GALGOTIAS UNIVERSITY

Syllabus of

Bachelor of Education (B.Ed.)

Name of School: _____ School of Education _____

Department: _____ Education _____

Year: _____ 2021-22 _____

(Established under Galgotias University Uttar Pradesh Act No. 14 of 2011)

School of Education

Program: Bachelor of Education (B.Ed.)

Duration- Two Years (Four Semesters)

Scheme: 2021–2023

Date of BoS: 15.05.2021

Plot No.: 2, Sector: 17A, Yamuna Expressway, Gautam Buddh Nagar, UP (India) 203201
www.galgotiasuniversity.edu.in

School of Education

Curriculum: Bachelor of Education (B.Ed.)

Semester I

Sl. No.	Course Code	Name of the Course	L	T	P	C	IA	CAT	ETE
		Theory Courses							
1	BEDU1002	Childhood and Growing Up	3	0	0	3	20	30	50
2	BEDU1003	Teaching and Pedagogical Analysis	3	0	0	3	20	30	50
3	BEDU1078	Fundamentals of Artificial Intelligence and Coding	3	0	0	3	20	30	50
4	BEDU1066	Pedagogical Basis of Hindi	3	0	0	3	20	30	50
	BEDU1067	Pedagogical Basis of English	3	0	0	3	20	30	50
	BEDU1068	Pedagogical Basis of Sanskrit	3	0	0	3	20	30	50
	BEDU1069	Pedagogical Basis of Commerce	3	0	0	3	20	30	50
	BEDU1070	Pedagogical Basis of Physical Science	3	0	0	3	20	30	50
	BEDU1071	Pedagogical Basis of Home Science Education	3	0	0	3	20	30	50
5	BEDU1072	Pedagogical Basis of Social Science	3	0	0	3	20	30	50
	BEDU1073	Pedagogical Basis of Mathematics	3	0	0	3	20	30	50
	BEDU1074	Pedagogical Basis of Life Science	3	0	0	3	20	30	50
		Practicum Courses							
6	BEDU1050	ICT Skill Development- Lab	0	0	4	2	50	--	50
	BEDU1079	Advance ICT Skill Development- Lab	0	0	4	2	50	--	50
7	BEDU1063	Orientation to School Based Activities-Practicum	0	0	2	1	50	--	50
8	BEDU1080	Ethics and Professional Competency-Practicum	0	0	2	1	50	--	50
9	BEDU1081	Creativity, Innovation and Entrepreneurship & IPR	0	0	4	2	50	--	50
10	BEDU1076	Mental Health and Emotional Wellbeing-Practicum	0	0	2	1	50	--	50
11	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	_	0
12		Open Elective from GU Schools (under CBCS)							
13		SWAYAM Course							
		Total Credits: 22*	T: 15 (5)			P: 7 (5)			

Semester II

Sl. No.	Course Code	Name of the Course	L	T	P	C	IA	CAT	ETE
		Theory Courses							
1	BEDU1018	Assessment for Learning	3	0	0	3	20	30	50
2	BEDU1019	Conceptual Foundations of Education	3	0	0	3	20	30	50
3	BEDU1020	Learning and Teaching	3	0	0	3	20	30	50
4	BEDU1051	Professional Development of Hindi Teacher	3	0	0	3	20	30	50
	BEDU1052	Professional Development of English Teacher	3	0	0	3	20	30	50

Sl. No.	Course Code	Name of the Course	L	T	P	C	IA	CAT	ETE
	BEDU1053	Professional Development of Sanskrit Teacher	3	0	0	3	20	30	50
	BEDU1054	Professional Development of Commerce Teacher	3	0	0	3	20	30	50
	BEDU1055	Professional Development of Physical Science Teacher	3	0	0	3	20	30	50
	BEDU1056	Professional Development of Home Science Teacher	3	0	0	3	20	30	50
5	BEDU1057	Professional Development of Social Science Teacher	3	0	0	3	20	30	50
	BEDU1058	Professional Development of Mathematics Teacher	3	0	0	3	20	30	50
	BEDU1059	Professional Development of Life Science Teacher	3	0	0	3	20	30	50
		Practicum Courses							
6	BEDU1060	Language Across the Curriculum- Practicum	0	0	2	1	50	--	50
7	BEDU1061	Learning to Function as a Teacher- Practicum	0	0	6	3	50	--	50
8	BEDU1062	Organising School Based Activities- Practicum	0	0	2	1	50	--	50
9	BEDU1082	Internship: School Experience	0	0	6	3	50	--	50
10	BEDU1075	ICT and its Applications in Education- Practicum	0	0	4	2	50	--	50
11	BEDU1083	Applications of Artificial Intelligence in Education	0	0	4	2	50	--	50
	BEDU1084	Applications of Coding in Education	0	0	4	2	50	--	50
12	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	_	0
13		Open Elective from GU Schools (under CBCS)							
14		SWAYAM Course							
		Total Credits: 27*	T: 15 (5)			P: 12 (6)			

Semester III

Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
		Theory Courses							
1	BEDU2001	Contemporary Issues and Concerns in Education	3	0	0	3	20	30	50
2	BEDU2002	Creating an Inclusive School	3	0	0	3	20	30	50
3	BEDU2003	Gender, School and Society	3	0	0	3	20	30	50
4	BEDU2006	Teacher as a Counsellor	3	0	0	3	20	30	50
	BEDU2005	School Organisation and Management	3	0	0	3	20	30	50
5	BEDU2013	Development of Education in India	3	0	0	3	20	30	50
	BEDU2014	Educational Technology	3	0	0	3	20	30	50
	BEDU2015	Elementary Education	3	0	0	3	20	30	50
		Practicum Courses							
6	BEDU2031	Life Skills Education and Self Development- Practicum	0	0	4	2	50	--	50
7	BEDU2023	Enhancing Professional Capacities- Practicum	0	0	4	2	50	--	50
8	BEDU2026	Reading and Reflecting on Texts- Practicum	0	0	2	1	50	--	50

School of Education

Sl. No	Course Code	Name of the Course	L	T	P	C	IA	CAT	ETE
9	BEDU2027	Reflection on Community Based Works- Practicum	0	0	2	1	50	--	50
10	BEDU1077	Sports and Yoga Education- Practicum	0	0	2	1	50	--	50
11	BEDU2032	Aptitude Building and Logical Reasoning- Practicum	0	0	4	2	50	--	50
12	BEDU2033	Aesthetic Appreciation through Art, Drama and Music	0	0	4	2	50	--	50
	BEDU2034	Python Programming	0	0	4	2	50	--	50
13	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	_	0
14		Open Elective from GU Schools (under CBCS)							
15		SWAYAM Course							
		Total Credits: 26*	T: 15 (5)		P: 11 (7)				

Semester IV

Sl. No.	Course Code	Name of the Course	L	T	P	C	IA	CAT	ETE
		Practicum Courses							
1	BEDU2029	Field Based Research Project	0	0	8	4	50	--	50
2	BEDU2030	School Internship	0	0	24	12	50	--	50
		Total Credits: 16	P: 16 (2)						

List of Electives

Baskets- First Semester

Sl. No.	Course Code	Name of the Electives	L	T	P	C	IA	CAT	ETE
1	BEDU1066	Pedagogical Basis of Hindi	3	0	0	3	20	30	50
	BEDU1067	Pedagogical Basis of English	3	0	0	3	20	30	50
	BEDU1068	Pedagogical Basis of Sanskrit	3	0	0	3	20	30	50
	BEDU1069	Pedagogical Basis of Commerce	3	0	0	3	20	30	50
	BEDU1070	Pedagogical Basis of Physical Science	3	0	0	3	20	30	50
	BEDU1071	Pedagogical Basis of Home Science Education	3	0	0	3	20	30	50
2	BEDU1072	Pedagogical Basis of Social Science	3	0	0	3	20	30	50
	BEDU1073	Pedagogical Basis of Mathematics	3	0	0	3	20	30	50
	BEDU1074	Pedagogical Basis of Life Science	3	0	0	3	20	30	50
3	BEDU1050	ICT Skill Development- Lab	0	0	4	2	50	--	50
	BEDU1079	Advance ICT Skill Development- Lab	0	0	4	2	50	--	50

School of Education

Baskets - Second Semester

Sl. No.	Course Code	Name of the Elective	L	T	P	C	IA	CAT	ETE
							Assessment Pattern		
1	BEDU1051	Professional Development of Hindi Teacher	3	0	0	3	20	30	50
	BEDU1052	Professional Development of English Teacher	3	0	0	3	20	30	50
	BEDU1053	Professional Development of Sanskrit Teacher	3	0	0	3	20	30	50
	BEDU1054	Professional Development of Commerce Teacher	3	0	0	3	20	30	50
	BEDU1055	Professional Development of Physical Science Teacher	3	0	0	3	20	30	50
	BEDU1056	Professional Development of Home Science Teacher	3	0	0	3	20	30	50
2	BEDU1057	Professional Development of Social Science Teacher	3	0	0	3	20	30	50
	BEDU1058	Professional Development of Mathematics Teacher	3	0	0	3	20	30	50
	BEDU1059	Professional Development of Life Science Teacher	3	0	0	3	20	30	50
3	BEDU1083	Applications of Artificial Intelligence in Education	0	0	4	2	50	--	50
	BEDU1084	Applications of Coding in Education	0	0	4	2	50	--	50

Baskets - Third Semester

Sl. No.	Course Code	Name of the Elective	L	T	P	C	IA	CAT	ETE
							Assessment Pattern		
1	BEDU2005	School Organisation and Management	3	0	0	3	20	30	50
	BEDU2013	Development of Education in India	3	0	0	3	20	30	50
	BEDU2014	Educational Technology	3	0	0	3	20	30	50
	BEDU2015	Elementary Education	3	0	0	3	20	30	50
2	BEDU2033	Aesthetic Appreciation through Art, Drama and Music	0	0	4	2	50	--	50
	BEDU2034	Python Programming	0	0	4	2	50	--	50

Summary of B.Ed. Total Courses, Credits, Contact Hours and Marks									
B.Ed. Semester	Total Credits (Courses)	**Theory Courses**			**Practicum Courses**			Total Contact Hours	Total Marks
		Number	Credits	Contact Hours	Number	Credits	Contact Hours		
1st Semester	22(10)	5	15	225	5	7	210	435	1000
2nd Semester	27 (11)	5	15	225	6	12	360	585	1100
3rd Semester	26 (12)	5	15	225	7	11	330	555	1200
4th Semester	16 (2)	0	0	0	2	16	480	480	300
Total	91*(35*)	15*	45*	675	20*	46*	1380*	2055*	3600*

*91 are the minimum compulsory credits required for obtaining B.Ed. Degree. Extra credits under the CBCS may be earned by the students.

SECTION 1 | ABOUT GALGOTIAS UNIVERSITY AND PROGRAM APPROVAL

1.1   ABOUT THE UNIVERSITY

Galgotias University Uttar Pradesh is a State Private University established under the Galgotias University Uttar Pradesh Act No. 14 of 2011 passed by the Uttar Pradesh Government in year 2011. This University is established at the newly developed city of NCR at Yamuna Expressway of district Gautam Buddh Nagar of Uttar Pradesh. The University has emerged as a learning centre of academic excellence. The Galgotias University is recognised by the University Grants Commission (UGC) under its Section 2 (f) as a State Private University. Degrees awarded by Galgotias University are approved by the UGC under its section 22. The University is sprawled across a rolling 52-acre state-of-the-art campus with facilities comparable to those at the finest universities across the world; and is located opposite the International F1 track, in the middle of some of the finest infrastructures of Greater Noida and Yamuna Express Way. Given that G.B. Nagar is emerging as a huge university hub, students at GU benefit greatly from being in the centre of a global knowledge ecosystem.

Galgotias University's (GU) mission is to graduate socially responsible future technologists and business leaders with good communications skills, problem solving skills and an entrepreneurial spirit with a commitment to economic development. With a strong multidisciplinary knowledge base, graduates of University will be well prepared to succeed in an increasingly competitive global economy. With a focus on multidisciplinary research and education and a learning model that emphasizes active learning, GU aspires to be globally known for innovation at the intersection of disciplines. GU's bold vision builds upon over a decade of excellence of Galgotias Institutions in engineering and business education. Galgotias Institutions have been nationally ranked by India's leading magazines and news papers. Galgotias Institutions have earned the respect of top performers in the industry.

The thought-seed of Galgotias University was sown in the 1930s, through a deep involvement with books and education – with a retail outlet for books, under the marquee of E.D. Galgotia and Sons, in Connaught Place, New Delhi, as its very first step. Galgotias University was envisioned with the singular objective of creating an institution, rather than an organisation. This emerges from the belief that organisations are merely an efficient way of functioning, while institutions are built on better thought-out, deeper value systems; and resonate and impact more deeply on the thought-processes of society. The top rankings, accreditations and awards from leading media and international academic organisations that Galgotias University regularly garners, validate the founding vision. While establishing the university, the practices and operating methodologies of the finest universities in the USA and Europe were adopted and followed, with the vision of building a world-class institution. Galgotias University is now a leading centre of learning excellence- with a world-class faculty, the finest teaching pedagogies and a campus and infrastructure with the best anywhere in the

world; industry tie-ups with the best corporate and collaborations with the world's finest universities; An institution that is steadily progressing to put India on the world education map.

1.2 VISION AND MISSION OF GALGOTIAS UNIVERSITY

Vision Statement of Galgotias University

To be known globally for education, research and innovation at the intersection of disciplines.

Mission Statements of Galgotias University

- ➢ TO BE GLOBALLY KNOWN for innovation at the intersection of disciplines, so as to benchmark mind-growth intangibles in tangible terms, for the enlargement of global human knowledge.
- ➢ TO PLACE ALL STAKEHOLDERS in pursuit of perfection, discovery and innovation in one's own discipline, while being aware that all one does, emerges from and integrates into a wider common human good.
- ➢ TO FOSTER a culture of openness and preparedness towards cutting-edge future roadmaps and emerging knowledge blocks with a constant eye on applicability and scalability.
- ➢ TO DEVELOP and instill a culture of continual multi-disciplinary and interdisciplinary enquiry and education among all stakeholders, leading to the evolution of an education model that focuses on experiential learning to prepare students to lead, through the challenges of a rapidly changing world.
- ➢ TO DEVELOP a learning orientation across the entire University ecosystem that goes beyond domain knowledge so as to ensure that learning and problem-solving continue for life.
- ➢ TO ENABLE the finest student and faculty bodies to learn together, through the most evolved education processes in an atmosphere of rigorous and discipline, which emerges from and integrates with real life industry, science and commerce processes; so as to develop an expert body that understands all aspects of societal challenges; and works with teams to tackle complex problems that directly benefit society.

1.3 ABOUT SCHOOL OF EDUCATION

School of Education (SOE) at Galgotias University was set up in the year 2014 with the objective of providing excellence in the education, teacher education, training and research. First aim of the SOE is the intellectual, academic and skill development of the prospective teachers, educators and instilling values to enable them to contribute to the society and the nation.

1.4 ABOUT B.Ed. PROGRAM

'Bachelor of Education' which is generally known as 'B.Ed.' is an Under Graduate Professional Teacher Education Degree program. B.Ed program generally runs regularly, Face to Face, in Pre-service mode (before service). This program is also called as Teacher Education program for Secondary and Senior Secondary School Education. Earlier this program was of One year duration. Teacher Education regulating body NCTE increased its

duration to Two years from academic session 2015-16. Through this 2 years pre-service teacher education program teachers are prepared professionally to teach the students of upper primary or middle level classes (classes VI-VIII), secondary classes (classes IX-X) and senior secondary level classes (classes XI-XII). A student pursuing B.Ed program is called by different names, such as 'Student Teacher', 'Prospective Teacher', 'Pupil Teacher' 'Trainee Teacher' or 'Budding Teacher' etc. A teacher who teaches B.Ed. students is known as 'Teacher Educator'.

1.5 PROGRAM APPROVAL

The Galgotias University, School of Education B.Ed degree program was duly approved by the Northern Regional Committee, National Council for Teacher Education; Jaipur (NRC-NCTE) in its 225th meeting held from 25th February to 1st March, 2014 for 100 seats from the academic session 2014-2015. Approval letter number is F.No. NRC/NCTE/NRCAPP-3936/225th Meeting/2013/74183 dated 5th March, 2014.

Now, NRC-NCTE has revised its approval order for conducting B.Ed programme of two years duration with an annual intake of 100 students, for two basic units of 50 students each from the academic session 2015-2016 of School of Education, Galgotias University by its order letter number F.No./NRC/NCTE/NRCAPP-3936/2015/9530 dated 28th April, 2015. (URL is www.nrcncte.org)

Being a State Private University Galgotias University School of Education is not required to get affiliation or recognition for its B.Ed program from any other Government University or body. Galgotias University is authorised by the Uttar Pradesh Government and University Grants Commission (UGC) to award the degrees which are approved by the UGC under its section 22.

1.6 ABOUT NCTE

NCTE is a Central Government statutory regulating body for Teacher Education in India. The National Council for Teacher Education, in its previous status since 1973, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). Despite its commendable work in the academic fields, it could not perform essential regulatory functions, to ensure maintenance of standards in teacher education and preventing proliferation of substandard teacher education institutions. The National Policy on Education (NPE), 1986 and the Programme of Action there under, envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of teacher education. The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August,1995. The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith. (As stated on the website of the NCTE www.ncte-india.org)

SECTION 2 | RULES AND REGULATIONS

This booklet contains the rules and regulations for the B.Ed program, program structure, detailed curriculum and the scheme of examination. The Program Structure includes the courses (Core, Elective and Practical) arranged semester wise.

The examination system is designed to serve two primary purposes:

 (a) Provide faculty with sufficient flexibility to introduce innovative techniques to enhance student learning and
 (b) Have independent external assessment to ensure that the desired student learning outcomes are being met both at the level of a particular subject and at the programme level.

The academic policies and procedures described in this Section are applicable to all B.Ed students.

2.1   ELIGIBILITY CRITERIA

As per National Council for Teacher Education (NCTE) Regulations 2014 eligibility criterion for B.Ed admission is at least fifty percentage (50%) marks either in the Bachelor's Degree and/or Master's Degree in Sciences/Social Sciences/Humanity/Commerce, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto. (In the minimum percentage no round off is permitted.)

All those candidates who have appeared in the final year examination and whose results are awaited may also apply for the admission in B.Ed degree program, but they have to deposit their final year mark sheet before 31st August of the year.

2.2   ADMISSION PROCESS

Admission shall be made on the merit on the basis of marks obtained in the qualifying examination and/or in the Entrance Examination as per the policy of the Galgotias University.

2.3   AGE LIMIT

No upper age limit is fixed as per norms of NCTE for B.Ed admission. Preference will be given to the candidates who are continuing their education without long gap.

2.4 ATTENDANCE

A B.Ed student is required to maintain 100% attendance in all theory and practicum courses. However, students' absence from classes may be due to health reasons or due to family emergency; students may be permitted to sit in all the examinations without producing any proof to support the reasons for the absence if his/her attendance exceeds 85%. With documents supporting absence due to illness or family emergency and the permission of the Chief Proctor, students may sit in the examinations with 80% attendance or higher.

If the B.Ed students' attendance falls below 80% in any course, he/she will be debarred from sitting in the examination of that course. In School Internship course minimum 90% attendance is required. Table1.1 shows the periods of calculation of attendance to qualify for sitting in the examinations.

Students who remain absent due to prolonged illness or any other valid reason from the classes and whose attendance falls below 80% shall be advised to request for 'Break of Study' on medical grounds for a semester. This will result in extension of the period of completion of the programme. The minimum attendance criterion is applicable to all theory and practicum courses.

Students admitted and do not have their requisite attendance but have more than 50% attendance can seek the admission without once again appearing afresh for the entrance test/admission procedure of GU. Candidates who do not have the minimum 50% of attendance would lose their seat and they will have to seek admission afresh by appearing at the entrance test/admission procedure once again of the GU.

The Dean/Principal of the School of Education has the discretion of not allowing the B.Ed students to appear for the final theory examination, ETE, in case their practicum work, as prescribed, is not satisfactory or incomplete. Such students will have to seek fresh admission or readmission in the subsequent semester to complete their practicum course work.

A student who fails in the theory part of the end term examination may be allowed to reappear either in the concerned theory course in which he/she failed or in all the theory courses, at the subsequent examination without putting in further attendance, provided he/she does not change the subjects originally offered by him/her.

Attendance at Inter-collegiate or Inter University or Inter-state or National or International matches or cultural activities, youth festivals or educational excursions as approved by the University, will not be counted as absence. However, the aggregate of such absence of the student should not exceed two weeks in the entire semester period.

Table 1.1: Galgotias University attendance policy details for B.Ed.

Attendance above 90%	Unconditional entry into School Internship course work
Attendance between 85% and 100%	Unconditional entry into all course work and practicum examinations
Attendance between 85% and 80%	May sit for examinations but with only the permission of the Chief Proctor
Attendance below 80%	Debarred from sitting in the examinations

2.5   DURATION OF THE B.ED. DEGREE PROGRAME

Duration of B.Ed degree program is Two Academic years as per NCTE Regulation 2014. The B.Ed degree program will run in Four Semesters in this University.

There shall be at least two hundred working days each year exclusive of the period of examination and admission.

2.6   SEMESTER SYSTEM AND THE ACADEMIC CALENDAR

All programmes at GU are offered under a semester system. A full academic year consists of two semesters. An accelerated Summer Semester is also offered to assist students in catching up with deficiencies and to give the credit choices to the students as per UGC CBCS system. Normally, the Fall Semester/Odd Semester will begin in July and end in December and the Winter Semester/Even Semester will begin from January and end in May. Summer semester will run from early June to mid July.

The courses offered during the summer semester will be based on the demand for particular course(s) and the availability of faculty resources. A summer semester is normally offered under a fast track mode, considering the less number of days available during the summer term. Unless otherwise specified explicitly, all rules and regulations applicable to a course offered during a regular semester are also applicable to the courses offered during the summer. Like the fall and winter semesters, a separate Semester Grade sheet will be issued for the courses registered during the summer semester. As much as possible, courses will be offered during summer semester to help students to clear their backlog. It is not obligatory on the University to offer all courses during the summer term.

The Galgotias University is very particular about the quality of the curriculum transaction. Detailed Academic Calendar is prepared by the GU and School of Education in every semester for the smooth conduct of the B.Ed program. Academic Calendar includes curricular, co-curricular and extracurricular activities schedule. Continuous feedback is obtained from the faculty and the students every year to further enhance the quality of curriculum transaction.

2.7   CURRICULUM

Galgotias University has a published course structure and a recommended plan for completing the degree requirements in the stipulated period for two years (four semesters) B.Ed program as per the recommendations of the NCTE. B.Ed Curriculum contains courses of theory and practicum; those are grouped under various categories, such as Program Foundation, Program Core and Program Elective.

A student will be considered to have completed the B.Ed programme, if and only if, he/she has successfully cleared/completed all the theory and practicum courses prescribed in B.Ed curriculum. These theory and practicum courses will be offered in a pre-determined manner during both academic years.

2.8 MODES OF LEARNING ENGAGEMENT

With a view to move away from theoretical discourses and lectures, the student teachers will be required to be engaged in various kinds of learning experiences. Every course in the teacher education programme provides specific engagements that are spelt out under each course. However, the nature of engagement of the student teachers will be of the following kinds as per NCTE recommendations.

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

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

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

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

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

Engagement with the Field: Observing an experienced practitioner, planning-implementing-receiving feedback from peers and supervisor and reflection on one's own performance would influence development of insights, beliefs and attitudes necessary for a teacher. Learning experiences would be provided through several school based practicum for development of certain professional qualities and competencies. The conceptual and theoretical learning made under various courses would not transfer to the real classroom/school context unless one makes specific attempts at applying them in relevant contexts. The school based practical would also include opportunities for planning and implementation of learning experiences and strategies and reflecting on their appropriateness and effectiveness.

Workshop: A series of learning experiences in a given performance area would be provided in the form of workshop engaging them in modelling-observing-practice-feedback sequence with a view to develop specified competencies required for a teacher.

2.9 MODES OF ASSESSMENT

Pre-service teacher education programme provides inputs that are to be internalized through an active process of assimilation and accommodation. Hence, assessment needs to be formative and summative, quantitative and qualitative by nature. As per NCTE recommendations the modes of assessment would consists of

Written tests and assignments for assessing conceptual understandings and clarity.

- **Products** of planning and preparation activities such as lesson plan, unit plan, assessment tools, and learning resources.
- **Observation** of teaching performance using schedules and rating scales, both in simulated and real classroom contexts, for assessing performance skills and competencies.
- **Records/Reports/Reflective Journals and Diaries** maintained by the student teacher of their school based experiences and project work related to different courses.
- **Seminar presentations** for assessing ability to review, record, reorganize and present their work on thematic/topical study.
- **Laboratory journals/ Activity records** for assessing ability to plan and implement laboratory activities on subject specific skills under various pedagogical content courses.
- **Observation** of the student teachers in various contexts of teacher education such as their participation in seminar, professional attitudes and dispositions.

2.10 CURRICULUM TRANSACTION

Other than theory course works following practicum works and other activities shall be organised during the B.Ed program.

Practicum work to be performed by each B.Ed student

Item	Essential
Learning to Function as a Teacher	• Practice in Microteaching Skills • Practice in Simulated Teaching • Preparation of draft Lesson Plans • Practice Teaching
School Internship	• Fifty Lessons- Twenty five lessons in each school teaching subject
Observation of lessons taught by peer students and school teachers	• Forty Lessons– Twenty lessons in each school teaching subject
Engagement with the Field and Field Observation	• Preparation of School Profile • Achievement Tests in both School Teaching Subjects • Case Study • Action Research • Conducting Psychology Tests in the School(s) • Critical Analysis of School Examination Question Papers of the related school teaching subjects • Participation in the School Activities
Practicum	• List of the proposed Practicum is mentioned in the Curriculum section and syllabi for practical courses

2.11 SELECTION OF SCHOOL TEACHING SUBJECTS

Every student is expected to select two School Teaching Subjects (methods of teaching for specialization) under B.Ed program. The subjects studied by the students at the graduation and post graduation levels will form the basis for the selection of one/both school teaching subjects.

B.Ed students are required to teach from class 6^(th) to class 10^(th) during School Internship and Practice Teaching. Students possess PG degree in school subject may teach senior secondary classes in their subjects.

2.12 TEACHING SKILL DEVELOPMENT

B.Ed students are expected to complete the teaching of specified Preparatory lessons, Microteaching lessons and Simulated Teaching lessons in each school teaching subject during the teaching skill development sessions at the University before going for Internship in the school. This teaching skill development session will be divided in to three phases. In the first phase every student shall deliver two preparatory lessons in both school teaching in the simulated condition. In the second phase every student will deliver minimum eight Micro lessons in 5 core and 3 other selected Microteaching skills in simulated conditions, which are Fluency in Questioning, Blackboard Writing, Explaining, Illustration with Example, Reinforcement, Stimulus Variation, introduction, and Closure in both school teaching subjects respectively. In the third phase of this session each student will deliver Simulation lessons in each school teaching subject.

2.13 SCHOOL INTERNSHIP

As per the NCTE regulation Internship in the schools will be conducted for a minimum duration of 20 weeks for a two-year B.Ed. program (4 weeks in the first year, and 16 weeks in the second year). This shall include, besides practice teaching, an initial phase of two weeks for observing a regular classroom with a regular teacher, peer observations, teacher observations and faculty observations of practice lessons.

During their time at the University, B.Ed. students are exposed to academic environment which is different from the work environment that the students will face after graduation. Therefore, it is essential to students to avail the opportunity for Internship in the school. To earn the credit, the student is expected to maintain a journal/log of his/her activities. At the end of the Internship, a report along with a completion certificate from the school where he/she had received the Internship is to be submitted to the Internship Coordinator of B.Ed. program for evaluation. The report must be submitted within 10 days after completing the Internship. Based on the school internship report and performance of the student in the Viva-Voce, the Training Coordinator will award marks. Training Coordinator will assist the students in identifying the schools that accept teacher trainees.

Every student shall have to undergo for Internship in any Secondary or Senior Secondary School during the first, second and fourth semesters. Sixteen (16) weeks long duration school internship program will be conducted from January to April in the second year. During Internship the student shall have to undertake such duties as are assigned to him/her by the school Principal in both curricular and co-curricular activities and shall also teach some lessons in each method, at different class levels. The teacher trainee is supposed to have experience of performing other responsibilities of a teacher such as attendance, organizing co-curricular activities, assessment of home work, conducting prayer, proxy periods and Teaching work, observations of school record etc.

During the Internship period each student shall also complete the essential work related to Case Study, Action Research, Conducting Psychology Tests in the School and Critical Analysis of School Examination Question Papers of the related teaching subjects and other activities. At the end of the School Internship each student will conduct Achievement Tests in his/her school teaching subjects in the concerned class(s). Achievement Tests shall be of Objective Type comprising different types of objective questions.

Study of a school system is expected from the prospective teachers. The students shall collect the all necessary information for School Profile such as- Location of school, establishment of the school, management, rules, school records, teacher-student ratio, time table, results, organizations, if any, associated with the school, co-curricular and extracurricular activities for students, staff of the school, infrastructure, laboratories, library and academic calendar of the school etc.

2.14 PRACTICE TEACHING

Every B.Ed. student shall have to undergo for Practice Teaching in a cooperating school as 'Block Practice Teaching' under the course 'Learning to Function as a Teacher'. During this period, the student shall be attached to a school and he/she shall teach at least 30 lesson plans in the school, taking 15 lessons from each of his/her methods of specialization (school teaching subject) under the supervision of the trained subject teachers in the school who are referred to here as 'Supervising Teachers'. During this period, other than teaching, the student shall have to undertake such duties as are assigned to him/her by the Principal of the school in both curricular and co-curricular activities.

During the Practice Teaching period, the teacher educators will go round the schools and observe the lessons of each student along with the supervising teachers and assess their lessons jointly. Lessons will be supervised by the teacher educators and feedback will be given to the students orally as well as comments in writing. Record of lesson planning, teaching and supervision would be maintained.

Students shall also observe at least 20 lessons delivered by their peers and school teachers in their respective subjects. Students shall observe at least 10 lessons in subject- 1 and 10 lessons in subject- 2 and shall record their observations in the peer observation diary. If same subject combination students are not available in the school then student teacher will observe all lessons of the school teachers of their subject.

2.15 MENTOR SYSTEM

Galgotias University monitors the progress of the students at a closer level through the Mentorship Scheme. Upon joining the University, each student will be assigned a Mentor/Faculty Adviser/Tutor by the School. The Mentor/Faculty Adviser/Tutor will be entrusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress of the student i.e., attendance, records, projects, teaching practice cum internship, over all participation in the B.Ed. program, academic advice, leaves and his/her personality development. Each mentor will be allotted about 20-25 students who will take care of their progress and participation in the B.Ed. program and will maintain a record of the academic progress of the students, have closer interaction with the students and provide guidance and

counseling. Each mentor, besides providing overall guidance, is also responsible for resolving of any academic or personal problem faced by the students. Mentor will authenticate the report prepared by student and conduct of various records & projects of the B.Ed. programme. The Mentor can call for a meeting of the students during assigned hours or at the convenience of both faculty and students. He/she can have meetings with the parents if needed. The details of each student, guidance and counseling provided by the Mentor from time to time and a record of academic progress of the student are maintained in a Mentor Diary.

