errors, Discuss the common errors generally candidates make in interview, Demonstrate an ideal interview

Unit II: Group Discussion Skills & Exploring career opportunities

Meaning and methods of Group Discussion, Procedure of Group Discussion, Group Discussion- Simulation, Group Discussion - Common Errors, Knowing yourself – personal characteristics

Knowledge about the world of work, requirements of jobs including self-employment, Sources of career information, Preparing for a career based on their potentials and availability of opportunities

Unit III: Presentation Skills, Trust and Collaboration

Types of presentations, Internal and external presentation, Knowing the purpose, Knowing the audience, Opening and closing a presentation, Using presentation tools, Handling questions, Presentation to heterogenic group, Ways to improve presentation skills over time, Explain the importance of trust in creating a collaborative team, Agree to Disagree and Disagree to Agree – Spirit of Team work, Understanding fear of being judged and strategies to overcome fear

Unit IV: Listening as a Team Skill & Brainstorming

Advantages of Effective Listening, Listening as a team member and team leader. Use of active listening strategies to encourage sharing of ideas (full and undivided attention, no interruptions, no prethink, use empathy, listen to tone and voice modulation, recapitulate points, etc.)., Use of group and individual brainstorming techniques to promote idea generation., Learning and showcasing the principles of documentation of team session outcomes

Unit V: Social and Cultural Etiquette & Internal Communication 4 Hours

Need for etiquette (impression, image, earn respect, appreciation, etc), Aspects of social and cultural/corporate etiquette in promoting teamwork, Importance of time, place, propriety and adaptability to diverse cultures, Use of various channels of transmitting information including digital and physical, to team members.

Course Outcomes:

CO	Statement	Blooms Level
	After the completion of this course, students will be able to:	
CO1	Prepare their resume in an appropriate template without grammatical and other errors and using proper syntax and Participate in a simulated interview	L6
CO2	Actively participate in group discussions towards gainful employment, Capture a self - interview simulation video regarding the job role concerned and Enlist the common errors generally made by candidates in an interview.	L3
CO3	Perform appropriately and effectively in group discussions and Explore sources (online/offline) of career opportunities	L3
CO4	Use common technology messaging tools that are used in enterprises for flow of information and transition from command and control to informal communication during an online/offline team session & Actively use and operate online team communication tools: Webinar, Skype, Zoom, Google hangout etc	L3
CO5	Appreciate and demonstrate Team Skills & Generate, share and maximise new ideas with the concept of brainstorming and the documentation of key critical ideas/thoughts articulated and action points to be implemented with timelines in a team discussion (as MOM) in identified applicable templates	L3

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars
CD4	Self- learning advice using internets
CD5	Industrial visit

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	Bloom's Levels	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	L6	**L**	**H**	**L**	**M**	**L**	**H**	**H**	**M**	**-**	**H**	**M**	**-**	**L**	**L**	**-**
CO2	L3	**L**	**H**	**L**	**M**	**L**	**H**	**H**	**M**	**-**	**H**	**M**	**-**	**L**	**L**	**-**
CO3	L3	**L**	**H**	**L**	**M**	**L**	**H**	**H**	**M**	**-**	**H**	**M**	**-**	**L**	**M**	**-**
CO4	L3	**L**	**H**	**L**	**M**	**L**	**H**	**H**	**M**	**-**	**H**	**M**	**-**	**L**	**M**	**-**
CO5	L3	**L**	**H**	**L**	**M**	**L**	**H**	**H**	**M**	**-**	**H**	**M**	**-**	**L**	**M**	**-**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	Course Delivery methods	Course Outcomes
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4, CO5
CD3	Seminars	CO3, CO4
CD4	Self- learning advice using internets	CO1, CO2, CO3, CO4, CO5
CD5	Industrial visit	CO3, CO4, CO5

B.Ed.-307: ANANDAM

Objectives:

- To instil the joy of giving in young people, turning them into responsible citizens to build up a better society.
- To inculcate the habit of service in students across the University.
- A compulsory course of 2 credits per semester to be included in each program of University.
- Students to be expected to engage in individual and group acts of service and goodness.

Action Plan:

Students will be expected to

- Do at least one act of individual service each day
- Record this act of service in a dedicated Register / Personal Diary
- Share this Register / Personal Diary day in the Anandam Class scheduled per week. The class interaction will include Personal Diary check, Showing of Community based motivation videos, Community based presentations by students, Role playing etc.
- Undertake one group service project for 64 hours every semester (outside college hours)
- Upload the report on the group project on the Anandam platform
- Participate in a sharing and presentation on the group service in the discussion sessions held once in week
- There will be some suggested projects and organizations that students can work with. Students can also suggest their own projects which others can join

Each student will finish the year with a portfolio of giving. This will include their Register / Personal Diaries and their reports on group service projects.

Semester IV

Course Code	Title of the Paper	Type	CREDITS	Hours Per Week	External	Internal	Total	Duration of Exam (Hrs.)
B.Ed.-401	Pedagogy of School Subject (Part II) Choose any one 1. Draw. &Paint. 2. Civics 3. Home Science 4. Economics 5. English 6. Geography 7. Hindi 8. History 9. Mathematics 10. Sanskrit 11. Social Studies 12. Biology 13. Chemistry 14. General Science 15. Physics 16. Book Keeping 17. Comm. Practice 18. Urdu 19. Agricultural Science	Elective	6	6	70	30	100	3
B.Ed.-402 (EPC-4)	Understanding the Self	Core	3	3	35	15	50	2
	PRACTICALS							
B.Ed-403	School Internship (16 week) Pedagogy Part l & Pedagogy Part ll (70 lessons) *External Assessment (Final Lesson)	Practical	15		100	150	250	
B.Ed-404	Leadership and Management Skills	Skill Enhancement	2	2	70	30	100	3
B.Ed-405	Anandam	Ability Enhancement	2	2	-	-	-	-
Total			**28**	**13**	**275**	**225**	**500**	

B. Ed. 401: **Pedagogy of School Subject (Part-II)**

1- Pedagogy of Drawing and Painting

Course Code: B.Ed. 401(01) **External: 70 Marks**

Internal: 30 Marks

Objectives of the Course:

- Develop the skill of using various teaching meathods for teaching of Arts.
- Develop the Aesthetic Sence.
- Acquaint the students with different techniques of painting.
- Develop imagination and sence of appreciation of Arts and interest in teaching of art.
- Learn and understand the principles, concept, and elements of art and to apply them in teaching and daily life.

Course Content:

Unit I: Concept of Art

- What is Art: Concept and Scope of Art
- Origin & Development of Art in India with special reference to Pre-historic & Mughal period.
- Importance of Art in Life and Education
- Principles of Art.

Unit II: Aims and Elements of Art

- Aims and objective of teaching Art.
- Elements of Art
- Art & Society
  (a) Stages of Development in Child Art
  (b) Principles of curriculum construction at secondary level
- Qualities of Good Poster
- Design – its meaning & types
- Colour – Types and effects
- Importance of Colours in life
- Elements of Good Landscape
- Appreciation of Art

Unit III: Fine Art & its Correlation

- Significance of Fine Art & its correlation with other school subjects
- Six limbs of Indian Art (Shadanga)
- Importance of Field trips and Excursions in Art
- The importance of Exhibitions & Competitions in encouraging creative expression among students

Unit IV: Methods of Teaching Art

- Qualities and functions of an Art-Teacher

- Methods of teaching art
- Lecture cum Demonstration method
- Direct Observation method
- Method of imagination and free expression
- Contribution of artists: Amrita Shergill. Shobha Singh, Rabindranath Tagore and Satish Gujral
- Importance of art Room and its requirements.

Unit V: Planning of Art Teaching

- Micro teaching
- Yearly, Unit & Lesson planning to teach:
- Still life, Design, Landscape, Composition, Poster

Assignment / Sessional (Any one of the following)

- Preparation of any useful item from waste.
- Prepare a slide of contribution of artist.
- Prepare a lesson plan of innovation methods
- Prepare a Art room in your institution.
- Organize the exhibition and write a report.

References:-

1. Brown, Percy (1953). Indian Painting, Calcutta
2. Chawla, S.S. (1986). Teaching of Art, Patiala: publication Bureau, Punjabi University
3. Harriet, Goldstein (1964), Art in Everyday Life. Calcutta: Oxford and IBH Publishing
4. Jaswani, K.K., Teaching and Appreciation of Art in Schools
5. Lowenfeld Viktor. Creative and Mental Growth
6. Margaret, Marie Deneck (1976). Indian Art London: The Himalata Publication
7. Sharma, L.C., History of Art, Goel Publishing House, Meerut
8. Read, Herbert, Education through art
9. Shelar, Sanjay. Still Life. Jyotsana Prakasha

Course Outcomes:

The student-teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Understand the Principles and importance of Drawing and Painting in life.	**L2**
CO2	Know about the place of Art in general education.	**L1**
CO3	Organize art related exhibitions in classroom.	**L4**
CO4	Understand the importance of Art-room, Art-Museums, and Art-Galleries.	**L2**
CO5	Describe the role of Art in National Integration, Human Values.	**L1**
CO6	Understand and survey the contribution of artists in our India.	**L2**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Self- learning advice using internets
CD4	Visit Art galleries
CD5	Group discussion

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	**L2**	H	-	M	H	M	-	H	L	-	M	-	-	H	H	M
CO2	**L1**	M	M	H	H	-	L	H	-	M	H	-	L	-	M	-
CO3	**L4**	H	-	H	H	H	-	M	H	-	M	-	H	H	H	M
CO4	**L2**	M	M	H	M	L	H	H	-	M	M	-	M	M	M	L
CO5	**L1**	M	M	L	H	M	M	H	-	M	H	-	M	M	H	H
CO6	**L2**	H	H	M	M	-	L	M	-	H	M	-	-	-	M	-

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5.CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4, CO5.CO6
CD3	Self- learning advice using internets	CO1, CO2, CO3, CO4, CO5
CD4	Visit Art galleries	CO4, CO6
CD5	Group discussion	CO1, CO2, CO3, CO4, CO5,CO6

2 - Pedagogy of Civics

Course Code: B.Ed. 401(02) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the Course:

- Explain and Discuss the Meaning, Nature and Scope of Civics.
- Explain the Importance of Civics as a School Subject.
- Differentiate between Aims and Objectives of Civics.
- Explain the meaning of Teaching method and Teaching techmiques.

Course Content:

Unit I: Nature and Scope of Civics

- Meaning, Nature and Scope of Civics as a school subject, role and importance of Civics in school curriculum and life.
- Aims and objectives of civics, values of teaching civics (moral, spiritual, social, cultural and Aesthetic) relation of civics with other subjects of social and natural science and literature.
- A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.
- Approaches: Current events Approach, mass-media Approach, interdisciplinary Approach, constructivism Approach

Unit II: Teaching Models and Methods

- Models of teaching: Concept Attainment model. Value Attainment model. Jurisprudential model
- Methods of teaching: Lecture method, Discussion method. Project method, Supervised Study method, Socialized recitation method, Problem – Solving method
- Innovative practices: Brain storming method. Co-operative-Learning. Experimental Learning.
- Planning: Content Analysis, Annual plan, Unit plan, and Lesson plan.

Unit III: Role of Teaching

3.1

a. Teacher as an agent of social change in multicultural multilingual Society.
b. Teacher as a facilitator.
c. Qualities and professional growth of a Civics Teacher to face challenges of present era.
d. Teacher as a Reflective Practitioner and a Researcher.

3.2 Learning Resources:

a. Print Media
b. Electronic Media
c. Multi Media

d. Visuals

3.3

a. Use of community resources
b. Civics resources center
c. Co-Scholastic activities based on school curriculum
d. Civics club

Unit IV: Political Structure and Content Analysis

4.1 Local, State and National Political Structure in India:

a. Education for Citizenship.
b. Political Science in the global context.
c. Human right / Child right / Woman's right
d. Peace and conflict resolution.
e. Educational technology and political science (Civics)
f. Gender issue in civics
g. Content Analysis of Civics Textbooks of Secondary level

4.2 Use of Library and other instructional materials

Unit V: Assessment and Evaluation

5.1 Evaluation in Civics:

a. Preparation of challenging assignments.
b. Criteria for assessing written and practical work in Civics.

5.2 Assessment Modes: Self assessment. Peer assessment, Group assessment, Learner's profile, Open book exams. Learner's portfolio.

Assignment / Sessional (Any one of the following)

- Prepare five slides related to Civics/ Political Science teaching content at senior secondary level.
- Organizing and conducting civics club activities in class, Prepare a report.
- Prepare any one Audio visual aid.
- Write a report any one educational commission for educational development.
- Preparation of design, blue print for teacher made test.

References:-

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20. I.F. Forrester: Introducing Social Studies (Orient, Long Mans. Bombay) 1956.

Course Outcomes:

The student-teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Define the knowledge of student teacher regarding the meaning and importance of civics.	**L1**
CO2	Compare the co-relation of civics with other school subjects	**L4**
CO3	Apply appropriate methods in teaching particular topics at different level.	**L3**
CO4	Describe and adapt the use of relevant teaching aids.	**L2**
CO5	Describe and demonstrate the particular concepts, trends, principles, methods etc. with the help of correlation to similar content or situation.	**L2**
CO6	Develop and organize the various skills and abilities for school activities related to the subject.	**L6**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Seasonal Work / Assignment
CD3	Guest Lecture/ PPT Presentation
CD4	Prepare TLM
CD5	Self- learning advice using internets

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L1**	**H**	**-**	**M**	L	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**M**	**H**	**-**
CO2	**L4**	**H**	**H**	**-**	H	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**M**	**M**	**L**
CO3	**L3**	**M**	**-**	**M**	H	**-**	**-**	**-**	**M**	**M**	**-**	**-**	**-**	**H**	**M**	**H**
CO4	**L2**	**-**	**-**	**H**	H	**-**	**-**	**M**	**-**	**-**	**-**	**M**	**-**	**M**	**H**	**-**
CO5	**L2**	**M**	**-**	**H**	H	**H**	**-**	**M**	**-**	**-**	**L**	**M**	**-**	**M**	**H**	**M**
CO6	**L6**	**-**	**-**	**H**	M	**L**	**L**	**M**	**-**	**L**	**-**	**-**	**H**	**H**	**H**	**M**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Seasonal Work / Assignment	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Guest Lecture/ PPT Presentation	CO2, CO3, CO5
CD4	Prepare TLM	CO2, CO3, CO4
CD5	Self- learning advice using internets	CO1, CO3, CO4, CO5

3- Pedagogy of Home Science

Course Code: B.Ed. 401 (03) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the course:

- To familiarize student-teachers with the meaning and scope of Home Science and Objectives of Teaching Home Science at Higher Secondary Level.
- To sensitise them to understand the importance of Teaching Home Science in Schools.
- To enable them to know and apply various techniques and approaches of Teaching of Home Science at Higher Secondary level.
- To plan instructions effectively for Teaching of Home Science in Schools.
- To develop the skills to evaluate student performance effectively with reliable and validtools.

Course Content:

Unit I: Naature, Scope and Objective

- Meaning, importance, principles and scope of home science, objectives of teaching of home science at secondary level, behavioral objectives: Meaning and importance of behavioral objectives, steps for preparing behavioral objectives for teaching of home science. Place of home science in Secondary School curriculum, Curriculum construction – Principles and critical analysis of existing school curriculum of Home Science. Correlation – Meaning, importance, types of correlation and correlation of home science with different subjects.

Unit II: Teaching Methods of Home Science

- Micro teaching skills relevant in Home Science.
- Lesson Planning: Meaning, importance and essentials of lesson planning. Use of Demonstration method, Discussion method, Project method, laboratory method, Problem solving method and Field trips in teaching of Home Science.

Unit III: Teaching Planning and Role of Teacher

- Role of school and teacher in teaching of home science. Qualities, qualification and competencies of a home science teacher. Organization of Home Science Department. Home Science Laboratory – Concept and importance. Planning of space and equipment for Home Science Laboratory.

Unit IV: Teaching Aids and Uses

- Meaning, Importance, Essential Role, Qualities and limitations of Home Science text books. Audio-visual Aids: Meaning, importance and classification of audio-visual aids, Preparation of low-cost teaching aids.

Unit V: Assessment and Evaluation in Home Science

- Concept of assessment and Evaluation in home science, concept, need and techniques of continuous and comprehensive Evaluation (CCE) in home science. Types of tests – Achievement test, Proficiency test, Diagnostic test, Prognostic test. Preparation of an Achievement test. Concept and need of remedial teaching.

References:-

1. Begum, Fahmeeda (2006). Modern Teaching of Home Science. New Delhi: Anmol Publications.
2. Bhargava, Priya (2004). Teaching of Home Science. New Delhi. Commonwealth Publishers.
3. Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995). Fundamentals of Teaching of Home Science New Delhi: Sterling Publisher
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7. Kapoor, Ritu (1994). Teaching of Home Science. Ludhiana: Parkash Book Depot.
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9. Seshaiah, Ponnana Rama (2004). Methods of Teaching Home Science, New Delhi: Discovery Publishing House.
10. Sharma, Shaloo (2002). Modern Methods of Teaching Home Science. Sarup & Sons., New Delhi.
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Course Outcomes:

The Student – teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Understand the importance of Home Science and its correlation with other subjects.	**L2**
CO2	Describe aims and objectives of the subject.	**L1**
CO3	Prepare the equipments for home science laboratory.	**L6**
CO4	Understand and uses of teaching aids in home science.	**L2**
CO5	Evaluate the different types of tests in teaching of Home Science.	**L5**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	PPT
CD4	Self- learning advice using internets
CD5	Lab Visit

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L2**	H	M	H	H	L	-	H	-	M	H	-	M	H	-	M
CO2	**L1**	H	H	M	H	-	-	M	L	-	H	-	H	H	M	M
CO3	**L6**	H	M	H	H	H	-	H	M	M	M	-	M	M	-	H
CO4	**L2**	M	-	H	H	M	-	H	-	-	H	-	M	H	M	-
CO5	**L5**	H	H	M	H	H	-	M	-	-	M	-	M	M	M	-

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5
CD3	PPT	CO1, CO2, CO4, CO5
CD4	Self- learning advice using internets	CO1, CO2, CO3, CO4, CO5
CD5	Lab Visit	CO2, CO4, CO5

4 - Pedagogy of Economics

Course Code: B.Ed. 401(04) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the course:

- To familiarize the student-teachers with various strategies, methods, techniques and skills of teaching Economics at the senior secondary level.
- To develop competence in use of appropriate strategy in relation to the content to be taught.
- To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching.
- To promote reflection on issues pertaining to teaching of Economics.
- To develop competence in designing effective instructional strategies to teach Economics.
- To develop ability to design, develop; and use various tools & techniques of evaluation.
- To develop awareness about syllabus prescribed by different State Boards.
- To develop awareness about recent advancements in teaching of Economics.

Course Content:

Unit I: Nature, Scope and Objective

- Meaning, Nature and Scope of Economics. Place and Importance of Teaching of Economics at Secondary level.
- Importance of economics in school curriculum.
- Aims and objectives of teaching economics at different level.
- Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Economics.
- Correlation of economics with school subjects.

Unit II: Curriculum and planning

- Concept and objectives of curriculum.
- Concepts and Principles of Constructing Curriculum of Economics.
- Critical Analysis of the existing syllabus.

Unit III: Teaching Planning

- Micro Teaching, Content Analysis
- Yearly plan, Unit plan and Daily lesson plan – Meaning, Characteristics, Importance and Steps.
- Methods of Teaching: Lecture Method, Discussion Method, Project Method, Survey Method, Inductive - Deductive Method
- Techniques and Devices of Teaching Economics

  (i) Assignments (ii) Seminars (iii) Brain Storming (iv) Tours and Excursions (v) Supervised Study (vi) Case Study

Unit IV: Teacher, Text Book, Teaching Aids

- Text Book (Meaning, importance and qualities of a good textbook of Economics), Supplementary Material (Meaning and sources)
- Economics Room – Importance and Equipments.
- Teacher of Economics – Importance, Qualities and Competence.

- Teaching Aids – Meaning, importance and Types.
- Uses of Chalkboard, Diagrams, Charts, Table graphs, OHP, T.V., Computer with multimedia, Flash Cards, LCD Projector and Interactive Board.

Unit V: Evaluation

- Evaluation, Meaning and importance of evaluation, achievement, Diagnostic test
- Types of Evaluation – Oral tests, written tests, Essay type tests, short answer type tests and objective type tests. Purpose and concept of evaluation.
- Objective of based evaluation
- Preparation of achievement test-
  - Various types of question
  - Blue Print
  - Preparation of question paper

Assignment / Sessional (Any one of the following)

- Prepare five slides related to economics teaching content at senior secondary level.
- Critical appraisal of economic syllabus at senior secondary level.
- Preparation of teaching aids.
- Create any tow skill based lesson plan.
- Preparation of design, blue print for teacher made test.

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2. Saxena, N.R.: Mishra, B.K. and Mohanty, R.K. (2004). Teaching of Economics, Merrut: R. Lall Book Depot.
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5. Teaching of social studies in secondary schools: Bining and Binning
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Course Outcomes

The student Teacher will be able to :		
CO	**Statement**	**Bloom's Level**
CO1	Define the meaning. Importance, nature, scope and aims of Economics	**L1**
CO2	Assess the aims, objectives and value-outcomes through teaching of Economics.	**L5**
CO3	Design and compare group-activities and project and to use various instructional strategies and methods for effective teaching of the subject.	**L5**
CO4	Examine the correlation of Economics with other school-subjects	**L4**
CO5	Develop and demonstrate necessary skills to use various teaching aids, (Particularly locally available material aids).	**L3**
CO6	Develop appropriate attitude towards the subjects and country's economic	**L6**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars / PPT Presentations
CD4	Self- learning advice using internets
CD5	Site Visit

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L1**	**H**	**-**	**-**	-	**-**	**-**	**M**	**-**	**-**	**-**	**-**	**-**	**M**	**-**	**L**
CO2	**L5**	**-**	**H**	**-**	H	**-**	**M**	**M**	**-**	**-**	**-**	**-**	**-**	**H**	**M**	**M**
CO3	**L5**	**M**	**-**	**M**	M	**-**	**-**	**M**	**H**	**M**	**M**	**-**	**M**	**H**	**H**	**-**
CO4	**L4**	**H**	**M**	**-**	-	**-**	**-**	**-**	**M**	**-**	**-**	**-**	**-**	**M**	**M**	**L**
CO5	**L3**	**L**	**-**	**H**	H	**H**	**-**	**-**	**-**	**M**	**M**	**M**	**-**	**M**	**H**	**-**
CO6	**L6**	**M**	**-**	**M**	M	**-**	**H**	**M**	**M**	**L**	**M**	**-**	**M**	**-**	**M**	**-**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / PPT Presentations	CO2, CO3, CO5
CD4	Site Visit	CO2, CO3, CO4
CD5	Self- learning advice using internets	CO1, CO3, CO4, CO5

5 - Pedagogy of English

Course Code: B.Ed. 401(05) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the course:

- To understand the need and importance of English language.
- To develop proficiency in the language.
- To be familiar with the psycholinguistics and sociolinguistics aspects of language.
- To enable the students to use technology to enrich language teaching.
- To be aware of the pedagogical practices required for teaching English onSecond language.
- To facilitate the effective use of learning resources.
- To encourage continuous professional development.
- To develop an appreciation of the role of English in both academics and life.

Course Content:

Unit I: Foundation of English Language Teaching

- Concept of language, language acquisition, language learning.
- Forms of English – formal, informal, written and spoken
- Importance of teaching English
- Principles of second language teaching
- Difference between teaching of content based subjects and skills based subjects
- Objectives of teaching English language (a) skills based – LSRW (b) Competency based – linguistic competence and communicative competence

Unit II: Teaching of English Language Skills

- Listening: (i) Concept of listening in second language (ii) The phonetic elements involved in listening at the receptive level (Monopthongs, Diphthongs, Consonants, pause, Juncture, Stress, Accent Beat, Intonation, Rhythm) (iii) Listening skills and their sub-skills (iv) Techniques of teaching listening. Role of teaching aids in teaching listening skills (vi) Difference between hearing and listening
- Speaking, Concept of speaking in English as a second language, Phonetic transcription, Use of pronouncing dictionary. The phonetic elements involved in speaking at the receptive level. Technique of teaching, speaking skills and pronunciation practice and drills ear training. Repetition, Dialogues and conversation.
- Reading skills: Concept of reading in second language, Mechanics of reading (Eye span, Pause, Fixations, Regression and Speed), Types of reading: Skimming, scanning, Silent reading, Reading aloud, Intensive reading, Extensive reading, Genuine reading comprehension, Relating teaching of reading to listening and speaking skills, Role of text book

- Writing Skills : Concept of writing in first language and the second language, Types of composition – oral, written, controlled, guided, contextualized and integrated composition Teaching the following items keeping in view their style, ingredients and mechanics; Letters (Formal and Informal), Essay, Report, Telegram, E-mail, Notice, Precis, Paragraph, Developing, Stories, Note making, Correction of Written work.

Unit III: Methodology and Planning of English Language Teaching

- Approaches, methods and techniques, Whole language approach, structural situational approach, Communicative approach, Task based approach. Eclectic approach, Direct method, Bilingual method, Audio-lingual method CALI (Computer assisted language learning) and CALT (Computer assisted language teaching). Role play, Simulation Group work and Drill techniques. Study the above approaches and methods in the light of Psychological factors affecting second language learning – Nature of English language – Classroom environment and condition – Language functions. Planning of English language teaching. Annual plan, unit plan and daily lesson plan – Prose lessons – Content analysis, Poetry lessons – Components of poetry – The place of poetry teaching in school curriculum – Concept, aims and objectives of teaching poetry in second language, Grammar lessons – Planning for teaching Grammar and usage – sentence (Affirmative, Negative, Interrogative, Simple, Compound, Complex). Verb – patterns, Question tag, Determiners, Model Auxiliaries, Tenses, Infinitives, Gerunds, Phrasal verbs and idioms, Concord, Active and passive voice, Direct and indirect speech, Punctuations.

Unit IV: Resources in English Language Teaching

- Concept and use of A.V. aids in the teaching of English
- Resources for Teaching and learning, English – Text books, work books, teacher's hand books, charts, pictures, flash cards, flannel board, tape – recorder, radio, OHP, substitution tables, computer, realia, newspapers, magazines, brochures, black board, white board, songs, stories and anecdotes, Language laboratory and language games, use of community resources and media for language development, Qualities, Responsibilities and Professional ethics of language teacher.

Unit V: Assessment and Evaluation in English

- Concept of assessment and Evaluation in English, Concept, Need and Techniques of Continuous and Comprehensive Evaluation (CCE) in English. Types of tests-Achievement test, Proficiency test, Diagnostic test, Prognostic test, Testing language skills, Lexical and Structural items. Poetry and Grammar, Preparation of an Achievement test, Concept and need of remedial teaching.

Assignment/ Sessionals (Any one of the following)

1. Project report on any topic related to English Language.
2. Develop one short story
3. Prepare three diagram / web diagram / pie charts based on any five units / lessons.
4. Prepare a innovative lesson plan
5. Preparation of Diagnostic Test, Achievement Test and reading comprehension test.
6. Preparation of Instructional Material:
   - Preparing Pot's
   - Preparation of Charts and Models
7. Prepare a Remedial program me for a child having English Spelling errors.
8. Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.

References:-

1. Collins Cobuild English Grammar (2000) Harper Collins Publisher, India.
2. Elizabeth. M.E.S. (2010): Methods of Teaching English, Discovery Publishing House.
3. Ellis. Rod (2003). Task based Language Learning and Teaching. Oxford. New York: Oxford University Press. Pp. 156-157.
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5. Baruah, T.C. (1985): The English teacher's handbook, New Delhi: Sterling Publishing Pvt. Ltd.
6. Gimson A.C. (1980): An Introduction to the pronunciation of English. London: Edward Arnold
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Course Outcomes:

The student- teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Discuss and Develop a good understanding of the basic concepts in second language teaching.	**L2**
CO2	Choose and Teach basic language skills as listening, speaking, reading and writing and integrate them for communicative purpose.	**L3**
CO3	Describe and demonstrate different approaches and methods of teaching English as second language.	**L2**
CO4	Interpret and Prepare lesson plans on different and prescribed aspects of English as second language.	**L4**
CO5	Build competencies through different modes.	**L3,**
CO6	Devlop Enhancing quality in teaching learning process.	**L5**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars / Presentations
CD4	Self- learning advice using internets
CD5	Language Lab Visit

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L2**	**M**	**M**	**H**	H	**L**	**_**	**M**	**_**	**_**	**H**	**M**	**L**	**H**	**M**	**L**
CO2	**L3**	**H**	**H**	**H**	**H**	**_**	**H**	**M**	**_**	**_**	**H**	**H**	**H**	**M**	**-**	**H**
CO3	**L2**	**H**	**H**	**H**	**H**	**H**	**H**	**H**	**L**	**_**	**H**	**_**	**H**	**H**	**H**	**M**
CO4	**L4**	**H**	**H**	**H**	**H**	**_**	**H**	**M**	**_**	**_**	**M**	**_**	**H**	**M**	**M**	**H**
CO5	**L3**	**H**	**H**	**H**	**H**	**H**	**H**	**M**	**_**	**_**	**M**	**_**	**H**	**H**	**H**	**-**
CO6	**L5**	**H**	**H**	**H**	**H**	**H**	**H**	**H**	**_**	**_**	**M**	**M**	**H**	**H**	**H**	**M**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2
CD4	Project Discussions	CO2
CD5	Self- learning advice using internets	CO1, CO2

6 - Pedagogy of Geography
Course Code: B.Ed. 401(06) **External: 70 (Marks)**
Internal: 30 (Marks)

Objectives of the course:
- To equip the student-teachers to establish correlation between geographic Knowledge andcultural background.
- To develop geographic sense in them.
- To understand the inter relationships between different Subjects and Disciplines.
- To develop an understanding of the need for Teaching and Learning Geography.
- To make use of various methods of teaching Geography.
- To acquaint with the techniques of evaluation in Geography.

Course Content:

Unit I: Nature and Structure of Geography

- Meaning, Nature and Scope of Geography as a school subject, Role and Importance of Geography in School curriculum and life.
- Emerging concepts and trends in Geography:
  (a) Geography as a description of the earth.
  (b) Geography as a study of natural phenomena and their effect on man.
  (c) Geography as a study of Landscape-Physical and cultural.
  (d) Geography as a study of real difference.
  (e) Geography as a study of spatial relationships.
  (f) Geography as a study of unifying and integrating discipline.
- Aims and objectives of Geography: Values of teaching Geography (moral, spiritual, social, cultural and Esthetic) relation of Geography with other subjects of Social, Natural Science and Literature.
- A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.
- Approaches: Current Events Approach, Mass-media Approach, interdisciplinary Approach, constructivism approach.

Unit II: Methods and Model of Teaching Georgaphy

- Models of teaching in reference of Geography teaching:
  - Concept Attainment model
  - Value Attainment model
  - Inquire model
  - Discovery model
- Methods of teaching:
  - Problem solving
  - Regional method
  - Project method
  - Supervised study
  - Laboratory method
  - Demonstration method
  - Inductive & Deductive method
- Innovative Practices :
  - Brain-storming method
  - Co-operative-learning
  - Experimental-learning
- Planning:
  - Content Analysis

- Annual Plan
- Unit Plan
- Lesson Plan

Unit III: Planing of Instruction and Role of Teacher

- Role of a teacher for conservation of natural resources & environment.
- Teacher as a facilitator
- Qualities and professional growth of a geography teacher to face an ecological challenge of present era.
- Teacher as a Reflective Practitioner and a Researcher.

3.2 Learning Resources

- Print Media
- Electronic Media
- Multi Media
- Visuals

3.3

- Use of community resources
- Field Trips : Local & Regional
- Geography resource center
- Co-scholastic activities based on school curriculum
- Geography club

Unit IV: Resources in Geography Teaching

4.1 a. Local Geography: It's meaning significance and use as method of study.
b. Regional Geography: It's meaning and significance, concept of regionalism.