2.16   SYLLABUS

Syllabus explains what a student is going to study in a particular topic and will clearly describe the objectives and learning outcomes of the particular course and how that course contributes to the Program Outcome(s) of the B.Ed. degree programme. Syllabus for every course will include the following:

- A course prefix and a number; for example in BEDU1001, First four letters i.e. BEDU refers to the program code which in this case is Bachelor of Education (B.Ed.). The digits 1001 indicate the course number in a particular year. The first digit indicates that it is a first year course in B.Ed; second, third and fourth digits indicate the course serial number in that year.
- A subject title that describes the content of the course.
- Pre-requisites that must be completed prior to registering for the subject or co-requisites required.
- The learning objectives and outcome for the course.
- The contribution of the course to the specific Program Outcomes.
- Description of topics to be covered in the course indicating approximately the lecture hours dedicated to the topic.
- The distribution of marks for the Continuous Assessment Test (CAT) examination, End Term Examinations (ETE), Practicum, Quizzes, Seminars, Assignments, Projects, Practicumetc.
- Text books and reference books used to cover the topics and for suggested reading.
- A website where the course materials will be placed by the teacher.
- Other relevant websites for learning materials helpful to the students.

Once the syllabus is approved by the Academic Council, it is obligatory for the teacher to follow the syllabus closely. Any modifications to the syllabus can only be carried out with the approval of the Academic Council.

Medium of instruction in the class rooms will be Hindi or/and English languages.

2.17   TYPES OF COURSES

B.Ed curriculum is consists of courses that are classified as theory only, theory with embedded labs, and practical. Practical course includes projects, teaching skill development, Internship, practice teaching, school based experiences and practicum works. Project includes seminar, workshop, achievement tests, case study, action research, psychology tests, school

profile, critical analysis of school examination question papers, school internships, project, independent research etc.

School internship and Engagement with the field are essential for students to gain experience of the real-world working environment. Other classes are conducted in a traditional manner and are categorized as Class Based Learning (CBL).

2.18 DEFINITION OF COURSE CREDITS

The B.Ed Program Structure includes the theory and practical courses, arranged semester wise. The importance of each course is defined in terms of credits attached to it. An instruction unit is called a credit hour/contact hour or simply credit. One credit is assigned to a class room instruction/tutorial of 50 minutes per week (one contact hour) for the duration of the semester that is about 14 weeks. One credit is also assigned for 100 minutes per week (one contact hour) of laboratory session/practical or field work/training/project or a combination of these for the duration of the semester. Each course/subject carries a fixed number of credits delivered as Lecture (L), Tutorial (T) and Practical (P) and indicated as its LTPC. The number of such instructional units delivered each week forms the basis of LTPC for a subject.

Example:

An LTPC of 2-1-2-4 means 2 instructional units based on class room lecture, one instructional unit of tutorial and one laboratory/activity based instructional unit each week for a total of 4 credits. Towards earning credits in terms of contact hours, 2 Lectures per week are rated as 2 credits, 1 Tutorial per week is rated as 1 credit and 2 Practical hours per week are rated as 1 credit.

2.19 MINIMUM CREDIT REQUIREMENTS

The minimum number of the overall credits accumulated is one of the several requirements for earning a B.Ed degree. The individual credit requirements for the Foundation, Core, Elective, School Internship, Field Based Experience, and Practicum must also be met in addition to the total number of credits. To obtain a B.Ed degree from this University a student is required to earn 87 credits of all compulsory courses.

2.20 COURSE REGISTRATION

It is mandatory for all B.Ed students to register for next semester (i.e. Second, Third and fourth) before the end of current semester (i.e. First, Second and Third), for courses that he/she is going to study in the next semester through a course registration process. Approval of Faculty Adviser is necessary for a student to register.

Course registration will be carried out on a specific day as declared by the University in advance as per Academic Calendar of the GU. Students having any outstanding dues to the University shall not be permitted to register. For valid reasons, late registration for a

maximum of 10 working days from the commencement of the semester may be permitted on payment of a late registration fee as specified by the University. The student shall not be allowed to register for courses in a semester beyond 10 working days after the commencement of the semester. No attendance credit will be given for classes held during the period the student is not officially registered for classes.

Students will be given an opportunity to pre-register during the preceding semester. This will assist the school in better advance planning to accommodate student choices. The dates during which pre-registration will be made available will be announced as part of the academic calendar.

If a student fails to register for courses in next semester, his/her studentship with the University may be cancelled.

2.21 SUPPLEMENTARY EXAMINATION

The examination in which a student is permitted appear in failed course(s) is called supplementary examination. Supplementary examination is conducted twice in a year; once after or along with each regular semester. The schedule of supplementary examination is declared by the office of controller of examination. A student must do the registration for the course(s) he/she wishes to appear. For course registration, a student must fill the supplementary examination form which is to be approved by respective Program Chair. For each course, a student has to pay prescribed examination fees. The approved application is to be submitted to the office of controller of examination. Supplementary examination is conducted by the controller of examination. A student can appear in a maximum of four courses in one supplementary examination. Supplementary examination is conduced to evaluate the both theory and laboratory courses. The internal marks for both theory and laboratory are not evaluated through supplementary examination; rather these marks-components remain same as earned by a student during regular semester.

If a student receives an 'F' grade in any course can only be cleared by writing the supplementary exam. However, failure in 'practical' subjects is treated as 'incomplete' and the entire course must be repeated by re-registering for the course. Courses having 'DE' or 'WH' grades will not be considered as 'backlog/arrear' and the student must re-register for the course. When a student re-registers for a course, earlier course evaluation marks shall be treated as cancelled/reset. If a student fails in a course due to lack of marks in the lab component of a subject with an embedded laboratory, the student must re-register for the complete course again to clear it because the lab is an integral component of the course and no backlog examinations in just the lab portion of courses are feasible.

Students under Choice Based Credit System (CBCS) shall be permitted to write an arrear/supplementary examination in a course only once. If the student fails to clear the examination in that attempt, he/she must re-register for the course and repeat it. Further, arrear course(s) must be cleared within one calendar year. If the student fails to clear any arrear course(s) within one year, he/she has to reregister for the course(s) in order to clear it. The maximum number of arrear exams a student is permitted to write in a semester shall be restricted to 2 courses.

In situations where the syllabus for the course has changed or the course has been replaced by a new course, the student will be required to take the arrear examination according to the new syllabus/new subject that has been approved as being equivalent to the course the student failed to pass.

2.22 ADD/DROP OF COURSES

The flexibility of being able to add and drop courses is a flexibility afforded by the CBCS system. A student may drop out of any course at any time during the semester. If the course is a pre-requisite to subsequent required course, dropping the course will not be considered as having met the pre-requisite requirements. On the other hand, if a student completes a course that is a pre-requisite for other subsequent courses but receives failing grade, the pre-requisite requirements will be deemed to have been met.

2.23 COURSE PRE-REQUISITES/CO-REQUISITES

Some courses may have specific prerequisites before a student can register for the course in the current semester. The student is expected to have cleared the prerequisite courses at the time of course registration. Students who had received an 'F' grade in a prerequisite course are also considered to have met the prerequisite requirements provided the student has met the minimum attendance requirements in the course in the entire CAT and SEE examinations. A course may have co-requisites wherein the courses may be taken simultaneously instead of in sequence as for the case of pre-requisites.

2.24 ASSESSMENT/EVALUATION PROCESS

The Galgotias University has a rigorous assessment/evaluation policy to incentivize students to work hard and do their very best and enhance their academic performance in all courses. Students who attend classes regularly and are regular in completing their homework, Practicumand other assignments will have the best chance of succeeding academically at GU.

The assessment/evaluation system is designed to serve two primary purposes:

 (a) Provide faculty with sufficient flexibility to introduce innovative learning techniques to enhance student learning and
 (b) Have independent external assessment to ensure that the desired student learning outcomes are being met both at the level of a particular course/subject and at the programme level.

The assessment and evaluation procedure will depend on the type of course, e.g. theory only, theory with embedded labs, and practical, and lastly project based courses.
Assessment of the students in B.Ed program shall be done in two parts for both theory and practical courses. Assessment of the students done internally by the Teacher Educator(s) shall be called Internal Assessment and assessment of the students done at the end of the semester shall be called End Term Examination (ETE).

2.25 ASSESSMENT/EVALUATION PROCEDURE FOR THEORY ONLY COURSES

The assessment in each theory course shall consist of one Mid Term Examination (MTE), in-class quizzes, assignments, practicum and the End Term Examination (ETE). The distribution of weightage for each assessment steps are listed in Table1.3.

Table 1.2: Attendance policy for B.Ed. Program as per NCTE Regulations

Attendance eligibility criteria for	Period of calculation of absence	Minimum percentage of attendance required	Minimum percentage of attendance required with the consent of Chief Proctor
MTE	From 1st Instructional day to 2 days before the start of MTE exams	85%	80%
ETE (Theory & Practical separately)	From 1st Instructional day to the Last Instructional Day of the Semester (inclusive)	85%	80%

Table 1.3: Weightage of different assessment steps in calculating the final grade

Type of Evaluation	Max. marks for which the exam is conducted	Marks in previous column are converted to
*MTE (Internal)	50 marks	20 marks
Quizzes/Assignments/ Practicum Work/ etc. (Internal)	In the form of assignments, reports to be decided by the concerned faculty member(s)/ course coordinator (each quiz will be conducted for a minimum of 10 marks)	15 marks
Presentation/Seminar/ Project/Self Learning (Internal)	Class presentation, seminar, self learning, flip class, project etc. as defined in the course syllabus/course plan to be decided by the concerned faculty member(s)/ course coordinator	15 marks
**ETE	100 marks	50 marks
	Total	100 marks

*MTE: Mid Term Examination; **ETE: End Term Examination

The maximum marks in each theory course are 100, irrespective of the number of credits assigned to the course. For passing in any theory course, minimum 50 marks in aggregate are required to be secured.

2.26 ASSESSMENT OF TEACHING SKILLS

The continuous assessments of Teaching Skills Development in both School Teaching Subjects (STS) will be based on supervision of the teaching of the student-teacher in the practicing school(s) in their respective school teaching subjects and related activities by the teacher educators. The End Term Assessment of School Internship activities, Practice Teaching, Teaching Skills Development, related record files and Viva-Voce shall be done by all Teacher Educators in the Presidentship of the Dean/Principal of SOE. Detail about the maximum marks and minimum marks required for passing the practical courses are given in the Curriculum section.

2.27 ASSESSMENT OF SCHOOL BASED EXPERIENCES

Detail about the maximum marks and minimum marks required for passing the practical courses are given in the Curriculum section.
 a. Internal Practical Examination of the School Based Experiences, Practicum, Record files and Viva-Voce shall be done by all the Teacher Educators in the President ship of the Dean/Principal of SOE.

 b. For the End Term Practical Examination of the School Based Experiences, Practicum, Record files and Viva-Voce an External Examiner will be appointed by the Controller of Examinations in each practical category. Appointed External examiner will take End Term Practical Examination of School Based Experiences and Practicum of one Batch only. In-charge faculty of the Batch will perform as convener.

2.28 ASSESSMENT OF PRACTICUM

The Internal and End Term Practical Examination of the Practicum shall be done as per the detail mentioned above. Detail about the maximum marks and minimum marks required for passing the course are given in the Curriculum section.

2.29 ASSESSMENT OF THEORY COURSES WITH EMBEDDED LABORATORY

The relative weight given to the practical portion of the subject will be proportional to the credits assigned to the practical. For example, a four credit subject with three credits assigned to lectures and tutorials and one to practical (or laboratory) will have 25% of marks associated with practical and 75% with theory.

The assessment for the theory portion will be conducted in accordance with the guidelines for theory only papers and the practical will be assessed in accordance with the laboratory based subjects. The continuous assessments in laboratory courses will be based on supervision of the student's work, their performance in viva-voce examinations and the quality of their work. The ETE for the laboratory courses shall be conducted by the respective departments in consultation with the Controller of Examinations including at least one external examiner/expert.

2.30 THE MEDIUM OF EXAMINATION

The question papers shall be set in English language only except for the teaching of languages Hindi and Sanskrit.

The students shall write their answers in Hindi in case of Teaching of Hindi and Teaching of Sanskrit, in English in case of Teaching of English and in English or Hindi in case of rest of the courses.

2.31 PATTERN OF THEORY QUESTION PAPERS

END TERM EXAMINATION (ETE)

Duration of every theory paper in End Term Examination (ETE) will be of three (3) hours and maximum number of marks is 100. The template of the question paper is displayed on the notice board and discussed by the faculty members in the class room.

CONTINUOUS ASSESSMENT TEST (CAT)

Duration of every theory paper in Continuous Assessment Test (CAT) will be of one and half (1:30) hours and maximum marks will be 50. The question papers for CAT will follow the same pattern as of ETE with half of the question numbers in each part.

2.32 ABSENCE FROM CAT/ETE EXAM

If a student fails to write a CAT exam for any reason, the student will lose the corresponding marks assigned to the CAT exam. No re-examination will be conducted for CAT examinations.

Those students who are absent from the ETE examination, with completing attendance criterion, due to medical reasons or death or emergency in the immediate family involving parents, siblings and grand-parents, parents-in-laws, spouse, children must submit their petition to re-take the examination addressed to the Dean of the School with supporting medical certificates and/or other documents supporting their excuse. The Dean will provide his/her recommendation and forward the petition to the Examination Committee. This committee will consider all petitions and decide which ones will be accepted and which ones will be denied. Their decision will be final. The Committee Chair will communicate to the students.

A student who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance, provided he /she does not change the course/subject(s) originally selected by him/ her.

2.33   COPYING/MALPRACTICE IN EXAMINATIONS

If a student indulges in copying or cheating of any form in the CAT or ETE, the case shall be referred to the Unfair Means Committee to deal with the matter as per the prevailing guidelines.

2.34   REVALUATION OF EVALUATED ANSWER SCRIPTS

After evaluation of CAT answer scripts, they will be shown to the students. Any discrepancy will be corrected then and there. Students desirous of seeing their ETE answer scripts must apply to Controller of Examinations (COE) for the same within the time frame as declared by the COE by paying the prescribed fee.

There is no provision for revaluation in case of lab/practical exams/practice teaching exams, student project, viva-voce exam or seminar/design/mini-project courses.

The final grades for each subject shall be announced by the COE and will be made available to students through the website/ notice boards.

2.35   PASS CONDITION AND GRADING SYSTEM

A student is declared to have passed in B.Ed degree Theory and Practical courses, only if he/she meets the following two conditions:

- Should have secured a minimum of 15 marks out of 50 in the ETE in Theory Examination, and
- Should have secured a minimum of 40 marks in aggregate (CAT-I + CAT-II + Quizzes + Assignment etc. + ETE) in each Theory course, and
- Should have secured a minimum of 40% marks in each Practical course.

The level of student performance as the aggregate of continuous evaluation and term end examination shall be reflected by letter grades on a ten point scale according to the scheme described below and summarized in Table 1.4.

The letter grade and division will be given in combined for Theory and Practical Examinations.

2.36   GENERAL GUIDELINES FOR AWARD OF GRADES

Evaluation of the different components of theory and practical courses for each student must be initially done in numerical marks. The marks of different components viz., internal continuous assessment of course work, practical etc. and ETE shall be assigned relative weightage as described earlier. The total marks obtained shall be out of 100 and the same would be converted into relative/absolute grades using a 10 point scale. A normal class with a range of scores shall be graded relatively/absolutely by a convenient method and shall usually produce a fairly normal distribution of grades.

The following process will be followed to choose whether absolute or relative grading system should be used.

- Grading will be done on raw score awarded by the evaluator in internal continuous assessment as well as in end term examination and practical examination.
- Relative grading is applied to all theory subjects having a class of 30 or more students. For subjects having enrolments of less than 30 or for practical examinations absolute grading method will be adopted. Relative grading will be adopted in lab embedded for the courses.

2.37 CALCULATION OF SGPA AND CGPA

The semester performance of a student is represented by the 'Semester Grade Point Average' (SGPA). The SGPA will be weighted average of Grade Points of all letter grades received by a student for all the course units in the semester. Tables 1.5 and 1.6 describe the method for calculating SGPA and 'Cumulative Grade Point Average' (CGPA), respectively after two semesters. The formula for computing SGPA is given below:

$$SGPA = \frac{\sum C_i \, G_i}{\sum C_i}$$

Where C1, C2, C3... denote credits associated with courses taken by the student and G1, G2, G3... are the Grade Point of the letter grades awarded in the respective courses.

Table 1.4: The scheme used for assigning letter grades to indicate student Achievement level in a course (as per UGC guidelines)

Letter Grade	Grade Point	Remarks	
O (Outstanding)	10	Pass in the course	
A+ (Excellent)	9	Pass in the course	
A (Very good)	8	Pass in the course	
B+ (Good)	7	Pass in the course	Performance Grades
B (Above Average)	6	Pass in the course	
C (Average)	5	Pass in the course	
P (Pass)	4	Pass in the course	
F (Fail)	Zero	Failed in the course by not securing the minimum marks required	
DE (Debarred)	Zero	Debarred from writing the SEE due to lack of attendance	
WH (With hold)	Zero	Acts of indiscipline till the decision is arrived	
AB (Absent)	Zero	Absent in SEE	

Table 1.5: Method for calculating SGPA

Course Code	Associated Course Unit Credits	Grade Awarded	Credits Earned	Grade Point	Point Secured 4*5
(1)	(2)	(3)	(4)	(5)	(6)
Course I	3	B	3	6	18
Course II	3	C	3	5	15
Course III	3	A+	3	9	27
Course IV	4	B+	4	7	28
Course V	4	F	0	0	00
Course VI	5	O	5	10	50
Course VII	5	A	5	8	40
Total	27		23		178

Total associated credit units in the semester (total of column 2) = 27
Earned credit units in the semester (total of column 4) = 23
Points secured in this semester (total of column 6) = 178

$$\text{SGPA} = \frac{\text{Points secured in the I Semester (178)}}{\text{Cradit units of Courses appeared in I Semester (27)}} = 6.59$$

* CGPA is the same as the SGPA in first semester

Table 1.6: An example of SGPA calculation in Semester II and then combining the SGPA from Semester I to calculate the CGPA

Course Code	Associated Course Unit Credits	Grade Awarded	Credits Earned	Grade Point	Point Secured 4*5
(1)	(2)	(3)	(4)	(5)	(6)
Course I	3	A+	3	9	27
Course II	3	C	3	5	15
Course III	3	B	3	6	18
Course IV	3	A+	3	9	27
Course V	3	F	0	0	00
Course VI	4	B+	4	7	28
Course VII	4	A	4	8	32
Course VIII	4	O	4	10	40
Total	27		23		187

Total associated credit units in the semester (total of column 2) = 27
Earned credit units in the semester (total of column 4) = 23
Cumulative points secured (total of points secured in I Semester (178) and in II Semester (187)) = 365

$$\text{SGPA} = \frac{\text{Points secured in the II Semester (187)}}{\text{Cradit units of Courses appeared in II Semester (27)}} = 6.93$$

$$CGPA = \frac{\text{Cumulative points secured in all passed course in I \& } II \text{ Semesters (365)}}{\text{Cumulative Associated Credit Units in I \& } II \text{ Semesters (54)}}$$
$$= 6.76$$

Approximate Percentage = 6.76 * 10 = 67.60%

Important Note- The final Grade Card will display Cumulative Grade Point Average (CGPA) which shall be calculated as above and shall be based only on Grade Points obtained in courses for which Credits have been earned.

Conversions from Grade Point Averages to Percentages of marks are not accurate. However, an approximate equivalence between CGPA and Percentage of marks could be assessed by simple mathematical calculation i.e. Percentage = CGPA multiplied by 10 (Percentage = CGPA * 10).

In case of those students who appear/re-appear/repeat course units with the next batch of students or in supplementary examination, the conversion of numerical marks into grades shall be done with reference to the histogram/guidelines prepared for their original examination and not with reference to the histogram/guidelines prepared for the students of the next batch.

2.38 DECLARATION OF RESULT

A student who has passed in all the courses of all four semesters of the B.Ed (2 Years) program taken together shall be declared as **'Passed'**. Such successful students shall be awarded with the Division accordingly to the following criteria.

CGPA	EQUIVALENT PERCENTAGE	EQUIVALENT DIVISION
8.5 and above	85% and above	First Division with Distinction
6.5 or more but less than 8.5	65% and above	First Division
5.0 or more but less than 6.5	50% and above	Second Division

2.39 PASS A COURSE/PROMOTION TO THE SECOND ACADEMIC YEAR

1. A student shall be eligible for provisional promotion to the second academic year of B.Ed provided he/she has earned a total of 60% or more of compulsory credits including School Internship based courses after rounding-off to the next higher integer on the basis of the results of first academic year. In addition, he/she earns CGPA of 5.0 or more over the entire academic year. A student failing to satisfy this requirement shall have to repeat the entire academic year including the courses in which he/she has earned full credit.
2. A student shall not be promoted to the second academic year of the program if he/she has not earned full credits of all the compulsory courses of first academic year, and, in addition satisfied the requirements listed under 1 above.
3. Maximum duration in which a student must complete B.Ed Program shall be 3 years including admission year.

2.40   SUMMER SEMESTER

A student has to undergo summer semester for the course(s) in which he/she had been debarred due to lack of requisite attendance in his regular semester. Summer semester is conducted during summer break. An academic calendar is published for summer semester and is conducted like a regular semester. The only difference from regular semester is that it is run for short duration. A student has to apply in a prescribed form to do registration for course(s). A student has to pay prescribed fees for each course. A student can register in 4 theory courses and 2 lab courses. A student who had attendance below 50% in regular semester is not permitted to do summer courses. A student has to attain 75% attendance in summer classes to be able to appear in summer semester examination. Both internal and theory marks will be evaluated afresh during summer semester.

2.41   COURSE EQUIVALENCE

Regular updating of curriculum and syllabi is essential to reflect the advancement made in various fields. Flexible Credit System (FCS) permits a student to register for a course again to clear the backlog or grade improvement. When the student registers in a subject next time, there could be some modifications carried out in the syllabus of course(s). If the changes effected are marginal, both the syllabi are considered to be equivalent and the student has to undertake the new syllabi currently offered to the first time registrants only. No separate classes with the old syllabi will be conducted for the student to clear the backlog or grade improvement.

2.42   TIME LIMIT FOR PROGRAM COMPLETION

The 'minimum period of study' a student is expected to study to complete his/her B.Ed programme is Two Years (Four semesters). However, if a student is unable to complete B.Ed program in two years, the student will be permitted to complete all the courses and credit requirements specified in the curriculum, with an additional grace period of one year from the year of joining the University under the programme. Under no circumstances, the period of study shall be extended beyond the 3 years period and thereafter his/her studentship will be cancelled automatically by the Office of the Registrar.

2.43   TEMPORARY WITHDRAWAL FROM PROGRAM

A student may be recommended by the Dean/Principal of the School of Education for a temporary break in his/her study for a maximum period of one year and only once for valid reasons such as accident or hospitalization due to prolonged illness. An official order will be issued by the Registrar upon approval from the Vice-Chancellor stating the conditions for the break. The student has to resume his/her study from the same point from where he/she had taken break. In such cases the time limit for programme completion will be extended by the period of the break. However, if any student is debarred/suspended for lack of attendance or for acts of indiscipline for one or more semester(s), it shall not be considered as break of study.

2.44 AWARD OF DEGREE

After successful completion of the course and credit requirements of the B.Ed degree program curriculum and upon meeting the minimum credit requirements, a Provisional Certificate will be issued to eligible students by the Registrar. The B.Ed degree will be conferred on the student during the subsequent Convocation. The degree certificate will indicate all courses of the 'Bachelor of Education', in which the student has graduated and add on courses, if student had opted for.

Example: 'Bachelor of Education'.

2.45 MODIFICATION IN REGULATIONS

Notwithstanding anything mentioned herein, the Academic Council headed by the Vice-Chancellor of the University has the right to add, delete or modify these regulations time to time. In case of any dispute arising in interpreting the rules, the interpretation by the Academic Council will be considered as final and binding.

2.46 END OF PROGRAM

The program requirement that the students are expected to meet to earn various degrees offered by the University are given in the respective curricula. All programs come to an end when the student earns the minimum subject and credit requirements as specified by the programme curriculum. A provisional certificate indicating that the student has met all degree requirements will be issued by the Office of the Registrar and a formal degree will be awarded at the next convocation.

NOTE:

Every year a student's handbook with updated regulations is published by the Galgotias University. So, students are advised to take reference of the latest published 'Student's Handbook' for the interpretation of the rules.

SECTION 3 | PROGRAM EDUCATIONAL OBJECTIVES AND PROGRAM OUTCOMES

VISION AND MISSION OF GALGOTIAS UNIVERSITY

Vision Statement of the Galgotias University

To be known globally for value-based education, research, creativity and innovation.

Mission Statements of the Galgotias University

1. Establish state-of-the-art facilities for world-class education and research.
2. Collaborate with industry and society to align the curriculum,
3. Involve in societal outreach programs to identify concerns and provide sustainable ethical solutions.
4. Encourage life-long learning and team-based problem solving through an enabling environment.

VISION AND MISSION OF SCHOOL OF EDUCATION

Vision Statement of the School of Education

To be known globally in nurturing value-based educators with innovative pedagogies and research in the field of education.

Mission Statements of the School of Education

1- To nurture core values of the educators and researchers through enabling environment and Education 4.0.
2- To align the curriculum for future needs and gaining facilities for the internship, field experience, research and development.
3- To evolve the innovative pedagogies and assessment strategies.
4- To contribute the society passionate & creative educators and researchers using modern educational tools and technologies.

Bachelor of Education (B.Ed.) program

Program Educational Objectives (PEOs)

The Galgotias University School of Education (GSOE) faculty have formulated the following Program Educational Objectives (PEOs) that are broad statements that describe the career and professional accomplishments that the program is preparing its graduates/student teachers to achieve in two years subsequent to receiving the degree. The PEOs of the Bachelor of Education (B.Ed.) program are as follows:

PEO-1: Graduates shall take up a successful career as a school teacher and be leaders in their organisation.

PEO-2: Graduates shall design and practice modern tools for effective teaching-learning process.

PEO-3: Graduates shall enrich their stature by engaging themselves in higher education and as a researcher in multidisciplinary fields.

Program Outcomes (POs)

Program Outcomes are attributes of the graduates/student-teachers from the program that are indicative of the student teacher's ability and competence to work as a professional teacher upon graduation. Program Outcomes (POs) are statements that describe what prospective teachers are expected to know or be able to do by the time of graduation. They must relate to knowledge and skills that the students acquire from the program. The achievement of all outcomes indicates that the student-teacher is well prepared to achieve the program educational objectives down the road. The following Program Outcomes (POs) have been chosen by the B.Ed. faculty of Galgotias University. The B.Ed. curriculum has been designed to allow student-teacher to achieve the following outcomes prior to graduation:

PO-1: **Disciplinary Knowledge:** The student-teacher capable of demonstrating comprehensive knowledge and understanding of central concepts, tools of inquiry, and structure of the discipline and create learning experiences that make these aspects of subject matter meaningful.

PO-2: **Learning Approaches & Strategies:** The student-teacher demonstrates professional/technical knowledge of the student's physical, social and intellectual development, approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts.

PO-3: **Pedagogical Knowledge:** The student-teacher demonstrates the skills for using innovative pedagogies and learning experiences that are based on the learner's existing knowledge, proficiency, interests, experiences including misconceptions and errors.

PO-4: **Assessment Strategies:** The student-teacher select and use innovative formal and informal and direct and in-direct assessment strategies to evaluate the learning and ensure the continuous scholastic, intellectual, social and physical development of the learner.

PO-5: **Self Identity as a Teacher:** The student-teacher demonstrates self-identity as a 'teacher' through school-based experiences, digital literacy, capable of using ICT in a variety of learning situations & assessment and reflective practices that continually evaluate the effects of his/her choices and actions.

PO-6: **Contemporary Issues of Education:** The student-teacher demonstrates understanding of the nature, purpose and philosophy of secondary and senior secondary education in India in the context of contemporary related issues and problems.

PO-7: **Communication Strategies:** The student-teacher uses modern tools and technologies, information communication techniques (ICTs), to foster verbal and non-verbal communication, active inquiry, collaboration, and supportive interaction in the classroom.

PO-8: **National and International Education Systems:** The student-teacher demonstrates the capabilities for inculcating national values, goals as mentioned in the constitution of India, social cohesion and understanding of national and international education systems.

PO-9: **The Teacher and Society:** The student-teacher demonstrates understanding of the close relationship between the society and the school, factors and forces (within the school and outside) affecting the educational system and classroom situation and acts as an agent of modernization and social change.

PO-10: Professional Ethics: The student-teacher demonstrates teacher's professional codes of ethics and conduct and maintain respectful collaborative relationships with parents/guardians regarding their children's learning and well- being and participate in professional and community networks and forums to broaden knowledge and improve practice.

PO-11: Teacher Sensitization: The student-teacher demonstrates value of honouring diversity and ensuring inclusion by treating all students and colleagues with respect and dignity, showing respect for and sensitivity to gender, cultural, environment, population and religious difference and challenging prejudice, biases and intolerance in the workplace etc.

PO-12: Lifelong Learning: The student-teacher demonstrates skills, including 'learning how to learn', through self-paced and self-directed learning aimed at personal and professional development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through reskilling.

Program Specific Outcomes (PSOs)

PSO-1: Students shall be able to use Education 4.0 in their pedagogical analysis.

PSO-2: Students shall be able to groom their personality as a skilled teacher.