4.2 a. Content Analysis of Texbooks of Geography at secondary level
b. Use of Library and other instructional materials related with Geography.

Unit V: Assessment in Geograpgy

5.1 Preparation of Challenging assignments

5.2 Criteria for assessing written and practical work in civics.

5.3 Assessment Modes: Self assessment, Peer assessment, Group assessment, Learner's profile, Open book exams, Learner's portfolio.

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Course Outcomes:-

The student teachers will be able to:-		
CO	**Statement**	**Bloom's Level**
CO1	Describe the modern concept of Geography	**L2**
CO2	Prepare yearly plan, unit plan, and lesson plan for different classes.	**L6**
CO3	Develop maps and charts to illustrate the contents of different classes and use them effectively.	**L6**
CO4	Apply appropriate methods and techniques of teachings of particular topics at different levels.	**L3**
CO5	Plan field trips and local surveys.	**L6**
CO6	Differentiate and justify achievement test and diagnostic test, administration of the test, analysis of results and make suggestion for remedial teaching	**L4**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Sessional /Assignments
CD3	Seminars / Presentations
CD4	Field Vistit-
CD5	Self- learning advice using internets

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L2**	**H**	**L**	**-**	**M**	**-**	**-**	**-**	**-**	**-**	**-**	**M**	**-**	**H**	**M**	**-**
CO2	**L6**	**-**	**-**	**L**	**M**	**L**	**-**	**L**	**M**	**-**	**H**	**M**	**-**	**M**	**M**	**H**
CO3	**L6**	**-**	**L**	**H**	**H**	**L**	**-**	**-**	**-**	**-**	**-**	**H**	**L**	**H**	**M**	**H**
CO4	**L3**	**L**	**-**	**-**	**M**	**M**	**L**	**-**	**L**	**L**	**-**	**-**	**-**	**H**	**-**	**L**
CO5	**L6**	**-**	**-**	**L**	**L**	**-**	**-**	**H**	**M**	**-**	**L**	**M**	**-**	**-**	**M**	**M**
CO6	**L4**	**M**	**H**	**L**	**H**	**-**	**M**	**H**	**M**	**M**	**L**	**L**	**H**	**H**	**M**	**-**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Sessional /Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO2, CO3, CO5
CD4	Field Visit	CO2, CO3, CO4
CD5	Self- learning advice using internets	CO1, CO3, CO4, CO5

7–हिन्दी शिक्षण

Course Code: B.Ed. 401(07) **External: 70 (Marks)**
Internal: 30 (Marks)

उद्देश्य :–

- शिक्षा में भाषा के महत्त्व को रेखांकित कर सकेंगे।
- हिन्दी भाषा शिक्षण के उद्देश्यों की पूर्ति के लिए प्रभावी साधनों एवं समुचित विधियों का प्रयोग कर सकेंगे।
- स्वयं में अपेक्षित भाषा–कौशलों का विकास कर सकेंगे।
- प्रथम भाषा अधिगम की समस्याओं को समझकर उन्हें दूर करने का प्रयास कर सकेंगे।
- विद्यार्थियों के अधिगम का समुचित मूल्यांकन कर सकेंगे।

इकाई–प्रथम – भाषा की भूमिका स्थिति

- भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)
- भाषायी कौशलों के विकास –
  (क) श्रवण (ख) उच्चारण, (ग) वर्तनी (घ) वाचन (सस्वर व मौन) (ड) अभिव्यक्ति (मौखिक व लिखित)
- हिन्दी के विविध सृजनात्मक आयामों के अन्तर्गत विविध भाषा रूपों का अध्ययन
  (प) वाणिज्य और व्यापार के क्षेत्र में हिन्दी (पप) वैज्ञानिक और तकनीकी हिन्दी (पपप) कार्यालयी हिन्दी (पअ) विधि के क्षेत्र में हिन्दी (अ) सामाजिक विज्ञान के क्षेत्र में हिन्दी (अप) संचार माध्यमों में हिन्दी (अपप) विज्ञापन के क्षेत्र में हिन्दी
- मातृभाषा/राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- भाषा का समाज में स्थान
- हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति

इकाई–द्वितीय – हिन्दी शिक्षण की तैयारी एवं नवाचार

- शिक्षण के प्रकार : गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण, रचना शिक्षण, व्याकरण शिक्षण
- सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना, सूक्ष्म पाठ योजना
- नवाचार और भाषा शिक्षण की प्रणाली
- विविध जन संचार माध्यमों से हिन्दी शिक्षण परम्परागत माध्यम – लोकगीत, लोकनृत्य, कठपुतली, नौटंकी, सेमीनार कार्यशाला, हरिकथा, कहानी
- संचार माध्यम – प्रिंट मीडिया–समाचार पत्र पत्रिकाऐं, साहित्यिक पुस्तिकाएँ, विज्ञापन, इलेक्ट्रॉनिक मीडिया–रेडियो, टेलीविजन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), ई–कॉमर्स, मोबाईल, इंटरनेट, इन्ट्रानेट, ई–यूनिवर्सिटी, भाषा प्रयोगशाला

इकाई–तृतीय – शिक्षण विधियाँ एवं भाषायी व्यवस्था

- भाषा शिक्षण की विधियाँ–भारतीय भाषाकारों की दृष्टि से – पाणिनी, यास्क, वरनी, कामताप्रसाद गुरू, किशोरी दास बाजपेयी
- पाश्चात्य विद्वानों की दृष्टि से – जे. प्याजे, एल. वायगात्स्की, चॉम्स्की, जॉन ड्यूवी
- वर्तमान में प्रचलित – प्रायोजना विधि (किलपेट्रिक), पर्यवेक्षित अध्ययन विधि एवं अभिक्रमित अनुदेशन।
- भाषा का स्वरूप – भाषा व्यवहार के विविध पक्ष नियमबद्ध व्यवस्था के रूप में भाषा भाषायी परिवर्तनशीलता, उच्चारण के संदर्भ में हिन्दी की बोलियाँ, वाक् तथा लेखन।

- भाषायी व्यवस्थाएँ– सार्वभौमिक व्याकरण की संकल्पना–अर्थ, प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ : स्वनिम विज्ञान व रूप विज्ञान।

इकाई–चतुर्थ – पाठ्यक्रम एवं पाठ्य सामग्री

- पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण
  (अ) पाठ्यचर्या – पाठ्यक्रम तथा पाठ्य पुस्तकों का सम्बन्ध
  (ब) निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण–अर्थ, स्वरूप महत्त्व एवं उपयोग।
  (स) प्राथमिक/माध्यमिक/उच्च माध्यमिक स्तर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री का विश्लेषण

इकाई–पंचम – हिन्दी शिक्षण में मूल्यांकन

- हिन्दी शिक्षण में मूल्यांकन–
  (अ) भाषा विकास की प्रगति का मूल्यांकन–सतत् और समग्र मूल्यांकन, आपसी –मूल्यांकन, स्व–मूल्यांकन, समूह मूल्यांकन, पोर्ट–फोलियों।
  (ब) प्रश्नों का स्वरूप–समस्या–समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तन वाले प्रश्न, समालोचनात्मक चिन्तन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीयसजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्प प्रश्न)
  (स) फीड बैक – (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट
  (द) प्रश्न–पत्र निर्माण एवं नीलपत्र

असाइनमेंट/सेशनल (निम्नलिखित में से कोई भी एक)

- संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएँ तथा राष्ट्रीय शिक्षा नीति पी.ओ.ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर रिपोर्ट तैयार करना।
- अपने आस–पास के पांच स्कूलों का दौरा कर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें कि त्रिभाषा सूत्र की क्या स्थिति है?
- छात्रों को भाषा सीखने संबंधी कठिनाईयों और समस्याओं का अध्ययन, विश्लेषण एवं निदान के उपाय।
- पाठ्य पुस्तक में दी हुई रचनाओं (कविता, कहानी, निबन्ध आदि) के अतिरिक्त छात्रों से समकालीन पत्र–पत्रिकाओं से पूरक सामग्री का चयन।
- आधुनिक कवि या साहित्यकार के व्यक्तित्व और कृतित्व पर आलेख तैयार करना।
- सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हुए हिन्दी शिक्षण की दो गतिविधियाँ तैयार करें।
- हिन्दी की विधाओं पर स्क्रेब पुस्तिका तैयार करें।

सन्दर्भ ग्रन्थ सूची

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3. भाटिया, एम एम और नारंग सी एल 1987, आधुनिक हिन्दी शिक्षण विधियाँ, लुधियाना, प्रकाश ब्रदर्स।
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7. लाल रमन बिहारी, 1993, हिन्दी शिक्षण, रस्तोगी पब्लिकेशन्स, मेरठ।
8. सिंह डॉ. सावित्री (2001) हिन्दी शिक्षण, मेरठ।

Course Outcomes:-

शिष्य शिक्षकों के समक्ष करने के लिए–		
CO	**Statement**	**Bloom's Level**
CO1	भाषा संरचना में हिन्दी भाषा तत्वों का ज्ञान देना।	**L1**
CO2	श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।	**L1**
CO3	हिन्दी भाषा शिक्षण प्रणालियों के उपयेाग का ज्ञान देना।	**L3**
CO4	हिन्दी की विद्याओं एवं उनके व्यवहारिक शिक्षक की संस्थितियों का ज्ञान देना।	**L1**
CO5	हिन्दी भाषा शिक्षण में दृश्य–श्रव्य उपकरणों के व्यवहारिक उपयोग का ज्ञान देना।	**L3**
CO6	हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विद्याओं का ज्ञान देना।	**L1**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars
CD4	Self- learning advice using internets
CD5	Education Tour

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
CO1	**L1**	**L**	**L**	**L**	M	**_**	**_**	**L**	**_**	**_**	**L**	**M**	**L**	**H**	**M**	**H**
CO2	**L1**	**L**	**L**	**L**	M	**_**	**_**	**L**	**_**	**_**	**L**	**L**	**L**	**M**	**-**	**H**
CO3	**L3**	**M**	**M**	**M**	M	**H**	**_**	**M**	**_**	**_**	**M**	**H**	**M**	**H**	**M**	**-**
CO4	**L1**	**M**	**M**	**M**	M	**M**	**M**	**M**	**_**	**_**	**H**	**M**	**M**	**M**	**H**	**L**
CO5	**L3**	**H**	**H**	**H**	H	**_**	**_**	**M**	**_**	**_**	**H**	**M**	**M**	**H**	**M**	**M**
CO6	**L1**	**H**	**H**	**H**	H	**_**	**_**	**H**	**_**	**_**	**M**	**_**	**H**	**M**	**H**	**L**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2
CD4	Project Discussions	CO2
CD5	Self- learning advice using internets	CO1, CO2

8 - Pedagogy of History

Course Code: B.Ed. 401(08) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the Course:

- To develop in the student-teachers efficiency and effectiveness in teaching and learning of History.
- To understand the importance of History and its place in school curriculum.
- To equip student-teachers with the techniques of evaluation in History.
- To develop the efficiency in using audio-visual aids, graph, timeline and resource material in History
- To practice learner centered methods and techniques in the classroom.
- To develop a sense of pride in our History and Culture.

Course Content:

Unit I: Nature Scope and Objective

- Meaning, nature and scope of history as a school subject, role and importance of history in school curriculum and life.
- Aims and objectives of history, values of teaching history (moral, spiritual, social, cultural and esthetic) relation of history with other subjects of Social and Natural Science and Literature
- A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.
- Approaches: Current events approach, Mass – Media Approach Interdisciplinary Approach, Constructivism Approach.

Unit II: Teaching Methods of Planning

2.1 Models of teaching:

- Discovery model
- Value Attainment model
- Enquiry model

2.3 Methods of teaching

- Lecture method
- Project method
- Supervised Study
- Story Telling method
- Biographical method
- Source method

2.3 Innovative Practices

- Brain-storming
- Dramatization
- Co-operative-learning
- Experiential-learning

2.4 Planning

- Annual plan
- Unit plan
- Lesson plan

Unit III: Teaching Aids and Resources

3.1 Teacher as a transformer of cultural & Historical Heritage:

- Teacher as a facilitator
- Qualities and professional growth of a history teacher to face challenges of present era.
- Teacher as a Reflective Practitioner and a Researcher

3.2 Learning Resources

- Print Media
- Electronic Media
- Multi Media
- Visuals

3.3 Use of community resources

- Field Trips
- History resources center
- Co-scholastic activities based on school curriculum
- History club

Unit IV: Teaching Text Book and Concept Analysis

4.1

- Indian Historiography: Brief introduction to Indian Historiography Ancient, Medieval and Modern, Problems of periodisation, criteria of Historical criticism.
- Teaching of Controversial Issue: Nature of Historical controversies regarding facts.
- Controversies interpretation of facts. Objectivity and value – judgment in history.

4.2

- History and National Integration: Our National heritage, Unity in diversity. The role of history in promoting national integration.
- History and Inter-National Understanding: Our Human Heritage. The role of History as promoter of internationalism.

4.3

- Content Analysis of History Textbooks at Secondary level.
- Use of library and other instructional materials & Source: Primary and Secondary.

Unit V: Assessment in History

- Preparation of Challenging assignments.
- Criteria for assessing written and practical work in History.
- Assessment Modes: Self assessment, Peer assessment, Group assessment, Learners profile, Open book exams, Learners portfolio.

Assignment / Sessionals (Any one of the follo

I. 1.A visit to historical place and writing a report
II. Preparation of Teaching Aids/Poster
III. Preparation a unit plan and unit test in topic in relevence subject
IV. Preparation a one of teaching aids/ Model for teaching of any topic of In relevence subject
V. Preparation of Teaching Material Like, Model, chart and any other.
VI. Prepare a innovative lesson plan

References:

1. Parik. Mathureshwar, Itihas Shikshan, Jaipur Research Publication, 1988
2. Roddannavar J.G. (2009) Method of Teaching history and civics
3. S.K. Kochhar – Teaching of social studies sterling publisher New Delhi.
4. Arora, K.L. Itihas Shikshan, Ludhiana Prakash 1982.
5. Arora R.L. (1990) Teaching of History, Prakash Brother Ltd.

Course Outcomes:

After completion of the course, Pupil -teachers will be able to:-		
CO	**Statement**	**Bloom's Level**
CO1	Understand the nature, scope and importance of the subject.	**L2**
CO2	Explain and use different approaches methods and techniques of teaching learning of subject.	**L3**
CO3	Explain and understand the structure of subject.	**L1**
CO4	Explain importance and use of core elements values and life skills.	**L2**
CO5	Analyze the various resources in teaching learning of subject.	**L4**
CO6	To analyze and evaluate the new trends of current issues in subject.	**L4**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars
CD4	Self- learning advice using internets
CD5	Education Tour

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L2**	**H**	**L**	**_**	M	**_**	**_**	**_**	**M**	**_**	**M**	**_**	**_**	**H**	**M**	**-**
CO2	**L3**	**H**	**H**	**H**	H	**H**	**_**	**M**	**L**	**H**	**H**	**_**	**H**	**M**	**M**	**H**
CO3	**L1**	**M**	**H**	**H**	M	**_**	**_**	**H**	**L**	**_**	**M**	**_**	**M**	**H**	**-**	**-**
CO4	**L2**	**M**		**M**	H	**_**	**H**	**H**	**L**	**_**	**H**	**_**	**M**	**H**	**M**	**M**
CO5	**L4**	**M**	**H**	**H**	H	**H**	**_**	**H**	**L**	**H**	**M**	**_**	**H**	**H**	**H**	**-**
CO6	**L4**	**M**	**H**	**H**	H	**H**	**_**	**H**	**L**	**_**	**M**	**_**	**H**	**-**	**M**	**-**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO2, CO3, CO5
CD4	Project Discussions	CO2, CO3, CO4
CD5	Self- learning advice using internets	CO1, CO3, CO4, CO5

9-Pedagogy of Mathematics

Course Code: B.Ed. 401(09) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the course:

- To understand the nature of Mathematics.
- To understand the historical developments leading to concepts in modern Mathematics.
- To understand the learning theories and their applications in Mathematics Education.
- To improve the competencies in secondary level Mathematics.
- To understand the various instructional strategies and their appropriate use in teaching Mathematics at the secondary level.
- To understand the preparation and use of diagnostics test and organize remedial teaching.
- To apply appropriate evaluation techniques in Mathematics.