Mapping of B.Ed. Program Educational Objectives (PEOs), Program Outcomes (POs) and Program Specific Outcomes (PSOs)

Program Educational Objectives (PEOs)	Programme Outcomes (POs)												PSOs	
	Disciplinary Knowledge	Learning Approaches & Strategies	Pedagogical Knowledge	Assessment Strategies	Self Identity as a Teacher	Contemporary Issues of Education	Communication Strategies	National and International Education Systems	The Teacher and Society	Professional Ethics	Teacher Sensitization	Lifelong Learning		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
PEO-1	S	S	S	S	S	M	S	L	M	S	M	M	S	S
PEO-2	S	S	S	S	S	S	S	S	S	M	S	S	S	S
PEO-3	S	S	S	S	S	S	M	S	S	S	S	S	S	S

PEOs, POs and PSOs Mapping
(S/M/L indicates strength of correlation)   S- Strong, M- Medium, L- Low

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SECTION 4 | CURRICULUM AND EXAMINATION SCHEME

Curriculum: Bachelor of Education (B.Ed.) 2021-23

Sl. No.	Course Code	Name of the Course	L	T	P	C	IA	CAT	ETE
		Semester I							
							Assessment Pattern		
		Theory Courses							
1	BEDU1002	Childhood and Growing Up	3	0	0	3	20	30	50
2	BEDU1003	Teaching and Pedagogical Analysis	3	0	0	3	20	30	50
3	BEDU1078	Fundamentals of Artificial Intelligence and Coding	3	0	0	3	20	30	50
4	BEDU1066	Pedagogical Basis of Hindi	3	0	0	3	20	30	50
	BEDU1067	Pedagogical Basis of English	3	0	0	3	20	30	50
	BEDU1068	Pedagogical Basis of Sanskrit	3	0	0	3	20	30	50
	BEDU1069	Pedagogical Basis of Commerce	3	0	0	3	20	30	50
	BEDU1070	Pedagogical Basis of Physical Science	3	0	0	3	20	30	50
	BEDU1071	Pedagogical Basis of Home Science Education	3	0	0	3	20	30	50
5	BEDU1072	Pedagogical Basis of Social Science	3	0	0	3	20	30	50
	BEDU1073	Pedagogical Basis of Mathematics	3	0	0	3	20	30	50
	BEDU1074	Pedagogical Basis of Life Science	3	0	0	3	20	30	50
		Practicum Courses							
6	BEDU1050	ICT Skill Development- Lab	0	0	4	2	50	--	50
	BEDU1079	Advance ICT Skill Development- Lab	0	0	4	2	50	--	50
7	BEDU1063	Orientation to School Based Activities- Practicum	0	0	2	1	50	--	50
8	BEDU1080	Ethics and Professional Competency- Practicum	0	0	2	1	50	--	50
9	BEDU1081	Creativity, Innovation and Entrepreneurship & IPR	0	0	4	2	50	--	50
10	BEDU1076	Mental Health and Emotional Wellbeing- Practicum	0	0	2	1	50	--	50
11	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	_	0
12		Open Elective from GU Schools (under CBCS)							
13		SWAYAM Course							
		Total Credits: 22*	T: 15 (5)				P: 7 (5)		

Semester II

Sl. No.	Course Code	Name of the Course	L	T	P	C	IA	CAT	ETE
		Theory Courses							
1	BEDU1018	Assessment for Learning	3	0	0	3	20	30	50
2	BEDU1019	Conceptual Foundations of Education	3	0	0	3	20	30	50
3	BEDU1020	Learning and Teaching	3	0	0	3	20	30	50
4	BEDU1051	Professional Development of Hindi Teacher	3	0	0	3	20	30	50
	BEDU1052	Professional Development of English Teacher	3	0	0	3	20	30	50
	BEDU1053	Professional Development of Sanskrit Teacher	3	0	0	3	20	30	50
	BEDU1054	Professional Development of Commerce Teacher	3	0	0	3	20	30	50
	BEDU1055	Professional Development of Physical Science Teacher	3	0	0	3	20	30	50
	BEDU1056	Professional Development of Home Science Teacher	3	0	0	3	20	30	50
5	BEDU1057	Professional Development of Social Science Teacher	3	0	0	3	20	30	50
	BEDU1058	Professional Development of Mathematics Teacher	3	0	0	3	20	30	50
	BEDU1059	Professional Development of Life Science Teacher	3	0	0	3	20	30	50
		Practicum Courses							
6	BEDU1060	Language Across the Curriculum- Practicum	0	0	2	1	50	--	50
7	BEDU1061	Learning to Function as a Teacher- Practicum	0	0	6	3	50	--	50
8	BEDU1062	Organising School Based Activities- Practicum	0	0	2	1	50	--	50
9	BEDU1082	Internship: School Experience	0	0	6	3	50	--	50
10	BEDU1075	ICT and its Applications in Education- Practicum	0	0	4	2	50	--	50
11	BEDU1083	Applications of Artificial Intelligence in Education	0	0	4	2	50	--	50
	BEDU1084	Applications of Coding in Education	0	0	4	2	50	--	50
12	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	_	0
13		Open Elective from GU Schools (under CBCS)							
14		SWAYAM Course							
		Total Credits: 27*	T: 15 (5)		P: 12 (6)				

Semester III

Sl. No.	Course Code	Name of the Course	L	T	P	C	IA	CAT	ETE
		Theory Courses							
1	BEDU2001	Contemporary Issues and Concerns in Education	3	0	0	3	20	30	50
2	BEDU2002	Creating an Inclusive School	3	0	0	3	20	30	50

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3	BEDU2003	Gender, School and Society	3	0	0	3	20	30	50
4	BEDU2006	Teacher as a Counsellor	3	0	0	3	20	30	50
5	BEDU2005	School Organisation and Management	3	0	0	3	20	30	50
	BEDU2013	Development of Education in India	3	0	0	3	20	30	50
	BEDU2014	Educational Technology	3	0	0	3	20	30	50
	BEDU2015	Elementary Education	3	0	0	3	20	30	50
		Practicum Courses							
6	BEDU2031	Life Skills Education and Self Development- Practicum	0	0	4	2	50	--	50
7	BEDU2023	Enhancing Professional Capacities- Practicum	0	0	4	2	50	--	50
8	BEDU2026	Reading and Reflecting on Texts- Practicum	0	0	2	1	50	--	50
9	BEDU2027	Reflection on Community Based Works- Practicum	0	0	2	1	50	--	50
10	BEDU1077	Sports and Yoga Education- Practicum	0	0	2	1	50	--	50
11	BEDU2032	Aptitude Building and Logical Reasoning- Practicum	0	0	4	2	50	--	50
12	BEDU2033	Aesthetic Appreciation through Art, Drama and Music	0	0	4	2	50	--	50
	BEDU2034	Python Programming	0	0	4	2	50	--	50
13	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	_	0
14		Open Elective from GU Schools (under CBCS)							
15		SWAYAM Course							
		Total Credits: 26*	T: 15 (5)			P: 11 (7)			

Semester IV

Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
		Practicum Courses							
1	BEDU2029	Field Based Research Project	0	0	8	4	50	--	50
2	BEDU2030	School Internship	0	0	24	12	50	--	50
		Total Credits: 16	P: 16 (2)						

List of Electives

Baskets- First Semester

Sl. No.	Course Code	Name of the Electives					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
1	BEDU1066	Pedagogical Basis of Hindi	3	0	0	3	20	30	50
	BEDU1067	Pedagogical Basis of English	3	0	0	3	20	30	50
	BEDU1068	Pedagogical Basis of Sanskrit	3	0	0	3	20	30	50
	BEDU1069	Pedagogical Basis of Commerce	3	0	0	3	20	30	50
	BEDU1070	Pedagogical Basis of Physical Science	3	0	0	3	20	30	50
	BEDU1071	Pedagogical Basis of Home Science Education	3	0	0	3	20	30	50

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			L	T	P	C	IA	CAT	ETE
2	BEDU1072	Pedagogical Basis of Social Science	3	0	0	3	20	30	50
	BEDU1073	Pedagogical Basis of Mathematics	3	0	0	3	20	30	50
	BEDU1074	Pedagogical Basis of Life Science	3	0	0	3	20	30	50
3	BEDU1050	ICT Skill Development- Lab	0	0	4	2	50	--	50
	BEDU1079	Advance ICT Skill Development- Lab	0	0	4	2	50	--	50

Baskets - Second Semester

Sl. No.	Course Code	Name of the Elective					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
1	BEDU1051	Professional Development of Hindi Teacher	3	0	0	3	20	30	50
	BEDU1052	Professional Development of English Teacher	3	0	0	3	20	30	50
	BEDU1053	Professional Development of Sanskrit Teacher	3	0	0	3	20	30	50
	BEDU1054	Professional Development of Commerce Teacher	3	0	0	3	20	30	50
	BEDU1055	Professional Development of Physical Science Teacher	3	0	0	3	20	30	50
	BEDU1056	Professional Development of Home Science Teacher	3	0	0	3	20	30	50
2	BEDU1057	Professional Development of Social Science Teacher	3	0	0	3	20	30	50
	BEDU1058	Professional Development of Mathematics Teacher	3	0	0	3	20	30	50
	BEDU1059	Professional Development of Life Science Teacher	3	0	0	3	20	30	50
3	BEDU1083	Applications of Artificial Intelligence in Education	0	0	4	2	50	--	50
	BEDU1084	Applications of Coding in Education	0	0	4	2	50	--	50

Baskets - Third Semester

Sl. No.	Course Code	Name of the Elective					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
1	BEDU2005	School Organisation and Management	3	0	0	3	20	30	50
	BEDU2013	Development of Education in India	3	0	0	3	20	30	50
	BEDU2014	Educational Technology	3	0	0	3	20	30	50
	BEDU2015	Elementary Education	3	0	0	3	20	30	50
2	BEDU2033	Aesthetic Appreciation through Art, Drama and Music	0	0	4	2	50	--	50
	BEDU2034	Python Programming	0	0	4	2	50	--	50

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Summary of B.Ed. Total Courses, Credits, Contact Hours and Marks									
B.Ed. Semester	Total Credits (Courses)	Theory Courses			Practicum Courses			Total Contact Hours	Total Marks
		Number	Credits	Contact Hours	Number	Credits	Contact Hours		
1st Semester	22(10)	5	15	225	5	7	210	435	1000
2nd Semester	27 (11)	5	15	225	6	12	360	585	1100
3rd Semester	26 (12)	5	15	225	7	11	330	555	1200
4th Semester	16 (2)	0	0	0	2	16	480	480	300
Total	91*(35*)	15*	45*	675	20*	46*	1380*	2055*	3600*

*91 are the minimum compulsory credits required for obtaining B.Ed. Degree. Extra credits under the CBCS may be earned by the students.

SECTION 5

SYLLABI FOR FIRST SEMESTER COURSES

INTRODUCTION

The sections 5, 6, 7 & 8 inform the B.Ed. students about the First, Second, Third and Fourth Semesters Curriculum and Syllabi of courses that they will be taking on their way to earn their B.Ed (2 years) degree. Students are urged to read these sections to have a complete understanding how their curriculum is put together and how every course is related to achieving the educational objectives that prepare them for a long professional career in teaching that may span over four to five decades. Galgotias University emphasizes a wholesome development of all its B.Ed. students as part of their education that focuses on the following skills and attributes:

a. The ability to effectively communicate through course Communicative English
b. Universal Human Values and Ethics with emphasis on lifelong learning skills
c. ICT- skill development course to give adequate technical knowledge to efficiently use the computer, internet and other educational technology and resources to enhance learning in technology enabled digital classrooms
d. Courses in foundations of education develop the insight of the students in education and issues related to it
e. Courses in Pedagogical Knowledge develop understanding about its system, children learning and development and individual differences
f. Courses in Pedagogical Content Knowledge develop skills in pedagogical analysis and its procedure, aims and objectives of teaching school subjects, designing behavioural objective based instructional objectives and teaching methodology
g. Students develop self-identity as a teacher through Learning to function as a Teacher and School Internship
h. Students develop their personality and learn skills through various activities conducted in the Sessional Work courses

This section contains the syllabi of all the courses of first semester. The description provides details of the topics covered in the courses, the course outcomes, in other words, what the students are expected to know after completing the courses. All syllabi also list how each course outcomes relate to the Programme Outcomes making it a very integrated course.

First Semester

		Semester I							
Sl. No.	**Course Code**	**Name of the Course**					**Assessment Pattern**		
			L	**T**	**P**	**C**	**IA**	**CAT**	**ETE**
		Theory Courses							
1	BEDU1002	Childhood and Growing Up	3	0	0	3	20	30	50
2	BEDU1003	Teaching and Pedagogical Analysis	3	0	0	3	20	30	50
3	BEDU1078	Fundamentals of Artificial Intelligence and Coding	3	0	0	3	20	30	50
4	BEDU1066	Pedagogical Basis of Hindi	3	0	0	3	20	30	50
	BEDU1067	Pedagogical Basis of English	3	0	0	3	20	30	50
	BEDU1068	Pedagogical Basis of Sanskrit	3	0	0	3	20	30	50
	BEDU1069	Pedagogical Basis of Commerce	3	0	0	3	20	30	50
	BEDU1070	Pedagogical Basis of Physical Science	3	0	0	3	20	30	50
	BEDU1071	Pedagogical Basis of Home Science Education	3	0	0	3	20	30	50
5	BEDU1072	Pedagogical Basis of Social Science	3	0	0	3	20	30	50
	BEDU1073	Pedagogical Basis of Mathematics	3	0	0	3	20	30	50
	BEDU1074	Pedagogical Basis of Life Science	3	0	0	3	20	30	50
		Practicum Courses							
6	BEDU1050	ICT Skill Development- Lab	0	0	4	2	50	--	50
	BEDU1079	Professional ICT Skill Development- Lab	0	0	4	2	50	--	50
7	BEDU1063	Orientation to School Based Activities- Practicum	0	0	2	1	50	--	50
8	BEDU1080	Ethics and Professional Competency- Practicum	0	0	2	1	50	--	50
9	BEDU1081	Creativity, Innovation and Entrepreneurship & IPR	0	0	4	2	50	--	50
10	BEDU1076	Mental Health and Emotional Wellbeing- Practicum	0	0	2	1	50	--	50
11	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	_	0
12		Open Elective from GU Schools (under CBCS)							
13		SWAYAM Course							
		Total Credits: 22* (T: 15, P: 7)							

BEDU1002	Childhood and Growing Up	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 45			

COURSE OBJECTIVES

1. To interpret the concepts, principles & scope of educational Psychology.
2. To identify the process of growth and development.
3. To develop an understanding of the meaning and concepts of individual differences.
4. To analyze the importance of socialization for individuals and society.
5. To identify the concept of childhood issues and concern.
6. To explain the concept of emotional intelligence and its educational implications.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Interpret the concepts, principles & scope of educational Psychology. (K4)
2. Identify the process of growth and development. (K4)
3. Develop an understanding of the meaning and concepts of individual differences. (K4)
4. Analyze the importance of socialization for individuals and society. (K5)
5. Identify the concept of childhood issues and concern. (K5)
6. Invent need of stable emotional intelligence among students. (K6)

TEXT BOOKS

1. Mangal, S.K. (1997). Advanced Educational Psychology. New Delhi: Prentice Hall of India.

REFERENCE BOOKS

1. Papalia, D. E. and Olds, S. W. (2003). Human Development. New York: McGraw Hill Higher Education.
2. Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.
3. Harris, M. and Butterworth,G(2002) The two concepts of childhood ,Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology.
4. Newman, B. M. and Newman, P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
5. Papalia, D. E. and Olds, S. W. (2003). Human Development. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7:

Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.

6. Saraswathi, T.S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. New Delhi: Sage publications.

COURSE CONTENT

Unit I: Educational Psychology: meaning, nature, scope and functions   8 Lecture hours

Nature, meaning, scope and functions of Educational Psychology. Methods of Studying Behaviour - Introspection, Observation and Experimental method.

Unit II: Growth and Development   10 Lecture hours

Growth and Development: Meaning, distinctions between growth and development, stages of growth and development with special emphasis on the development stages of childhood and adolescence; Principles of development, theories of growth and development (with reference to the influence of childhood experiences on later personality); Freud's theory of Psycho-sexual development, Jean Piaget's theory of cognitive development, Erickson's theory of Psycho social development, Kohlberg's theory of Moral development

Unit III: Childhood and Development   8 Lecture hours

Physical-Motor Development: Growth and maturation, development of gross and fine motor skills, role of parents and teachers in providing opportunities of physical, motor development (eg. Play), Social and Emotional Development: Basic understanding of emotions; Development of Emotions: Functions of emotions, Development of emotional maturity; Meaning of gender roles, influences of gender roles, gender stereotypes experienced in Home, School, Neighborhood (Including playground)

Unit IV: Socialization: Agencies and the Child   8 Lecture hours

The 21 century child and childhood in the context of poverty, Globalization and adult culture; Childhood: Similarities and diversities within the stage and the factors leading to the construction of multiple childhoods with particular reference to the Indian context; Concept of Socialization: Family, Parenting, Child Rearing practices and its agencies; Peers: Friendships and gender competition, cooperation and conflict, aggression and bullying from early childhood to adolescence, peer influences; School: Relationship with peers, teachers and staff, teacher expectation and school achievement, overage learners and peer relationships; Social, Economic and Cultural Differences in Socialization: Implications for inclusion

Unit V: Childhood: Issues and Concerns   8 Lecture hours

Social Issues: Counselling of children for coping with stress in the following conditions- Separation of parents, loss of parents in armed conflict etc., survivors of child abuse; Child Abuse: Issues and problems and awareness about rights of the child; Equity Issues and Inclusion: Inclusion of the differently able, street children and other marginalised groups in the context of India; Programmes of GOI for gender equity and equality in education; Protection of Child Rights: Role and contribution of UNICEF, WHO, National commission for the protection of child rights, National human rights commission, Child help lines and NGOs

Unit VI: Emotional Intelligence   8 Lecture hours

The Concept of Emotional Intelligence, Salovey and Mayer's conception/model of EI, Educational Implications: Why is emotional intelligence (EQ) so important?

PRACTICUM

1. Collect about ten newspaper articles that involve issues of parenting and childhood, analyse these and submit a report of it with best possible solutions of the problems.
2. Prepare a report for the development and educational needs of the marginalized learner, first- generation learners, street children, slum children and children with special needs.

MODE OF EVALUATION

The performance of students is evaluated as follows:

	Theory	
Components	**Internal**	**ETE**
Marks	CAT - 30 + IA- 20	50
Total Marks	100	

BEDU1003	Teaching and Pedagogical Analysis	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 42			

COURSE OBJECTIVES

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1. To analyze the concept of teaching and learning and various terms associated with it.
2. To identify the need and steps related to pedagogical analysis.
3. To select from various approach, method and technique at the time of teaching.
4. To assess the need and different types of evaluation.
5. To utilize various skills of micro teaching to modify their behaviour.
6. To adapt student teacher for online teaching.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Analyze the concept of teaching and learning and various terms associated with it. (K4)
2. Identify the need and steps related to pedagogical analysis. (K4)
3. Select from various approach, method and technique at the time of teaching. (K5)
4. Assess the need and different types of evaluation. (K5)
5. Utilize various skills of micro teaching to modify their behaviour. (K3)
6. Create skills to adapt to the need of Online Teaching scenario. (K6)

TEXT BOOKS:

1. Mangal, S.K. and Mangal, Uma (2013). Essentials of Educational Technology. NewDelhi: PHI Learning Pvt. Ltd.

REFERENCE BOOKS:

1. Ahmed, Jasim (2014). Teaching of Biological Sciences. Delhi: PHI Learning Private Limited.
2. Das, R.C. (1993). Educational Technology– A Basic Text. New Delhi: Sterling Publishers.
3. Kumar, K.L. (2012). Educational Technology. New Delhi: New Age International (P) Ltd Publishers.
4. Oberoi, S.C. (2008). Educational Technology. New Delhi: Arya Book Depot.
5. Moursund, D. (2005). Introduction to Information and Communication Technology in Education. Retrieved from website of University of Oregon: www.uoregon.edu
6. National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from: http://mhrd.gov.in/ict_school
7. Rajasekar, S. (2010). Computers in Education. ND: Neelkamal Publications Pvt. Ltd.

8. Roblyer, M.D. (2008). Integrating Educational Technology into Teaching. New Delhi: Pearson Education, South Asia, India.
9. Shiksha Mein Computer (2001). Available on website of Indira Gandhi National Open University, Delhi: http://www.ignou.ac.in

COURSE CONTENT

Unit I: Nature of Teaching and Learning   8 Lecture hours

Teaching: Concept, meaning and characteristics; Learning: Concept, meaning and characteristics; Relationship of teaching and learning; Levels of teaching and learning; Principles of teaching: General and Psychological; Maxims of teaching; Phases of teaching

Unit II: Pedagogical Analysis   10 Lecture hours

Pedagogical Analysis: Meaning, need and steps; Content Analysis: Meaning and need; Unit Planning: Format of a unit plan; Year, week and day planning; Lesson Planning: Importance and basic steps, From Herbart to Constructivist approach; Formulation of Objectives: Meaning, need, distinction from aims; Taxonomy of Instructional Objectives- Blooms' Taxonomy (latest version), RCEM approach; Writing of Instructional Objectives in Behavioural Terms

Unit III: Teaching Strategies   10 Lecture hours

Teaching Strategies: Meaning, characteristics, difference between strategy, approach, method and technique (device); Types of Teaching Strategies: Autocratic and democratic; Common Teaching Methods: Inductive, deductive, lecture, demonstration, question-answer, project, heuristic, discovery and problem solving; Concept Mapping: Meaning, need and types; Teaching Aids: Meaning, need, importance, different classifications and Edgar Dale's cone of experience

Unit IV: Evaluation   8 Lecture hours

Evaluation: Concept, distinction from measurement; Types of Evaluation: Formative, summative and diagnostic; Concept of Continuous and Comprehensive Evaluation (CCE); Types of Examination: Written, Oral and Practical; Questions: Classification, formation and characteristics of all types of questions

Unit V: Techniques for Teacher Behaviour Modification for F2F Teaching
                    6 Lecture hours

Teacher Behaviour Modification: Meaning, concept and need; Techniques of Teacher Behaviour Modification: Microteaching and Simulated teaching; Microteaching: Meaning, concept, cycle, skills (emphasis on questioning, black board writing, stimulus variation, reinforcement, illustration with examples and explanation)

Unit VI: Techniques for Teacher Behaviour Modification for Online Teaching
6 Lecture hours

Exposure of online teaching platform like Goggle meet, ZOOM, Microsoft team, Hangout, Goggle classroom, Various use of software apps to make class more motivating and interesting, like Goggle Jamboard, Goggle drawing, Canva, Wakelet etc.

PRACTICUM

1- Prepare a lesson plan based on Constructivist approach
2- Prepare a digital story on Microteaching including videos of different skills

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU1078	Fundamentals of Artificial Intelligence and Coding	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 45			

COURSE OBJECTIVES
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1. To develop a readiness for understanding and history of artificial intelligence.
2. To develop an understanding about the concepts of artificial intelligence.
3. To learn about the applications of artificial intelligence in education and in other disciplines.
4. To develop an understanding in the introduction to artificial intelligence project cycle.
5. To know about the various issues related to ethics of artificial intelligence.

COURSE OUTCOMES

On completion of this course, the scholars will be able to

1. Describe the development of artificial intelligence and various process related to it.
2. Define the various concepts related to artificial intelligence.
3. Identify the applications of artificial intelligence in education and in other disciplines.
4. Elaborate the artificial intelligence project cycle with its constituent parts.
5. Explain the various issues related to ethics of artificial intelligence.

TEXT BOOKS:
1. Russell, Stuart and Norvig, Peter (2009). Artificial Intelligence: A Modern Approach, 3rd Edition, Pearson Education.
2. Winston, Patrick Henry Winston (2004). Artificial Intelligence. Third Edition, Addison-Wesley Publishing Company.
3. CBSE. Artificial Intelligence Integration across Subjects for CBSE Curriculum. AI integration manual.

REFERENCE BOOKS:
1 Charniak, E. & McDermott, D. Introduction to Artificial Intelligence. Pearson Education.
2 Khemani, Deepak (2013). "Artificial Intelligence". Tata Mc Graw Hill Education.
3 Nils J Nilsson (2014). Principles of Artificial Intelligence. Illustrated Reprint Edition, Heidelberg: Springer.
4 Nils J. Nilsson (2010). Quest for Artificial Intelligence. First Edition, Cambridge University Press.
5 Patterson, Dan W. (2007). Artificial Intelligence and Expert Systems. 3rd Edition, Pearson EducatioKevin Night and Elaine Rich, Nair B. (2008). Artificial Intelligence. McGraw-Hill.

COURSE CONTENT

Unit I: : Introduction to Artificial Intelligence	8 Lecture hours

- Artificial Intelligence: Meaning, different views and definitions
- History of artificial intelligence
- Artificial Intelligence (AI) vs Machine Learning (ML) vs Deep Learning (DL)
- Strong AI
- Weak AI

Unit II: Concepts of Artificial Intelligence	10 Lecture hours

- Principles of artificial intelligence integrated learning
- Objectives of artificial intelligence integrated learning
- Approaches of AI: a) Rule Based b) Learning Based- Machine Learning, Deep Learning
- Neural Networks

Unit III: Artificial Intelligence in Education	10 Lecture hours

- Artificial Intelligence in Education: School, Teacher, Teaching-Learning process, Assessment
- Artificial Intelligence Integrated Education
- Artificial Intelligence in Industry
- Artificial Intelligence in Enterprise

Unit IV: Introduction to Artificial Intelligence Project Cycle	8 Lecture hours

- Problem scoping
- Data acquisition
- Data exploration
- Modelling
- Evaluation
- Session: Data visualisation
- Need of visualising data
- Ways to visualise data using various types of graphical tools

Unit V: Ethics of Artificial Intelligence   **9 Lecture hours**

- Moral Issues: Self driving cars
- Data Privacy
- Artificial Intelligence Bias
- Artificial Intelligence Access
- A Robot vacuums
- AI in medicine, law enforcement, military defence
- Data privacy, quantum computing, and other areas
- Future loss of job

Unit VI: Use of Artificial Intelligence in Education   **6 Lecture hours**

Perception, Problem Analysis, Abstract Knowledge, Experiential Learning, AI in education 'learning' experience',Adjustable Learning Environment• New Opportunities• Improved Efficiency•AI-driven Education Platform

PRACTICUM

Collect about ten newspaper/magazine articles about artificial intelligence.
Prepare a report on the present uses of artificial intelligence in education.
Prepare an AI based educational game for the school students by using any app.

MODE OF EVALUATION

The performance of students is evaluated as follows:

	Theory	
Components	**Internal**	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU1066	Pedagogical Basis of Hindi	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 45			

COURSE OBJECTIVES

1. To develop an insight on the meaning, nature and origin of Hindi language.
2. To analyze the content of subject and apply in the instructional planning.
3. To formulate the objectives of teaching of Hindi subject in schools in relation to learners' need and expected outcomes.
4. To develop the skills to analyze the curriculum and text book of Hindi.
5. To develop the competencies required for professional development as per the demand of Hindi subject.
6. To create a video and interactive content for secondary classes to emphasize online teaching and learning

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Develop an insight on the meaning, nature and origin of Hindi language. (K4)
2. Analyze the content of subject and apply in the instructional planning. (K4)
3. Formulate the objectives of teaching of Hindi subject in schools in relation to learners' need and expected outcomes. (K6)
4. Develop the skills to analyze the curriculum and text book of Hindi. (K4)
5. Develop the competencies required for professional development as per the demand of Hindi subject. (K6)
6. Constructs the interactive media for tech savvy learners. (K6)

TEXT BOOKS

1. Lal, Raman Bihari (2002). Hindi Shikshan. Meerut: Rastogi Publication.
2. Singh, Savitri (2004). Hindi Shikshan. Meerut: International Publishing House.
3. Pandey, Dr. Ramshakal (2005). Hindi Shikshan. Agra: Vinod Pustak Mandir

REFERENCE BOOKS

1. Pandey, Shrutikant (2014). Hindi Bhasha AurEskiShikshanVidhiyan. Delhi: PHI Learning Private Limited.
2. Shukla, Acharya Ramchandra (2006). Hindi Sahitya Ka Itihas. New Delhi: Rajkamal Publication.

COURSE CONTENT

Unit I: Nature and Importance of Hindi	8 Lecture hours

Definition and nature of language; Role of Language in Life: Intellectual, Emotional, Social, and Cultural Development; Origin and development of Hindi language; Role of Hindi as a link language in India; Status of Hindi language in modern India; Problems of Hindi teaching; Brief history of Hindi literature

Unit II: Content Analysis of Some Topics of Hindi	10 Lecture hours

Content analysis of minimum ten chapters of Prose, Poetry, Grammar, Story and Composition form text books of secondary and senior classes' syllabus

Unit III: Aims, Objectives, EBOs and Pedagogical analysis in Hindi	10 Lecture hours

Aims and Objectives of teaching Hindi at the secondary and senior secondary level; Instructional Objectives and Expected Behavioural Outcomes: Meaning, need, importance, significance for a teacher, requisite conditions and precautions in writing EBOs, Pedagogical analysis of any 5 units/chapters from NCERT Hindi syllabus of secondary and senior secondary classes

Unit IV: Curriculum and Textbooks in Hindi	6 Lecture hours

Curriculum Organisation: Principles, process of curriculum development, factors affecting curriculum, approaches; Characteristics of an effective Hindi curriculum; Textbooks in Hindi: Characteristics, need and use; Evaluation of a textbook, Types of text book, Merits and demerits of text book, Text books for different levels and their use; Recreational aspect of Hindi- Games, Puzzles, Riddles, Magic Squares, and Word search;

Unit V: Teacher Preparation for the Digital Age	8 Lecture hours

Preparing teachers for Online Classes: Concept, need, scope; Digital Literacy; Digital Pedagogies; Digital Lesson Plans: Meaning, formats; Online tools for making digital lessons; Teaching in a Digital Age: How Teachers Use Technology to improve student Learning Action Research- A mean for Self-Improvement: Meaning, Concept, Identification of problems faced by the Hindi teachers in the classroom; Hindi Teacher: Qualifications and competencies required;

Unit VI: Preparing Teachers for Modern Technical era	6 Lecture hours

Development of power point presentation for at least five topic using resources from internet; Developing a video and presenting content through Screen o casting; effectively learn to use diksha and e-patshala app of NCERT, NROER; to explore various resources of online learning and teaching and to prepare a report

PRACTICUM

1- Solve two question papers of classes 6-8 prepared from NCERT books.
2- Content analysis of a given topic from class 9-10 and present it in a seminar.

MODE OF EVALUATION

The performance of students is evaluated as follows:

	Theory	
Components	**Internal**	**ETE**
Marks	CAT- 30 + Practicum- 20	50
Total Marks	100	

BEDU1067	Pedagogical Basis of English	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 45			

COURSE OBJECTIVES

1. To develop an insight on the meaning, nature and origin of English language.
2. To analyze the content of subject and apply in the instructional planning.
3. To formulate the objectives of teaching of English subject in schools in relation to learners' need and expected outcomes.
4. To develop the skills to analyze the curriculum and text book of English.
5. To develop the competencies required for professional development as per the demand of English subject.
6. To create a video and interactive content for secondary classes to emphasize online teaching and learning

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Develop an insight on the meaning, nature and origin of English language. (K4)
2. Analyze the content of subject and apply in the instructional planning. (K4)
3. Formulate the objectives of teaching of English subject in schools in relation to learners' need and expected outcomes. (K6)
4. Develop the skills to analyze the curriculum and text book of English. (K4)
5. Develop the competencies required for professional development as per the demand of English subject. (K6)
6. Constructs the interactive media for tech savvy learners. (K6)

TEXT BOOKS

1. Choudhary, N. R. (2002). English Language Teaching. Mumbai: Himalaya Publish House.
2. Kohli, A. L. & Sharma, L. M. (2008). Techniques of Teaching English in the New Millennium. New Delhi: Dhanpat Rai Publishing Company (P) Ltd.
3. Singh, Dr. M. K. (2004). Teaching of English. Meerut: International Publishing House.

REFERENCE BOOKS

1. Davis, Paul and Mario, Rinvolucri (1988). Dictation: New Methods, New Possibilities. Cambridge Handbook for Language Teachers.
2. HalbeMalati, (2005). Methodology of English Teaching. Himalaya Publishing House,
3. Prabhu, N. S. (1987). Second Language Pedagogy. New York: Oxford University Press.

4. HalbeMalati, (2005): Methodology of English Teaching, Himalaya Publishing House,
5. Parrot, M (1993). Tasks for the Classroom Teacher, London, Pergamon.
6. Prabhu, N.S. (1987): Second Language Pedagogy. Oxford University Press, NY.
7. SahniGeeta(2006). Suggested Methodology of Teaching English.
8. Sunwani, V.K, (2005). The English Language and Indian Culture.
9. Thomson & Wyatt HG (2000). Teaching of English in India, University of London.
10. Choudhary, N.R, (2002): English Language Teaching, Himalaya Publish House, Mumbai
11. Dave, Pratima S, (2002): Communicative Approach to the Teaching ofEnglish as A Second
    Language, Himalaya Publishing House, Mumbai.