Course Content:

Unit I: Nature and Structure of Mathematics

- Meaning and characteristics of mathematics – Science and Mathematics – Development of Mathematics: empirical, intuitive and logical
- History of Mathematics education: Ancient period to 21st century
- Contributions of eminent Mathematicians (Western and Indian – 4 each)
- Branches of Mathematics : Arithmetic, Algebra, Geometry, Trigonometry
- Underfined terms – Axioms – Postulates – Theorems – Proofs and verification in mathematics – Types of theorems: Existence and Uniqueness theorems – Types of proofs: Direct, Indirect, by contradiction, by exhaustion, by mathematical induction
- Euclidean geometry and its criticisms – emergence of non Euclidean Geometry

Unit II: Objectives and Approaches of Teaching Mathematics

- Aims and objectives of Teaching Mathematics: At primary, Secondary and Higher Secondary levels – Goals of mathematics education – Mathematical skills: calculations, Geometrical, and interpreting graphs – Mathematical abilities – problem solving ability.
- Approaches to teaching Mathematics: Behaviorist approach, constructivist approach
- Process oriented approach, competency based approach, Realistic mathematics education

Unit III: Methods and Model of Teaching Mathematics

- Methods of teaching mathematics: Lecture, Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving and Laboratory methods. Co-operative, constructivism method.
- Techniques of Teaching Mathematics: Questioning, Brain storming, role playing. Simulation.
- Non – formal techniques of learning mathematics
- Models of Teaching: Concept attainment model, inquiry training model, Inductive thinking model.

Unit IV: Pedagogical Content Knowledge of Mathematics

- Concept of pedagogic content knowledge (PCK)
- Pedagogic content knowledge analysis for selected units of 8^{th}, 9^{th}, 10^{th} and 11^{th} std.:- content analysis, Listing pre-requisites, instructional objectives and task analysis.
- Analyzing and selecting, suitable teaching methods, strategies, techniques, models: learning activities, year plan (Programme of work), Unit plan and lesson plan in mathematics- their need and importance.
- Analyzing and selecting suitable evaluation strategies
- Identifying the misconceptions and appropriate remedial strategies

Unit V: Technology in Mathematics Education

- Technology integration strategies for mathematics, web based lessons, web quest, cyber guides, multimedia presentation. Tele computing projects, online discussions.
- E-content development concept, formats, steps for preparation
- A survey of software used in mathematics teaching and learning.

Assignment / Sessionals (Any one of the following)

- Preparation of teaching aids.
- Demonstration of teaching aids.
- Visiting a mathematics lab and write a report.
- Conduct a teaching class on any topic of mathematics.
- Prepare a power point slide on any one teaching method.

References:-

1. Mangal, S.K. (1981). A Text Book on Teaching of Mathematics. Ludhiana: Prakash Brothers Educational Publishers.
2. NCERT. (2005). National Curriculum Framework for School Education. New Delhi: NCERT
3. Rai, B.C. (1991). Methods of Teaching Mathematics. Lucknow: Prakashana Kendra
4. Sidhu, Kulbir Singh. (1999). The Teaching of Mathematics. Jullundar: Sterling Publishers. Pvt. Ltd.
5. Aggarwal, J.C. (2001). Principles, Methods & Techniques of Teaching (2^{nd} Ed.), New Delhi: Vikas Publsihing House Pvt. Ltd.
6. Bhasin, Sonia, (2005). Teaching of Mathematics – A Practical Approach. Mumbai: Himalaya publishing house.
7. Butler H., Charles & Wren F., Lynwood. (1960). The Teaching of Secondary Mathematics. New York: The Maple Press Company.
8. Ediger. M. & Rao. D.B. (2000). Teaching Mathematics sucessfully. New Delhi: Discovery Publishing House.
9. James. Aniee (2006). Teaching of Mathematics. Hyderabad: Neelkamal publications Pvt. Ltd.
10. Joyce. B. & Weil. M & Calhoun. E. (2009). Models of Teaching (8^{th} Ed.), New Delhi: PHI Learning Pvt. Ltd.
11. Kumar. S. & Ratnalikar. D. N. (2003). Teaching of Mathematics, New Delhi: Anmol Publications Pvt. Ltd.

Course Outcomes: -

The student- teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Solve and identify the uses and significance of Mathematics in daily life.	**L3**
CO2	Adapt and discuss the various approaches of teaching Mathematics and to use them judiciously.	**L2**
CO3	Explain and categorize the teaching methods of mathematics and instruction for the classroom.	**L2**
CO4	Organise curricular activities.	**L4**
CO5	Plan and recommend activities to develop aesthetics of Mathematics	**L5**
CO6	Define and demonstrate their knowledge of content in mathematics.	**L1**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Sessional /Assignments
CD3	Seminars / Presentations
CD4	Demonstration teaching aids
CD5	Self- learning advice using internets

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	**L3**	**M**	**L**	**-**	**H**	**-**	**L**	**-**	**-**	**-**	**L**	**-**	**H**	**M**	**M**	**-**
CO2	**L2**	**L**	**M**	**L**	**M**	**H**	**-**	**M**	**-**	**H**	**-**	**L**	**M**	**M**	**H**	**M**
CO3	**L2**	**-**	**H**	**M**	**H**	**-**	**L**	**-**	**L**	**L**	**-**	**M**	**L**	**H**	**M**	**M**
CO4	**L4**	**-**	**-**	**-**	**M**	**-**	**M**	**-**	**-**	**-**	**H**	**M**	**L**	**H**	**-**	**L**
CO5	**L5**	**L**	**-**	**-**	**H**	**-**	**-**	**L**	**H**	**L**	**-**	**M**	**M**	**H**	**M**	**M**
CO6	**L1**	**H**	**M**	**L**	**L**	**M**	**L**	**-**	**M**	**-**	**M**	**H**	**-**	**M**	**H**	**-**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Sessional /Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2, CO3, CO4,CO5
CD4	Demonstration teaching aids	CO1, CO2, CO4,CO5
CD5	Self- learning advice using internets	CO1, CO2, CO4, CO6

10–संस्कृत शिक्षण

Course Code: B.Ed. 401(10) **External: 70 (Marks)**
Internal: 30 (Marks)

उद्देश्य –

- भाषा के विभिन्न रूपों की समझ उत्पन्न करना।
- भाषा संरचना की प्रकृति की समझ विकसित करना।
- भाषा कौशल एवं तृतीय भाषा शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों का ज्ञान कराना।
- पाठ्यक्रम में संस्कृत की स्थिति का अवबोघ कराना।
- संस्कृत भाषा शिक्षण कौशल का अभ्यास कारना।
- संस्कृत शिक्षण में मूल्यांकन प्रक्रिया की समझ विससित करना।

इकाई–प्रथम – भाषा की भूमिका एवं स्थिति

- संस्कृत भाषा शिक्षण के सिद्धांत, महत्त्व के प्रकार,
- मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धांत
- संस्कृत भाषा का महत्त्व, संस्कृत भाषा और साहित्य, संस्कृत भाषा और अन्य भारतीय भाषाएँ, आधुनिक भारतीय भाषा के रूप में संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से सम्बन्धित समस्याएँ।
- विद्यालय में भाषा –
  (1) मातृभाषा एवं विद्यालयी भाषा (2) पाठ्यक्रम में भाषा (3) अधिगम में भाषा का केन्द्रीयकरण (4) बहु–भाषीय कक्षा कक्ष
- भारत में संस्कृत भाषा की स्थिति
  (1) भाषा शिक्षा का संवैधानिक प्रावधान एवं नीतियाँ अनु. 343–351
  (2) कोठारी कमीशन (1964–1996)
  (3) NPA (1986)
  (4) POA (1992)
  (5) राष्ट्रीय पाठ्यक्रम रूपरेखा (2005)–भाषा शिक्षा में संस्कृत की स्थिति
- संस्कृत शिक्षण में भाषायी कौशल–कथन, श्रवण, पठन, लेखन

इकाई–द्वितीय – संस्कृत शिक्षण की तैयारी एवं नवाचार

- संस्कृत शिक्षण के विविध रूप
  (1) गद्य शिक्षण (2) पद्य शिक्षण (3) व्याकरण शिक्षण (4) कहानी शिक्षण (5) नाटक शिक्षण (6) उच्चारण शिक्षण (7) रचना शिक्षण (8) अनुवाद शिक्षण
  उपर्युक्त का सम्प्रत्यय, महत्त्व प्रयोग, विधि, प्रविधि, शिक्षण सामग्री व गुण–दोष।
- सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना एवं सूक्ष्म पाठ योजना
- नवाचार और भाषा शिक्षण की प्रणाली
- विविध जन संचार माध्यमों से संस्कृत शिक्षण
  (अ) परम्पारगत – नाटक, अभिन्य, कथा, सेमिनार, कार्यशाला।
  (ब) संचार माध्यम– वेबसाइट्स, विकीपीडिया

(स) प्रिंट मीडिया– समाचार पत्र–पत्रिकाएं, साहित्यिक पुस्तिकाएँ

(द) इलेक्ट्रॉनिक मीडिया– रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), इंटरनेट, इन्ट्रानेट, भाषा प्रयोगशाला।

इकाई–तृतीय – शिक्षण विधियाँ एवं अनुप्रयोग

- संस्कृत शिक्षण की विधियाँ–
  - (i) पाणिनी व यास्क के अनुसार।
  - (ii) प्रचलित अन्य विधियाँ–प्रायोजना विधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन–निगमन विधि, अनुवाद विधि, चयन विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम, समग्र उपागम।
  - (iii) पाश्चात्य विद्वानों के अनुसार– जे. प्याजे, एल. वायगात्सकी, चॉम्स्की, जान ड्यूवी।
- विधियों का अनुप्रयोग –
  - (i) तृतीय भाषा अधिगम मनोविज्ञान
  - (ii) कक्षा–कक्ष वातावरण और परिस्थितियाँ
  - (iii) शिक्षक–छात्र पाठ्यपुस्तक व दृश्य श्रव्य सहायक सामग्री की भूमिका
  - (iv) भाषा का व्यवहार में प्रयोग
  - (v) अन्य विषयों के साथ संस्कृत का समन्वय
  - (vi) त्रुटियाँ व उपचारात्मक कार्य
  - (vii) संस्कृत भाषा की चुनौतियाँ
  - (viii) स्वनिम विज्ञान व रूप विज्ञान के रूप में संस्कृत
  - (ix) संस्कृत भाषा परीक्षण एवं मूल्यांकन

इकाई–चतुर्थ – पाठ्यक्रम निर्माण एवं विश्लेषण

- पाठ्यक्रम एवं पाठ्य सामग्री का निर्माण और विश्लेषण –
  - (1) पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तकों का सम्बन्ध
  - (2) संस्कृत में दत्त कार्य एवं क्रिया–कलापों का विकास।
  - (3) अधिगम में संस्कृत शिक्षण का महत्त्व विश्व परिदृश्य के संदर्भ में।
  - (4) निदात्मक परीक्षण एवं उपचारात्मक शिक्षण–अर्थ, स्वरूप, महत्त्व एवं उपयोग।

इकाई–पंचम – संस्कृत शिक्षण में मूल्यांकन

- संस्कृत शिक्षण में आंकलन –
  - (1) संस्कृत भाषा विकास की प्रगति का आंकलन– सतत् और समग्र मूल्यांकन, स्व–मूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो।
  - (2) प्रश्नों का स्वरूप–समस्या–समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तनवाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय प्रश्न, सत्य –असत्य वाले, मिलान वाले प्रश्न)
  - (3) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट
  - (4) प्रश्न–पत्र निर्माण एवं नील–पल

असाइनमेंट/सेशनल (निम्नलिखित में से कोई भी एक)

- अपने पड़ौस के 05 विद्यालयों का भ्रमण कर त्रिभाषा सूत्र की स्थिति की रिपोर्ट तैयार करना।
- संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएँ तथा राष्ट्रीय शिक्षा नीति पी.ओ.ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर रिपोर्ट तैयार करना।
- किसी एक संस्कृत कवि का विस्तृत परिचय देते हुए संस्कृत में उनके योगदान पर आलेख तैयार करना।
- किसी एक संस्कृत पत्रिका की समीक्षा।
- संवग्द शिक्षण को प्रभावी बनाते हुए अधिगम सामग्री तैयार करना।
- पत्र पत्रिकाओं में प्रकाशित किसी लेख का संस्कृत में अनुवाद।
- छायाचित्राधारित शिक्षाप्रद कथा लेखन।

संदर्भ ग्रन्थ :–

1. तिवारी भोलानाथ एवं श्रीवास्तव रवीन्द्रनाथ (1991)
2. नारंग वेश्रा (1996), सम्प्रेषणात्मक भाषा शिक्षण, नई दिल्ली, प्रकाशन संस्थान।
3. शर्मा, डॉ रामविलास (2001) ऐतिहासिक भाषा विज्ञान और हिन्दी भाषा नई दिल्ली।
4. शास्त्री, डॉ सूर्यदेव, 1973, मनोभाषिकी पटना बिहार हिन्दी ग्रन्थ अकादमी
5. त्रिपाठी, रामसुरेश (1992) संस्कृत व्याकरण दर्शन दिल्ली–6, राजकमल प्रकाशन, प्रा. लि., 7 फैज बाजार।
6. Widdowson, II.G, Teaching Language as Communication Oxford. OHP
7. Mackey William Francis, Language Teaching" Analysis London, Longmans. Green & Co. Ltd.

Course Outcomes:

शिष्य शिक्षकों के समक्ष करने के लिए–		
CO	**Statement**	**Bloom's Level**
CO1	भाषा की विभिन्न भूमिकाओं को समझ सकेंगे।	**L1**
CO2	भारत में संस्कृत भाषा की स्थिति एवं महत्व को समझ सकेंगे।	**L2**
CO3	संस्कृत भाशा के तत्वों का प्रत्यास्मरण कर सकेंगे और उनका सही प्रयोग कर सकेंगे।	**L3**
CO4	संस्कृत शिक्षण के सिद्वान्त, सूत्र, सामान्य एवं विशिष्ट उद्धेश्यों को समझ सकेंगे।	**L1**
CO5	मूलभूत भाशा कौशलों, जैसे– श्रवण, भाशण, वाचन एवं लेखन के सम्प्रत्यय,महत्व एवं विकास को समझ सकेंगे।	**L2**
CO6	संस्कृत शिक्षण की विभिन्न विधियों एंव उपागमों का प्रत्यास्मरण कर सकेंगे औरइनका समुचित प्रयोग कर सकेंगे।	**L3**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars
CD4	Self- learning advice using internets
CD5	Education Tour

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3
CO1	**L1**	**L**	**L**	**L**	M	**_**	**_**	**L**	**_**	**_**	**L**	**M**	**L**	**M**	**M**	**H**
CO2	**L2**	**L**	**L**	**L**	M	**_**	**_**	**L**	**_**	**_**	**L**	**L**	**L**	**H**	**-**	**M**
CO3	**L3**	**M**	**M**	**M**	M	**H**	**_**	**M**	**_**	**_**	**M**	**H**	**M**	**-**	**M**	**M**
CO4	**L1**	**M**	**M**	**M**	M	**M**	**M**	**M**	**_**	**_**	**H**	**M**	**M**	**M**	**M**	**L**
CO5	**L2**	**H**	**H**	**H**	H	**_**	**_**	**M**	**_**	**_**	**H**	**M**	**M**	**H**	**-**	**H**
CO6	**L3**	**H**	**H**	**H**	H	**_**	**_**	**H**	**_**	**_**	**M**	**_**	**H**	**-**	**M**	**L**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2
CD4	Project Discussions	CO2
CD5	Self- learning advice using internets	CO1, CO2

11-Pedagogy of Social Studies

Course Code: B.Ed. 401(11) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the course:

- To develop understanding about the basic differences between Social Studies and SocialSciences.
- To understand the need for teaching Social Sciences as an integrated discipline
- To develop the ability to justify the relevance of social Sciences in terms of Contemporaryevents.
- To gain knowledge about the different approaches associated with the discipline
- To develop certain professional skills useful for classroom teaching.
- To develop notion of Democracy, National integration etc.