COURSE CONTENT

Unit I: Nature and Importance of English   8 Lecture hours

Meaning, nature, scope and concept of English language; Role of language in life: Intellectual, Emotional, Social, and Cultural Development; Role of English as a link language in India; Organizing an effective programme of English teaching

Unit II: Content Analysis of Some Topics of English   10 Lecture hours

Content analysis of minimum ten chapters of Prose, Poetry, Grammar, Story and Composition form text books of secondary and senior classes' syllabus

Unit III: Aims, Objectives, EBOs and Pedagogical analysis in English   10 Lecture hours

Aims and Objectives in teaching of English at the secondary and senior secondary level, Instructional Objectives and Expected Behavioural Outcomes: Meaning, need, importance, significance for a teacher Stating objectives of teaching of English in terms of behavioral outcomes; Pedagogical analysis of any five units/chapters from text book of secondary and senior secondary classes

Unit IV: Curriculum and Textbooks in English   6 Lecture hours

Curriculum Organisation: Principles, process of curriculum development, factors affecting curriculum, approaches; Characteristics of an effective English curriculum; Textbooks in English: Characteristics, need and use; Evaluation of a textbook, Types of text book, Merits and demerits of text book, Text books for different levels and their use

Unit V: Teacher Preparation for the Digital Age   8 Lecture hours

Preparing teachers for Online Classes: Concept, need, scope; Digital Literacy; Digital Pedagogies; Digital Lesson Plans: Meaning, formats; Online tools for making digital lessons; Teaching in a Digital Age: How Teachers Use Technology to improve student Learning Action Research- A mean for Self-Improvement: Meaning, Concept, Identification of problems faced by the Hindi teachers in the classroom; Hindi Teacher: Qualifications and competencies required;

Unit VI: Preparing Teachers for Modern Technical era   **6   Lecture hours**

Development of power point presentation for at least five topic using resources from internet; Developing a video and presenting content through Screen o casting; effectively learn to use diksha and e-patshala app of NCERT, NROER; to explore various resources of online learning and teaching and to prepare a report

PRACTICUM

1- Solve two question papers of classes 6-8 prepared from NCERT books.
2- Content analysis of a given topic from class 9-10 and present it in a seminar.

MODE OF EVALUATION

The performance of students is evaluated as follows:

	Theory	
Components	**Internal**	**ETE**
Marks	CAT- 30 + Practicum- 20	50
Total Marks	100	

BEDU1068	Pedagogical Basis of Sanskrit	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 45			

COURSE OBJECTIVES

1. To develop an insight on the meaning, nature and origin of Sanskrit language.
2. To analyze the content of subject and apply in the instructional planning.
3. To formulate the objectives of teaching of Sanskrit subject in schools in relation to learners' need and expected outcomes.
4. To develop the skills to analyze the curriculum and text book of Sanskrit.
5. To develop the competencies required for professional development as per the demand of Sanskrit subject.
6. To create a video and interactive content for secondary classes to emphasize online teaching and learning

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Develop an insight on the meaning, nature and origin of Sanskrit language. (K4)
2. Analyze the content of subject and apply in the instructional planning. (K4)
3. Formulate the objectives of teaching of Sanskrit subject in schools in relation to learners' need and expected outcomes. (K6)
4. Develop the skills to analyze the curriculum and text book of Sanskrit. (K4)
5. Develop the competencies required for professional development as per the demand of Sanskrit subject. (K6)
6. Constructs the interactive media for tech savvy learners. (K6)

TEXT BOOKS

1. Sharma, Bela Rani (2002). Modern Methods of Sanskrit Teaching, New Delhi: Swaroop & Sons.
2. Safaya, Raghunath (1962). Sanskrit Teaching Methods, Jalandhar: Punjab Book House.

REFERENCE BOOKS

1. Sharma, Sitaram (1998). Development of Sanskrit Literature and Sanskrit Teaching. Pearl Publishing House.

COURSE CONTENT

Unit I: Nature and Importance of Sanskrit Language   10 Lecture hours

Definition and nature of language; Role of Language in Life: Intellectual, Emotional, Social, and Cultural Development; Origin and development of Sanskrit language; Brief history of Sanskrit literature; Role of Sanskrit as a link language in ancient India; Status of Sanskrit language in modern India; Problems of Sanskrit teaching; Place of Sanskrit language in secondary and senior secondary curriculum

Unit II: Content Analysis of Some Topics of Sanskrit   10 Lecture hours

Content analysis of minimum ten chapters of Prose, Poetry, Grammar, Story and Composition form text books of secondary and senior classes' syllabus

Unit III: Aims, Objectives, EBOs and Pedagogical analysis inSanskrit 10 Lecture hours

Aims and objectives of teaching Sanskrit at the secondary and senior secondary level; Instructional Objectives and Expected Behavioral Outcomes (EBOs): Meaning, need, importance, significance for a teacher, requisite conditions and precautions in writing EBOs, Pedagogical analysis of any 5 units/chapters from NCERT Sanskrit syllabus of secondary and senior secondary classes

Unit IV: Curriculum and Textbooks in Sanskrit   6 Lecture hours

Curriculum Organization: Principles, process of curriculum development, factors affecting curriculum, approaches; Characteristics of an effective Sanskrit curriculum; Textbooks in Sanskrit: Characteristics, need and use; Evaluation of a textbook, Types of text book, Merits and demerits of text book, Text books for different levels and their use

Unit V: Teacher Preparation for the Digital Age   8 Lecture hours

Preparing teachers for Online Classes: Concept, need, scope; Digital Literacy; Digital Pedagogies; Digital Lesson Plans: Meaning, formats; Online tools for making digital lessons; Teaching in a Digital Age: How Teachers Use Technology to improve student Learning Action Research- A mean for Self-Improvement: Meaning, Concept, Identification of problems faced by the Hindi teachers in the classroom; Hindi Teacher: Qualifications and competencies required;

Unit VI: Preparing Teachers for Modern Technical era   6   Lecture hours

Development of power point presentation for at least five topic using resources from internet; Developing a video and presenting content through Screen o casting; effectively learn to use diksha and e-patshala app of NCERT, NROER; to explore various resources of online learning and teaching and to prepare a report

PRACTICUM

1- Solve two question papers of classes 6-8 prepared from NCERT books.
2- Content analysis of a given topic from class 9-10 and present it in a seminar.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + Practicum- 20	50
Total Marks	100	

BEDU1069	Pedagogical Basis of Commerce	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 45			

COURSE OBJECTIVES

1. To analyze the importance of correlation of Commerce with other subjects and critical examine the present status of Commerce in secondary school curriculum.
2. To analyze the content of Commerce subject and apply in the instructional planning.
3. To formulate the objectives of teaching of Commerce subject in schools in relation to learners' need and expected outcomes.
4. To develop the skills to analyze the curriculum and text book of Commerce.
5. To develop the competencies required for professional development as per the demand of Commerce subject.
6. To create a video and interactive content for secondary classes to emphasize online teaching and learning

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Analyze the importance of correlation of Commerce with other subjects and critical examine the present status of Commerce in secondary school curriculum. (K4)
2. Analyze the content of Commerce subject and apply in the instructional planning. (K4)
3. Formulate the objectives of teaching of Commerce subject in schools in relation to learners' need and expected outcomes. (K6)
4. Develop the skills to analyze the curriculum and text book of Commerce. (K4)
5. Develop the competencies required for professional development as per the demand of Commerce subject. (K6)
6. Constructs the interactive media for tech savvy learners. (K6)

TEXT BOOKS

1. Aggarwal, J.C. (2000). Teaching of Commerce – A practical approach. New Delhi: Vikas Publications.
2. Monga, V. (2010). Teaching of Commerce. Patiala: Twenty First Century Publications.

REFERENCE BOOKS

1. Singh, Y.K. (2005). Methods of Teaching Commerce. New Delhi: APH Publication Corporation.
2. Rao, Seema. (2001). Teaching of Commerce. Delhi: Anmol Publications Pvt. Ltd.
3. Support material for PGT (Commerce) (2011). New Delhi: State Council of Educational Research and Training. Retrieved from: http://delhi.gov.in/wps /wcm/connect/ doit_scert/Scert+Delhi/Home/Questpaedia/L earning+Material/Commerce/
4. Verma, D.P.S. (2000); Commerce Education in Rajput, J.S. (Ed.) Encyclopaedia of Indian Education, Vol. I; NCERT.

COURSE CONTENT

Unit I: Nature and Importance of Commerce   8 Lecture hours

Meaning, nature, scope and concept of Commerce; Relationship of Commerce with other subjects such as Economics, Law, Mathematics, Psychology, Sociology, Statistics, Social Sciences etc.; Need for including these areas in school curriculum; rational of commerce introduction at senior school level; Place of Commerce in Senior Secondary School curriculum and its critical appraisal; Goals and objectives of teaching commerce at senior secondary stage

Unit II: Content Analysis of Some Topics of Commerce   10 Lecture hours

Issues of poverty; Employment: Growth and other issues, Food Security in India; People as resource; Money and credit; Banking; Sectors of Indian economy; liberalization, privatization and globalization

Unit III: Aims, Objectives, EBOs and Pedagogical Analysis in Commerce
10 Lecture hours

Aims and Objectives of teaching of commerce at the senior secondary level; Instructional Objectives and Expected Behavioural Outcomes: Meaning, need, importance, significance for a teacher, requisite conditions and precautions in writing EBOs, Pedagogical analysis of any 5 units/chapters from NCERT commerce syllabus of senior secondary classes

Unit IV: Curriculum and Textbooks in Commerce   6 Lecture hours

Curriculum Organisation: Principles, process of curriculum development, factors affecting curriculum, approaches; Characteristics of an effective commerce curriculum; critical study of present commerce curriculum of senior secondary classes; Textbook: Need, characteristics of a good textbook in commerce, procedure of textbook selection

Unit V: Teacher Preparation for the Digital Age   8 Lecture hours

Preparing teachers for Online Classes: Concept, need, scope; Digital Literacy; Digital Pedagogies; Digital Lesson Plans: Meaning, formats; Online tools for making digital lessons; Teaching in a Digital Age: How Teachers Use Technology to improve student Learning Action

Research- A mean for Self-Improvement: Meaning, Concept, Identification of problems faced by the Hindi teachers in the classroom; Hindi Teacher: Qualifications and competencies required;

Unit VI: Preparing Teachers for Modern Technical era   **6**   **Lecture hours**

Development of power point presentation for at least five topic using resources from internet; Developing a video and presenting content through Screen o casting; effectively learn to use diksha and e-patshala app of NCERT, NROER; to explore various resources of online learning and teaching and to prepare a report

PRACTICUM

1- Solve two question papers of classes 6-8 prepared from NCERT books.
2- Content analysis of a given topic from class 9-10 and present it in a seminar.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + Practicum- 20	50
Total Marks	100	

BEDU1070	Pedagogical Basis of Physical Science		L	T	P	C
Semester: First	Pre-requisites/Exposure:		3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 45				

COURSE OBJECTIVES

1. To analyze the importance of correlation of Physical Science with other subjects and critical examine the present status of Science in secondary school curriculum.
2. To analyze the content of Science subject and apply in the instructional planning.
3. To formulate the objectives of teaching of Physical Science subject in schools in relation to learners' need and expected outcomes.
4. To develop the skills to analyze the curriculum and text book of Physical Science.
5. To develop the competencies required for professional development as per the demand of Physical Science subject.
6. To create a video and interactive content for secondary classes to emphasize online teaching and learning.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Analyze the importance of correlation of Physical Science with other subjects and critical examine the present status of Science in secondary school curriculum. (K4)
2. Analyze the content of Science subject and apply in the instructional planning. (K4)
3. Formulate the objectives of teaching of Physical Science subject in schools in relation to learners' need and expected outcomes. (K6)
4. Develop the skills to analyze the curriculum and text book of Physical Science. (K4)
5. Develop the competencies required for professional development as per the demand of Physical Science subject. (K6)
6. Constructs the interactive media for tech savvy learners. (K6)

TEXT BOOKS

1. Mohan, Radha (2013). Teaching of Physical Science. Hyderabad: Neelkamal Publications Pvt. Ltd.
2. Sharma, R.C. (2003). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing (P) Company.

REFERENCE BOOKS

1. Bhatnagar, A.B. and Bhatnagar, S.S. (2003). Teaching of Science. Meerut: R. Lall Book Depot.

2. Kalra, R.M, & Gupta, V. (2012). Teaching of Science a Modern Approach. New Delhi: PHI Learning Private Limited.
3. Mangal, S.K. (2010). Teaching of Science. New Delhi: Arya Book Depot.
4. NCERT (2013). Pedagogy of Science Textbook for B.Ed. Part-I. New Delhi: NCERT
5. NCERT (2013). Pedagogy of Science Textbook for B.Ed. Part-II. New Delhi: NCERT

COURSE CONTENT

Unit I: Nature and Importance of Physical Science   8 Lecture hours

Physical Science: Meaning, nature, concept, as a discipline, constituents parts and scope in our life; Relationship of Physical science with other subjects; Relationship of science and society; Process of Scientific method, meaning of scientific attitude and temper; Temporary nature of scientific facts, Place of Physical science in secondary school curriculum and its critical appraisal

Unit II: Content Analysis of Some Topics of Physical Science   10 Lecture hours

Sources of Energy, Changes, Force and Laws of Motion, Gravity and Gravitational Force, Work and Energy, Magnetic Effects of Electric Current, Electricity, Sound; Atoms and Molecules, Structure of Atom, Acid, Base and Salts, Chemical Reactions and Equations, Periodic Classification of Elements, Physical and Chemical Properties of the matter

Unit III: Aims, Objectives, EBOs and Pedagogical analysis in Physical Science
10 Lecture hours

Aims and Objectives of teaching Physical Science at the secondary and senior secondary level; Instructional Objectives and Expected Behavioural Outcomes: Meaning, need, importance, significance for a teacher, requisite conditions and precautions in writing EBOs, Pedagogical analysis of any 5 units/chapters from NCERT Physical Science syllabus of secondary and senior secondary classes

Unit IV: Curriculum and Textbooks in Physical Science   8 Lecture hours

Curriculum Organisation: Principles, process of curriculum development, factors affecting curriculum, approaches; Characteristics of an effective Physical science curriculum; A critical study of present Physical Science curriculum of secondary and senior secondary classes; Textbook: Need, characteristics of a good textbook in science, procedure of textbook selection

Unit V: Teacher Preparation for the Digital Age   8 Lecture hours

Preparing teachers for Online Classes: Concept, need, scope; Digital Literacy; Digital Pedagogies; Digital Lesson Plans: Meaning, formats; Online tools for making digital lessons; Teaching in a Digital Age: How Teachers Use Technology to improve student Learning Action

Research- A mean for Self-Improvement: Meaning, Concept, Identification of problems faced by the Hindi teachers in the classroom; Hindi Teacher: Qualifications and competencies required;

Unit VI: Preparing Teachers for Modern Technical era   **6   Lecture hours**

Development of power point presentation for at least five topic using resources from internet; Developing a video and presenting content through Screen o casting; effectively learn to use diksha and e-patshala app of NCERT, NROER; to explore various resources of online learning and teaching and to prepare a report.

PRACTICUM

1- Solve two question papers of classes 6-8 prepared from NCERT books.
2- Content analysis of a given topic from class 9-10 and present it in a seminar.
MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + Practicum- 20	50
Total Marks	100	

BEDU1071	Pedagogical Basis of Home Science	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 45			

COURSE OBJECTIVES

1. To analyze the importance of home science as a discipline and critical examine the present status of home science in secondary school curriculum.
2. To analyze the content of home science subject and apply in the instructional planning.
3. To formulate the objectives of teaching of home science subject in schools in relation to learners' need and expected outcomes.
4. To develop the skills to analyze the curriculum and text book of home science.
5. To develop the competencies required for professional development as per the demand of home science subject.
6. To create a video and interactive content for secondary classes to emphasize online teaching and learning
.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Analyze the importance of home science as a discipline and critical examine the present status of home science in secondary school curriculum. (K4)
2. Analyze the content of home science subject and apply in the instructional planning. (K4)
3. Formulate the objectives of teaching of home science subject in schools in relation to learners' need and expected outcomes. (K6)
4. Develop the skills to analyze the curriculum and text book of home science. (K4)
5. Develop the competencies required for professional development as per the demand of home science subject. (K6)
6. Constructs the interactive media for tech savvy learners. (K6)

TEXT BOOKS

1. Lakshmi, K. (2006). Technology of teaching of Home Science. New Delhi: Sonali Publishers.
2. Seshaih, P.R. (2004). Methods of teaching Home Science. Chennai: Manohar Publishers & Distributors.
3. Nibedita, D (2004). Teaching of Home Science. New Delhi: Dominant Publishers and Distributers.

REFERENCE BOOKS

1. Shalool, S. (2002). Modern methods of teaching of home science. (I Edition). New   Delhi: Sarup& Sons.
2. Jha, J.K. (2001). Encyclopedia of teaching of Home Science. (Vol I&II), New Delhi: Anmol Publications Private Limited.
3. Nibedita, D. (2004). Teaching of Home Science. New Delhi: Dominant Publishers and Distributers.

COURSE CONTENT

Unit I: Nature and Importance of Home Science   **8 Lecture hours**

Home science as a discipline; Meaning, nature, concept and scope in our life; Structure/constituents parts of the Home science; Place of Home science in secondary school curriculum and its critical appraisal; Relationship of Home science with other subjects; Relationship of Home science and society and environment

Unit II: Content Analysis of Some Topics of Home science   **10 Lecture hours**

Human Development Life Span including (birth to years), infancy, early childhood, child and adolescence; Food nutrition, Health and fitness, Family and community resources, Fabric construction, Nutrition for self and family, Money management and consumer, Home management, Physiology

Unit III: Aims, Objectives, EBOs and Pedagogical analysis in Home science
10 Lecture hours

Aims and Objectives of teaching Home science at the secondary and senior secondary level; Instructional Objectives and Expected Behavioural Outcomes (EBOs): Meaning, need, importance, significance for a teacher, requisite conditions and precautions in writing EBOs, Pedagogical analysis of any 5 units/chapters from Home science syllabus

Unit IV: Curriculum and Textbooks in Home science   **6 Lecture hours**

Curriculum Organisation: Principles, process of curriculum development, factors affecting curriculum, approaches; Characteristics of an effective Home science curriculum; A critical study of present Home science curriculum of different classes; Textbook: Need, characteristics of a good textbook in Home science, procedure of textbook selection

Unit V: Teacher Preparation for the Digital Age   **8 Lecture hours**

Preparing teachers for Online Classes: Concept, need, scope; Digital Literacy; Digital Pedagogies; Digital Lesson Plans: Meaning, formats; Online tools for making digital lessons; Teaching in a Digital Age: How Teachers Use Technology to improve student Learning Action Research- A mean for Self-Improvement: Meaning, Concept, Identification of problems faced

by the Hindi teachers in the classroom; Hindi Teacher: Qualifications and competencies required;

Unit VI: Preparing Teachers for Modern Technical era   6   Lecture hours

Development of power point presentation for at least five topic using resources from internet; Developing a video and presenting content through Screen o casting; effectively learn to use diksha and e-patshala app of NCERT, NROER; to explore various resources of online learning and teaching and to prepare a report

PRACTICUM

1- Solve two question papers of classes 6-8 prepared from NCERT books.
2- Content analysis of a given topic from class 9-10 and present it in a seminar.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + Practicum- 20	50
Total Marks	100	

BEDU1072	Pedagogical Basis of Social Science	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 45			

COURSE OBJECTIVES

1. To differentiate Social Science and Social Studies and critical examine the present status of Social Science in secondary school curriculum.
2. To analyze the content of Social Science subject and apply in the instructional planning.
3. To formulate the objectives of teaching of Social Science subject in schools in relation to learners' need and expected outcomes.
4. To develop the skills to analyze the curriculum and text book of Social Science.
5. To develop the competencies required for professional development as per the demand of Social Science subject.
6. To create a video and interactive content for secondary classes to emphasize online teaching and learning

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Differentiate Social Science and Social Studies and critical examine the present status of Social Science in secondary school curriculum. (K4)
2. Analyze the content of Social Science subject and apply in the instructional planning. (K4)
3. Formulate the objectives of teaching of Social Science subject in schools in relation to learners' need and expected outcomes. (K6)
4. Develop the skills to analyze the curriculum and text book of Social Science. (K4)
5. Develop the competencies required for professional development as per the demand of Social Science subject. (K6)
6. Constructs the interactive media for tech savvy learners. (K6)

TEXT BOOKS

1. Mangal, S. K. (2015). Teaching of Social Studies. New Delhi: PHI Learning Private Limited.
2. Pandey, S (2014). Teaching of Social Studies. Agra: Agrawal Publications.
3. Aggarwal, J.C. (1982). Teaching of Social Studies. New Delhi: Vikas Publications.
4. Kochhar, S.K. (1983). Teaching of Social Studies. New Delhi: Sterling Publications.

REFERENCE BOOKS

1. Mittal, H.C., Teaching of Social Studies. New Delhi: Dhanpat Rai & Chandna R.N. Sons.
2. Martorella H. Peter (1994) Social Studies for elementary School Children (Developing Young Citizens)
3. Mehta, D.D. (2004), Teaching of Social Studies, Ludhiana: Tandon Publication.
4. Michaels U. John (1992), Social Studies for Children
5. Mittal, H.C., Teaching of Social Studies, New Delhi: Dhanpat Rai & Chandna R.N. Sons.
6. Mehta, D.D. (2004). Teaching of Social Studies. Ludhiana: Tandon Publications.

COURSE CONTENT

Unit I: Nature and Importance of Social Science   8 Lecture hours

Meaning, nature, scope and concept of Social Sciences; Difference between Social Sciences and Social Studies; Course subjects of Social Sciences- History, Civics, Geography and Economics, inter-relationship between them; Rational for including these areas in school curriculum; Place of Social Sciences in Secondary School curriculum and its critical appraisal; Goals and objectives of teaching social science at Secondary stage

Unit II: Content Analysis of Some Topics of Social Science   10 Lecture hours

Environment and its components; Salient feature of Indian Constitution; Fundamental Rights; Legislative Assembly and its functions; Power of Prime Minister, Power of President; Function of Parliament; High Court and Supreme Court; Latitudes & longitudes; Rotation & revolution of earth; Issues of poverty; globalization; Unemployment

Unit III: Aims, Objectives, EBOs and Pedagogical analysis in Social Science
                                                          10 Lecture hours

Aims and Objectives of teaching of social science at the secondary and senior secondary level; Instructional Objectives and Expected Behavioural Outcomes: Meaning, need, importance, significance for a teacher, requisite conditions and precautions in writing EBOs, Pedagogical analysis of any 5 units/chapters from NCERT social science syllabus of secondary and senior secondary classes

Unit IV: Curriculum and Textbooks in Social Science   6 Lecture hours

Curriculum Organisation: Principles, process of curriculum development, factors affecting curriculum, approaches; Characteristics of an effective social science curriculum; critical study of present social science curriculum of secondary and senior secondary classes; Textbook: Need, characteristics of a good textbook in social science, procedure of textbook selection

Unit V: Teacher Preparation for the Digital Age   8 Lecture hours

Preparing teachers for Online Classes: Concept, need, scope; Digital Literacy; Digital Pedagogies; Digital Lesson Plans: Meaning, formats; Online tools for making digital lessons; Teaching in a Digital Age: How Teachers Use Technology to improve student Learning Action

Research- A mean for Self-Improvement: Meaning, Concept, Identification of problems faced by the Hindi teachers in the classroom; Hindi Teacher: Qualifications and competencies required;

Unit VI: Preparing Teachers for Modern Technical era   6   Lecture hours

Development of power point presentation for at least five topic using resources from internet; Developing a video and presenting content through Screen o casting; effectively learn to use diksha and e-patshala app of NCERT, NROER; to explore various resources of online learning and teaching and to prepare a report

PRACTICUM

1- Solve two question papers of classes 6-8 prepared from NCERT books.
2- Content analysis of a given topic from class 9-10 and present it in a seminar.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + Practicum- 20	50
Total Marks	100	

BEDU1073	Pedagogical Basis of Mathematics	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 45			

COURSE OBJECTIVES

1. To analyze the importance of correlation of Mathematics with other subjects and critical examine the present status of Mathematics in secondary school curriculum.
2. To analyze the content of Mathematics subject and apply in the instructional planning.
3. To formulate the objectives of teaching of Mathematics subject in schools in relation to learners' need and expected outcomes.
4. To develop the skills to analyze the curriculum and text book of Mathematics.
5. To develop the competencies required for professional development as per the demand of Mathematics subject.
6. To create a video and interactive content for secondary classes to emphasize online teaching and learning

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Analyze the importance of correlation of Mathematics with other subjects and critical examine the present status of Mathematics in secondary school curriculum. (K4)
2. Analyze the content of Mathematics subject and apply in the instructional planning. (K4)
3. Formulate the objectives of teaching of Mathematics subject in schools in relation to learners' need and expected outcomes. (K6)
4. Develop the skills to analyze the curriculum and text book of Mathematics. (K4)
5. Develop the competencies required for professional development as per the demand of Mathematics subject. (K6)
6. Constructs the interactive media for tech savvy learners. (K6)

TEXT BOOKS

1. James, Dr. Anice (2010). Methods of Teaching Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd.
2. Kulshrestha, A.K. (2012). Teaching of Mathematics. Meerut: R. Lal Book Depot.

REFERENCE BOOKS

1. EdigerMariow (2004). Teaching Math Successfully, Discovery Publication.
2. James, Anice (2005). Teaching of Mathematics, Neelkamal Publication.

3. Kapur S.K. (2005). Learn and Teach Vedic Mathematics; Lotus Publication.
4. Shankaran, V. and Gupta, H. N. (Ed.) (1984). Content cum Methodology of teaching Mathematics. New Delhi: NCERT.
5. Siddhu, K. S. (1995). The Teaching of Mathematics. New Delhi: Sterling Publications.
6. Tyagi, S.K.(2004). Teaching of Arithmetic; Commonwealth Publications.

COURSE CONTENT

Unit I: Nature and Importance of Mathematics   8 Lecture hours

Mathematics: Meaning, nature, concept, as a discipline, and scope in our life; Divisions in Mathematics; Relationship of Mathematics with other subjects; Place of Mathematics in secondary school curriculum and its critical appraisal; Speed and accuracy in Mathematics

Unit II: Content Analysis of Some Topics of Mathematics   8 Lecture hours

Number System, Comparing Quantities, Integers, Algebraic Expressions, Practical Geometry, Mensuration, Triangle and its Properties, Polynomials, Linear Equations, Circles, Quadrilaterals

Unit III: Aims, Objectives, EBOs and Pedagogical Analysis in Mathematics
     8 Lecture hours

Aims and Objectives of teaching Mathematics at the secondary and senior secondary level; Instructional Objectives and Expected Behavioural Outcomes: Meaning, need, importance, significance for a teacher, requisite conditions and precautions in writing EBOs, Pedagogical analysis of any 5 units/chapters from NCERT Mathematics syllabus of secondary and senior secondary classes

Unit IV: Curriculum and Textbooks in Mathematics   8 Lecture hours

Curriculum Organisation: Principles, process of curriculum development, factors affecting curriculum, approaches; Characteristics of an effective Mathematics curriculum; A critical study of present Mathematics curriculum of secondary and senior secondary classes; Textbook: Need, characteristics of a good textbook in Mathematics, procedure of textbook selection

Unit V: Teacher Preparation for the Digital Age   8 Lecture hours

Preparing teachers for Online Classes: Concept, need, scope; Digital Literacy; Digital Pedagogies; Digital Lesson Plans: Meaning, formats; Online tools for making digital lessons; Teaching in a Digital Age: How Teachers Use Technology to improve student Learning Action Research- A mean for Self-Improvement: Meaning, Concept, Identification of problems faced by the Hindi teachers in the classroom; Hindi Teacher: Qualifications and competencies required;

Unit VI: Preparing Teachers for Modern Technical Era   **5 Lecture hours**

Development of power point presentation for at least five topic using resources from internet; Developing a video and presenting content through Screen o casting; effectively learn to use diksha and e-patshala app of NCERT, OER in Mathematics; Explore various resources of online learning and teaching for Mathematics; Reflection upon any research paper

 PRACTICUM

1- Solve two question papers of classes 6-8 prepared from NCERT books.
2- Content analysis of a given topic from class 9-10 and present it in a seminar.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + Practicum- 20	50
Total Marks	100	

BEDU1074	Pedagogical Basis of Life Science	L	T	P	C
Semester: First	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 45			

COURSE OBJECTIVES

1. To analyze the importance of life science as a discipline in Science and critical examine the present status of life science in secondary school curriculum.
2. To analyze the content of life science subject and apply in the instructional planning.
3. To formulate the objectives of teaching of life science subject in schools in relation to learners' need and expected outcomes.
4. To develop the skills to analyze the curriculum and text book of life science.
5. To develop the competencies required for professional development as per the demand of life science subject.
6. To create a video and interactive content for secondary classes to emphasize online teaching and learning.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Analyze the importance of life science as a discipline in Science and critical examine the present status of life science in secondary school curriculum. (K4)
2. Analyze the content of life science subject and apply in the instructional planning. (K4)
3. Formulate the objectives of teaching of life science subject in schools in relation to learners' need and expected outcomes. (K6)
4. Develop the skills to analyze the curriculum and text book of life science. (K4)
5. Develop the competencies required for professional development as per the demand of life science subject. (K6)
6. Constructs the interactive media for tech savvy learners. (K6)

TEXT BOOKS

1. Ahmad Jasim(2014).Teaching of Biological Sciences. New Delhi: PHI Learning Private Limited.
2. Kalra, R.M, & Gupta, V. (2012). Teaching of Science a Modern Approach. New Delhi: PHI Learning Private Limited.

REFERENCE BOOKS

1. Davar, Monika (2012). Teaching of Science. New Delhi: PHI Learning Private Limited.

2. Mohan, Radha (2013). Innovative Science Teaching. New Delhi: PHI Learning Private Limited.
3. Mangal, S.K. (2010). Teaching of Science. New Delhi: Arya Book Depot.
4. NCERT (2013). Pedagogy of Science Textbook for B.Ed. Part-I. New Delhi: NCERT
5. NCERT (2013). Pedagogy of Science Textbook for B.Ed. Part-II. New Delhi: NCERT
6. Siddiqui N.N. and Siddiqui M.N. (2000). Teaching of science today tomorrow, Doaba House, NaiSarak, Delhi.
7. Vaidya N (1997), The i\mpact of Science Teaching Oxford & IBH Publication Co, New Delhi.

COURSE CONTENT

Unit I: Nature and Importance of Life Science   8 Lecture hours

Biological science as a discipline in Science: Meaning, nature, concept and scope in our life; Structure/constituents parts of the Biological science; Place of Biological science in secondary school curriculum and its critical appraisal; Relationship of Biological science with other subjects; Relationship of science and society and environment; Scientific method, attitude and scientific temper

Unit II: Content Analysis of Some Topics of Life Science   10 Lecture hours

Photosynthesis, Fundamental Unit of Life, Diversity in Living Organism, Improvement in Food Resources Human digestive system, Food Chain, Ecological Balance, Respiratory System, Excretory, Circulatory, Hereditary and Environment, Life process, Control and Coordination, The Human Eye, Growth and Development in Living Things

Unit III: Aims, Objectives, EBOs and Pedagogical analysis in Life Science
10 Lecture hours

Aims and Objectives of teaching Life Science at the secondary and senior secondary level; Instructional Objectives and Expected Behavioural Outcomes: Meaning, need, importance, significance for a teacher, requisite conditions and precautions in writing EBOs, Pedagogical analysis of any 5 units/chapters from NCERT Life Science syllabus of secondary and senior secondary classes

Unit IV: Curriculum and Textbooks in Life Science   6 Lecture hours

Curriculum Organisation: Principles, process of curriculum development, factors affecting curriculum, approaches; Characteristics of an effective Life science curriculum; A critical study of present Life Science curriculum of secondary and senior secondary classes; Textbook: Need, characteristics of a good textbook in science, procedure of textbook selection

Unit V: Teacher Preparation for the Digital Age   8 Lecture hours

Preparing teachers for Online Classes: Concept, need, scope; Digital Literacy; Digital Pedagogies; Digital Lesson Plans: Meaning, formats; Online tools for making digital lessons; Teaching in a Digital Age: How Teachers Use Technology to improve student Learning Action Research- A mean for Self-Improvement: Meaning, Concept, Identification of problems faced by the Hindi teachers in the classroom; Hindi Teacher: Qualifications and competencies required;

Unit VI: Preparing Teachers for Modern Technical era   **6   Lecture hours**

Development of power point presentation for at least five topic using resources from internet; Developing a video and presenting content through Screen o casting; effectively learn to use diksha and e-patshala app of NCERT, NROER; to explore various resources of online learning and teaching and to prepare a report

PRACTICUM

1- Solve two question papers of classes 6-8 prepared from NCERT books.
2- Content analysis of a given topic from class 9-10 and present it in a seminar.

MODE OF EVALUATION

The performance of students is evaluated as follows:

	Theory	
Components	**Internal**	**ETE**
Marks	CAT- 30 + Practicum- 20	50
Total Marks	100	

BEDU1050	ICT Skill Development- Lab	L	T	P	C
Semester: First	Pre-requisites/Exposure:	0	0	4	2
Area: A	Program Foundation	Contact Period Hours: 60			

COURSE OBJECTIVES

1. To understand the concept and uses of ICT in the educational system.
2. To describe the working of a computer.
3. To operate the windows operating system and MS Office package.
4. To acquire the skill of using Internet and searching desired information through Internet.
5. To acquire the skill of trouble-shooting whenever there are problems in the working of computer

COURSE OUTCOMES

On completion of this course, the student teachers will be able to-

1. Explain the concept and uses of ICT in the educational system. (K3)
2. Describe the working of a computer. (K4)
3. Apply the MS Office package in education. (K4)
4. Apply the skill of using Internet and searching desired information through Internet. (K4)
5. Develop the understanding of emerging trends in E-learning. (K5)

REFERENCE BOOKS

1. Moursund, D. (2005). Introduction to Information and Communication Technology in Education. Retrieved from website of University of Oregon: www.uoregon.edu
2. National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from: http://mhrd.gov.in/ict_school
3. Rajasekar, S. (2010). Computers in Education. ND: Neelkamal Publications Pvt. Ltd.
4. Roblyer, M.D. (2008). Integrating Educational Technology into Teaching. New Delhi: Pearson Education, South Asia, India.
5. Shiksha Mein Computer (2001). Available on website of Indira Gandhi National Open University, Delhi: http://www.ignou.ac.in

COURSE CONTENT

Unit I: Computer Fundamentals & Operating System   8 Lab sessions

Concept of ICT; Introduction to Computer; Characteristics of Computer– Speed, Storage, Accuracy, Versatile, Automation, Diligence; Classification and Types of Computers; Basic

Structure of Computer and Input, Output, Process devices; Memory– ROM, RAM, CD ROM; Configuration of Computer– Selecting a PC

Operating system, Types of Operating system; Computer Networks; Installation of Software, MS Windows- Introduction to Windows, Control Panel, File Manager, Accessories, Paint Brush, Calendar, Calculator, Sticky Notes, MS-Office

Unit II: MS-Word   12 Lab sessions

Staring MS-Word: Creating a Document; Opening a Document; Saving a Document; Editing, Formatting Text, Viewing Documents; Formatting Documents– Line spacing, Paragraph spacing, Setting Tab, Indenting Text, Aligning Text; Adding Header and Footers; Numbering Pages; Inserting a Table; Proofing a Document– Spell-check, automatic Spell check, Auto Text, Auto Correct; Printing a Document; Mail Merge; Simple Trouble shooting; Inserting Comments; Conversion of Word document in to PDF, Tiny PDF; Use of MS-WORD in Education

Unit III: Power Point Presentation & MS-Excel   12 Lab sessions

Introduction to Power Point Presentation (PPT); Creating a PPT document; Inserting new slide; Copy content from MS-Word document; Editing and formatting of a PPT document; Creating Animation in a PPT; Managing a Slide Show, Making a Video ; Introduction to MS-Excel; Staring MS-Excel, Opening a Worksheet, Saving a Worksheet; Spreadsheet operations– Entering Numbers, text, Dates & Time, Formulas; Editing the Worksheet– Deleting Cells, Rows, Columns; Inserting Cells, Rows, Columns, Printing a Worksheet; Formulas and Function– Entering Formulas, Absolute and Relative Reference of a Cell, Mixed Referencing, Operating in Formulas, Using Text, Array and Named Ranges; Analysis of Data and Preparation and Inserting of Chart, Mail Merge

Unit IV: Internet & E-mail   14 Lab sessions

Introduction to Internet; Introduction to www, Introduction to http; Opening a website; Searching B.Ed. books on line; Content downloading from a website; Creating an E-mail address; Sending and receiving of E-mail; CC and BCC of E-mail; Managing an E-mail address; Security of E-mail address

Unit V: Emerging trends in E-Learning   14 Lab sessions

Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application)

PROJECT (Submit hard copy of given Project)

Course teacher may assign below suggested project work(s) or any other project on the basis of the course content to students. Students will send their project via E-mail to assigned faculty member and will also present their work in seminar for evaluation

1- Prepare own Bio-Data in MS-Word and write a Job application highlighting your skills
2- Prepare a Time-Table in MS-Word/MS-Excel as per given data
3- Using mail merge send a letter to your all class mates and teachers
4- Prepare a PPT of 8 slides with animation on given content
5- Analyse students marks and present through graphs in MS-Excel as per given instruction and data

MODE OF EVALUATION

The performance of students is evaluated as follows:

	Laboratory	
Components	**Internal**	**ETE**
Marks	50	50
Total Marks	100	

BEDU1079	Professional ICT Skill Development- Lab	L	T	P	C
Semester: First	Pre-requisites/Exposure:	0	0	4	2
Area: A	Program Foundation	Contact Period Hours: 60			

COURSE OBJECTIVES

1. To develop the competencies among teachers on ICT
2. To Understand the capacities to handle today's and tomorrow's technologies.
3. To Utilize ICT tools, software applications and digital resources
4. To Integrate ICT into teaching-learning process
5. To participate in activities of teacher networks understand the concept and uses of ICT in the educational system.

COURSE OUTCOMES

On completion of this course, the student teachers will be able to-

1. Prepare the budding teachers on the competencies based on ICT.
2. Utilize the capacities to handle todays and tomorrow's technologies.
3. Apply various ICT tools, software applications and digital resources.
4. Integration of ICT apps into teaching-learning and evaluation process.
5. Identify various tools to utilize ICT in the educational system.

REFERENCE BOOKS

1. Moursund, D. (2005). Introduction to Information and Communication Technology in Education. Retrieved from website of University of Oregon: www.uoregon.edu
2. National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from: http://mhrd.gov.in/ict_school
3. Rajasekar, S. (2010). Computers in Education. ND: Neelkamal Publications Pvt. Ltd.
4. Roblyer, M.D. (2008). Integrating Educational Technology into Teaching. New Delhi: Pearson Education, South Asia, India.
5. Shiksha Mein Computer (2001). Available on website of Indira Gandhi National Open University, Delhi: http://www.ignou.ac.in

COURSE CONTENT

Unit I: Introduction to Computers: Hardware and Software   8 Lab sessions

Computer: characteristics, types of computers, generations of computer, software, and hardware, input and output devices; Computer network: Lan, wan, advantages of networking

Computer security (hacking, computer virus, spyware and spam, anti-virus, firewall)
Operating system: types of the operating system, characteristics of Linux, Windows 2000, Window XP, and window vista operating system

Unit II: Information Communication Technologies for Education   12 Lab sessions

Use of ICT- Effective use of ICT for transforming pedagogy and empowering students; Empowerment through Communication skills, Creating and sharing Google forms ,Online exam through Google forms , Creating Google Classroom, Edmodo Learning Management System

Unit III: Online/blended Learning   12 Lab sessions

online/blended-learning in teaching learning process, MOOC- Use of MOOC for contents management, class organization, massessment; MOOC's deployment and use; Building Course Website and Google Suite, Mind mapping on Mindmeister

Unit IV: Teaching Learning Tools & e-content generation   14 Lab sessions

Using tools for teaching learning interactive whiteboards/smart screens, videoconferencing, digital content n creation, design of instructional material & presentation; Learning Management Systems Gaming environments for education range and scope.Online communities – analyzing interactions; Sharing thoughts and ideas – blogs, forums and mailing lists; Collaborative creations – online documents & wiki as collective.Role of ICT in educational administration and management – role of information management, process and tools; creating databases for educational administration.,First generation ICT models – technology driven; Second generation ICT models – Pedagogy driven

Unit V: Computer Based Training (CBT)   14 Lab sessions

CBT for letters generation, certificate preparation, report writing, Presentation and posters preparation, Online Quiz through Testmoz, Certifyem for Autogenerate Certificates
 Spreadsheets & evaluation, Research Resources & Bibliography Management using Mendeley etc.

PRACTICUM
Course teacher may assign below suggested project work(s) or any other project on the basis of the course content to students. Students will send their project via E-mail to assigned faculty member and will also present their work in seminar for evaluation

1-Prepare a goggle form and online quiz,quiz using testmoz.
2-To work on collaborative creations Using blog .
3-Generating certificate for a class activity.
4-Use of Mendeley for research work

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Laboratory	
	Internal	**ETE**
Marks	50	50
Total Marks	100	

BEDU1063	Orientation to School Based Activities- Practicum	L	T	P	C
Semester: First	Pre-requisites/Exposure:	0	0	2	1
Area: C	Program Core Practical	Contact Period Hours: 30			

COURSE OBJECTIVES

1. To develop the student-teachers understanding about the importance of school-based activities.
2. To orient them to plan various school-based activities to enhance their capacities and built up the confidence.
3. To motivate them to play various roles in the morning assembly.
4. To do the all-round development of the personality and confidence building.
5. To organize and participate in club games and sports activities.

COURSE OUTCOMES

On completion of this course the student-teachers will be able to-

1. Analyze and understand concept of school-based activities and contexts that are unique to teacher education.
2. Appreciate the nature and the purpose of school-based activities, their practical ramifications in the teacher education.
3. Plan various school-based activities.
4. Reflect upon the importance of conducting different scholastic and co-scholastic activities in the schools.
5. Organize and participate in club games and sports activities.

COURSE CONTENT

During the first semester following school-based activities are planned to be conducted. All student-teachers are required to participate in all conducted activities. Proposed schedule of the activities is mentioned in the academic calendar of the semester. It is obligatory to all students to write report(s) on all conducted school-based activities as per the format. These reports are submitted to concerned teacher educator for the assessment. At the time of evaluation of the school-based activities, students shall present their File(s) enclosing duly signed reports and supporting documents before the examination panel/board.

Detailed description of the school-based activities, objective, its rules and regulations and requirements, which are going to be conducted, are announced to the students well in advance for the preparation.

LIST OF ACTIVITIES

  i. Observation and Participation in Morning Assembly

   ii.   Attending Guest Lecture/Principal's Talk

   iii. Participation in Scholastic Activities

   iv. Participation in Cultural Activities

   v. Participation in Sports Activities

   vi. Participation in Inter Institutional Activities

   vii. Participation in special activities (Independence day, function, special day, club activities etc.)

   viii. Participation in other activities/workshops conducted during the semester

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Practical	
	Internal	**ETE**
Marks	50	50
Total Marks	100	

Note-

a. Internal assessment of the 'Orientation to School Based Activities', evaluation of its record files and Viva-Voce shall be done by all the Teacher Educators in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student's attendance record, his/her conduct, sincerity, regularity and co-operation during semester.

b. For the End Term Practical Examination of the 'Orientation to School Based Activities', evaluation of its record files and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations. A panel will take End Term Practical Examination of one 'Batch' only. In-charge faculty of the batch will perform as convener.

BEDU1080	Ethics and Professional Competency- Practicum	L	T	P	C
Semester: First	Pre-requisites/Exposure:	0	0	2	1
Area: C	Program Core Practical	Contact Period Hours: 30			

COURSE OUTCOMES

1. Enable students, gain an understanding and appreciation for the ethical issues related to higher education administration functions (including advising, judicial affairs, supervision, policy development).
2. Develop students' knowledge of the moral frameworks, ethical principles, and professional standards to guide one's work in higher education.
3. Determine students, use case studies as a mechanism to better understand and resolve potential ethical dilemmas related to work in higher education.
4. Examine their own values and moral code in order to think more critically about how to best resolve ethical dilemmas in the workplace.

CONTENT

- Professional Development of a Teacher

Qualifications and competencies required; Need for professional development at Individual level, Organizational level; Need and relevance of participation in Seminars, Workshops, Conferences, Symposia etc. as well as membership of professional organizations in professional development of teachers; Professional competencies of a teacher

- Communication And Interpersonal Skills

The communication process: Introduction, What can go wrong? Observations, Barriers and distortions to the communications process, How good are you at communicating?, Formal and informal communication, Effective communication; Interpersonal skills: Introduction, Interpersonal skills, Personal qualities, Verbal communication, Non-verbal communication

- Professional Ethics in Teaching

Concepts of Ethics, teaching Ethics,
Principles of personal Ethics, Principles of Professional ethics, Ethical Dilemmas, Sources and Their resolutions, Ethical Decision; Concept of Profession, Concept of Professionalism, Developing Professionalism for Teacher Educators, Developing Professional Ethics and Professional Code of Ethics for Teacher Educators

PRACTICUM

1. Do online research on a successful entrepreneur in education.

2. Write a research note on the educator, the innovation, and the feasibility of the plan in your particular setting.
3. Critically analyze any successful entrepreneur of their choice.
4. Draft an innovative entrepreneurial plan for the education sector.
5. Conduct a survey in a nearby area to learn entrepreneurial practices in education.
6. Interview an entrepreneur who has created an innovative center in education.
7. Identify five innovative projects/ concepts by reviewing Outlook Magazine of past five issues.

MODE OF EVALUATION

The performance of students is evaluated as follows:

	Practical	
Components	**Internal**	**ETE**
Marks	50	50
Total Marks	100	

BEDU1081	Creativity, Innovation and Entrepreneurship & IPR	L	T	P	C
Semester: First	Pre-requisites/Exposure:	0	0	4	2
Area: C	Program Core Practical	Contact Period Hours: 30			

COURSE OBJECTIVES

1. To develop the student-teachers future ready for startups.
2. To orient the students towards innovation plan and mindset
3. To motivate them to engage in educational enterprenshp.
4. To do the all-round development of the personality and confidence building.
5. To Encouraging student teachers to suggest and experiment new ideas

COURSE OUTCOMES

On completion of this course the student-teachers will be able to-

1. Develop an entrepreneurial mindset.
2. Opt for self-employment as a viable option for earning dignified means of living.
3. Reflect on what it takes to create, grow, sustain and support innovation in education
4. Interelate the linkage between creativity, innovation & entreprenurship.

TEXTBOOKS

1   Basu, R. (2014). Entrepreneurship education in India: A critical assessment and a proposed framework. Technology Innovation Management Review. Available at: http://timereview.ca5
2   Fundamentals of lP for Engineers: K.Bansl& P.BansalIntellectual property right,
3   Deborah, E. BoDcboux, Cengage leam'ng. Inrelletul property right - Unleasbing the knowledgeconomy, Pmbuddha Ganguli, Tata Mccraw HiU Publishing Company Ltd
4   Couros, G. (2015). The innovator's mindset: Empower learning, unleash talent, and lead a culture of creativity. Dave Burgess Consulting.
5
6   Course Content

Unit I: : Introduction to Entrepreneurship   8 Lecture hours

Introduction to Entrepreneurship, Meaning, definition, importance, and benefits of entrepreneurship. Classification and types of entrepreneurships. Role of entrepreneurship in personal and national development; Agencies in entrepreneurship management and the future of entrepreneurship. Theories of entrepreneurship.Entrepreneurship ecosystem in India. Various case studies and Start-ups in India: Opportunities and growing drivers

Unit II: Educational Entrepreneurship   8 Lecture hours

Concept of Entrepreneurship and Education, Educational innovations in India and Abroad Educational innovation: Ideation, design thinking ,Identification of opportunities and resources for educational entrepreneurship.Entrepreneurial qualities for educational personnel.Case studies of successful educational entrepreneurs

Unit III: Intellectual Property Rights   8 Lecture hours

Introduction, types of intellectual property, What do you understand by IP?Trademarks,patents, copyrights: meaning and concept Whether entrepreneurship and IP related? What is role of IP strategy in entrepreneurship? Case study

Unit IV: Creativity   8 Lecture hours

Creative thinking and lateral thinking ,Rewarding creative ideas and process ,Encouraging people to suggest and experiment new ideas , Open communication within the organization, Giving autonomy and freedom for decision making to the employees ,Using participative method for problem solving ,Different case study of creative persons

PRACTICUM

8.   Do online research on a successful entrepreneur in education.

9. Write a research note on the educator, the innovation, and the feasibility of the plan in your particular setting.
10. Critically analyze any successful entrepreneur of their choice.
11. Draft an innovative entrepreneurial plan for the education sector.
12. Conduct a survey in a nearby area to learn entrepreneurial practices in education.
13. Interview an entrepreneur who has created an innovative center in education.
14. Identify five innovative projects/ concepts by reviewing Outlook Magazine of past five issues.

MODE OF EVALUATION

The performance of students is evaluated as follows:

	Practical	
Components	**Internal**	**ETE**
Marks	50	50
Total Marks	100	

c. Internal assessment of the 'Creativity, Innovation and Entrepreneurship & IPR ', , evaluation of its record files and Viva-Voce shall be done by all the Teacher Educators in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student's attendance record, his/her conduct, sincerity, regularity and co-operation during semester.

d. For the End Term Practical Examination of the 'Creativity, Innovation and Entrepreneurship & IPR ', evaluation of its record files and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations. A panel will take End Term Practical Examination of one 'Batch' only. In-charge faculty of the batch will perform as convener.

BEDU1076	Mental Health and Emotional Wellbeing-Practicum	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	2	1
Area: A	Program Foundation Practical	Contact Period Hours: 28			

COURSE OBJECTIVES

1. To utilize the knowledge of mental Health, Hygiene and Wellness for their personal health benefits as well as for their students, relatives, friends, and society at large.
2. To discuss about communicable diseases and their prevention,
3. To analyze the need of balance diet, good posture and remedial exercises, recreational activities, wellness and sex education programs in the schools.
4. To apply the knowledge of Emotional Wellbeing for their personal health benefits as well as for their students, relatives, friends, and society at large.
5. To practice different types of techniques for maintaining mental health.
6. To demonstrate different types of pranayam and describe the benefits of the meditation for stress management in the schools.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Utilize the knowledge of Health, Hygiene and Wellness for their personal health benefits as well as for their students, relatives, friends, and society at large. (K3)
2. Discuss about communicable diseases and their prevention,
3. Analyze the need of balance diet, good posture and remedial exercises, recreational activities, wellness and sex education programs in the schools. (K2)
4. Apply the knowledge of physical education and integrated personality for their personal health benefits as well as for their students, relatives, friends, and society at large; and organise athletic meet and sports and games at school level. (K3)
5. Practice different types of yoga aasanas, pranayama and sudhikriya for their physical fitness with the learned guidelines for yoga practices. (K3)
6. Demonstrate different types of pranayam and describe the benefits of the meditation for stress management in the schools. (K2)

TEXT BOOKS

1. Kaur, Manjeet. (2003). Health and Physical Education. Ludhiana: Tendon Publications.
2. Sharma, Anil P. (2011). Mind, Body and Divine Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
3. Atwal & Kansal. (2003). A Textbook of Health, Physical Education and Sports, Jalandhar: A. P. Publisher.

REFERENCE BOOKS

1. Sharma, Anil P. & Pandey, Pradeep K. (2010). Psychology in Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
2. Singh, Ajmer. (2003). Essentials of Physical Education. Ludhiana: Kalyani publishers.
3. Tantam, D. Emotional Well-Being and Mental Health: A Guide for Counsellors & Psychotherapists, SAGE Publication

COURSE CONTENT

Health, Hygiene and Wellness

Concept of mind and healthy mind, Relation of healthy mind and healthy body; Health: Concept, definition, dimensions and determinants; Health Education: Definition, aims and objectives; School Health Program: Health Services, Health Supervision and Health Instruction; Hygiene Education: Definition, aims and objectives; Role of teacher in development of health and good hygienic habits; Health and Wellness

Areas of Concern for Health, Hygiene and Wellness

Communicable Diseases: Mode of Transmission, Methods of prevention and control; Nutrition: Elements of balanced diet, Food habits, Functions of food and malnutrition; Postures: Importance of good posture, Common postural defects and remedial exercises; Recreation: Meaning, significance and recreational programs in schools;
Wellness: Common health problems and preventions, accidents, environmental pollution, over population, alcoholism, smoking, drug abuse; Sex Education and concerns for HIV/AIDS

Mental Health and Emotional Well being

Mental health: emotional, psychological, and social well-being. It effects (how we think, feel, and act.) characteristics, understanding stress, coping strategies.

Mental Health and Emotional Wellbeing in COVID-19 and Lockdown Period like situations

PRACTICUM

1. Prepare a report on Government projects for Health, Hygiene and Wellness
2. Participate in workshop related to mental health prepare their report.
3. Prepare a report on skit or role play activity done on Mental health.
4. Participate in discussion or seminar on emotional well being.
5. Organize and participate in Participate in workshop related to emotional well being prepare their report.
6. Analyze the importance of mental wellbeing in a healthy life.
7. Create a online survey after Kovid pandemic effects on mental well being of the individual.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	50	50
Total Marks	100	

SECTION 6

SYLLABI FOR SECOND SEMESTER COURSES

This section contains the syllabi of all courses of second semester. The description provides details of the topics covered in the course, the course outcomes, in other words, what the student are expected to know after completing the course. All syllabi also list how the course outcomes relate to the Programme Outcomes making it a very integrated course.

Second Semester

Sl. No.	Course Code	Name of the Course	L	T	P	C	Assessment Pattern		
							IA	CAT	ETE
		Theory Courses							
1	BEDU1018	Assessment for Learning	3	0	0	3	20	30	50
2	BEDU1019	Conceptual Foundations of Education	3	0	0	3	20	30	50
3	BEDU1020	Learning and Teaching	3	0	0	3	20	30	50
4	BEDU1051	Professional Development of Hindi Teacher	3	0	0	3	20	30	50
	BEDU1052	Professional Development of English Teacher	3	0	0	3	20	30	50
	BEDU1053	Professional Development of Sanskrit Teacher	3	0	0	3	20	30	50
	BEDU1054	Professional Development of Commerce Teacher	3	0	0	3	20	30	50
	BEDU1055	Professional Development of Physical Science Teacher	3	0	0	3	20	30	50
	BEDU1056	Professional Development of Home Science Teacher	3	0	0	3	20	30	50
5	BEDU1057	Professional Development of Social Science Teacher	3	0	0	3	20	30	50
	BEDU1058	Professional Development of Mathematics Teacher	3	0	0	3	20	30	50
	BEDU1059	Professional Development of Life Science Teacher	3	0	0	3	20	30	50
		Practicum Courses							
6	BEDU1060	Language Across the Curriculum- Practicum	0	0	2	1	50	--	50
7	BEDU1061	Learning to Function as a Teacher- Practicum	0	0	6	3	50	--	50
8	BEDU1062	Organising School Based Activities- Practicum	0	0	2	1	50	--	50
9	BEDU1082	Internship: School Experience	0	0	6	3	50	--	50
10	BEDU1075	ICT and its Applications in Education- Practicum	0	0	4	2	50	--	50
11	BEDU1083	Applications of Artificial Intelligence in Education	0	0	4	2	50	--	50
	BEDU1084	Applications of Coding in Education	0	0	4	2	50	--	50
12	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	_	0
13		Open Elective from GU Schools (under CBCS)							
14		SWAYAM Course							
		Total Credits: 27*	T: 15 (5)		P: 12 (6)				

BEDU1018	Assessment for Learning	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 45			

COURSE OBJECTIVES

1. To examine the meaning, purposes, principles and contextual roles of different forms of assessment and evaluation in schools.
2. To apply the different dimensions of learning and the related assessment procedures, tools and techniques.
3. To acquire the capability to apply different statistical tools to analyze the data.
4. To develop assessment tasks and tools to assess learner's performance analyze, manage, and interpret assessment data.
5. To compare old and modern assessment practices and tracing the technology bases of assessment practices and other trends at the international level.
6. To develop the ability to create quiz by using different E-assessment tool.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Examine the meaning, purposes, principles and contextual roles of different forms of assessment and evaluation in schools. (K4)
2. Apply the different dimensions of learning and the related assessment procedures, tools and techniques. (K3)
3. Acquire the capability to apply different statistical tools to analyze the data. (K3)
4. Develop assessment tasks and tools to assess learner's performance analyze, manage, and interpret assessment data. (K6)
5. Compare old and modern assessment practices and tracing the technology bases of assessment practices and other trends at the international level. (K5)
6. Create quizzes using different E-assessment tools. (K6)

TEXT BOOKS

1. Asthana, Bipin (2008). Measurement and Evaluation in Psychology and Education. Agra: Vinod Pustak Mandir.
2. Lal J.P. (2008). Educational Measurement and Evaluation. New Delhi: Anmol Publication Pvt. Ltd.

REFERENCE BOOKS

1. Gureet H.E., (2007). Statistics in psychology and education, New Delhi: Paragam International Publishes.
2. Rani, T. S. Priyadarsaini, J.R. Rao, D.B. (2007). Educational Measurement and Evaluation, New Delhi: Discovery Publishing House.
3. Cohen, Louis; Manion, Lawrence and Morrison, Keith (2004). A Guide to Teaching Practice-Fifth Edition; Routledge Falmer-Taylor and Francis Group; London.
4. Ebel Robert L., (1991). Essentials of Educational Measurement, Prentice Hall of India.

COURSE CONTENT

Unit I: Concept of Evaluation   8 Lecture hours

Concept of Measurement, Assessment and Evaluation; Need and Scope of Evaluation; Meaning, Definitions and scales of Measurement; Distinction between the following: Measurement, Examination, Assessment and Evaluation; Distinction between Assessment for Learning & Assessment of Learning; Evaluation Approaches: Formative–Summative; Continuous-Comprehensive Evaluation: Need, Relevance, Implementation, Procedure and Problems

Unit II: Tools and Techniques of Evaluation   8 Lecture hours

Tools and Techniques of Assessment (Meaning, Guidelines of development & Uses): Checklist, Rating Scale, Rubrics, Characteristics of good measuring instruments and factors affecting them; Reliability and Validity of Tools; Tools of Evaluation: Quantitative– Written, Oral and Practical; Types of Questions: Short, Long, Objective type; Qualitative– Observation, Introspection and Projection; Use of these tools for internal assessment & maintaining cumulative records of learners in school

Unit III: Statistical Analysis of Score   10 Lecture hours

Need& Importance of Statistics in Evaluation; Data: meaning and types, Percentage, Frequency distribution; Graphical representation- Histogram, Frequency Polygon, Pi Charts; Measures of Central Tendency: Mean, Median, Mode (Meaning, characteristics, use and computation); Measures of Variability: Range, Quartile deviation, Standard deviation (Meaning, characteristics and uses only); Normal Probability Curve: Properties and uses; Skewness (Meaning &reasons); Correlation: Meaning, Computation (Spearman's Rank Difference method) and Interpretation; Percentile & Percentile Rank: Meaning &uses only

Unit IV: Feedback and Reporting   8 Lecture hours

Achievement Test: Construction, administration and item analysis; Standardization of test; Concept & Criteria of Constructive feedback; Use of assessment for feedback; Types of teacher feedback (written comments, oral), Peer feedback, Place of marks, grades and qualitative descriptions, Developing and maintaining a comprehensive learner profile, Purposes of reporting: To communicate, Progress and profile of learner, Basis for further pedagogic decisions, Reporting a consolidated learner profile

Unit V: Different system of Evaluation   8 Lecture hours

Grading system, Credit system, Cumulative grade point average (CGPA), Choice based credit system (CBCS); Online examination; Open Book Examination; Exam on Demand: Meaning & uses only. E –assessment-meaning, Importance and challenges, E assessment in Moocs

Unit VI: Tools of E-assessment   6 Lecture hours

Types of Testes used in e-Assessment, e Portfolio – Concept and Development, Types of e-Portfolios, online tools for e-assessment- Google forms, slides, docs, kahoot, hotpotatoes etc.

PRACTICUM

1- Prepare a rubric for formative and summative assessment.
2- Analyse the CBSE question papers of your subject (previous-3 years).
3- Develop a question paper for upper primary and secondary stage using all types of questions, analyse learners answer given for one particular question.
4- Create two quiz by using Google form and any other e assessment tool.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU1019	Conceptual Foundations of Education	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 45			

COURSE OBJECTIVES

1. To critically examine the contribution of philosophy, psychology and sociology discipline in the development of education.
2. To analyze the concept, meaning, aims and functions of education.
3. To compare and evaluate the thoughts of Indian and western thinkers on education and analyze their implications for practices in schools.
4. To examine the role of education in desirable social change, cultural development and socio-economic development.
5. To analyze the importance of education, value and society. (K4)
6. To develop a positive attitude toward the relevance of education for national Integration and International Understanding.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Critically examine the contribution of philosophy, psychology and sociology discipline in the development of education. (K4)
2. Analyze the concept, meaning, aims and functions of education. (K4)
3. Compare and evaluate the thoughts of Indian and western thinkers on education and analyze their implications for practices in schools. (K5)
4. Examine the role of education in desirable social change, cultural development and socio-economic development. (K4)
5. Analyze the importance of education, value and society. (K4)
6. Develop a positive attitude toward the relevance of education for national Integration and International Understanding. (K6)

TEXT BOOKS

1. Chaube, S.P. and Chaube, A. (2002). Foundations of Education. Noida: Vikas Publishing house Pvt. Ltd.
2. Ravi, S. Samuel (2015). A Comprehensive Study of Education. Delhi: PHI Learning Private Limited.

REFERENCE BOOKS

1. Anand, C L and et al (1993). Teacher and Education in the Emerging Indian Society. New Delhi: NCERT.
2. Ruhela, S.P. Philosophical and Sociological foundation of Education. Agra: Agarwal publication.
3. Saraswathi, T.S. (1999). Culture, Socialization and Human Development. New Delhi: Sage Publication.
4. Delors, Jacques (1996). Learning the Treasure Within, Report to UNESCO of the International Commission on Education for Twenty-first Century, UNESCO.
5. Kumar, Krishna (2004). What is Worth teaching/ 3rd Edition Orient Longman

6. Govt. of India, MHRD (1992). Programme of Action (Draft) New Delhi: Aravali Printers and Publishers.
7. Mani R S (1964). Educational Ideas and Ideals of Gandhi and Tagore. New Delhi: New Book Society.
8. Saraswathi, T. S. (1999). Culture, Socialization and Human Development, Sage Publication.