Course Content:

Unit I: Nature, Scope and Objective

- Meaning, Nature and Scope and importance of Social Studies
- Aims and objectives of Teaching of Social Studies. Writing objectives with respect to Bloom's Taxonomy
- Relationship of Social Studies with other subjects.

Unit II: Curriculum and Planning

- Concept and objectives of curriculum
- Concepts and Principles of Constructing curriculum of Social Studies
- Critical Analysis of the existing syllabus

Unit III: Teaching Planning

- Meaning, Importance & use of Audio Visual Aids – Chalk Board, maps, Globe, models, charts, graphs, flash cards, radio, T.V., Computer, Over Head Projector, LCD Projector
- Social Studies Text Book – Need and Qualities
- Unit Plan, Lesson plan – Need, Importance and steps of writing it in teaching of social studies.

Unit IV: Methods and Techniques

- Social studies teacher – Qualities and role in Global Perspective
- Methods of teaching of social studies – Lecture, Discussion, Socialized recitation, source and Project method
- Devices and techniques of teaching social studies, Narration, Description, Illustration, Questioning, Assignment and Field trip.
- Social Studies room – Need, Importance and Equipment

Unit V: Evaluation

- Utilizing current events and community Resources in teaching of social studies at secondary level
- Critical evaluation of existing curriculum of social studies at secondary stage
- Evaluation in Social Studies – Modern concept and types of test: designing a Blue Print for a question paper

Assignment / Sessional (Any one of the following)

- Construction of objective type test items.
- Prepare transparency / slides of any topic in the syllabus.
- Preparation of frames of liner type program on any topic of social studies.
- Conduct a community survey on some existing social problem and find out the reason.
- Prepare a portfolio of any one eminent personality of the subject.

References:

1. Kochhar. S.K. (2001) Teaching of Social Studies. New Delhi Sterling Publications.
2. Mofatt. M.R. (1955). Social Studies Instruction. New York: Prentice Hall.
3. Preston. Ralph C. (1955). Handbook of Social Studies in the Elementary School, New York: Rhinchart and Company
4. Preston. Ralph C. (1959). Teaching Social Studies in the Elementary School, New York, Rinchart and Company
5. Sahu, B.K. (2007). Teaching of Social Studies. New Delhi: Kalyani Publishers.
6. Dash, B.N. (2006). Content cum Method of Teaching of Social Studies New Delhi: Kalyani Publication.
7. Dhamija. N. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harman Publishing House.
8. Aggarwal. J.C. (1982), Teaching of Social Studies. New Delhi : Vikas Pub.
9. Bining, Arthur C. (1935). Teaching of Social Studies in Secondary School, New York: McGraw – Hill Book Company
10. Hamming J. (1959). The Teaching of Social Studies in Secondary Schools, New York: Longman Publication.

Course Outcomes:

The student- teacher will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Define the concept of social studies and explain its relative position in the syllabus.	**L1**
CO2	Understand the aims and objectives of teaching Social Science.	**L2**
CO3	Prepare Unit plans and lesson plans for different classes.	**L6**
CO4	Apply appropriate methods and techniques of teaching to particular topics at different levels.	**L3**
CO5	Understand the current events and community resources in teaching of social studies.	**L2**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Group discussion/PPT
CD4	Self- learning advice using internets
CD5	Field Trip

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	**L1**	H	M	M	H	M	M	H	-	M	H	-	M	H	M	H
CO2	**L2**	H	H	M	H	-	-	H	-	-	M	-	H	H	H	-
CO3	**L6**	M	H	M	H	H	-	M	-	-	M	-	H	H	M	M
CO4	**L3**	H	H	M	H	M	-	H	-	M	H	-	M	M	-	H
CO5	**L2**	H	M	H	H	M	M	M	-	M	H	-	H	H	M	M

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5
CD3	Group discussion/PPT	CO2, CO3, CO5
CD4	Self- learning advice using internets	CO1, CO2, CO3, CO4,CO5
CD5	Field Trip	CO1, CO3, CO4, CO5

12-Pedagogy of Biology

Course Code: B.Ed. 401(12) **External: 70 (Marks)**

Internal: 30 (Marks)

Course Objectives:

- To develop in student-teachers an understanding of the nature of Biology and its interface with Society
- Acquire a conceptual understanding of the Pedagogy of Biology.
- To Acquire and learn specific laboratory skills to conduct practical work in Biology.
- Develop and use the techniques of CCE for assessment of student's performance.
- To evolve as a reflective practitioner through use of innovative practices in the teaching of Biology.

Course Content:

Unit I: Nature, Scope and Objectives

- Nature of science with special reference to Biology.
- Main discoveries and development in Biology
- Place & values of teaching Biology at secondary/senior secondary level
- Correlation of Chemistry with other subjects
- Objectives of teaching chemistry at secondary / senior secondary level

Unit II: Curriculum and Planning

- Principles of Biology curriculum at secondary / senior secondary level
- Modern trends in Biology Curriculum: B.S.C.S., CHEM Study NUFFIELD- O & A level
- Critical appraisal of chemistry syllabus at secondary / senior secondary level prescribed by Board of secondary Education, Rajasthan
- Planning – Daily lesson plan, unit plan & yearly plan
- Qualities and responsibilities of Biology teacher. Teacher's role in training students in scientific method and in developing creativity and scientific temper among their students.

Unit III: Methods of Approaches

- Lecture method, Demonstration method, Lab based method, Inductive & deductive method, problem solving, Heuristic, Constructivism, & Project method
- Inquiry approach, programmed instruction, Group discussion, self study, Team teaching, computer assisted learning, seminars and workshops

Unit IV: Instructional Support System

- Multi sensory aids: Charts, models, specimen, bulletin – boards, flannel board, Transparencies slides, projector, OHP, Computer, T.V. Radio, etc.
- Co-Curricular Activities: Organization of science club science fair trips and use of community resources.

- Biology Lab: Organization of Biology Laboratory, Arrangement of Apparatus, Care & Maintenance of equipment & Specimen, organization of practical work in Biology
- Role of state & National level instructions & Laboratories Research Centers in Botany, Zoology & Agriculture.
- Characteristics of a good text book and Evaluation of a Text Book

Unit V: Evaluation in Biology

- Evaluation: Concept, Types and purposes
- Type of test items and their construction
- Preparation of Blue Print & Achievement Test
- Evaluation of Practical work in Biology

Assignment / Sessionals (Any one of the following)

- Prepare any one of the following relate to Biology teaching- (i) Poster (ii) Story
- Demonstration of a working teaching model.
- Write a report on Biology lab.
- Prepare one study notes on any topic of Biology.
- Prepare a video lesson plan on teaching Biology.

References:

1. Kishore, L: Teaching of Physical Science, Delhi: Doaba House, 1991. 34
2. Mangal, S.K. : Teaching of Science. New Delhi: Agra Book Depot, 1982
3. NCERT: Teaching of Science in Secondary Schools. New Delhi: NCERT, 1982
4. Pal, H.R. and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
5. Bhat, B.D. and Sharma, S.R. : Methods of Science Teaching. New Delhi: Kanishka Publishing Hosue, 1993
6. Das, R.C.: Science in Schools. New Delhi: Sterling Publishers, 1985
7. Gupta, S.K. Teaching of Science Education. New Delhi: Vikas Publishers, 1983
8. Gupta, S.K.: Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985
9. Gupta, V.K.: Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd., 1995
10. Joyce B. & Weil, M: Models of Teaching, Prentice Hall Inc., New Jersey, 1979

Course Outcomes:

The student- teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Describe the nature, place, values and objective of teaching Biology at Senior Secondary level.	**L1**
CO2	Evaluate the existing syllabus of Biology prescribed for Secondary/Senior Secondary level in the state of Rajasthan.	**L5**
CO3	Develop yearly plan, unit plan and lesson for Senior Secondary classes.	**L6**
CO4	Apply and constrast the various methods and approaches of teaching Biology.	**L3**
CO5	Examine and develop the ability of instructional support system.	**L4**
CO6	Plan and organize Biological practical in the Laboratory.	**L6**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Sessional /Assignments
CD3	Seminars / Presentations
CD4	Demonstration teaching aids
CD5	Self- learning advice using internets

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L1**	**H**	**M**	**-**	**M**	**-**	**H**	**-**	**L**	**-**	**-**	**-**	**-**	**M**	**M**	**-**
CO2	**L5**	**-**	**L**	**H**	**L**	**-**	**L**	**-**	**-**	**-**	**L**	**M**	**-**	**H**	**M**	**M**
CO3	**L6**	**L**	**M**	**M**	**M**	**L**	**-**	**M**	**-**	**-**	**H**	**L**	**M**	**-**	**M**	**L**
CO4	**L3**	**M**	**-**	**M**	**H**	**-**	**-**	**-**	**M**	**L**	**-**	**M**	**L**	**H**	**M**	**M**
CO5	**L4**	**-**	**-**	**-**	**M**	**M**	**-**	**H**	**-**	**M**	**-**	**L**	**-**	**H**	**H**	**M**
CO6	**L6**	**M**	**-**	**M**	**H**	**-**	**M**	**L**	**-**	**L**	**H**	**M**	**-**	**M**	**H**	**H**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Sessional /Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2, CO3, CO4
CD4	Demonstration teaching aids	CO5, CO6
CD5	Self- learning advice using internets	CO1, CO2, CO4, CO6

13-Pedagogy of Chemistry

Course Code: B.Ed. 401(13) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the Course:

- To enable the student-teachers to develop Chemistry as a discipline in Science
- To critically analyze the curriculum/evaluation practices of teaching of Chemistry in
- School to bring about changes in future to promote better pedagogy.
- To enable the students to use ICT for making teaching – learning more effective andjoyful.
- To develop the abilities for planning and organizing chemistry laboratory.
- To evolve as reflective practitioners in Chemistry Education through innovativepractices.

Course Content:

Unit I: The Nature of Science

- Definition of Science, Scientific Method, Scientific Literacy with suitable examples from Chemistry.
- Nature of science with special reference to chemistry
- Instructional Objectives, General and Specific Objectives of Teaching Chemistry
- Correlation of Chemistry with other subjects

Unit II: Curriculum and Planning

- Chemistry curriculum, Place of Chemistry in School Curriculum
- Principles of Curriculum Construction. Difference between Curriculum and syllabus
- Co-curricular activities, factors influencing curriculum of chemistry
- Modern trends in Chemistry curriculum CBA, Chemical education material study, Nuffied -O & A level.
- Critical appraisal of Chemistry syllabus at Secondary/Senior. Secondary level prescribed by Board of Secondary Education, Rajasthan
- Planning – Daily lesson plan, unit plan & yearly plan

Unit III: Methods of Teaching Chemistry

- Micro Teaching, skills of teaching lesson planning
- Methods of Teaching Chemistry – Lecture method, Demonstration Method, Discussion Method, Problem Solving Method, Project Method, Inductive Deductive Method, Co-operative method, Constructivism Method.
- Teaching Models – Concept Attainment Model, Inquiry Training Model.
- Qualities of Chemistry teacher.

Unit IV: Instructional Support System

- Teaching Aids in chemistry Audio Aids. A-V Aids. Educational Broadcasts, Television and Teleconferencing. Charts, Models, Low Cost Teaching Aids, Improvised Apparatus.
- Chemistry Lab: Layout Plans, Equipments, Furniture, Maintenance of records, repair, care and improvisation of apparatus, safety measures in Lab.
- Role of State & National Level Institutions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemical Companies like Hindustan Zinc Ltd.
- Characteristics of a good text book and evaluation of a Text Book.

Unit V: Evaluation of Chemistry

- Difference between Measurement, Assessment and Evaluation.
- Characteristics of good Measurement, Diagnostic Test and Remedial Teaching,
- Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Essay type, short types objective type
- Development and Standardization of Achievement Test in Chemistry.

Assignment / Sessionals (Any one of the following)

- Preparation of a law cost apparatus/ improve apparatus.
- Preparation of model and charts.
- Conducting Experiment in Chemistry Lab.
- Write a report on any one Indian Chemist.
- Prepare a lesson plan on teaching Chemistry.

References:

1. Mangal, S.K. : Teaching of Science. New Delhi: Agra Book Depot, 1982
2. NCERT: Teaching of Science in Secondary Schools. New Delhi: NCERT, 1982
3. Pal, H.R. and Pal, R. : Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
4. Pal. H.R. : Methodologies of Teaching & Training in Higher Education. Delhi
5. Sansanwal, D.N. & Singh, P: Models of Teaching. Society for Educational Research & Development, Baroda, 1991
6. Vaidya, N: Science Teaching for the 21st Century. Deep and Deep Publication, New Delhi, 1996
7. Venkataiah, S: Teaching of Chemistry. Anmol Publisher Pvt. Ltd., New Delhi-2002
8. Bhat, B.D. and Sharma, S.R. : Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993
9. Das, R.C. : Science in Schools. New Delhi: Sterling Publishers, 1985
10. Directorate of Hindi Implementation, Delhi University, 2000
11. Gupta, S.K.: Teaching of Science Education, New Delhi: Vikas Publishers, 1983
12. Gupta S.K. : Teaching Physical Science in Secondary, New Delhi: Sterling Publishers, 1985
13. Joyce, B & Weil M: Models of Teaching, Prentice Hall Inc.: New Jersey, 1979
14. Kishore, L.: Teaching of Physical Science. Delhi: Doaba House, 1991

Course Outcomes:

The student –teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Describe the nature, place, values and objectives of teaching Chemistry at Secondary/Senior Secondary level.	**L2**
CO2	Compare and illustrate the correlation with other school subjects.	**L3**
CO3	Evaluate the existing syllabus of Chemistry prescribed for Secondary/Senior Secondary level in the State of Rajasthan.	**L5**
CO4	Develop yearly plan, unit plan and lesson plan for Secondary/Senior Secondary classes.	**L6**
CO5	Organize the training in Scientific method and develop Scientific temper among their students.	**L4**
CO6	Apply the various methods and approaches of teaching Chemistry in classroom.	**L3**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Sessional/Assignments
CD3	Seminars / Presentations
CD4	Visit Chemistry Lab
CD5	Self- learning advice using internets

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L2**	**H**	**M**	**-**	**M**	**-**	**H**	**-**	**L**	**-**	**-**	**-**	**-**	**H**	**M**	**-**
CO2	**L3**	**L**		**H**	**H**	**-**	**-**	**L**	**-**	**L**	**L**	**M**	**-**	**H**	**-**	**M**
CO3	**L5**	**-**	**L**	**H**	**L**	**-**	**L**	**-**	**-**	**-**	**L**	**M**	**-**	**H**	**M**	**M**
CO4	**L6**	**L**	**M**	**M**	**M**	**L**	**-**	**M**	**-**	**-**	**H**	**L**	**M**	**-**	**M**	**H**
CO5	**L4**	**M**	**-**	**H**	**H**	**-**	**-**	**-**	**M**	**M**	**M**	**H**	**L**	**H**	**M**	**M**
CO6	**L3**	**L**	**-**	**L**	**M**	**-**	**-**	**H**	**M**	**-**	**-**	**L**	**M**	**H**	**M**	**H**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Sessional /Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2, CO3, CO4
CD4	Visit Chemistry Lab	CO5, CO6
CD5	Self- learning advice using internets	CO1, CO2, CO4, CO6

14-Pedagogy of General Science

Course Code: B.Ed. 401(14) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the Course:

- Familiarize with nature of General Science.
- Formulatc instructional objectives in behavioral terms.
- Critically evaluate the existing science curriculum at secondary level.
- Understand the basic concepts of General Gcience.