COURSE CONTENT

Unit I: Foundations of Education   8 Lecture hours

Philosophy, Sociology and Psychology: Meaning, definition and nature, Relationship with education, as foundations of education, Utility for teachers understanding them; Agencies of Education: Formal, Non-formal and Informal (types and basic information)

Unit II: Education: Meaning and Function   8 Lecture hours

Concept, meaning, aims, objectives and functions of education; Education as a liberal discipline and its interdisciplinary nature; Education and its related concepts– Training, instruction, teaching and indoctrination; Education as character development and preparation for life (in the light of the ideas of Swami Vivekananda and John Dewey); Education as a tool for propagation of culture

Unit III: Thoughts of Thinkers on Education and its Practice   10 Lecture hours

Relevance of educational thoughts of Indian and western thinkers to the present education system (to deliberate upon aims and functions of education, pedagogy, pedagogical practices in the classroom, Teacher-student relationship and essential values and qualities needed in a teacher to prepare a child for life); Indian Thinkers: M.K Gandhi, Swami Vivekananda, Rabindranath Tagore, Aurobindo Ghose, Jiddu Krishnamurti; Western Thinkers: John Dewey, Plato, Rousseau and Froebel

Unit IV: Education and Socio-Cultural Context   8 Lecture hours

Education as an instrument of social change; Influence of education on society, family and their practices; Socio-cultural influences on the aims and organization of education (in the context of Industrialization and Modernisation); Education and Culture: Meaning, characteristics, functions and types of culture, role of education in cultural development; Emerging Social Trends in the Education: Globalization, Internationalization, privatisation and commercialization- Meaning, Positive and negative impact in the Indian context

Unit V: Education and Values   4 Lecture hours

Values: Meaning, concept, types of values, absolute or relative, creation of values, what values should be followed in life? Can humans be free of values? Education and Values, Transforming Values through Education, Challenges to education for values, integrated approach to education for values, developing values consensus, role of curriculum developers, role of teachers

Unit VI: Education for National Integration and International Understanding
7 Lecture hours

Education for National Integration: Concept and need for nurturing diversity and fostering inclusion, Aims of education, methods for national integration and role of teacher; Concept and need of International understanding, role of education in development of international understanding

PRACTICUM

1. Appraisal of educational aims and methods proposed by any Educational Thinker in the present socio-cultural context.
2. Brainstorming on key ideas on education and their contemporary relevance.
3. Assignments as given in the class room.
4. Course teacher will assign project work(s) on the basis of the course content to students and they will present their work through seminar.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU1020	Learning and Teaching		L	T	P	C
Semester: Second	Pre-requisites/Exposure:		3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 45				

COURSE OBJECTIVES

1. To detect the needs and differences among learners and provide adequate guidance and counselling.
2. To identify concept of learning, theories of learning and their implications.
3. To interpret constructivist perspective and Role of the Teachers in creating facilitative learning environment.
4. To illustrate the meaning and theories of Intelligence.
5. To appraise meaning and determinants of personality & theories of Personality.
6. To estimate the intelligence, personality types and adjustment of an individual by administrating psychological tools.

COURSE OUTCOMES

On completion of this course, the student- teachers will be able to-

1. Detect the needs and differences among learners and provide adequate guidance and counselling. (K4)
2. Identify concept of learning, theories of learning and their implications. (K4)
3. Interpret constructivist perspective and Role of the Teachers in creating facilitative learning environment. (K3)
4. Illustrate the meaning and theories of Intelligence. (K3)
5. Appraise meaning and determinants of personality & theories of Personality. (K5).
6. Estimate the intelligence, personality types and adjustment level of an individual by administrating psychological tools. (K6)

TEXT BOOKS

1. Mangal, S.K. (2014). Advanced Educational Psychology. Ed. 2, New Delhi: Prentice Hall of India.
2. Chaube S.P. (1983). Adolescent Psychology. Noida: Vikas Publishing House Pvt. Ltd.

REFERENCE BOOKS

1. Hurlock, Elizabeth B., (1978). Child Development. New Delhi: McGraw-Hill Book Company International Edition.
2. Mahmad, Jafar (2004). Child Psychology. New Delhi: APH Publishing Co-operation.
3. Cox M. (2005). The Pictorial World of the Child. New York: Cambridge University Press.
4. Mukunda, Kamala, V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 2: Learning, 22-50; Chapter 6: Moral Development, 117-146; Chapter 10: Emotions, Learning and Emotional Health, 222-253.
5. Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) Readings on the Development of Children. New York: W. H. Freeman.

COURSE CONTENT

Unit I: Development and Learning   8 Lecture hours

Learning and Teaching: Nature, relevance and relationship; Nature and nurture, growth and maturation; Relationship between development and learning; Developmental Influences: Development as a resultant of interactions between individual and the external environment (physical, socio-cultural, economic, ecological and technological); Developmental tasks with focus on processes of growth and development across various stages from infancy to post adolescence and their significance to learning; Factors affecting human development: Heredity factors and Environmental factors; Relative importance of heredity and environment in the development of the child

Unit II: Cognition and Learning   10 Lecture hours

Approaches to Learning: Behaviorist, cognitivist, information-processing, humanist, social constructivist; Theories of Learning (Concepts, principles and applicability is different learning situations) -Thorndike, Pavlov, Skinner, Kohler, Guthrie, Piaget; Meaning of 'Cognition' and its role in learning; Key Cognitive Processes: Perception, attention, memory, language, thinking; Problem solving, emotions and motivation; Factors influencing learning and teaching process: Learner related, Teacher related, Content related and process related; Role of a teacher in a teaching-learning context; Transmitter of Knowledge: Model, Facilitator, Negotiator, Learner

Unit III: Learning in Constructivist Perspective   8 Lecture hours

Distinction between learning as 'Construction of Knowledge' and learning as 'Transmission and Reception of Knowledge'; Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotky's ideas in teaching; Understanding processes that facilitate 'Construction of Knowledge'; Experiential Learning and Reflection: Social mediation, Negotiability, Situated learning and cognitive apprenticeship, Meta-cognition; Creating facilitative learning environments, teachers' attitudes, expectations– enhancing motivation, positive emotions, self-efficacy, collaborative and self-regulated learning

Unit IV: Intelligence and Motivation   8 Lecture hours

Defining Intelligence (definitions given by different psychologists); Nature of intelligence and the role of heredity and environment; Theories of Intelligence: Factor theories-Spearman's two factor theory and Guilford's factor analytical theory, Cognitive theories- Cattelll and Horn's theory of intelligence, Sternberg's information processing theory;   Assessment of Intelligence: Individual tests– Verbal tests, Group tests- Verbal/Non Verbal; Use, misuse and abuse of intelligence testing; Motivation: Meaning and need, difference between needs and drives, motives and incentives; Role of a teacher in motivating students: Need and strategies

Unit V: Personality and Adjustment   8 Lecture hours

Meaning and nature of personality; Theories of personality: Type approach– Hippcrates, Kretschmer, Sheldon, Jung; Trait approach– Allport, Cattell; Type cum trait approach– Eysenck; Psychoanalytic approach– Freud, Adler; Humanistic approach– Maslow, Roger; Learning approach– Bandura and Walters; Meaning and nature of adjustment– In the context of teaching

and learning; Adjustment as achievement and process and areas of adjustment; Methods of adjustment– Direct methods/Indirect methods; Characteristics of a well-adjusted person

Unit VI: Assessment of Intelligence and Personality and adjustment   6 Lecture hours

Assessment of Intelligence: Individual tests– Verbal tests, Group tests- Verbal/Non-Verbal; Use, misuse and abuse of intelligence testing; Practical administration of Intelligence test, result analysis. Practical administration of a Personality test and analysis.

PRACTICUM

1- To study individual and group behaviour, friendship and social relationships shown by children in their games. (The analysis could include the following aspects: Motor Skills, Language used during play, Group structure and interactions, arriving at rules and following them, Gender behaviour, Patterns of negotiation and resolving conflict)
2- Administer Psychological test and analyse the results.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU1051	Professional Development of Hindi Teacher	L	T	P	C
Semester: Second	Pre-requisites/Exposure: BEDU1066	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

COURSE OBJECTIVES

1. To manage the instructional planning and employs the lesson planning effectively in the teaching of Hindi.
2. To develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Hindi.
3. To apply appropriate techniques according to the course content for effective teaching of Hindi.
4. To utilize various teaching aids, field activities, community resources, ICTs and Language Laboratory in the effective curriculum transaction of Hindi subject.
5. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the Hindi subject.
6. To improve lifelong learning attributes through teaching and learning of Hindi subject.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Manage the instructional planning and employs the lesson planning effectively in the teaching of Hindi. (K6)
2. Develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Hindi. (K3)
3. Apply appropriate techniques according to the course content for effective teaching of Hindi. (K3)
4. Utilize various teaching aids, field activities, community resources, ICTs and Language Laboratory in the effective curriculum transaction of Hindi subject. (K3)
5. Develop appropriate assessment tools and techniques for the evaluation of learning progress in the Hindi subject. (K6)
6. Improve lifelong learning attributes through teaching and learning of Hindi subject. (K6)

TEXT BOOKS

1. Lal, Raman Bihari (2002). Hindi Shikshan. Meerut: Rastogi Publication.
2. Singh, Savitri (2004). Hindi Shikshan. Meerut: International Publishing House.
3. Pandey, Dr. Ramshakal (2005). Hindi Shikshan. Agra: Vinod Pustak Mandir

REFERENCE BOOKS

1. Pandey,Shrutikant(2014). Hindi Bhasha Aur Eski Shikshan Vidhiyan. Delhi: PHI LearningPrivate Limited.
2. Shukla, Acharya Ramchandra (2006). Hindi Sahitya Ka Itihas. New Delhi: Rajkamal Publication

COURSE CONTENT

Unit I: Instructional Planning in Hindi   10 Lecture hours

Instructional Planning: Meaning, need, benefit to a teacher; Unit plan and Lesson Plan: Meaning, need, characteristics, steps, advantages and format; Steps of Herbartian lesson plan

Unit II: Approaches and Methods of Teaching Hindi   10 Lecture hours

Methods of Hindi: Teacher centered and Child centered methods; Lecture method, Lecture-demonstration method, Inductive-Deductive method, Direct method, Indirect method, Dr. West Method, Project method &Structural approach

Unit III: Techniques of Teaching Hindi   8 Lecture hours

Prose: Techniques (Explanation, Word meaning, Analysis, Review, Combined); Poetry: Techniques (Song, Dramatization, Word meaning, Explanation, Questioning, Comparison, Review, Vyas); Supervised study, Assignment, Tutorial, Discussion, Team teaching; creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, cooperative learning, collaborative learning, and situational/contextual learning; Problem Based Learning(PBL) and Activity Based Learning (ABL)

Unit IV: Effective Curriculum Transaction in Hindi   8 Lecture hours

Use of audio-visual aids in teaching of Hindi; ICT resources suitable for teaching of Hindi; Use of community resources and preparing low/no cost improvised teaching aids; Planning and organization of co-curricular activities. Language laboratory: Organization and conduct in the language laboratory, Competencies associated with laboratory techniques

Unit V: Evaluation of Learners' Progress in Hindi   6 Lecture hours

Evaluation of learners' progress in Hindi: Meaning, purpose, comprehensive & continuous evaluation; Achievement Test: Construction, administration and item analysis; Diagnostic testing and Remedial teaching; Rubrics for evaluation: Construction and administration

Unit VI: Life Long learning in Hindi   4 hours Lecture

Lifelong learning, Attributes of lifelong learners, developing lifelong learning attributes through teaching and learning of Hindi, preparing learners for lifelong learning: In class and out of class activities (debates, discussion, drama, poster making, visit to different places or any other subject specific activity) Effective use of ICT for lifelong learning. Teacher as a lifelong learner.

PRACTICUM

1- Prepare any two unit plans of Hindi from secondary and senior secondary classes
2- Prepare five low/no cost improvised teaching aids and use them during pre-practice teaching training session

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU1052	Professional Development of English Teacher	L	T	P	C
Semester: Second	Pre-requisites/Exposure: BEDU1067	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

COURSE OBJECTIVES

1. To manage the instructional planning and employs the lesson planning effectively in the teaching of English.
2. To develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of English.
3. To apply appropriate techniques according to the course content for effective teaching of English.
4. To utilize various teaching aids, field activities, community resources, ICTs and Language Laboratory in the effective curriculum transaction of English subject.
5. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the English subject.
6. 6. To improve lifelong learning attributes through teaching and learning of English subject.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Manage the instructional planning and employs the lesson planning effectively in the teaching of English. (K6)
2. Develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of English. (K3)
3. Apply appropriate techniques according to the course content for effective teaching of English. (K3)
4. Utilize various teaching aids, field activities, community resources, ICTs and Language Laboratory in the effective curriculum transaction of English subject. (K3)
5. Develop appropriate assessment tools and techniques for the evaluation of learning progress in the English subject. (K6)
6. Improve lifelong learning attributes through teaching and learning of English subject. (K6)

TEXT BOOKS

1. Choudhary, N. R. (2002). English Language Teaching. Mumbai: Himalaya Publish House.
2. Kohli, A. L. & Sharma, L. M. (2008). Techniques of Teaching English in the New Millennium. New Delhi: Dhanpat Rai Publishing Company (P) Ltd.
3. Singh, Dr. M. K. (2004). Teaching of English. Meerut: International Publishing House.

REFERENCE BOOKS

1. Davis, Paul and Mario, Rinvolucri (1988). Dictation: New Methods, New Possibilities. Cambridge Handbook for Language Teachers.
2. Halbe, Malati (2005). Methodology of English Teaching. Himalaya Publishing House,
3. Prabhu, N. S. (1987). Second Language Pedagogy. New York: Oxford University Press.

COURSE CONTENT

Unit I: Instructional Planning in English   10 Lecture hours

Instructional Planning: Meaning, need, benefit to a teacher; Unit plan and Lesson Plan: Meaning, need, characteristics, steps, advantages and format; Steps of Herbartian lesson plan

Unit II: Approaches and Methods of Teaching English   10 Lecture hours

Methods of English teaching: Inductive-Deductive method, Direct Method, Indirect Method, Dr. West Method, Grammar-Translation method, Dr. West's method; Project method; Methods of teaching Listening: Extensive listening, Intensive listening; Methods of teaching Speaking: Conversation, Discussion, Imitation, Stories; Methods of teaching Reading: Alphabet, Phonic, Word method, Phrase method, Sentence method; Methods of teaching Writing: Drill and practice, Substitution tables, Spelling and punctuation, & Structural Approach

Unit III: Techniques of Teaching English   8 Lecture hours

Techniques of teaching of English: Story writing, Dramatization, Role play, Group work, Language communication Games: supervised study, Assignment, Tutorial, Discussion, Team teaching; creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, cooperative learning, collaborative learning, and situational/contextual learning; Problem Based Learning (PBL)and Activity Based Learning (ABL)

Unit IV: Effective Curriculum Transaction in English   8 Lecture hours

Use of audio-visual aids in teaching of English with special reference to new technologies; Use of community resources and preparing low cost innovative teaching aids; Language laboratory, Demonstrations and Experiments: Organisation and conduct in the language laboratory, Competencies associated with laboratory techniques, Maintenance of laboratory- Safety, security and preventive measures

Unit V: Evaluation of Learners' Progress in English   6 Lecture hours

Evaluation of learners' progress in English: Meaning, purpose, comprehensive & continuous evaluation; Achievement Test: Construction, administration and item analysis; Diagnostic testing and Remedial teaching; Rubrics for evaluation: Construction and administration

Unit VI: Life Long learning in English   4 Lecture hours

Lifelong learning, Attributes of lifelong learners, developing lifelong learning attributes through teaching and learning of English, preparing learners for lifelong learning: In class and out of class activities (debates, discussion, drama, poster making, visit to different places etc.) Effective use of ICT for lifelong learning. Teacher as a lifelong learner

PRACTICUM

3- Prepare any two unit plans of English from secondary and senior secondary classes

4- Prepare five low/no cost improvised teaching aids and use them during pre-practice teaching training session

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU1053	Professional Development of Sanskrit Teacher	L	T	P	C
Semester: Second	Pre-requisites/Exposure: BEDU1068	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

COURSE OBJECTIVES

1. To manage the instructional planning and employs the lesson planning effectively in the teaching of Sanskrit.
2. To develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Sanskrit.
3. To apply appropriate techniques according to the course content for effective teaching of Sanskrit.
4. To utilize various teaching aids, field activities, community resources, ICTs and Language Laboratory in the effective curriculum transaction of Sanskrit subject.
5. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the Sanskrit subject.
6. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the Sanskrit subject.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Manage the instructional planning and employs the lesson planning effectively in the teaching of Sanskrit. (K6)
2. Develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Sanskrit. (K3)
3. Apply appropriate techniques according to the course content for effective teaching of Sanskrit. (K3)
4. Utilize various teaching aids, field activities, community resources, ICTs and Language Laboratory in the effective curriculum transaction of Sanskrit subject. (K3)
5. Develop appropriate assessment tools and techniques for the evaluation of learning progress in the Sanskrit subject. (K6)
6. Improve lifelong learning attributes through teaching and learning of Sanskrit subject. (K6)

TEXT BOOKS

1. Sharma, Bela Rani (2002). Modern Methods of Sanskrit Teaching. New Delhi: Swaroop & Sons.
2. Safaya, Raghunath (1962). Sanskrit Teaching Methods. Jalandhar: Punjab Book House.

REFERENCE BOOKS

1. Sharma, Sitaram (1998). Development of Sanskrit Literature and Sanskrit Teaching. Pearl Publishing House
2. Pal, H.R. (2000). Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi Implementation, Delhi University.
3. Panday, R. S. (2000). Sanskrit Shikshan. Agra: Vinod Pustak Mandir.

4. Sansanwal, D.N. & Singh, P. (1991). Models of Teaching. Society for Educational Research& Development, Baroda.
5. Safaya, R. N. Sanskrit Shikshan Vidhi. Chandigarh: Harayana Sahitya Academy.

COURSE CONTENT

Unit I: Instructional Planning in Sanskrit   **10 Lecture hours**

Instructional Planning: Meaning, need, benefit to a teacher; Unit plan and Lesson Plan: Meaning, need, characteristics, steps, advantages and format; Steps of Herbartian lesson plan

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Unit II: Approaches and Methods of Teaching Sanskrit   **10 Lecture hours**

Methods of Sanskrit Teaching**:** Teacher centered and Child centered methods; Lecture method, Lecture-demonstration method, Inductive-Deductive method, Direct method, Indirect method

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Unit III: Techniques of Teaching Sanskrit   **8 Lecture hours**

Techniques of teaching of Sanskrit Language: Explanation, Word meaning, Song, Dramatization, Question-Answer, Supervised study, Assignment, Tutorial, Discussion, Team teaching; Creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, and situational/contextual learning; Problem Based Learning(PBL)and Activity Based Learning (ABL)

Unit IV: Effective Curriculum Transaction in Sanskrit   **8 Lecture hours**

Use of audio-visual aids in teaching of Sanskrit with special reference to new technologies; Use of community resources and preparing low/no cost improvised teaching aids; Planning and organization of co-curricular activities

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Unit V: Evaluation of Learners' Progress in Sanskrit   **6 Lecture hours**

Evaluation of learners' progress in Sanskrit: Meaning, purpose, comprehensive & continuous evaluation; Achievement Test: Construction, administration and item analysis; Diagnostic testing and Remedial teaching; Rubrics for evaluation: Construction and administration

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Unit VI: Life Long learning in Sanskrit   **4 Lecture hours**

Lifelong learning, Attributes of lifelong learners, developing lifelong learning attributes through teaching and learning of Sanskrit, Preparing learners for lifelong learning: In class and out of class activities (debates, discussion, drama, poster making, visit to different places or any other subject specific activity) Effective use of ICT for life- long learning. Teacher as a lifelong learner.

PRACTICUM

1- Prepare any two unit plans of Sanskrit from secondary and senior secondary classes
2- Prepare five low/no cost improvised teaching aids and use them during pre-practice teaching training session

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MODE OF EVALUATION

The performance of students is evaluated as follows:

	Theory	
Components	**Internal**	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU1054	Professional Development of Commerce Teacher	L	T	P	C
Semester: Second	Pre-requisites/Exposure: BEDU1069	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

COURSE OBJECTIVES

1. To manage the instructional planning and employs the lesson planning effectively in the teaching of Commerce.
2. To develop the skill to apply appropriate approaches and methods according to the course content for effective teaching of Commerce.
3. To apply appropriate techniquesaccording to the course content for effective teaching of Commerce.
4. To utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Commerce subject.
5. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the Commerce subject.
6. To improve lifelong learning attributes through teaching and learning of Commerce subject.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Manage the instructional planning and employs the lesson planning effectively in the teaching of Commerce. (K6)
2. Develop the skill to apply appropriate approaches and methods according to the course content for effective teaching of Commerce. (K3)
3. Apply appropriate techniques according to the course content for effective teaching of Commerce. (K3)
4. Utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Commerce subject. (K3)
5. Develop appropriate assessment tools and techniques for the evaluation of learning progress in the Commerce subject. (K6)
6. Improve lifelong learning attributes through teaching and learning of Commerce subject. (K6)

TEXT BOOKS

1. Aggarwal, J.C. (2000). Teaching of Commerce – A practical approach. New Delhi: Vikas Publications.
2. Monga, V. (2010). Teaching of Commerce. Patiala: Twenty First Century Publications.

REFERENCE BOOKS

1. Singh, Y.K. (2005). Methods of Teaching Commerce. New Delhi: APH Publication Corporation.
2. Rao, Seema (2001). Teaching of Commerce. Delhi: Anmol Publications Pvt. Ltd
3. Support material for PGT (Commerce) (2011). New Delhi: State Council of Educational Research and Training. Retrieved from:

http://delhi.gov.in/wps/wcm/connect/doit_scert/Scert+Delhi/Home/Questpaedia/Learning+Material/Commerce/

4. Verma, D.P.S. (2000); Commerce Education in Rajput, J.S. (Ed.) Encyclopaedia of Indian Education, Vol. I; NCERT.

COURSE CONTENT

Unit I: Instructional Planning in Commerce   10 Lecture hours

Instructional Planning: Need and importance of planning, criteria and guidance for planning instruction; Unit plan and Lesson Plan: Meaning, need, characteristics, steps, advantages and format; Steps of Herbartian lesson plan

Unit II: Approaches and Methods of Teaching of Commerce   10 Lecture hours

Instructional methods: Teacher centered and learner centered, Lecture method, text book method, discussion, project work, problem solving method, supervised study, storytelling method, self-study, role play and dramatization, brain storming, socialised recitation, Inductive-Deductive method, Heuristic method

Unit III: Techniques of Teaching of Commerce   8 Lecture hours

Supervised study, Assignment, Tutorial, Discussion, Team teaching; Creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, cooperative learning, collaborative learning, and situational/contextual learning; Problem Based Learning (PBL) and Activity Based Learning (ABL)

Unit IV: Effective Curriculum Transaction in Commerce   8 Lecture hours

Use of audio-visual aids in teaching of commerce with special reference to new technologies; Resources for learning commerce: Text books, question bank preparation and use of Library, Museum and Community resources and use of newspapers and magazines as secondary sources; Planning and organization of co-curricular activities and execution of extended experiences in commerce: Excursion, Exhibition, Fair, Quizzes, Club

Unit V: Evaluation of Learners' Progress in Commerce   6 Lecture hours

Evaluation of learners' progress in commerce: Meaning, purpose, comprehensive & continuous evaluation; Types of questions; Achievement Test: Construction, administration and item analysis; Diagnostic testing and Remedial teaching; Rubrics for evaluation: Construction and administration

Unit VI: Life Long learning in Commerce   4 Lecture hours

Lifelong learning, Attributes of lifelong learners, developing lifelong learning attributes through teaching and learning of Commerce, preparing learners for lifelong learning: In class and out of class activities (debates, discussion, drama, poster making, visit to different places etc.) Effective use of ICT for life- long learning. Teacher as a lifelong learner

PRACTICUM

1- Prepare any two unit plans of commerce from senior secondary classes
2- Prepare five low/no cost improvised teaching aids and use them during pre-practice teaching training session.
3- Prepare a blue print and test items of an achievement test in commerce/economics for any secondary class

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU1055	Professional Development of Physical Science Teacher	L	T	P	C
Semester: Second	Pre-requisites/Exposure: BEDU1070	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

COURSE OBJECTIVES

1. To manage the instructional planning and employs the lesson planning effectively in the teaching of Physical Science.
2. To develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Physical Science.
3. To apply appropriate techniques according to the course content for effective teaching of Physical Science.
4. To utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Physical Science subject.
5. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the Physical Science subject.
6. To improve lifelong learning attributes through teaching and learning of Physical science subject.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Manage the instructional planning and employs the lesson planning effectively in the teaching of Physical Science. (K6)
2. Develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Physical Science. (K3)
3. Apply appropriate techniques according to the course content for effective teaching of Physical Science. (K3)
4. Utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Physical Science subject. (K3)
5. Develop appropriate assessment tools and techniques for the evaluation of learning progress in the Physical Science subject. (K6)
6. Improve lifelong learning attributes through teaching and learning of Physical Science subject. (K6)

TEXT BOOKS

1. Bhatnagar, A.B. and Bhatnagar, S.S. (2003). Teaching of Science. Meerut: R. Lall Book Depot.
2. Mohan, Radha (2013). Innovative Science Teaching. New Delhi: PHI Learning Private Limited.
3. Sharma, R.C. (2003). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing (P) Company.

REFERENCE BOOKS

1. Davar, Monika (2012). Teaching of Science.New Delhi: PHI Learning Private Limited.
2. Kalra,R.M, & Gupta, V. (2012). Teaching of Science a Modern Approach. New Delhi: PHI Learning Private Limited.
3. Mangal, S.K. (2010). Teaching of Science. New Delhi: Arya Book Depot.

4. NCERT (2013). Pedagogy of Science Textbook for B.Ed. Part-I.New Delhi: NCERT
5. NCERT (2013). Pedagogy of Science Textbook for B.Ed. Part-II.New Delhi: NCERT

COURSE CONTENT

Unit I: Instructional Planning in Physical Science   10 Lecture hours

Instructional Planning: Meaning, need, benefit to a teacher; Unit plan and Lesson Plan: Meaning, need, characteristics, steps, advantages and format; Steps of Herbartian lesson plan

Unit II: Approaches and Methods of Teaching Physical Science   10 Lecture hours

Methods of Teaching Physical Science: Teacher centered and Child centered methods; Lecture method, Lecture-demonstration method, Laboratory method, Inductive-Deductive method, Problem Solving method, Project method, Heuristic method

Unit III: Techniques of Teaching Physical Science   8 Lecture hours

Supervised study, Assignment, Tutorial, Discussion, Team teaching; Creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, cooperative learning, collaborative learning, and situational/contextual learning; Problem Based Learning (PBL) and Activity Based Learning (ABL)

Unit IV: Effective Curriculum Transaction in Physical Science   8 Lecture hours

Use of audio-visual aids in teaching of Physical science with special reference to new technologies; Use of community resources and preparing low/no cost improvised teaching aids; Planning and organization of co-curricular activities and execution of extended experiences in Physical Science: Excursion, Exhibition, Fair, Quizzes, Club

Unit V: Evaluation of Learners' Progress in Physical Science   6 Lecture hours

Evaluation of learners' progress in Physical Science: Meaning, purpose, comprehensive & continuous evaluation; Achievement Test: Construction, administration and item analysis; Diagnostic testing and Remedial teaching; Rubrics for evaluation: Construction and administration

Unit VI: Life Long learning in Physical Science   4 Lecture hours

Lifelong learning, Attributes of lifelong learners, developing lifelong learning attributes through teaching and learning of Physical Science, preparing learners for lifelong learning: In class and out of class activities (debates, discussion, drama, poster making, visit to different places etc.) Effective use of ICT for lifelong learning. Teacher as a lifelong learner

PRACTICUM

1- Prepare any two unit plans of science from secondary and senior secondary classes
2- Prepare five low/no cost improvised teaching aids and use them during pre-practice teaching training session

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU1056	Professional Development of Home Science Teacher	L	T	P	C
Semester: Second	Pre-requisites/Exposure: BEDU1071	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

COURSE OBJECTIVES

1. To manage the instructional planning and employs the lesson planning effectively in the teaching of Home Science.
2. To develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Home Science.
3. To apply appropriate techniques according to the course content for effective teaching of Home Science.
4. To utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Home Science subject.
5. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the Home Science subject.
6. To improve lifelong learning attributes through teaching and learning of Home science subject.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Manage the instructional planning and employs the lesson planning effectively in the teaching of Home Science. (K6)
2. Develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Home Science. (K3)
3. Apply appropriate techniques according to the course content for effective teaching of Home Science. (K3)
4. Utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Home Science subject. (K3)
5. Develop appropriate assessment tools and techniques for the evaluation of learning progress in the Home Science subject. (K6)
6. Improve lifelong learning attributes through teaching and learning of Home Science subject. (K6)

TEXT BOOKS

1. Lakshmi, K. (2006). Technology of teaching of home science. New Delhi: Sonali Publishers.
2. Seshaih, P.R. (2004). Methods of teaching home science. Chennai: Manohar Publishers & Distributors.
3. Nibedita, D. (2004). Teaching of Home Science. New Delhi: Dominant Publishers and Distributers.

REFERENCE BOOKS

1. Shalool, S. (2002). Modern methods of teaching of home science. (I Edition). New Delhi: Sarup & Sons.
2. Jha, J.K. (2001). Encyclopaedia of teaching of home science. (Vol I&II), New Delhi: Anmol Publications Private Limited.

COURSE CONTENT

Unit I: Instructional Planning in Home Science   10 Lecture hours

Instructional Planning: Meaning, need, benefit to a teacher; Unit plan and Lesson Plan: Meaning, need, characteristics, steps, advantages and format; Steps of Herbartian lesson plan

Unit II: Approaches and Methods of Teaching Home science   10 Lecture hours

Methods of Teaching Home Science: Teacher centered and Child centered methods; Lecture method, Lecture-demonstration method, Laboratory method, Inductive-Deductive method, Problem Solving method, Project method, Heuristic method

Unit III: Techniques of Teaching Home Science   8 Lecture hours

Supervised study, Assignment, Tutorial, Discussion, Team teaching; Creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, cooperative learning, collaborative learning, and situational/contextual learning; Laboratory Demonstrations and Experiments: Organization and conduct in the Home science laboratory; Problem Based Learning (PBL) and Activity Based Learning (ABL)

Unit IV: Effective Curriculum Transaction in Home Science   8 Lecture hours

Use of audio-visual aids in teaching of Home science with special reference to new technologies; Use of community resources; Planning and organization of co-curricular activities and execution of extended experiences in Home Science: Excursion, Exhibition, Fair, Quizzes, Club, Real objects

Unit V: Evaluation of Learners' Progress in Home Science   6 Lecture hours

Evaluation of learners' progress in Home Science: Meaning, purpose, comprehensive & continuous evaluation; Achievement Test: Construction, administration and item analysis; Diagnostic testing and Remedial teaching; Rubrics for evaluation: Construction and administration

Unit VI: Life Long learning in Home Science   4 Lecture hours

Lifelong learning, Attributes of lifelong learners, developing lifelong learning attributes through teaching and learning of Home Science, Preparing learners for lifelong learning: In class and out of class activities (debates, discussion, drama, poster making, visit to different places and any other subject specific activity) Effective use of ICT for lifelong learning. Teacher as a lifelong learner

PRACTICUM

1- Prepare any two unit plans of Home science from secondary and senior secondary classes
2- Prepare instructions for Home Science Laboratory and organization of the laboratory. (Soft copy)

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU1057	Professional Development of Social Science Teacher	L	T	P	C
Semester: Second	Pre-requisites/Exposure: BEDU1072	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

COURSE OBJECTIVES

1. To manage the instructional planning and employs the lesson planning effectively in the teaching of Social Science.
2. To develop the skill to apply appropriate approaches and methods according to the course content for effective teaching of Social Science.
3. To apply appropriate techniques according to the course content for effective teaching of Social Science.
4. To utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Social Science subject.
5. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the Social Science subject.
6. To improve lifelong learning attributes through teaching and learning of Social science subject.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Manage the instructional planning and employs the lesson planning effectively in the teaching of Social Science. (K6)
2. Develop the skill to apply appropriate approaches and methods according to the course content for effective teaching of Social Science. (K3)
3. Apply appropriate techniques according to the course content for effective teaching of Social Science. (K3)
4. Utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Social Science subject. (K3)
5. Develop appropriate assessment tools and techniques for the evaluation of learning progress in the Social Science subject. (K6)
6. Improve lifelong learning attributes through teaching and learning of Social science subject. (K6)

TEXT BOOKS

1. Mangal, S. K. (2015). Teaching of Social Studies. New Delhi: PHI Learning Private Limited.
2. Pandey, S (2014). Teaching of Social Studies. Agra: Agrawal Publications.
3. Aggarwal, J.C. (1982). Teaching of Social Studies. New Delhi: Vikas Publications.
4. Kochhar, S.K. (1983). Teaching of Social Studies. New Delhi: Sterling Publications.

REFERENCE BOOKS

1. Mittal, H.C., Teaching of Social Studies. New Delhi: Dhanpat Rai & Chandna R.N. Sons.
2. Martorella H. Peter (1994) Social Studies for elementary School Children (Developing Young Citizens)

3. Mehta, D.D. (2004), Teaching of Social Studies, Ludhiana: Tandon Publication.
4. Michaels U. John (1992), Social Studies for Children
5. Mittal, H.C., Teaching of Social Studies, New Delhi: Dhanpat Rai & Chandna R.N. Sons.
6. Mehta, D.D. (2004). Teaching of Social Studies. Ludhiana: Tandon Publications.

COURSE CONTENT

Unit I: Instructional Planning in Social Science   10 Lecture hours

Instructional Planning: Need and importance of planning, criteria and guidance for planning instruction; Unit plan and Lesson Plan: Meaning, need, characteristics, steps, advantages and format; Steps of Herbartian lesson plan

Unit II: Approaches and Methods of Teaching of Social Science   10 Lecture hours

Instructional methods: Teacher centered and learner centered, lecture method, text book method, discussion, project work, problem solving method, supervised study, storytelling method, self-study, role play and dramatization, brain storming, socialised recitation, Inductive-Deductive method, Heuristic method

Unit III: Techniques of Teaching of Social Science   8 Lecture hours

Supervised study, Assignment, Tutorial, Discussion, Team teaching; Creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, cooperative learning, collaborative learning, and situational/contextual learning; Problem Based Learning (PBL) and Activity Based Learning (ABL)

Unit IV: Effective Curriculum Transaction in Social Science   8 Lecture hours

Use of audio-visual aids in teaching of social science with special reference to new technologies; Resources for learning social sciences: Text books, question bank preparation and use of Library, Laboratory, Museum and Community resources and use of newspapers and magazines as secondary sources; Planning and organization of co-curricular activities and execution of extended experiences in Social Science: Excursion, Exhibition, Fair, Quizzes, Club

Unit V: Evaluation of Learners' Progress in Social Science   6 Lecture hours

Evaluation of learners' progress in social science: Meaning, purpose, comprehensive & continuous evaluation; Types of questions best suited for examining/assessing understanding different social sciences; Achievement Test: Construction, administration and item analysis; Diagnostic testing and Remedial teaching; Rubrics for evaluation: Construction and administration

Unit VI: Life Long learning in Social Science   4 Lecture hours

Lifelong learning, Attributes of lifelong learners, developing lifelong learning attributes through teaching and learning of Physical Science, Preparing learners for lifelong learning: In class and out of class activities (debates, discussion, drama, poster making, visit to different places any other subject specific activity) Effective use of ICT for lifelong learning. Teacher as a lifelong learner

PRACTICUM

1- Prepare any two unit plans of social science from secondary and senior secondary classes
2- Prepare five low/no cost improvised teaching aids and use them during pre-practice teaching training session.
3- Preparae a blue print and test items of an achievement test in geography/history/political science/economics for any secondary class

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU1058	Professional Development of Mathematics Teacher	L	T	P	C
Semester: Second	Pre-requisites/Exposure: BEDU1073	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

COURSE OBJECTIVES

1. To manage the instructional planning and employs the lesson planning effectively in the teaching of Mathematics.
2. To develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Mathematics.
3. To apply appropriate techniques according to the course content for effective teaching of Mathematics.
4. To utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Mathematics subject.
5. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the Mathematics subject.
6. To improve lifelong learning attributes through teaching and learning of Mathematics subject.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Manage the instructional planning and employs the lesson planning effectively in the teaching of Mathematics. (K6)
2. Develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Mathematics. (K3)
3. Apply appropriate techniques according to the course content for effective teaching of Mathematics. (K3)
4. Utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of Mathematics subject. (K3)
5. Develop appropriate assessment tools and techniques for the evaluation of learning progress in the Mathematics subject. (K6)
6. Improve lifelong learning attributes through teaching and learning of Mathematics subject. (K6)

TEXT BOOKS

1. Kulshrestha, A.K. (2012). Teaching of Mathematics. Meerut: R. Lal Book Depot.

REFERENCE BOOKS

1. Shankaran, V. and Gupta, H. N. (Ed.) (1984). Content cum Methodology of teaching Mathematics. New Delhi: NCERT.
2. Siddhu, K. S. (1995). The Teaching of Mathematics. New Delhi: Sterling Publications.
3. Ediger Mariow (2004); Teaching Math Successfully, Discovery Publication.
4. Kapur S.K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication.
5. Tyagi, S.K. (2004); Teaching of Arithmetic; Commonwealth Publications.
6. James Anice (2005); Teaching of Mathematics, Neelkamal Publication.

COURSE CONTENT

Unit I: Instructional Planning in Mathematics   10 Lecture hours

Instructional Planning: Meaning, need, benefit to a Mathematics teacher; Unit plan and Lesson Plan: Meaning, need, characteristics, steps, advantages and format; Steps of Herbartian lesson plan

Unit II: Approaches and Methods of Teaching Mathematics   10 Lecture hours

Methods of Teaching Mathematics: Teacher cantered and Child cantered methods; Lecture-demonstration method, Laboratory method, Inductive-Deductive method, Analytic-Synthetic Method, Problem Solving method, Project method, Heuristic method

Unit III: Techniques of Teaching Mathematics   8 Lecture hours

Drill work, Self-study, Supervised study, Assignment; Creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, cooperative learning, collaborative learning, and situational/contextual learning; Problem Based Learning (PBL) and Activity Based Learning (ABL)

Unit IV: Effective Curriculum Transaction in Mathematics   8 Lecture hours

Use of audio-visual aids in teaching of Mathematics with special reference to new technologies; Use of community resources and preparing low/no cost improvised teaching aids; Planning and organization of co-curricular activities and execution of extended experiences in Mathematics: Excursion, Exhibition, Fair, Quizzes, Club

Unit V: Evaluation of Learners' Progress in Mathematics   6 Lecture hours

Evaluation of learners' progress in Mathematics: Meaning, purpose, comprehensive & continuous evaluation; Achievement Test: Construction, administration and item analysis; Diagnostic testing and Remedial teaching; Rubrics for evaluation: Construction and administration

Unit VI: Life Long learning in Mathematics Subjects   4 Lecture hours

Lifelong learning, Attributes of lifelong learners, developing lifelong learning attributes through teaching and learning of Mathematics, preparing learners for lifelong learning: In class and out of class activities (debates, discussion, drama, poster making, visit to different places or any other subject specific activity etc.) Effective use of ICT for lifelong learning. Teacher as a lifelong learner

PRACTICUM

1- Prepare any two unit plans of Mathematics from secondary and senior secondary classes
2- Prepare five low/no cost improvised teaching aids and use them during pre-practice teaching training session

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU1059	Professional Development of Life Science Teacher	L	T	P	C
Semester: Second	Pre-requisites/Exposure: BEDU1074	3	0	0	3
Area: D	Program Elective (Discipline Centric)	Contact Period Hours: 42			

COURSE OBJECTIVES

1. To manage the instructional planning and employs the lesson planning effectively in the teaching of life science.
2. To develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of life science.
3. To apply appropriate techniques according to the course content for effective teaching of life science.
4. To utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of life science subject. (K3)
5. To develop appropriate assessment tools and techniques for the evaluation of learning progress in the life science subject.
6. To improve lifelong learning attributes through teaching and learning of Life science subject.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Manage the instructional planning and employs the lesson planning effectively in the teaching of life science. (K6)
2. Develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of life science. (K3)
3. Apply appropriate techniques according to the course content for effective teaching of life science. (K3)
4. Utilize various teaching aids, field activities, community resources, ICTs and other instructional inputs in the effective curriculum transaction of life science subject. (K3)
5. Develop appropriate assessment tools and techniques for the evaluation of learning progress in the life science subject. (K6)
6. Improve lifelong learning attributes through teaching and learning of Life science subject.

TEXT BOOKS

1. Bhatnagar, A.B. and Bhatnagar, S.S. (2003). Teaching of Science. Meerut: R. Lall Book Depot.
2. Kalra,R.M,& Gupta, V. (2012). Teaching of Science a Modern Approach. New Delhi: PHI Learning Private Limited.
3. Ahmad Jasim (2014). Teaching of Biological Sciences. New Delhi: PHI Learning Private Limited.

REFERENCE BOOKS

1. Davar, Monika (2012). Teaching of Science.New Delhi: PHI Learning Private Limited.

2. Mohan, Radha (2013). Innovative Science Teaching. New Delhi: PHI Learning Private Limited.
3. Mangal, S.K. (2010). Teaching of Science. New Delhi: Arya Book Depot.
4. NCERT (2013). Pedagogy of Science Textbook for B.Ed. Part-I.New Delhi: NCERT
5. NCERT (2013). Pedagogy of Science Textbook for B.Ed. Part-II.New Delhi: NCERT

COURSE CONTENT

Unit I: Instructional Planning in Life Science   10 Lecture hours

Instructional Planning: Meaning, need, benefit to a teacher; Unit plan and Lesson Plan: Meaning, need, characteristics, steps, advantages and format; Steps of Herbartian lesson plan

Unit II: Approaches and Methods of Teaching Life Science   10 Lecture hours

Methods of Teaching Biological Science: Teacher cantered and Child cantered methods; Lecture method, Lecture-demonstration method, Laboratory method, Inductive-Deductive method, Problem Solving method, Project method, Heuristic method

Unit III: Techniques of Teaching Life Science   8 Lecture hours

Supervised study, Assignment, Tutorial, Discussion, Team teaching; Creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, cooperative learning, collaborative learning, and situational/contextual learning; Laboratory Demonstrations and Experiments: Organization and conduct in the life laboratory, competencies associated with laboratory techniques, maintenance of life laboratory; Problem Based Learning (PBL) and Activity Based Learning (ABL)

Unit IV: Effective Curriculum Transaction in Life Science   8 Lecture hours

Use of audio-visual aids in teaching of Life science with special reference to new technologies; Use of community resources and preparing low/no cost improvised teaching aids; Planning and organization of co-curricular activities and execution of extended experiences in Life Science: Excursion, Exhibition, Fair, Quizzes, Club, Real objects and specimens; Visits to Botanical and Zoological museums, safety, security and preventive measures during visit; Development of Aquarium, Vivarium etc., development of demonstration experiments

Unit V: Evaluation of Learners' Progress in Life Science   6 Lecture hours

Evaluation of learners' progress in Life Science: Meaning, purpose, comprehensive & continuous evaluation; Achievement Test: Construction, administration and item analysis; Diagnostic testing and Remedial teaching; Rubrics for evaluation: Construction and administration

Unit VI: Life Long learning in Life Science Subjects   4 Lecture hours

Lifelong learning, Attributes of lifelong learners, developing lifelong learning attributes through teaching and learning of Life Science, preparing learners for lifelong learning: In class and out of class activities (debates, discussion, drama, poster making, visit to different places or any other subject specific activity etc.) Effective use of ICT for lifelong learning. Teacher as a lifelong learner

PRACTICUM

1- Prepare any two unit plans of Life science from secondary and senior secondary classes.
2- Prepare five experiments on laboratory demonstrations and collect and preserve botanical or zoological specimens.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU1060	Language Across the Curriculum- Practicum	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	2	1
Area: A	Program Foundation Practical	Contact Period Hours: 30			

COURSE OBJECTIVES

1. To assess the nature and structure of language.
2. To appreciate the relationship between language, mind and society.
3. To practice with the process of language acquisition and learning.
4. To apply different language skills and development of the same.
5. To initiate sensitivity and competency towards catering to a multilingual audience in Schools.
6. To develop critical reading comprehension in the content areas informational reading.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-
1. Assess the nature and structure of language. (K5)
2. Appreciate the relationship between language, mind and society. (K4)
3. Practice with the process of language acquisition and learning. (K3)
4. Apply different language skills and development of the same. (K3)
5. Initiate sensitivity and competency towards catering to a multilingual audience in Schools. (K3)
6. Develop writing skills in specific content areas. (K6)

TEXT BOOKS

1. Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). Second language acquisition. New Delhi: Sage Publications.
2. Kumar, K. (2000). Childs language and the teacher. New Delhi: National Book Trust.

REFERENCE BOOKS

1. Yule, G. (2006). The study of language. Delhi: Cambridge University Press.
2. Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University.

COURSE CONTENT

Unit I: Language and Communication   7 Lecture hours

Language as a tool of Communication: Features of language, Structure of language, Language and power; Language Diversity in the Context of India: Multilingualism- Nature, scope, as a resource and a strategy; Socio-cultural Variations in Languages: Accents and linguistic variations

Unit II: Acquisition of Language Skills   7 Lecture hours

Acquisition of the Four Language Skills: (a) Listening and Speaking Skills: Developing pronunciation by phonic drills, Developing vocabulary by listening to the usage of new words in different contexts and meaning making, (b) Reading and Writing Skills: Relationship between reading and writing, Oral and silent reading of expository texts- Strategic, Comprehension, Pre-Reading and Post Reading activities; Characteristics of a good handwriting, Developing the skill of writing effective Compositions- Creative writing, Letter writing (Formal and Informal with the emphasis on the letters which the teachers write in schools); Developing effective presentations by integration of the four language skills effectively- Principles and Procedure

Unit III: Development of Language   8 Lecture hours

Human and Animal Communication; Perspectives in language development (with reference to how children acquire language at early age): Skinner, Bandura and Walters and Nativist Chomskian perspective; Relationship of Language and Society: Identity, Power and Discrimination

Unit IV: Language and Curriculum Transaction   8 Lecture hours

Bilingual or Trilingual Children: Implications for teachers; Multilingual Classroom: Challenges and strategies to cater to diversity; Nature of Multilingualism: Differences in communication, Hierarchical status of Indian languages and its effect on classroom dynamics, Qualities and competences of a teacher to cater to a multilingual classroom

PRACTICUM

1- Participation in two extempore presentations, one debate, one paragraph writing and one application writing
2- Students to maintain a record of observation on the communication of children (both verbal and non-verbal) within the peer group and with teachers and to find the patterns with respect to the themes of conversations formally-informal communication and the challenges they face in communicating
3- Workshop(s) on Language proficiency

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	ETE
Marks	50	50
Total Marks	100	

BEDU1061	Learning to Function as a Teacher- Practicum	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	6	3
Area- C	Program Core Practical	Contact Period Hours: 90			

COURSE OBJECTIVES

1. To appraise the nature, purpose and importance of the pre-practice teaching and practice teaching concepts.
2. To practice various micro-teaching skills to strengthen their teaching skills.
3. To design their lesson plans and executes them based on learned pedagogical skills and practice done during the practice teaching in their concerned teaching subject(s).
4. To apply the skills of class room management as experienced during the practice teaching.
5. To prepare various reports based on their school, class rooms and other activities observations.
6. To modify their teaching skills by observing class room teaching of their colleagues.
7. To practice effective communication skills in their teaching profession.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Appraise the nature, purpose and importance of the pre-practice teaching and practice teaching concepts. (K5)
2. Practice various micro-teaching skills to strengthen their teaching skills. (K3)
3. Design their lesson plans and executes them based on learned pedagogical skills and practice done during the practice teaching in their concerned teaching subject(s). (K6)
4. Apply the skills of class room management as experienced during the practice teaching. (K3)
5. Prepare various reports based on their school, class rooms and other activities observations. (K6)
6. Modify their teaching skills by observing class room teaching of their colleagues. (K6)
7. Practice effective communication skills in their teaching profession. (K3)

COURSE CONTENT

In the second semester all student-teachers are required to participate in the practice teaching session which will be conducted in the secondary and senior secondary schools for three weeks as per the activity mentioned in the academic calendar of the semester. Before starting teaching student-teachers will discuss with the school Principal or school mentor or class teacher, as directed, about their practice teaching classes and course content which they will teach in the assigned class(es). Besides teaching 30 lesson plans and peer observation during the practice teaching student-teachers will also observe the regular activities of the school. Students will sit in the class room to observe the teaching of the regular teachers of the school of their teaching subjects to understand the teaching-learning process going on in the school. Students will also write reflective journal on school and class rooms observations. During the stay in the school students shall have to undertake such duties as are assigned to him/her by the school mentor or Principal of both curricular and co-curricular activities.

It is obligatory to all students to write reports on all conducted activities as per the format during their visit to the school. These reports are submitted to concerned teacher educator for the

assessment. At the time of evaluation students shall present their file(s) enclosing duly signed reports and supporting documents before the examination panel/board.

LIST OF ACTIVITIES

i. Workshop and practice of Microteaching skills in simulated conditions (8 skills)
ii. Workshop on writing of Lesson Plans
iii. Workshop on making of Teaching Aids
iv. Simulated Teaching (5-5 in each Pedagogy)
v. Preparation of Pre-Practice Teaching Record File
vi. Teaching of at least 15-15 lesson plans in both pedagogy subjects during 3 weeks Practice Teaching
vii. Preparation of Lesson Plan Diary & Journal
viii. Observation of Peer and School Teacher Teaching
ix. Administer Achievement Test
x. Writing School Profile
xi. Preparing Reflective Diary of Practice Teaching
XII. Delivery of five Digital lesson plans integrating latest ICT tools in each pedagogy.

Student-teachers have to follow a process of the training in teaching skills to prepare themselves for the school teaching before going to real school for practice teaching and school internship. Following sessions of the pre-practice teaching will be organised to develop desired teaching skills in the student-teachers.

A- Pre-Practice Teaching Session

Workshop and Practice of Microteaching Skills– To develop selected teaching skills systematically in the trainee teachers, a Microteaching session under simulated conditions will be conducted under the supervision of teacher educators. Every student will deliver Micro lessons in eight selected Microteaching skills, namely Fluency in questioning, Blackboard writing, Explaining, Illustration with example, Reinforcement, Stimulus variation, Introduction, and Closure in both school teaching subjects.

Workshop on Writing of Lesson Plan- Workshop on writing of lesson plans will be conducted for the students. In this workshop student-teachers will learn to write a lesson plan on given topic. To write a lesson plan a uniform format of lesson plan shall be taught to the students by their respective school subject educators. Students shall use a prescribed format of the lesson plan for writing their plans during Simulation Teaching and Practice Teaching. Every student-teacher shall compulsorily prepare at least five (5) draft/rough lesson plans in his/her each school teaching subject/pedagogy as per the prescribed format. These draft/rough lesson plans should be prepared on different teaching pedagogies and students will take written feedback/suggestion one by one on each lesson plan respectively, by his/her respective subject teacher educators to improve his/her skill of designing and writing lesson plans.

Workshop on Making of Teaching Aids- Before, the starting of simulation teaching session a workshop on Teaching Aids will be conducted for the student-teachers. In this workshop students will learn about classification of audio-visual aids, significance, advantages of using teaching aids in the classroom, preparation of the relevant teaching aid etc. In this workshop every student will prepare at least two teaching aids, one in each school teaching subject, which he/she may use during simulated teaching.

Simulated Teaching- In the next phase of pre-practice teaching session each student-teacher shall prepare lesson plans as per prescribed format and deliver minimum ten (10) simulated lesson plans, 5-5 separately in each school teaching subject/pedagogy using all learned teaching skills and teaching aids.

Sequence of the sessions and number of lessons to be taught in each school teaching subject/pedagogy in each session are described below.

Sl. No.	Pre-practice Teaching Session	Days Required	Duration (Each Lesson)	Number of Lessons		
				Subject 1	Subject 2	Total
i	Practice in Microteaching Skills	9 days	6 minutes	8	8	16
ii	Practice in Simulation Lessons	7 days	30 minutes	5	5	8
	Total	16 days		13	13	26

Pre-Practice Teaching Record File- Every student-teacher shall prepare a record file to keep safely all lesson plans, feedback records, draft/rough lesson plans, report of microteaching workshop and teaching aid workshop and detail of prepared aids during the pre-practice teaching session for future reference.

B- Practice Teaching Session
In this practical course students shall go for full time to practicing schools to take the exposure of the real world of the school. During their training in the school students shall do thefollowing activities.

Practice Teaching- In the practice teaching session students are required to prepare and transact at least fifteen-fifteen lessons, minimum thirty, in their both school teaching subjects. Minimum ten lessons in each school teaching subject transacted by the pupil teachers must be observed and evaluated by the supervising teacher and supervisor teacher educators.

Peer Observation- Learning by others act is the objective of this activity. This activity shall enhance the observation power of the students and shall help them in deeper understanding of the teaching skills. Therefore, during practice teaching session students shall observe at least twenty lessons delivered by the other pupil teachers or of school teachers in their respective subjects. Students shall observe at least ten lessons in subject- 1 and ten lessons in subject- 2 and shall record their observations in the Peer Teaching Observation Diary. For observation of the peer lesson students shall remain present full time in the class room.

Achievement Test-Students shall administer achievement tests in their respective school teaching subjects at the end of the practice teaching session in the contents taught by them in their classes. Achievement Tests shall be of Objective Type comprising different types of objective questions. Student shall prepare computer typed question paper cum answer sheets in the concerned medium of instruction and it will be distributed in the class room to all students. Detail information about the preparation of the question paper, administration of the test, evaluation process and analysis of the result and other related information will be given by the concerned teacher educator before practice teaching.

Lesson Plan Diary cum Journal- Students shall write the lesson plans in the lesson plan diary cum journal of the concerned subject. In this diary observation remarks and feedback shall be recorded by the supervisors and students shall also record their day to day experiences in it.

Reflective Diary-Every student shall maintain a separate reflective diary of practice teaching. In the diary every student-teacher shall maintain their daily experience in the school and the detail of the activities in which they participated/observed during practice teaching.

MODE OF EVALUATION

The performance of students is evaluated as follows:

	Practical	
Components	**Internal**	**ETE**
Marks	50	50
Total Marks	100	

Note-

a. Internal assessment of the 'Learning to Function as a Teacher' activities, evaluation of its record files and Viva-Voce shall be done by all the Teacher Educators in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student's attendance record, his/her conduct, sincerity, regularity and co-operation during semester.

b. For the End Term Practical Examination of the 'Learning to Function as a Teacher' activities, evaluation of its record files and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations. A panel will take End Term Practical Examination of one Practicing School students only. In-charge faculty of the Practicing School will perform as convener.

BEDU1062	Organising School Based Activities- Practicum	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	2	1
Area- C	Program Core Practical	Contact Period Hours: 30			

COURSE OBJECTIVES

1. To practice to organize various scholastic and co-scholastic activities to develop their personality and confidence building.
2. To analyze the concept of organizing various scholastic and co-scholastic activities those are unique to teacher education.
3. To organize various scholastic and co-scholastic activities to enhance school students' capacities and to build up their confidence.
4. To analyze the nature and purpose of conducting various scholastic and co-scholastic activities in the school and their outcome.
5. To organise the morning assembly, field trips, excursions, visits and other co-curricular activities at the school.
6. To test their collaborative and social skills during participation in various group, interdepartmental or inter college activity.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Practice to organize various scholastic and co-scholastic activities to develop their personality and confidence building. (K3)
2. Analyze the concept of organizing various scholastic and co-scholastic activities that are unique to teacher education. (K4)
3. Organize various scholastic and co-scholastic activities to enhance school students' capacities and to build up their confidence. (K6)
4. Analyze the nature and purpose of conducting various scholastic and co-scholastic activities in the school and their outcome. (K4)
5. Organise the morning assembly, field trips, excursions, visits and other co-curricular activities at the school. (K6)
6. Predict their collaborative and social skills during participation in various group, interdepartmental or inter college activity.

COURSE CONTENT

During the second semester following School Based Activities are planned to be conducted. All student-teachers are required to participate in all conducted activities. Proposed schedule of the activities is mentioned in the academic calendar of the semester. It is obligatory to all students to write reports on all conducted activities as per the format. These reports are submitted to concerned teacher educator for the assessment. At the time of evaluation of the Organising School Based Activities, students shall present File(s) enclosing duly signed reports and supporting documents before the examination panel/board.

Detailed description of the Organising School Based Activities, objective, its rules and regulations and requirements, which are going to be conducted, are announced to the students well in advance for the preparation.

LIST OF ACTIVITIES

    i.   Organizing Morning Assembly
   ii.   Organizing Guest Lecture
  iii.   Organizing Scholastic Activities
  iv.   Organizing Cultural Activities
   v.   Participation in Sports Activities
  vi.   Participation in Inter Institutional Activities
 vii.   Organizing special activities (Saraswati Puja, Republic Day Celebration, function, special day, club activities etc.)

MODE OF EVALUATION

The performance of students is evaluated through Internal and End Term Examinations.

	Practical	
Components	**Internal**	**ETE**
Marks	50	50
Total Marks	100	

Note-

a. Internal assessment of the 'Organising School Based Activities', evaluation of its record files and Viva-Voce shall be done by all the Teacher Educators in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student's attendance record, his/her conduct, sincerity, regularity and co-operation during semester.

b. For the End Term Practical Examination of the 'Organising School Based Activities', evaluation of its record files and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations. A panel will take End Term Practical Examination of one 'Batch' only. In-charge faculty of the batch will perform as convener.

BEDU1082	Internship: School Experience	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	2	1
Area-C	Program Core Practical	Contact Period Hours: 30			

COURSE OBJECTIVES

1. To develop the student-teachers understanding about the school system.
2. To observe the school functioning, resources, infrastructure, etc. and preparing a school profile.
3. To learn about school time-table preparation and its implementation.
4. To understand the role of the co-curricular activities in the school functioning and their impact on students.
5. To develop the skill of observation and communication.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Appraise various roles and functions of the school personnel. (K5)
2. Prepare a school profile based on their observation. (K6)
3. Analyze the procedure of preparing and implementing of time table. (K4)
4. Organize various co-curricular activities in school. (K6)
5. Develop the skills of observation and report writing of various school activities. (K6)

LIST OF ACTIVITIES

  i. Prepare a School Profile (observe the school infrastructure, website, facilities, examination system, school functioning, teaching and non-teaching staff)
 ii. Report on the provisions of school safety & security, arrangement for disaster management & crowd management, and programs for students' personality development
iii. Report on the interaction with the Principal
 iv. Report on the interaction with the subject teacher
  v. Conduct the cultural and sport activity and write a reflective report
 vi. Reflective report on the students' behaviour in the class room and outside the class room

MODE OF EVALUATION

The performance of students is evaluated as follows:

	Practical	
Components	**Internal**	**ETE**
Marks	50	50
Total Marks	100	

Note-

a. Internal assessment of the Internship: School Experience, evaluation of its record files and Viva-Voce shall be done by all the Teacher Educators in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student's attendance record, his/her conduct, sincerity, regularity and co-operation during semester.

b. For the End Term Practical Examination of the 'Internship: School Experience'activities, evaluation of its record files and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations. In-charge faculty of the School will perform as convener.

BEDU1075	ICT and its Applications in Education- Practicum	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	4	2
Area: A	Program Foundation Practical	Contact Period Hours: 60			

COURSE OBJECTIVES

1. To appraise the concepts of ICT related to school education.
2. To prepare various ICT supporting teaching–learning materials including inclusive setup.
3. To interpret ICT based social, ethical and legal aspects related to education.
4. To identify the scope of ICT in school for evaluation, documentation, administration, communication, and management.
5. To create different online communities and actively participate in them.
6. To prepare e content by using latest digital tools and technology.

COURSE OUTCOMES

On completion of this course the student teachers will be able to-

1. Appraise the concepts of ICT related to school education. (K5)
2. Prepare various ICT supporting teaching–learning materials including inclusive setup. (K6)
3. Interpret ICT based social, ethical and legal aspects related to education. (K3)
4. Identify the scope of ICT in school for evaluation, documentation, administration, communication, and management. (K4)
5. Create different online communities and actively participate in them. (K6).
6. Prepare digital e content by using latest digital tools and technology. (K6)

TEXT BOOKS

1. Rajasekar, S. (2010). Computers in Education. New Delhi: Neelkamal Publications Pvt. Ltd.
2. Mrunalini, T. & Ramakrishna, A. (2014): ICT in Education. Hyderabad: Neelkamal Publications.

REFERENCE BOOKS

1. Roblyer, M.D. (2008). Integrating Educational Technology into Teaching. New Delhi: Pearson Education.
2. Shiksha Mein Computer (2001). Available on website of Indira Gandhi National Open University. New Delhi. URLhttp://www.ignou.ac.in
3. National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from: http://mhrd.gov.in/ict_school
4. Kumar, K.L. (2000). Educational Technology. New Delhi: New Age International Pvt. Ltd.

COURSE CONTENT

Unit I: ICT: Connecting with World   **10 Lecture hours**

National Policy on ICT in School Education; Accessing the Web: Introduction to the Browser, Browsing and Web; Search and Retrieval: Strategies and Techniques; Internet as a Learning Resource: Using Websites, Moodle, Google Class room, Flipped class, Web based Learning

objects, Simulations, Tutorials; Using ICT to Create-Text, Data, Media, Combining text, Graphics and Audio visuals to create a Communication; Web as a space for continuous learning

Unit II: ICT for Supporting Teaching-Learning and Inclusive Education

10 Lecture hours

Exploration of ICT resources for Teaching–Learning, Appropriate ICT Infusion in developing of a lesson plan on a given topic, inclusion of various educational apps and Open educational resources (OER) like MOOCS in teaching-learning process; Smart Class room (BYJU's, Extramarks etc.); Movie making; Educational Applications of ICT using appropriate hardware and software: Hardware- (CD/DVD, Projectors, Interactive boards etc.) Software- (Single and multiple media, animations and simulations); Role of ICT in fostering the creation of an inclusive school and classroom environment,

Unit III: Social, Ethical and Legal Aspects   4 Lecture hours

Impact of ICT on Work, Socializing and Other Areas; Cyber Crimes: Concerns and Implications, Software Piracy and Legal Remedies, Plagiarism and Fair Use Proprietary and Open Source Software; Licensing of Software and Content; Intellectual Property and Copyright and related issues of Plagiarism and Fair Use

Unit IV: ICT for Evaluation, Documentation and Communication   10 Lecture hours

(a) ICT for Evaluation:
ICT: Scope and Techniques for Evaluation, Software tools for Evaluation; Constructing and Implementing ICT based Tests/Quizzes using ICT Resources; Managing Data, Analysis of results and tracking student achievement using ICT Software tools

(b) Documentation and Communication:
Learning Management System (LMS) – Concept, Features and Applications; Documenting and Communicating events and processes using ICT: Tools and Techniques; Digital story telling; Combining media to tell a story– scripting; Creating photo essays and video documentation as a source of information and a learning process; Publishing on the Web: Possibilities and Scope

Unit V: ICT: Various Uses   10 Lecture hours

(a) Building Communities and Collectives:
Online Communities and Collectivising: Participating, Analysing, Interaction and Evaluating Social Networking Forums; Sharing thoughts and Ideas: Blogs, Social networking websites, Discussion forums and Mailing lists; Virtual Communities: Educational Applications

(b) ICT for Educational Administration and Management
Role of information management, process and tools in Educational, Administration and Management; Tools and Techniques for Automation of Data Sources in Schools: Collection, Analysis and Interpretation; UDISE: State and National Level Databases in Education

Unit VI: Computer Based Training (CBT)   10 Lab sessions

CBT for letters generation, certificate preparation, report writing, Presentation and posters preparation, Online Quiz through Testmoz, Certifyem for Autogenerate Certificates

Spreadsheets & evaluation, Research Resources & Bibliography Management using Mendeley etc.