Course Content:

Unit I: Teaching of General Science

- Meaning, nature, aims and objectives of General Science
- Importance of General Science in Teaching
- Correlation – concept, importance and types
- Maxims of teaching in General science

Unit II: Planning in General Science Teaching

- Curriculum – concept, methods of curriculum construction, Difference between curriculum and syllabus
- Place of General Science in school curriculum
- Critical appraisal of General Science syllabus at secondary / senior secondary level
- Science teacher – Qualities, Competencies
- Analysis of text book

Unit III: Methods & Techniques of teaching in General Science

- Methods – Scientific Method, Demonstration, Laboratory, Heuristic, Project, Co-operative Learning, Constructivism, Inductive – deductive.
- Techniques: - Team teaching, simulation, Task analysis, Cognitive psychology based technique, Technology based technique.
- Year plan, Unit plan, Lesson plan – General, IT based

Unit IV: Teaching Aids and Models of teaching

- Teaching Aids: Non-Projective – chart, picture, model, Projective – Film Projector, OHP, LCD, DLP,
- Science laboratory, Science –club, Science Exhibition, Field trip
- Laboratory Equipment and Material – selection, purchase, maintenance and safety measures.
- Models of teaching; Concept Attainment Model, Inquiry training model

Unit V: Pedagogical analysis & Evaluation in General Science

- Concept, Approaches & importance for pedagogical analysis.
- Core elements and values, content cum methodology approach, IT based approach
- Importance of evaluation in General Science. Evaluation according to areas – cognitive, Psychomotor & Affective, Domain
- Use of tools and technique of evaluation: Achievement test, Diagnostic test, Remedial teaching, Online Evaluation.

Assignment / Sessionals (Any one of the following)

- Conduct presentation of lesson plan.
- Prepare any two charts related General Science.
- Develop skills of making blue print.
- Content analysis of any one unit.
- Prepare a power point slide on any one teaching skill.

References:

1. Joshi R.; Kulkarni, V.G. and Sinha, Somdatta (1999). A Text book of Science of Class X, New Delhi, NCERT
2. Kohli. V.K. (2006). How to Teach Science. Ambala: Vivek Pub. 2006.
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4. Sharma, R.C. (1998). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co.
5. Cartin. A.A. and Sund, R.D. (1972). Teaching Science through Discovery. London: Merill
6. Das, R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing
7. Gerg, K.K.: Singh, Raghuvir and Kaur, Inderjeet (2007). A Text book of Science of Class X, New Delhi: NCERT
8. Hurd Dihurt, P. (1971). New Directions in Teaching School Science. Chicago: Rand McNally Co.

Course Outcomes:

The student teachers will be to:		
CO	**Statement**	**Bloom's Level**
CO1	Describe the nature, scope values and objectives of teaching science at Secondary level.	**L1**
CO2	Develop competence in teaching different topics of Science effectively	**L6**
CO3	Define and develop the scientific temper & provide teaching in scientific method to their student	**L1**
CO4	Demonstrate the various methods with appropriateness of content, level and classroom situations to make pupil's learning meaningful.	**L3**
CO5	Apply the instructional materials effectively in the teaching of Science.	**L3**
CO6	Organize Co-curricular activities & practical work in Science.	**L4**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Sessional /Assignments
CD3	Seminars / Presentations
CD4	Project Discussions
CD5	Self- learning advice using internets

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
CO1	**L1**	**H**	**M**	**-**	**M**	**-**	**H**	**-**	**L**	**-**	**-**	**-**	**-**	**H**	**M**	**-**
CO2	**L6**	**L**	**-**	**M**	**H**	**-**	**M**	**-**	**-**	**-**	**M**	**L**	**-**	**M**	**H**	**M**
CO3	**L1**	**H**	**M**	**-**	**M**	**L**	**L**	**-**	**-**	**-**	**-**	**M**	**L**	**H**	**-**	**M**
CO4	**L3**	**M**	**L**	**M**	**H**	**-**	**M**	**M**	**-**	**L**	**M**	**H**	**M**	**H**	**H**	**-**
CO5	**L3**	**-**	**-**	**-**	**H**	**M**	**-**	**L**	**M**	**-**	**L**	**-**	**-**	**H**	**M**	**H**
CO6	**L4**	**-**	**-**	**M**	**H**	**-**	**-**	**M**	**H**	**-**	**-**	**H**	**M**	**M**	**-**	**H**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Sessional /Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2, CO3, CO4
CD4	Project Discussions	CO5, CO6
CD5	Self- learning advice using internets	CO1, CO2, CO4, CO6

15-Pedagogy of Physics

Course Code: B.Ed. 401(15) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the Course:

- To develop in student-teachers an understanding of the nature of Physics and itsinterface with society.
- Acquire a conceptual understanding of the Pedagogy of Physics.
- To Acquire and learn specific laboratory skills to conduct practical work in Physics.
- Develop and use the techniques for evaluation of student's performance.
- To critically analyse the Curriculum and textbooks from the dimension of development of Scientific Values.

Course Content:

Unit I: Foundations of Teaching Physics

- Nature of Science and Physics, Major milestones in the development of physics, contributions of eminent Indian and foreign Physicists: C.V. Raman, Vikram Sarabhai, Homi Jehangir Bhabha, Subhramanayan, D.S. Kothari, Chandrshekhar, Satyender Nath Bose, Newton, Archimedes, Alexander Graham Bell, Madam Curie, Albert Einstein
- Relationship of science and society, impact of physics on modern Indian society with reference to issues related with Environment, Globalization, Industrialization and Information Technology.
- Aims and objectives of teaching physics at senior secondary level. F. Correlation of physics with other school subjects.

Unit II: Planning for instruction and role of Teacher

- Specific Objectives of Teaching Physics in Behavioural Terms, Content Analysis and Concept mapping.
- Developing Yearly Plan, Unit Plan and Daily Lesson Plans.
- Teacher’s role in training students in scientific method, developing scientific attitude, critical thinking and creativity.
- Qualities, responsibilities and professional ethics of physics teacher.
- Criteria for selection of physics text book, critical appraisal of Physics Text Book.

Unit III: Approaches and Methods of Teaching Physics

- Concept approach – process approach – teaching science as a process.
- Scientific method, problem solving method
- Cooperative learning approach
- Activity based approach investigatory approach
- Project method, laboratory method
- Demonstration – cum-discussion method
- Constructivist approach

Unit IV: Instructional support system

- Multi sensory aids: Significance and Psychological Principles of using Teaching Aids. Use of charts models. Overhead projectors, computers, internet and improvised apparatus.
- Use of Community resources in teaching of physics
- Planning, equipping and maintaining Physics Laboratory: planning and guiding practical work
- Selecting and guiding Projects in physics
- Planning and organization of science clubs, science fairs and field trips

Unit V: Physics curriculum and Evaluation of Physics Learning

- Principles of developing curriculum of Physics
- Evaluation of Physics learning: formative, summative, continuous and comprehensive evaluation, types of test items and their construction, preparation of blue print and achievement test, item analysis.
- Diagnostic testing and remedial teaching in physics. Evaluation of Practical work.

Assignment / Sessionals (Any one of the following)

- Develop skills of making blue print.
- Conduct a practical class.
- Visiting a Physics lab and write a report.
- Create a working model and demonstration.
- Prepare any two charts related teaching physics.

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2. Kochar. S.K. (1997). Methods and Techniques of Teaching, New Delhi: Sterling Publishers Pvt. Ltd.
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. Radha Mohan (2003). Innovative Science Teaching for Physical Science Teachers, New Delhi: Prentice Hall Pvt. Ltd.
7. Aicken, Frederick (1984). The Nature of Science, London: Heinemann Educational Books.
8. Anderson R.D. (1970). Developing Children's Thinking Through Science, New Delhi: Pr
9. Chauhan, S.S. (2000), Innovation in Teaching Learning Process, New Delhi: Vikas Publishing House Pvt. Ltd.
10. Das R.C. (1985), Science Teaching in Schools New Delhi: Sterling Publishers Pvt. Ltd.
11. Dave. R.H. Taxonomy of Educational Objectives and Achievement Testing, London: London University Press.
12. Edigar M. and Rao D.B. (1996). Science Curriculum New Delhi: Discovery Publishing House.
13. Gronlund, Norman, E. (1968). Constructing Achievement Tests, New York: Prentice

Course Outcomes:

The student – teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Define the modern concept of physics	**L1**
CO2	Describe the aims and objectives of teaching physics.	**L2**
CO3	Define the contribution of eminent physicists in connection with the development of physics.	**L1**
CO4	Plan curriculum at Secondary and Senior Secondary level	**L6**
CO5	Analyse the syllabus of the subject in relation to its applicability to practical situations.	**L4**
CO6	Develop scientific attitude and provide training in scientific method to their students.	**L6**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Sessional /Assignments
CD3	Seminars / Presentations
CD4	Visit Physics Lab
CD5	Self- learning advice using internets

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L1**	**H**	**L**	**-**	**L**	**-**	**M**	**-**	**-**	**-**	**-**	**L**	**-**	**M**	**M**	**-**
CO2	**L2**	**M**	**L**	**L**	**M**	**-**	**L**	**-**	**L**	**-**	**L**	**-**	**-**	**H**	**M**	**M**
CO3	**L1**	**L**	**-**	**-**	**L**	**L**	**-**	**M**	**-**	**-**	**-**	**M**	**-**	**H**	**M**	**L**
CO4	**L6**	**L**	**-**	**-**	**H**	**-**	**L**	**-**	**-**	**-**	**M**	**L**	**L**	**H**	**M**	**M**
CO5	**L4**	**L**	**H**	**-**	**H**	**M**	**-**	**M**	**L**	**L**	**-**	**M**	**-**	**M**	**H**	**M**
CO6	**L6**	**M**	**-**	**M**	**L**	**M**	**M**	**L**	**-**	**M**	**M**	**H**	**H**	**-**	**M**	**M**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Sessional /Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2, CO3, CO4
CD4	Visit Physics Lab	CO5, CO6
CD5	Self- learning advice using internets	CO1, CO2, CO4, CO6

16-Pedagogy of Book Keeping

Course Code: B.Ed. 401(16) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the course:

- To student-teachers will develop the understanding of the nature of Accountancy as a subject at Senior Secondary Stage.
- To understand the rationale of including Accountancy in the school curriculum,
- To make use of workbooks and practice sets for gaining practical knowledge of the world of Accountancy.
- To equip them with the essential qualities of an ideal Accounting teacher,
- To familiarize them with the techniques of evaluation in Accountancy.
- To develop in them the awareness about curricular innovations in Accountancy.

Course Content:

Unit I: Nature, Scope and Objective

- Meaning and scope of Book-Keeping and Accountancy, its value and importance in social life.
- Aims and objectives of teaching Book-Keeping and Accountancy at Senior Secondary level. Place and Importance of Teaching of Economics at Secondary level.
- Importance of Book-Keeping and Accountancy in School Curriculum.
- Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Book-Keeping and Accountancy.

Unit II: Teaching Planning and Royal of Teacher

- Planning for teaching and role of teacher
- Micro Teaching
- Yearly Plan, Unit Plan and Daily Lesson Plan
- Teacher role and attitude
- Maxims and principles of classroom teaching
- Teaching Aids

Unit III: Techniques and Methods

- Teaching approaches of Book-Keeping and Accountancy
  e. Journal Approach
  f. Leader Approach
  g. Cash Book Approach
  h. Equation Approach
- Various Methods of teaching Book-Keeping and Accountancy with special reference to modern methods of teaching Project, Problem solving, Lecture-cum-demonstration and discussion methods.
- Techniques and devices to teach Book-Keeping and Accountancy.

Unit IV: Text Book and Approches of Framing Syllabus

- Principles and approaches of framing syllabus and its critical appraisal at Senior Secondary level
- Text Book of Book-Keeping and Accountancy, importance, criteria for selection of text book, reference books and journals.
- Qualities of good teacher

Unit V: Evaluation of Students

- Evaluation of students performance
- Achievement Test
- Diagnostic Test
- Blue Print

Assignment / Sessional (Any one of the following)

- Preparing a assignment on given topic in the syllabus.
- Preparation of teaching aids.
- Preparation of a lesson plan based on any innovative method.
- Preparation of design, blue print for teacher made test.
- Prepare five slides related to book keeping teaching content at senior secondary level.

References:-

1. J.N. Vaish: Book-Keeping and Accountancy, Part I and II (Hindi & English Version)
2. Parikh, Dr. A.K.M. : Lesson planning in India Schools. Subha Sanchar, Ajmer
3. Selby: The Teaching of Book – Keeping
4. Tonne, Pohem and Freeman: Method of teaching business subject Gregg Pub. Dir., McGraw Hill Book Co. Inc., New York
5. Verma A. Musselma and J. Marshall Hannia: Teaching Book – Keeping and Accountancy, Gregg Pub. Div., McGraw Hill Book Co., Inc. New York
6. Williams: principles of Teaching applied in Book – Keeping and Accounts Sir Issac Pitman. London
7. Aggarwal, J.C. : Teaching of Commerce
8. Boynton Lewis D: Methods of teaching Book-Keeping, South Western Publication Co., Cincinnanti, Ohio.
9. Gupta and Gupta: Intermediate Book-Keeping and Accounts. Agra Book Store, Agra (Hindi & English Version)
10. Harvey: Ways to teach Book-Keeping and AccountancyObjectives:-After completion 0f the course the student

Course Outcomes-

The Student-Teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Describe and calculate of concept mapping and curricular elements in Business Studies teaching	**L1**
CO2	Describe the Curriculum in Business Studies at senior secondary level.	**L1**
CO3	Develop a critical appraisal of existing Business Studies curriculum at sr.secondary stage prescribedby RBSE / CBSE.	**L6**
CO4	Teach the qualities of text book of Business Studies.	**L3**
CO5	Plan the use I.C.T. in Business Studies Teaching.	**L6**
CO6	Develop the ethics & Professional growth of a Business Studies teacher.	**L6**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars / PPT Presentation
CD4	Self- learning advice using internets
CD5	Site Visit

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L1**	**M**	**H**	**H**	M	**-**	**-**	**-**	**-**	**M**	**-**	**-**	**-**	**H**	**M**	**L**
CO2	**L1**	**M**	**H**	**M**	M	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**H**	**M**	**-**
CO3	**L6**	**M**	**H**	**H**	H	**M**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**M**	**M**	**L**
CO4	**L3**	**-**	**H**	**-**	M	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**H**	**M**
CO5	**L6**	**-**	**-**	**M**	**-**	**H**	**-**	**M**	**-**	**M**	**M**	**M**	**-**	**M**	**-**	**H**
CO6	**L6**	**-**	**-**	**-**	**-**	**-**	**H**	**M**	**H**	**-**	**-**	**H**	**H**	**H**	**M**	**M**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / PPT Presentation	CO2, CO3, CO5
CD4	Site Visit	CO2, CO3, CO4
CD5	Self- learning advice using internets	CO1, CO3, CO4, CO5

17-Pedagogy of Commerce Practice

Course Code: B.Ed. 401(17) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the course:

- Develop an understanding of content of commerce and accountancy.
- Identify the role of IT in Commerce Education.
- Develop an appreciation towards the role of commerce in daily life.
- Understand the Commercial implications if various theories of learning.

Course Content:

Unit I: Conceptual Background of Commerce

- Introduction to Commerce: Meaning, Definitions, Scope and Nature of Commerce as a discipline, significance of Commerce in the global scenario, Modern trends in commerce: Banking Insurance, Trade- correlation of commerce with other subjects: Economics, Geography, accounting, Mathematics, Statistics, International relations, Business Management, Information system.
- Nature and significance of Commerce Education: Meaning, Definition, Goals, Aims and Objectives of studying Commerce Education – History of Commerce Education – Development of Commerce Education in India – Need and importance of learning commerce at Higher Secondary level – Formulation of objectives in commerce at National and State level (NCF), Importance of Commerce in daily life.

Unit II: Curriculum Developments in Commerce

- Curriculum Development – General principles- psychological, sociological, philosophical, needs and interests of the learner, nature of subject matter and philosophy of nation.
- Modern trends in curriculum construction – Objective based, Child centered, and activity based, correlated, overcoming individual difference, fulfilling the requirements of higher education, flexible and feasible.
- Different approaches to curriculum organization – Spiral, topical and concentric approach.

Unit III: Training in teaching skills

- Micro Teaching Practice in Teaching skills
- Meaning, importance and purpose of planning – Year plan, unit plan and lesson plan
- Teacher – Essential qualities, duties and responsibilities.
- Professional growth – Ways and means of developing professional competency in service training – Role of NCERT

Unit IV: Instructional Support or Resources for Commerce Teaching

- Resource materials in teaching commerce – syllabus, Textbooks – Criteria of selection, Resource unit, Source Book, Teachers handbook, Reference books, Journals, Magazines, periodicals, Supplementary readers, Learning aids: Audio visual aids (OHP), Computer, LCD Projector), CD, ROM, Interactive White Board.

- Commerce Library – Need & Importance
- Organization of field trips and study tours – their importance
- Commerce club – need & significance
- Community Resources and its utilization

Unit V: Evaluation in Commerce

- Evaluation – Criteria for evaluating Teaching Manuals, Criteria for evaluating Teaching Competence.
- Objective based Evaluation, competency based evaluation
- Construction of achievement test – design, blue print, writing of test items.
- Different types of test items – merits and demerits
- Continuous and comprehensive evaluation – grading sytem

Assignment / Sessional (Any one of the following)

- Report writing study and use of online tools in commerce practice.
- Organizion and conducting commerce club activities in commerce class, Prepare a report
- Preparation of a lesson plan based on any innovation method.
- Critical analysis of commerce text books.
- Collection of newspaper cuttings related to commerce subject activities.

References:-

1. Khan. M.S., Commerce Education, New Delhi: Sterling Publication (P) Ltd.
2. Method and Techniques of Teaching Commerce Singh M.N. Young Man & Co. New Delhi.
3. Teaching of Commerce- Seema Rao. Anmol Publication, New Delhi
4. Teaching of Commerce – A Practical Approach. C. Aggarwal, Vikas Publishing House Pvt. Ltd. New Delhi.
5. Sharifkhan, Mohd. The Teaching of Commerce, New Delhi; Sterling Publication Pvt. Ltd.
6. Teaching of Commerce in Our School Lulla B. (BTTC-BIE Publication, Bombay).
7. Aggarwal, J.C. (1996). Teaching of Commerce: A Practical Approach. New Delhi: Vikas Publishing House Pvt. Ltd.
8. Commerce Education Mohammed Sharif Khan: Sterling Publishers Pvt. Ltd., New Delhi.

Course Outcomes

The student teacher will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Develop and discover the concept of mapping and curricular elements in Financial Accountingteaching.	**L6**
CO2	Design and organize the Curriculum in Financial Accounting at senior secondary level.	**L3**
CO3	Categorize the existing Financial Accounting curriculum at seniorsecondary stageprescribed by RBSE / CBSE	**L4**
CO4	Define the qualities of text book of Financial Accountancy.	**L1**
CO5	Develop and apply the necessary skills to teaching methods. Categorize the various instructional/learning methods.	**L4**
CO6	Develop the ethics & Professional growth of a Financial Accounting teacher.	**L6**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars / PPT Presentation
CD4	Self- learning advice using internets
CD5	Site Visit

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3
CO1	**L6**	**M**	**H**	**H**	M	**-**	**-**	**-**	**-**	**M**	**-**	**-**	**-**	**H**	**M**	**M**
CO2	**L3**	**M**	**H**	**M**	M	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**M**	**M**	**-**
CO3	**L4**	**M**	**H**	**H**	H	**M**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**H**	**-**	**M**
CO4	**L1**	**-**	**H**	**-**	M	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**M**	**-**
CO5	**L4**	**-**	**-**	**M**	-	**H**	**-**	**M**	**-**	**M**	**M**	**M**	**-**	**H**	**H**	**M**
CO6	**L6**	**-**	**-**	**-**	-	**-**	**H**	**M**	**H**	**-**	**-**	**H**	**H**	**H**	**M**	**M**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / PPT Presentation	CO2, CO3, CO5
CD4	Site Visit	CO2, CO3, CO4
CD5	Self- learning advice using internets	CO1, CO3, CO4, CO5

18-Pedagogy of Urdu

Course Code: B.Ed. 401(18) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the course:

- Understand the basic concepts and function of language with special reference to Urdu.
- Acquire knowledge of objective of teaching Urdu at the secondary stage.
- Acquire knowledge of different methods of teaching at the secondary stage.
- Plan and teach lesson in Urdu prose, poetry, grammar and composition.
- Understand constructive approach to language teaching and learning.
- Prepare unit plans, Daily lesson plans and to analyses the subject content in term of language skills and teaching objectives.
- Develop and use of teaching aids in the class room both print and audio visual materials and ICT (internet and computer technology).
- Develop and insight into the symbiotic relationship between curriculum syllabus and text book.
- Knowledge of evaluation system in Urdu and to methodically prepare exams and test paper in Urdu.
- Conduct remedial teaching in Urdu.

Course Content:

Unit-I: Origin and Development of Urdu Language

- Concept of language (verbal & non verbal) Concept of language learning and acquisition function of language, Transmission of culture and medium of instruction.
- Multilgualism as a resource.
- Origin and development of Urdu language.
- Language skills, listening and art of listening.
- Speaking- Pronunciation, Recitation and Punctuation.
- Reading- Aloud, Silent, Intensive and Extensive.
- Reading comprehension, reading defects and their cure.
- Writing- Knowledge of Urdu scripts-khat-e-naskh-khat-e-nastaliq and khat-e-shikast.
- Teaching of alphabats,punctuation qualities of good hand writing.
- Letter writing(formal and in formal).
- Essay writing.

Unit-II: Urdu and Other Language

- Objective of teaching Urdu at secondary stage of education.
- Problem of teaching and learning Urdu and their solutions.
- Place of Urdu language in the present educational system prevalent in the state of Rajasthan.
- Relation of Urdu with other Indian language.

Unit-III: Methods of Teaching

- Methods of teaching Urdu.
- Translation method.
- Direct method.
- Play way method.
- Structural method.
- Teaching of various forms of Urdu literature (1) Prose (2) Composition (3) Grammar(4) Poetry, Ghazal, Nazism and Drama.
- Co-curricular activities.

Unit-IV: Planning of Teaching

- Planning for teaching Urdu: Need and importance of planning.
- Content analysis.
- Yearly plan, Unit plan and Daily lesson plan.
- Audio Visual Aids-Need and importance of Audio-Visual Aids, Types of Audio-Visual aids.
- Appropriate use of teaching aids.
- Planning of Urdu lab and its use.
- Qualities of good Urdu Teacher.

Unit-V: Evolution of Urdu

- Purpose of concept of Evolution in Urdu.
- Techniques of Evolution, Teacher made Test, Examination paper Design and Blue print, various types of questions and their use for Evaluation.

Assignment/ Sessionals (Any one of the following)

1. Prepare a learning material based on grammar
2. Study and prepare a report of any one poet / writer prescribed in 6^{th} to 12^{th} text book.
3. Collect the information and categorize the adeeb cwnter / shair (Poet) on the bases of Zamana (Periods)
4. Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.

Course Outcom

The student teacher will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	To understand the nature, scope and importance of the subject.	**L3**
CO2	To understand the co-relation of the subject with other subject.	**L2**
CO3	To know and understand the objectives of teaching of the subject at secondary and higher secondary level.	**L3**
CO4	To explain the use of different methods of teaching urdu.	**L6**
CO5	Describe the skills of Urdu language. Produce the different teaching skills associated with teaching of Urdu.	**L1**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Sessional/Assignments
CD3	Seminars
CD4	Self- learning advice using internets
CD5	Education Tour

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3
CO1	**L3**	**L**	**L**	**L**	M	**_**	**_**	**L**	**_**	**_**	**L**	**M**	**L**	**H**	**M**	**-**
CO2	**L2**	**L**	**L**	**L**	M	**_**	**_**	**L**	**_**	**_**	**L**	**L**	**L**	**M**	**M**	**L**
CO3	**L3**	**M**	**M**	**M**	M	**H**	**_**	**M**	**_**	**_**	**M**	**H**	**M**	**H**	**M**	**M**
CO4	**L6**	**M**	**M**	**M**	M	**M**	**M**	**M**	**_**	**_**	**H**	**M**	**M**	**H**	**M**	**M**
CO5	**L1**	**H**	**H**	**H**	H	**_**	**_**	**M**	**_**	**_**	**H**	**M**	**M**	**H**	**H**	**M**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2
CD4	Project Discussions	CO2
CD5	Self- learning advice using internets	CO1, CO2

19-Pedagogy of Agricultural Science

Course Code: B.Ed. 401(19) **External: 70 (Marks)**

Internal: 30 (Marks)

Objectives of the Course:

- Familiarize with nature of Agricultural Science.
- Formulate instructional objectives in behavioral terms.
- Critically evaluate the existing science curriculum at secondary level.
- Understand the basic concepts of Agricultural Science.

Course Content:

Unit I: Teaching of Agricultural Science

- Meaning, nature, aims and objectives of Agricultural Science
- Importance of Agricultural Science in Teaching
- Correlation – concept, importance and types
- Maxims of teaching in Agricultural Science

Unit II: Planning in Agricultural Science Teaching

- Curriculum – concept, methods of curriculum construction, Difference between curriculum and syllabus
- Place of Agricultural Science in school curriculum
- Critical appraisal of Agricultural Science syllabus at secondary / senior secondary level
- Science teacher – Qualities, Competencies
- Analysis of text book

Unit III: Methods & Techniques of teaching in Agricultural Science

- Methods – Scientific Method, Demonstration, Laboratory, Heuristic, Project, Co-operative Learning, Constructivism, Inductive – deductive.
- Techniques: - Team teaching, simulation, Task analysis, Cognitive psychology based technique, Technology based technique.
- Year plan, Unit plan, Lesson plan – General, IT based

Unit IV: Teaching Aids and Models of teaching

- Teaching Aids: Non-Projective – chart, picture, model, Projective – Film Projector, OHP, LCD, DLP,
- Science laboratory, Science –club, Science Exhibition, Field trip
- Laboratory Equipment and Material – selection, purchase, maintenance and safety measures.
- Models of teaching; Concept Attainment Model, Inquiry training model

Unit V: Pedagogical analysis & Evaluation in Agricultural Science

- Concept, Approaches & importance for pedagogical analysis.
- Core elements and values, content cum methodology approach, IT based approach
- Importance of evaluation in Agricultural Science. Evaluation according to areas – cognitive, Psychomotor & Affective, Domain
- Use of tools and technique of evaluation: Achievement test, Diagnostic test, Remedial teaching, Online Evaluation.

Assignment / Sessionals (Any one of the following)

- Preparing a working model.
- Collection of different type soil.
- Visiting a Agriculture field and write a report.
- Conduct a practical class in agricultural Science lab.
- Prepare any two charts related teaching agricultural science.

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Course Outcomes:

The student teacher will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Understand the nature, scope and objectives of agriculture science at Secondary level.	**L2**
CO2	Analyze text books of various levels in agriculture science.	**L4**
CO3	Uses of different methods in agriculture science.	**L3**
CO4	Prepare of lesson plan through various techniques.	**L6**
CO5	Applying the instructional materials effectively in the teaching of agriculture Science.	**L3**
CO6	Organizing the Co-curricular activities & practical work in Science.	**L4**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Sessional /Assignments
CD3	Seminars / Presentations
CD4	Field Visit
CD5	Self- learning advice using internets

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	**L2**	**H**	**M**	**-**	**M**	**-**	**H**	**-**	**L**	**-**	**-**	**-**	**-**	**H**	**M**	**M**
CO2	**L4**	**L**	**-**	**M**	**H**	**-**	**M**	**-**	**-**	**-**	**M**	**L**	**-**	**M**	**M**	**-**
CO3	**L3**	**H**	**M**	**-**	**M**	**L**	**L**	**-**	**-**	**-**	**-**	**M**	**L**	**H**	**M**	**L**
CO4	**L6**	**M**	**L**	**M**	**H**	**-**	**M**	**M**	**-**	**L**	**M**	**H**	**M**	**H**	**M**	**M**
CO5	**L3**	**-**	**-**	**-**	**H**	**M**	**-**	**L**	**M**	**-**	**L**	**-**	**-**	**M**	**-**	**L**
CO6	**L4**	**-**	**-**	**M**	**H**	**-**	**-**	**M**	**H**	**-**	**-**	**H**	**M**	**H**	**M**	**H**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5. CO6
CD2	Sessional/Assignments	CO1, CO2, CO3, CO4,CO5, CO6
CD3	Seminars / Presentations	CO1, CO2, CO3, CO4
CD4	Field Visit	CO1, CO2, CO3, CO4,CO5, CO6
CD5	Self- learning advice using internets	CO2, CO4, CO6

B.Ed 402 :(EPC-4) Understanding the self

Course Code: B.Ed. 402 **External: 35 (Marks)**

Internal: 15 (Marks)

Objectives:

- To develop understanding of some key concepts and terms and relate them with their context in understanding the power relations with respect to Educating and Education.
- To develop an understanding of the paradigm shift from Women studies to Gender Studies based on the historical backdrop.
- To reflect on different theories of Gender and Education and relate it to power relations.
- To analyse the institutions involved in Socialisation processes and see how socialization practices impact power relations and identity formation.

Course Content:

Unit I: Exploring the self (potential of self, fears, aspirations)

- Exploring the self (potential of self, fears, aspirations)
- Self identity
- Teacher as a reflective practitioner

Unit II: The Evolving Self

- Developing the self (building self esteem, self image)
- Harmony and peace with self (Resilience, mindfulness)

Unit III: Management of Emotions

- Positivity and management of emotions
- Tactics and techniques of self understanding

Unit IV: The Emerging Self

- Stereotypes and Prejudices : Gender, Class, Caste, Race, Region, Language, Religion

Unit V: School and Media

- Disability (any three of the indicated may be chosen) Agencies that shape the self: Family, School and Media
- Challenging Stereotypes

Assignment / Sessional (Any one of the following)

- Participate or lead in real life intervention (within families/colleges or community).
- Prepare objective based test paper.
- Make a record of students through the narration of their life stories.
- Prepare one ICT tool for any topic
- Organize seminar on self identify.

References:-

1. Lewis, M. & Brooks-Gunn, J. (1978). Self Knowledge and emotional development. In M. Lewis & L. Rosenblum (Eds.), the development of affect: The genesis of behavior, 1 (pp. 205-226). New York: Plenum Press.
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10. Guilford Mullen, B. & Suls, J. (1982). Know thyself: Stressful life changes and the ameliorative effect of private self-consciousness. Journal of experimental social Psychology, 18, 43-55.

Course Outcomes

The student- teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Develop the skills for personal growth of their students in the classroom.	**L6**
CO2	Define and explain the self concept and the professional identity.	**L1**
CO3	Select and use the techniques of self understanding.	**L3**
CO4	Analyse the stereotypes and prejudices.	**L4**
CO5	Describe the impact of political, historical, and social forces on identity formation.	**L2**

Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars /PPT
CD4	Self- learning advice using internets
CD5	Group discussion

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	**Bloom's Level**	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3
CO1	**L6**	H	-	M	H	M	H	H	L	-	M	-	H	H	M	-
CO2	**L1**	H	M	M	H	M	L	M	-	-	H	-	M	M	H	M
CO3	**L3**	M	H	H	H	H	-	H	-	M	H	-	H	H	M	H
CO4	**L4**	H	M	M	M	M	-	H	-	-	H	-	M	M	M	L
CO5	**L2**	H	H	M	H	M	-	H	-	-	H	-	M	H	M	M

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	**Course Delivery methods**	**Course Outcomes**
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1, CO2, CO3, CO4, CO5
CD2	Tutorials/Assignments	CO1, CO2, CO3, CO4, CO5
CD3	Seminars / Presentations	CO3, CO4
CD4	Project Discussions	CO1, CO2, CO3, CO4
CD5	Self- learning advice using internets	CO1, CO2, CO3, CO4, CO5

B.Ed. 403
School Internship
Course Code: B.Ed. 403

Objectives of the Course:

- To adapt modern techniques for teaching skill development.
- To familiarize themselves with the concept of curriculum and co-curricular activities.
- To prepare a lesson plan.
- To observe children and the teaching learning process in systematic manner.

Course Outcomes:

The student teachers will be able to:		
CO	**Statement**	**Bloom's Level**
CO1	Describe the observation skills.	L2
CO2	Define the daily lesson plan for teaching.	L1
CO3	Develop skill to create final lesson for pedalogy subjects.	L6

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	Bloom's Level	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3
CO1	L2	H	H	H	M	H	_	M	H	_	M	_	L	H	H	M
CO2	L1	H	H	H	M	M	_	M	L	M	M	_	L	H	H	M
CO3	L6	H	H	H	H	H	_	M	L	M	M	_	L	M	M	M

H- High, M- Moderate, L- Low, '-' for No correlation

B.Ed.-404: Leadership & Management Skills

Course Code: B.Ed.-404 **External: 70 (Marks)**
Internal: 30 (Marks)

Duration: 30 Hours

Objectives:

1. To help students to develop essential skills to influence and motivate others
2. To inculcate emotional and social intelligence and integrative thinking for effective leadership
3. To create and maintain an effective and motivated team to work for the society
4. To nurture a creative and entrepreneurial mindset
5. To make students understand the personal values and apply ethical principles in professional and social contexts.

Module Outline:

Module 1- Leadership Skills **6 Hours**

a. Understanding Leadership and its Importance
- What is leadership?
- Why Leadership required?
- Whom do you consider as an ideal leader?

b. Traits and Models of Leadership
- Are leaders born or made?
- Key characteristics of an effective leader
- Leadership styles
- Perspectives of different leaders

c. Basic Leadership Skills
- Motivation
- Team work
- Negotiation
- Networking

Module 2 - Managerial Skills **6 Hours**

a. Basic Managerial Skills
- Planning for effective management
- How to organise teams?
- Recruiting and retaining talent
- Delegation of tasks
- Learn to coordinate
- Conflict management

b. Self Management Skills
- Understanding self concept

- Developing self-awareness
- Self-examination
- Self-regulation

Module 3 - Entrepreneurial Skills **6 Hours**

a. Basics of Entrepreneurship

- Meaning of entrepreneurship
- Classification and types of entrepreneurship
- Traits and competencies of entrepreneur

b. Creating Business Plan

- Problem identification and idea generation
- Idea validation
- Pitch making

Module 4 - Innovative Leadership and Design Thinking **6 Hours**

a. Innovative Leadership

- Concept of emotional and social intelligence
- Synthesis of human and artificial intelligence
- Why does culture matter for today's global leaders

b. Design Thinking

- What is design thinking?
- Key elements of design thinking:
  - Discovery
  - Interpretation
  - Ideation- Experimentation - Evolution.
- How to transform challenges into opportunities?
- How to develop human-centric solutions for creating social good?

Module 5- Ethics and Integrity **6 Hours**

a. Learning through Biographies

- What makes an individual great?
- Understanding the persona of a leader for deriving holistic inspiration
- Drawing insights for leadership
- How leaders sail through difficult situations?

b. Ethics and Conduct

- Importance of ethics
- Ethical decision making
- Personal and professional moral codes of conduct
- Creating a harmonious life

Pedagogy:

1. Leadership Skills - Lectures (augmented with videos); role-plays for leadership models; team building games
2. Managerial Skills - Lectures (augmented with videos), case studies (AMUL, TESLA, Toyota, DMRC, Tata Group, Google, The Mumbai Dabbawala), SWOT analysis, Johari window
3. Entrepreneurial Skills - Lectures (augmented with videos), case studies and practicing business plans
4. Innovative Leadership and Design Thinking- Concept discussion through lecture and videos followed by role-plays and exercises for each set of intelligence, activities using 5 steps – discovery, interpretation, ideation, experimentation, and evolution
5. Ethics and Integrity- Experiential learning through stories (Ahilya Bai, Holkar, Abdul Kalam, Raja Harishchandra, Mahatma Gandhi, Abraham Lincoln), audio visual augmented role plays and storytelling (leaders from varied fields like academics, corporate, social, sports, art, etc.)

Assessment:

Paper based assessment based on Scenario-based, logical reasoning, comprehension, simulations presentations, including simulations, case studies and business plan.

Assessment: Paper-Based Assessment

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- Sternberg R. J., Sternberg R. J., & Baltes P. B. (Eds.). (2004). *International Handbook of Intelligence*. Cambridge University Press.

E-Resources

- India's Hidden Hot Beds of Invention Ted Talk by Anil Gupta - https://www.ted.com/ talks/anil_gupta_india_s_hidden_hotbeds_of_invention
- Knowledge@Wharton Interviews Former Indian President APJ Abdul Kalam - . "A Leader Should Know How to Manage Failure" https://www.youtube.com/ watch?v=laGZaS4sdeU
- NPTEL Course on Leadership - https://nptel.ac.in/courses/122105021/9

Course Outcome:

CO	Statement	Blooms Level
	After completion of this course, students will be able to:	
CO1	Examine various leadership models and understand/assess their skills, streng and abilities that affect their own leadership style and can create their leaders vision	L4
CO2	Learn and demonstrate a set of practical skills such as time management, management, handling conflicts, team leadership, etc.	L3
CO3	Understand the basics of entrepreneurship and develop business plans	L2
CO4	Apply the design thinking approach for leadership	L3
CO5	Discuss the importance of ethics and moral values for making of a balanced personality	L1`

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Course Delivery methods	
CD1	Lecture by use of boards/LCD projectors/OHP projectors
CD2	Tutorials/Assignments
CD3	Seminars
CD4	Self- learning advice using internets
CD5	Industrial visit

Mapping of Course Outcomes onto Program Outcomes

Course Outcome	Bloom's Levels	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	L4	**M**	**M**	**-**	**-**	**M**	**M**	**M**	**H**	**-**	**L**	**L**	**-**	**M**	**M**	**-**
CO2	L3	**M**	**M**	**M**	**M**	**M**	**M**	**L**	**M**	**-**	**M**	**M**	**-**	**M**	**M**	**-**
CO3	L2	**M**	**M**	**M**	**H**	**M**	**M**	**M**	**M**	**-**	**L**	**L**	**-**	**M**	**M**	**-**
CO4	L3	**M**	**M**	**M**	**M**	**M**	**M**	**M**	**H**	**-**	**L**	**L**	**-**	**M**	**M**	**-**
CO5	L1`	**-**	**M**	**L**	**H**	**H**	**H**	**M**	**M**	**-**	**L**	**L**	**-**	**M**	**M**	**-**

H- High, M- Moderate, L- Low, '-' for No correlation

Mapping between CO and CD

CD	Course Delivery methods	Course Outcomes
CD1	Lecture by use of boards/LCD projectors/OHP projectors	CO1,CO2,CO3, CO4,CO5
CD2	Tutorials/Assignments	CO1,CO2,CO3, CO4,CO5
CD3	Seminars	CO1,CO2,CO3, CO4,CO5
CD4	Self- learning advice using internets	CO1, CO2,CO3, CO4
CD5	Industrial visit	

B.Ed.-405: ANANDAM

Objectives:

- To instil the joy of giving in young people, turning them into responsible citizens to build up a better society.
- To inculcate the habit of service in students across the University.
- A compulsory course of 2 credits per semester to be included in each program of University.
- Students to be expected to engage in individual and group acts of service and goodness.

Action Plan:

Students will be expected to

- Do at least one act of individual service each day
- Record this act of service in a dedicated Register / Personal Diary
- Share this Register / Personal Diary day in the Anandam Class scheduled per week. The class interaction will include Personal Diary check, Showing of Community based motivation videos, Community based presentations by students, Role playing etc.
- Undertake one group service project for 64 hours every semester (outside college hours)
- Upload the report on the group project on the Anandam platform
- Participate in a sharing and presentation on the group service in the discussion sessions held once in week
- There will be some suggested projects and organizations that students can work with. Students can also suggest their own projects which others can join

Each student will finish the year with a portfolio of giving. This will include their Register / Personal Diaries and their reports on group service projects.

11. TEACHING-LEARNING PROCESS/METHODOLOGY (TLM):

The teaching-learning process should be aimed at systematic exposition of basic concepts soas to acquire knowledge of physical sciences in a canonical manner. In this context, applications of physical science and linkage with the theory constitute a vital aspect of the teaching-learningprocess. The course offers many modes of learning and assessment methods. Students have great freedom of choice of course which they can study. The various components of teachinglearningprocess are summarized in the following heads.

1. **Class room Lectures:** The most common method of imparting knowledge is through lectures. Thereare diverse modes of delivering lectures such as through blackboard, power pointpresentation and other technology aided means. A judicious mix of these means is a keyaspect of teaching-learning process.
2. **Tutorials:** To reinforce learning, to monitor progress, and to provide a regular pattern of study, tutorials are essential requirements. During these tutorials, difficulties faced by the students in understanding the lectures, are dealt with. Tutorials are also aimed at solving problems associated with the concepts discussed during the lectures.
3. **Practical:** To provide scientific visualization and obtaining results of Physical sciences in practicalsessions. These sessions provide vital insights into scientific concepts and draw learner'sattention towards limitations of scientific computations. During practical, scientific models arising in real life problems can also be simulated.
4. **Choice based learning/Open elective:** LOCF in this undergraduate programme provides great flexibility both in terms of varietyof courses and range of references in each course.
5. **Field based learning:** Students may enhance their knowledge through field based learning while understanding the practical importance.
6. **Textbooks learning:** A large number of books are included in the list of references ofeach course for enrichment and enhancement of knowledge.
7. **E-learning:** Learner may also access electronic resources and educationalwebsites for better understanding and updating the concepts.
8. **Self-study materials:** Self-study material provided by the teachers is anintegral part of learning. It helps in bridging the gaps in the classroom teaching.It also provides scope for teachers to give additional information beyond classroom learning.
9. **Assignment/Problem solving:** Assignments at regular intervals involvingapplications of theory are necessary to assimilate basic concepts of courses. Hence, it isincumbent on the part of a learner to complete open-ended projects assigned by the teacher.
10. **Internships:** The teaching-learning process needs to be further supported by other activities devoted to subject-specific and interdisciplinary skills, summer and winter internships. During these internships it is expected that a learner will interact with experts and write a report on a topic provided to the learner.
11. **Educationalvisits:** Educational visits offer an opportunity to observe applications of scientific concepts. These visits also give an opportunity to realize the power ofmathematical ideas and their translation in problem solving.
12. **Training programmes:** Training programmes organized by NCTE /Schools provide an opportunity to learn various dimensions of courses.

12. ASSESSMENT AND OUTCOME MEASUREMENT METHODS (AOMM):

A range of assessment methods which are appropriate to test the understanding of variousconcepts of courses will be used. Variouslearning outcomes will be assessed using time-bound examinations, problem solving, assignments and viva-voce examination. For various courses in this programme, the following assessment methods shall be adopted:

i. Scheduled/unscheduled tests

ii. Problem solving sessions aligned with classroom lectures

iii. Practical assignments

iv. Regular chamber consultation with faculty members

v. Mid semester examination and semester end comprehensiveexamination

Examination and Evaluation:

I. The medium of instructions and examination shall be Bilingual.

II. Candidates shall be examined according to the scheme of examination and syllabus as approved by the BOS and Academic Council from time to time.

III. To pass each semester examination, a candidate must obtain at least 40% marks in each written paper, practical work semester examination.

IV. Each theory paper for the respective semester examination shall be set and evaluation of the answer books shall be done as per the University rules.

V. The assessment of External Evaluation i.e. End Term Semester Examination will be made out of 70 (Seventy) marks in theory Papers and Internal Evaluation of 30 (Thirty) marks.

Criterion for awarding Grading System:

Criterion for Awarding SGPA and CGPA: The criterion for awarding the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) for B.Ed programme shall be as follows:

a) The criterion for passing in a subject is that a student should secure minimum 40% marks in individual paper.

b) A student obtaining less than pass marks as specified above, in each subject (sum of internal and End-Term examinations) he will be declared fail in that subject and will have to re-appear in a End-Term examination of the course in subsequent odd / even semester end term examination, subject to maximum permissible period of n+4 semestersto complete the course.

c) The University has adopted Absolute Grading System for converting marks into grades. The formula of 10- point grading system for conversion of marks obtained into Letter Grades and converting Letter Grades to Grade Point is given below:

Table: Marks, Letter Grades and Grade Points

Marks	Letter Grade	Grade Points
91-100	O (Outstanding)	10
81-90	A+(Excellent)	9
71-80	A(Very Good)	8
61-70	B+(Good)	7
51-60	B(Above Average)	6
46-50	C(Average)	5
40-45	P (Pass)*	4
0-39	F(Fail)	0
-	AB (Absent)	0

***Pass Mark: 40% in individual paper**

d) While converting the marks into Letter Grade, the rounding off marks must be considered.

e) A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.

f) For noncredit courses "Satisfactory" or Unsatisfactory" shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.

Computation of SGPA and CGPA:

The university has adopted UGC recommended procedure for computation of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA)

a) The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the papers/ courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$\textbf{SGPA}\ (Si) = \Sigma\ (Ci \times Gi) / \Sigma Ci$$

Where Ci is the number of credits of the i^{th} course and Gi is the grade point scored by the student in the i^{th} course. The university shall issue Semester Grade Card to the student.

b) The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\textbf{CGPA} = \Sigma\ (Ci \times Si) / \Sigma\ Ci$$

Where Si is the SGPA of the ith semester and Ci is the total number of credits in that semester.

c) The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Illustration of Computation of SGPA and CGPA and Format for Transcripts:

a) Computation of SGPA and CGPA

Illustration for SGPA

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit x Grade)
Course/Paper 1	3	A	8	3x8=24
Course/Paper 2	4	B+	7	4x7=28
Course/Paper 3	3	B	6	3x6=18
Course/Paper 4	3	O	10	3x10=30
Course/Paper 5	3	C	5	3x5=15
Course/Paper 6	4	B	6	4x6=24
	20			**139**

Thus, SGPA= 139/20= 6.95

b) Illustration for CGPA

Semester-1	Semester-2	Semester-3	Semester-4	Semester-5	Semester-6
Credit: 20 SGPA:6.9	Credit: 22 SGPA:7.8	Credit: 25 SGPA:5.6	Credit: 26 SGPA:6.0	Credit: 26 SGPA:6.3	Credit: 25 SGPA:8.0

$$\text{Thus, CGPA} = \frac{20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0}{144} = \mathbf{6.73}$$

13. TEACHERS TRAINING (TT) :

Learning Outcomes Based Curriculum Framework (LOCF) Quality initiative of UGC based on Outcome Based Education (OBE) is being implemented by the University Grants Commission to enhance the Quality of Higher Education and that of Higher Education Learners and Teachers. Therefore, university arrange following activities for teachers training:

1. Workshops for LOCF implementation.
2. Seminar for LOCF implementation.
3. FDP on LOCF.
4. Outcome based higher education and understanding the learning objectives, learning outcomes, new approaches in the area of outcome measurement, preparing future ready teachers and students.
5. Developing a battery of quality speakers/educators to become resource persons to play role for Training of Trainers (TOT).

14. KEYWORDS :

LOCF, CBCS, Course Learning Outcomes, Employability, Graduate Attributes Communication Skills, Critical Thinking, and Descriptors.

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Annexure 1:

POs	Action Verb (s) in POs	Bloom's Lelve (s) for POs
PO1	**Develop**	**L3**
	Know how	**L1**
PO2	**Analyse**	**L4**
	Discuss	**L6**
PO3	**Develop**	**L3**
	Discuss	**L6**
PO4	**Select**	**L2**
	Use	**L3**
	Know	
PO5	**Classify**	**L2**
PO6	Discuss	**L6**
PO7	Recognize	**L2**
	Categorise	**L4**
PO8	**Apply**	**L3**
PO9	**Use**	**L3**
	Describe	**L2**
PO10	**Construct**	**L6**
PO11	**Apply**	**L3**
PO12	**Solve**	**L6**
	Solve	**L3**