PRACTICUM

1- Prepare a digital story combining text, graphics, audio-visuals and own voice on a given topic of at least 2 minutes.
2- Prepare a list of the open educational resources in concerned teaching subjects.
3- Preparing and transacting a lesson infusing ICT resources.
4- Creating a Peer Network using social networking platforms
5- Creating a blog for building an online community to share resources such as texts, audio visuals, animations and simulations.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU1083	Applications of Artificial Intelligence in Education	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	4	2
Area: A	Program Foundation Practical	Contact Period Hours: 60			

COURSE OBJECTIVES

1. To appraise the concepts of ICT related to school education.
2. To prepare various ICT supporting teaching–learning materials including inclusive setup.
3. To interpret ICT based social, ethical and legal aspects related to education.
4. To identify the scope of ICT in school for evaluation, documentation, administration, communication, and management.

COURSE OUTCOMES

On completion of this course the student teachers will be able to-

1. Appraise the concepts of ICT related to school education. (K5)
2. Prepare various ICT supporting teaching–learning materials including inclusive setup. (K6)
3. Interpret ICT based social, ethical and legal aspects related to education. (K3)
4. Identify the scope of ICT in school for evaluation, documentation, administration, communication, and management. (K4)

TEXT BOOKS

3. Rajasekar, S. (2010). Computers in Education. New Delhi: Neelkamal Publications Pvt. Ltd.
4. Mrunalini, T. & Ramakrishna, A. (2014): ICT in Education. Hyderabad: Neelkamal Publications.

REFERENCE BOOKS

5. Roblyer, M.D. (2008). Integrating Educational Technology into Teaching. New Delhi: Pearson Education.
6. Shiksha Mein Computer (2001). Available on website of Indira Gandhi National Open University. New Delhi. URLhttp://www.ignou.ac.in
7. National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from: http://mhrd.gov.in/ict_school
8. Kumar, K.L. (2000). Educational Technology. New Delhi: New Age International Pvt. Ltd.

COURSE CONTENT

Unit I: Artificial Intelligence for Teaching and Learning   12 Lecture hours

AI in Education, The Background of AI, AI Techniques and Terminology: Algorithms, Machine Learning, Supervised Learning, Unsupervised Learning, Reinforcement Learning, Artificial Neural Networks

Unit II: Working of Artificial Intelligence in Education   15 Lecture hours

A Brief History of AI in Education; Adaptive Learning: Concept, meaning, functions; Computer Aided Instruction: Concept, meaning, functions; AI and CAI: Concept, meaning, functions.

Unit III: Applications of AI in Education   12 Lecture hours

Intelligent Tutoring Systems: The Domain Model, The Pedagogy Model, The Learner Model, A Typical ITS Architecture.

Unit IV: Application of Artificial Intelligence Tools   15 Lecture hours

Artificial Intelligence Apps**:** Face and Emotion Recognition, Speech Authentication, Text Analytics, Video Indexer, Image Processing, Quiz Generation, Webpage Creation

PRACTICUM

1- Develop an App of face and emotion recognition
4- Creating a Quiz using artificial intelligence tool.
5- Develop a webpage of your start-up.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU1084	Applications of Coding in Education	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	4	2
Area: A	Program Foundation Practical	Contact Period Hours: 60			

COURSE OBJECTIVES

1. To appraise the concepts of ICT related to school education.
2. To prepare various ICT supporting teaching–learning materials including inclusive setup.
3. To interpret ICT based social, ethical and legal aspects related to education.
4. To identify the scope of ICT in school for evaluation, documentation, administration, communication, and management.
5. To create different online communities and actively participate in them.
6. To prepare e content by using latest digital tools and technology.

COURSE OUTCOMES

On completion of this course the student teachers will be able to-

1. Appraise the concepts of ICT related to school education. (K5)
2. Prepare various ICT supporting teaching–learning materials including inclusive setup. (K6)
3. Interpret ICT based social, ethical and legal aspects related to education. (K3)
4. Identify the scope of ICT in school for evaluation, documentation, administration, communication, and management. (K4)
5. Create different online communities and actively participate in them. (K6).
6. Prepare digital e content by using latest digital tools and technology. (K6)

TEXT BOOKS

1. Rajasekar, S. (2010). Computers in Education. New Delhi: Neelkamal Publications Pvt. Ltd.
2. Mrunalini, T. & Ramakrishna, A. (2014): ICT in Education. Hyderabad: Neelkamal Publications.

REFERENCE BOOKS

1. Roblyer, M.D. (2008). Integrating Educational Technology into Teaching. New Delhi: Pearson Education.
2. Shiksha Mein Computer (2001). Available on website of Indira Gandhi National Open University. New Delhi. URLhttp://www.ignou.ac.in
3. National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from: http://mhrd.gov.in/ict_school
4. Kumar, K.L. (2000). Educational Technology. New Delhi: New Age International Pvt. Ltd.

COURSE CONTENT

- Introduction to Programming , Programing Domain : Scientific Application , Business Applications, Artificial Intelligence, Systems Programming , Web Software Categories of Programming Languages: Machine Level Languages, Assembly Level Languages , High Level Languages Programming Design Methodologies : Top Down and Bottom UP Program Development Cycle with case study,
- Features of C and its Basic Structure, Simple C programs, Constants, Integer Constants, Real Constants, Character Constants, String Constants, Backslash Character Constants, Concept of an Integer and Variable, Rules for naming Variables and assigning values to variables
- Arithmetic Operators, Unary Operators, Relational and Logical Operators, The Conditional Operator, Library Functions, Bitwise Operators, The Increment and Decrement Operators, The Size of Operator, Precedence of operators.
- The goto statement, The if statement, The if-else statement, Nesting of if statements, The conditional expression, The switch statement, The while loop, The do…while loop, The for loop, The nesting of for loops, The break statement and continue statement.
- One Dimensional Arrays, Passing Arrays to Functions, Multidimensional Arrays, Strings
- Basics of Pointers, Pointers and One-dimensional Arrays, Pointer Arithmetic, Pointer Subtraction and Comparison, Similarities between Pointers and One-dimensional Arrays.
- Null pointers, Pointers and Strings, Pointers and two-dimensional arrays, Arrays of Pointers
- Basics of Structures, Arrays of Structures, Pointers to Structures, Self-referential Structures, Unions.

PRACTICUM

1- Develop Five different coding programs on C as assigned in lab

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

SECTION 7

SYLLABI FOR THIRD SEMESTER COURSES

This section contains the syllabi of all the common theory courses of third semester. The description provides details of the topics covered in the course, the course outcomes, in other words, what the student are expected to know after completing the course. All syllabi also list how the course outcomes relate to the Programme Outcomes making it a very integrated course.

Third Semester

		Semester III							
Sl. No.	**Course Code**	**Name of the Course**					**Assessment Pattern**		
			L	**T**	**P**	**C**	**IA**	**CAT**	**ETE**
		Theory Courses							
1	BEDU2001	Contemporary Issues and Concerns in Education	3	0	0	3	20	30	50
2	BEDU2002	Creating an Inclusive School	3	0	0	3	20	30	50
3	BEDU2003	Gender, School and Society	3	0	0	3	20	30	50
4	BEDU2006	Teacher as a Counsellor	3	0	0	3	20	30	50
5	BEDU2005	School Organisation and Management	3	0	0	3	20	30	50
	BEDU2013	Development of Education in India	3	0	0	3	20	30	50
	BEDU2014	Educational Technology	3	0	0	3	20	30	50
	BEDU2015	Elementary Education	3	0	0	3	20	30	50
		Practicum Courses							
6	BEDU2031	Life Skills Education and Self Development- Practicum	0	0	4	2	50	--	50
7	BEDU2023	Enhancing Professional Capacities- Practicum	0	0	4	2	50	--	50
8	BEDU2026	Reading and Reflecting on Texts- Practicum	0	0	2	1	50	--	50
9	BEDU2027	Reflection on Community Based Works- Practicum	0	0	2	1	50	--	50
10	BEDU1077	Sports and Yoga Education- Practicum	0	0	2	1	50	--	50
11	BEDU2032	Aptitude Building and Logical Reasoning- Practicum	0	0	4	2	50	--	50
12	BEDU2033	Aesthetic Appreciation through Art, Drama and Music	0	0	4	2	50	--	50
	BEDU2034	Python Programming	0	0	4	2	50	--	50
13	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	_	0
14		Open Elective from GU Schools (under CBCS)							
15		SWAYAM Course							
		Total Credits: 26*	T: 15 (5)			P: 11 (7)			

BEDU2001	Contemporary Issues and Concerns in Education	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 42			

COURSE OBJECTIVES

1. To appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc.
2. To impart the knowledge of importance of Right to Education and constitutional interventions for universalization of education.
3. To provide knowledge of various Initiatives of the Government of India for eradication of inequality from society.
4. To enhance the knowledge about importance of indicators, standards and strategies for enhancement of quality in school education.
5. To develop understanding of the issues, and challenges faced by Indian contemporary society.
6. To discuss and criticize the latest trends and changes in education during Covid-19.

COURSE OUTCOMES

After completion of the course student-teachers will be able to-

1. Appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc. (K4)
2. Appraise various Initiatives of the Government of India for eradication of inequality from society. (K5)
3. Familiarize with various incentive schemes like mid day meal, support to economically, socially and educationally backward communities. (K4)
4. Assess the importance of indicators, standards and strategies for enhancement of quality in school education. (K5)
5. Develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc. (K3)
6. To construct ideology to work for new Paradigms in education. (K6)

TEXT BOOKS

1. Agrawal, J. C. Land Marks in the History of Modern Indian Education. New Delhi.
2. Govinda, R. (2011). Who goes to school? Exploring exclusion in Indian education. Oxford University Press.

REFERENCE BOOKS

1. Malhotra, P. L. (1986). School Education in India, Present Status and Future Needs. New Delhi: NCERT.

3. Mukerji, S. N. History of Education in India- Modern period. Baroda: Aacharya Book Depot.
4. Anand, C.L. et al (1993) Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
5. GOI (1986), National Policy on Education. MHRD, New Delhi.
6. GOI (1992), Programme of Action (NPE), MHRD.
7. Syed, Nurullah & Naik, J. P. (1943). History of education in India- during British period. Bombay: McMillian & Co. Ltd.

COURSE CONTENT

Unit I: Contemporary India   8 Lecture hours

Social Stratification-forms and function; caste and class; region and religion; Types of Society-tribal, Agrarian; industrial, post-industrial society; Educational scenario of India: diversity in terms of educational opportunities religion, caste, class, gender, language, region and tribes; Challenges in achieving universal elementary education; Demands of diverse social groups towards education; Role of education in creating positive attitude towards diversity; Impact of Urbanisation, Industrialisation, Globalization, Modernization, economic liberalization and digitalization etc. Right to Education and Universal Access: Issues of Universal enrolment, Universal retention and Universal success

Unit II: Constitutional Provisions and Education   10 Lecture hours

Equality of Educational Opportunity: Meaning of equality, Inequality in schooling: Public-private schools, rural-urban Schools, single teachers' schools and many other forms of inequalities in school systems; Causes of Inequality and Educational Provisions; Inclusive Education for addressing inequality; Constitutional provisions on education that reflect National ideals: Democracy and the values of equality, justice, freedom, concern for others wellbeing, secularism, respect for human dignity and rights; Fundamental Rights & Duties of Citizens; Constitutional interventions for universalization of education and RTE Act 2009; Rights to Education: Universal access, enrolment, retention, participation and achievement; Decentralization of Education and Panchayati Raj (specifically though 73rd and 74th amendment); Role of Central and State governments in the development of education

Unit III: Initiatives of the Government of India   8 Lecture hours

Initiatives of government: Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Mid-day Meal, Schemes for girls, SC, ST and Marginalised Group, Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT); ICT In School Education- National Repository of Open Educational Resources (NROER)

Unit IV: Quality in Education   8 Lecture hours

Concept of quality in education; Indicators of quality education: Academic and organisational, student outcomes; Quality improvement in Education: Setting up standards for performance, supporting inputs to improve achievement, adopting flexible strategies for the acquisition and use of inputs, and monitoring performance; Organisational strategies for enhancement of quality in school education; Resource support institutions for quality enhancement: NCTE,

NCERT, SCERT, DIET, NUEPA, NIOS – Structure, functions and on-going programmes; Role of teacher for enhancing quality in education

Unit V: Contemporary Indian Education: Concerns and Issues   6 Lecture hours

Privatisation of education, Commercialization of education; Education of Marginalized Groups: Women, Scheduled caste, Tribes, Minorities; Challenges in Implementation of RTE Act; School Safety; Population Education; Education for Peace: Issues of National and International conflicts, social injustice, communal conflict etc.

Unit VI: Emergence of issues and concerns India faced during Covid-19
2 Lecture hours

Various policies, decisions, taken during and after this covid-19 era in 2020, Reading of at least five articles and five research paper and reflect upon the decisions made.

PRACTICUM

1- Write a report on fulfilment of RTE provisions, various forms of inequality and assessment of quality education as per the organisational/academic indicators of any government or private school.
2- Presentation on the reports and policies on Universalisation Secondary Education (USE).
3- Observation and reporting on violation of child rights in any locality.
4- Review of Mid-day meal programme.
5- Survey of the education of the marginalized groups– Women, dalit, tribal, slum areas etc.
6- Conduct of survey of government and private schools to identify various forms of inequality.

MODE OF EVALUATION

The performance of students is evaluated through Internal and End Term Examinations.

	Theory	
Components	**Internal**	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU2002	Creating an Inclusive School	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 42			

COURSE OBJECTIVES

1. To familiarise student-teachers with the concept of Inclusive Education and appreciate its philosophy in the context of education for all.
2. To learn about the special needs of the special children.
3. To identify and address the diverse needs of all learners
4. To acquaint with the trends and issues in Inclusive Education.
5. To learn about the inclusive classroom.
6. To acquaint with pedagogy needs of Inclusive setup.

COURSE OUTCOMES

On completion of this course student-teachers will be able to-

1. Analyze the concept, meaning, nature importance of Inclusive Education. (K4)
2. Critically examine the characters of different disability and the assistive devices needed in their classroom. (K4)
3. Choose different adaptation and accommodation according to various disabilities. (K5)
4. Prepare any school for following Inclusive education as a approach. (K6)
5. Design and develop a normal classroom to inclusive classroom. (K6)
6. Construct teaching learning material for pedagogy subject in inclusive setup. (K6)

TEXT BOOKS

1. Mangal, S.K. (2015). Education of Exceptional Children. New Delhi: PHI.
2. Virk, J.; Arora A. and Sood (2010). Fundamentals of Inclusive Education. Patiala: Twenty First Century Publications.

REFERENCE BOOKS

1. Bhargava, M. (1994). Introduction to Exceptional Children. New Delhi: Sterling Publishers.
2. Dash, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.
3. Jha, M. M. (2002). School without walls: Inclusive education for all. Oxford: Heinemann edu.

COURSE CONTENT

Unit I: Inclusive Education   8 Lecture hours

Inclusive Education: Meaning, historical development, philosophical and social basis; Benefits of Inclusive Education to children without special needs; Addressing Inequality and Diversity in the India Classroom: Pedagogical and curriculum concerns; Forms of Inclusion and Exclusion in Indian education- Marginalised Sections of Society on account of: Gender, Caste, Socio-Economic status and Language Disability

Unit II: Disabilities in Children   10 Lecture hours

Disability: Meaning, characteristics and definitions; Types of Disabilities: Physical dimensions and Mental dimensions; Relationship between Impairment, Disability and Handicap; Assistive devices, equipments and technologies for different disabilities

Unit III: Legal and Policy Perspectives of Inclusive Education   8 Lecture hours

International declarations and conventions: Salamanca statement and Framework of Action 1994, educational provisions in the UN convention on the rights of persons with disabilities (UNCRPD) 2006 • Constitutional Provisions: Education of students with disabilities in NPE 1968, 1986, POA(1992), PWD Act (1995), RCI Act (1992), RTE Act (2009), Education in the National Policy on Disability, 2006, RPWD Act 2016, NEP 2020 • Role of organizations for the education of children with disabilities: Rehabilitation Council of India (RCI), National Institute of Different Disabilities, Composite Regional Centres (CRCs), District Disability Rehabilitation Centres (DDRCs), Non-Voluntary Govt. Organizations (NGOs)

Unit IV: School's Preparedness for Inclusion   8 Lecture hours

School Organization and Management: Ideology, infrastructures; Reproducing gender in school for achieving gender equality: Curriculum inputs, Textbooks, Student–teacher interactions; Provision of assistive devices, equipments and technological support to cater to different disabilities, Support services available in the school to facilitate inclusion; Role and functions of the following personnel: Special education teacher, audiologist cum speech therapist, physiotherapist, occupational therapist and counsellor

Unit V: Inclusive Practices in the Classroom   8 Lecture hours

Making Learning more meaningful- Responding to Special Needs: Developing strategies for differentiating content, curricular adaptations, lesson planning and TLM; 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; Provisions pertaining to appearing in examination for facilitating differently able students (As available in CBSE and ICSE), CCE and its implications to facilitate inclusion

Unit VI: Pedagogy development in schools for Inclusive setup Lecture hours

Preparing digital teaching learning material for Inclusive classrooms each in two pedagogy subjects choosen by students,to develop and find out new ways of dealing with pedagogy subjects in classrooms**.**

PRACTICUM

1- Students shall undertake field work for understanding how environment in school create barriers for inclusionary practices.
2- Make a report on the infrastructure of a school to support inclusion.
3- Dialogue and discussions on creation of an inclusive teaching learning environment with different stakeholders such as: Administrative functionaries, teachers, parents and community.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU2003	Gender, School and Society	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 42			

COURSE OBJECTIVES

1. 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.
2. To reflect on different theories of Gender and Education and relate it to power relations.
3. To make them sensitize about the legal provisions related to gender identities.
4. To develop an understanding of the paradigm shift from Women studies to Gender Studies based on the historical backdrop.
5. To develop knowledge about contemporary issues related to women's rights and impact of mass media in propagation of gender issues.
6. To develop an attitude to discuss trending issues related to gender education.

COURSE OUTCOMES

On completion of this course student-teachers will be able to-

1. Critically examine the key concepts and terms, related to Gender and different types of societies in India. (K4)
2. Compare various theories on Gender and their application in the Indian context. (K5)
3. Analyze the role of gender identities in socialization practices and sensitize about the legal provisions related to it. (K4)
4. Generalize the gender issues associated with social structures and identities. (K3)
5. Develop knowledge about contemporary issues related to women's rights and impact of mass media in propagation of gender issues. (K4)
6. Discuss and interact confidently on gender related trending issues without any hesitation. (K6)

TEXT BOOKS

1. Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash & K.
2. Ambasht, et al (1971). Developmental Needs of Tribal People. New Delhi: NCERT.
3. Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human.

REFERENCE BOOKS

1. Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and Administration: New Delhi.

COURSE CONTENT

| **Unit I: Gender Issues: Key Concepts** | **10 Lecture hours** |

Gender, Sex, Sexuality, Patriarchy, Masculinity and Feminism Gender bias, Gender Stereotyping and Empowerment; Equity and Equality in Education with respect to relation with caste, class, religion, ethnicity, disability and region with respect to Gender: Present status in India and prospects Polyandrous, Matrilineal and Matriarchal Societies in India: Relevance and Status of Education

| **Unit II: Gender Studies: Paradigm Shift** | **8 Lecture hours** |

Paradigm shift from Women's studies to Gender studies Historical backdrop: Some landmarks from social reform movements Theories on Gender and Education and their application in the Indian context: Socialisation theory, Gender difference, Structural theory, Deconstructive theory; Power Control in Patriarchal, Patrilineal, Matriarchal and Matrilineal Societies: Assessing affect on Education of Boys and Girls

| **Unit III: Gender, Power and Education** | **8 Lecture hours** |

Gender Identities and Socialization Practices in: Family, other formal and informal organization Schooling of Girls: Inequalities and Resistances (issues of Access, Retention and Exclusion); Collection of folklores reflecting socialization processes; Changing Perspectives with Legal Provisions: Right to Inheritance etc

| **Unit IV: Gender Issues in Curriculum** | **8 Lecture hours** |

Social Construction of Masculinity and Femininity, Patriarchies in interaction with other social structures and identities, Reproducing Gender in School: Curriculum, Text-books, Classroom Processes and Student-Teacher interactions; Overcoming Gender Stereotypes Working towards gender equality in the classroom: Need and Strategies Empowerment of Women: Strategies and Issues.

| **Unit V: Gender: Laws and Mass Media** | **8 Lecture hours** |

Laws related to: Women, Rape, Dowry, Remarriage, Divorce, Property inheritance, Trafficking and Third Gender; Women's Reservation Bill- History and current status; Human Rights and Women's Right, Role of the Media in propagation of popular beliefs, Portrayal of women on various mass media resources, Impact of mass media on Women; Reinforcing gender roles in the popular culture and by implication at school, BetiBachao- BetiPadaoa government initiative

| **Unit VI: Latest Development in gender education** | **6 Lecture hours** |

Mainstreaming of gender equality education in post primary education in India, Teaching boys to examine gender in patriarchal societies, empowering girls through education. Use Video or any other digital medium to express views on gender related trending issues.

PRACTICUM

1. Discussion on theories of gender and education with its application in the Indian context.
2. Project on analysing the institution of the family,marriage, reproduction, sexual division of labour and resources
3. Debates and discussions on violation of rights of girls and women
4. Analysis of textual materials from the perspective of gender bias and stereotype
5. Organising debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region
6. Prepare an analytical report on portrayal of women in print and electronic media
7. Field visit to schools to observe the schooling processes from a gender perspectives

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU2006	Teacher as a Counsellor	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	3	0	0	3
Area: B	Program Core Theory	Contact Period Hours: 42			

COURSE OBJECTIVES

1. To sensitise the student-teachers with the need and relevance of guidance and counselling.
2. To analyse the role of the teacher in the provision of guidance and counselling.
3. To provide the knowledge of career guidance and counseling in schools.
4. To impart the knowledge of different techniques of assessment in Guidance and Counseling.
5. To know how to cope up with stress and manage skills.
6. To prepare the student teacher to discuss the latest concepts of Counseling.

COURSE OUTCOMES

On completion of this course student-teachers will be able to-

1. Sensitize the student-teacher with the need and relevance of Guidance and Counseling and differentiate between them. (K4)
2. Construct the counseling services for students with appropriate approach and process. (K6)
3. Arrange the career guidance and counseling in schools. (K6)
4. Experiment different techniques of assessment in Guidance and Counseling. (K4)
5. Assess the ways to cope up with stress and manage skills. (K5)
6. Discuss about the latest concepts of Counseling. (K6)

TEXT BOOKS

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

REFERENCE BOOKS

1. Bhatia, K. K., (2002). Principles of Guidance and counselling. Ludhiana: Vinod Publications.
2. Bhatnagar, R.P. and Rani, S. (2001). Guidance and counselling in education and psychology. Meerut: R. Lall Book Depot.
3. Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools. New Delhi: NCERT.
4. Kinra, Asha K. (2008). Guidance and Counselling. New Delhi: Pearson Education India.

COURSE CONTENT

Unit I: Concept and Need of Guidance and Counselling　　　　**8 Lecture hours**

Guidance and counselling: Meaning, need, aims & objectives, functions and principles; Difference between guidance & counselling; Guidance for human development and adjustment; Role of the teacher in guidance and counselling

Unit II: Counselling: Concept and Types   8 Lecture hours

Counselling Services: Meaning, principles, types, purpose andapproaches (directive, non-directive and eclectic counselling); Counselling: Process and strategies; Counselling services for students; Options in face to face and online mode, Professional ethics and code of conduct

Unit III: Need, Issues and Concerns in Guidance and Counselling   6 Lecture hours

Need and procedure of guidance in educational, psychological and social difficulties; Career Information in Guidance and Counselling: Broad outline with respect to the career guidance and counselling options available in India; Special concerns in counselling: Ethics and other related psychological concerns

Unit IV: Techniques of Assessment in Guidance and Counselling   10 Lecture hours

Assessment in Guidance: Standardized technique- Aptitude, attitude, interest, achievement, personality; Non-standardized technique- Questionnaire, observation, rating scale, anecdotal record, case study, interviews

Unit V: Coping with Stress, Emotions and Skills   10 Lecture hours

Coping Skills: Overview of details of different types of coping skills and integration of the same; Emotions: Managing emotions, interpersonal skills, feeling good, emotional intelligence; Skills and Values: Listening attentively to the concerns of the counselee, negotiating self-discovery, decision making, problem solving etc. and values such as patience, empathy etc.

Unit VI: Latest Development in Counselling   4 Lecture hours

School Counseling, Multicultural counseling, online/e-counseling, family counselling, Counselling for special need children and their parents.

PRACTICUM

1- Preparation of the list of problem behaviours based on student's educational, psychological and social problem.
2- Design a questioner to collect information on any problem used to face by students in schools.

MODE OF EVALUATION

The performance of students is evaluated as follows:

	Theory	
Components	**Internal**	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU2005	School Organisation and Management	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective Theory	Contact Period Hours: 42			

COURSE OBJECTIVES

1. To enable the student-teachers to understand the meaning, nature, scope, functions and principles of educational administration of a school.
2. To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel like headmaster, teacher etc.
3. To provide them knowledge of the concept of supervision and decision making.
4. To acquaint the students with specific problems of school management.
5. To provide the knowledge of various Factors affecting classroom management.
6. To define the role of different personnel in school.

COURSE OUTCOMES

On completion of this course student-teachers will be able to-
1. Develop an understanding about various components of school administration. (K3)
2. Construct an understanding of leadership qualities and accountability to be maintained by the different school personnel like headmaster, teacher etc. (K5)
3. Interpret the concept of supervision and decision making. (K3)
4. Reconstruct specific problems of school management. (K5)
5. Analyze Factors affecting classroom management. (K4)
6. Construct the requirement of different personnel required in school. (K6)

TEXT BOOKS

1. Gupta, S. and Aggarwal, J.C. (2013). School Management. Shipra Publications.
2. Safaya, R. N. and Shaida, B. D. (2000). School Administration and Organization. Delhi: Dhanpat Rai and Sons
3. Sidhu Singh Kulbir (2006). School Organization and Administration. Sterling Publishers Private Limited

REFERENCE BOOKS

1. Bhatnagar, R.P. and I.B. Verma (2000): Educational Administration. Meerut: Loyal Book Depot.
2. Chaube S.P and Chaube A (2010): School Organisation: Vikas Publishing House.

COURSE CONTENT

Unit I: Administration of School   10 Lecture hours

Educational Administration: Meaning, concept, scope, functions and principles; Advantages and Disadvantages of educational administration; Role of a Head in a School as a Transformative Leader: Analysis of need and relevance of any change before institutionalizing the same, taking the team on-board; Organisational culture in a school to foster a stress-free work environment for the head, teachers, staff and students

Unit II: School as an Organisation   8 Lecture hours

The School: Functions and relationship with the society; School building: Design and components (including hostels); Safety features in the school building; School Personnel: Roles and responsibilities- Headmaster, teachers, non-teaching staff; School Finance: Sources of income and items of expenditure, School Budget

Unit III: Dynamics of Supervision   8 Lecture hours

Supervision: Concept, need, functions and scope; Difference between administration and supervision; Role of the head and teachers of the institution in supervision: Role of school management committees (SMC), Mother teacher associations (MTA), Parent Teacher Association (PTA) in school development; Democratic Decision Making: Concept and procedure with respect to functioning of a school

Unit IV: Elements of School Management   8 Lecture hours

School Climate: Meaning and types; Time-Table: Principles and techniques of time-table preparation; Preparation of School Calendar: Academic calendar, Co-curricular Activities: Meaning, importance, types, list of activities and need of calendar; School Discipline: Concept and approaches; Self Discipline: Concept and relevance in a school; Problems Faced in School Management: Issues of security and disaster management; Juvenile Delinquency: Concept and steps to deal effectively in a school

Unit V: Classroom Management   8 Lecture hours

Classroom Management: Significance, meaning and concept, goals, difference between management and teaching; Factors affecting classroom management; Need for socialization; Plan for effective classroom management and class discipline

Unit VI: Role of different personnel appointed in school   4 Lecture hours

Counsellors, Career counsellors Special educators, teachers, mentors, fitness expert, Dance and music teachers, Yoga Trainer, Self-defence trainer, Role of all of them in nourish well being of students

PRACTICUM

1- Study of different types of registers/records a teacher maintains in a school i.e. Attendance, Marks registers, Cumulative records, CCE activities record (explore the role of ICT as an assistive technology in the same).

2- Construction of the Time-Table using ICT of a school keeping in mind all principles of Time-Table preparation.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU2013	Development of Education in India	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective Theory	Contact Period Hours: 42			

COURSE OBJECTIVES

1. To develop competencies to understand the various issues related to education and accordingly take necessary remedial measures.
2. To provide the knowledge of educational process in Ancient, Buddhist, Medieval and British period of India.
3. To understand the importance of educational policies and programs during the pre and post-independence period.
4. To develop vision for futuristic programs in education.
5. To acquaint with various issues related to education and accordingly take necessary remedial measures.
6. To introduce the changes required globally in education after lockdown in 2020.

COURSE OUTCOMES

1. Identify the development of educational system in India. (K4)
2. Compare the educational process in Ancient, Buddhist, Medieval and British period of India. (K4)
3. Appraise the importance of educational policies and programs during the pre and post-independence period. (K4)
4. Analyze the forces affecting the educational system. (K4)
5. Estimate various issues related to education and accordingly take necessary remedial measures. (K4)
6. Formulate changes required in our education system after Lockdown. (K6)

TEXT BOOKS

1. Mukerji, S. N. History of Education in India- Modern period. Baroda: Aacharya Book Depot.
2. Agrawal, J. C. Land Marks in the History of Modern Indian Education. New Delhi.

REFERENCE BOOKS

1. Syed, Nurullah& Naik, J. P. (1943). History of education in India- during British period. Bombay: McMillian & Co. Ltd.
2. Malhotra, P. L. (1986). School Education in India, Present Status and Future Needs. New Delhi: NCERT.

COURSE CONTENT

Unit I: Education in Vedic Period   10 Lecture hours

Concept and ideas of Vedic system of education; Agencies of education; Organisation of education; Teacher pupil relationship and their duties; Curriculum, Methods of teaching; Women education; Relevance to the present-day education

Unit II: Education in Buddhist Period   8 Lecture hours

Aims and objectives of Buddhist system of education; Organisation of education; Educational ordination (Prabbajja, Upsampda); Teacher pupil relationship and their duties; Curriculum; Methods of teaching; Women education, Teaching Institutions

Unit III: Education in the Medieval Period   8 Lecture hours

Importance of Education in Islam; Special features of Islamic education system; Objectives of education; Organisation and system of education; Curriculum and methods of teaching in Maktab and Madarsa; Teacher Pupil relationship and discipline; Women Education; Merits and Demerits of Islamic system of Education

Unit IV: Education in British Period   8 Lecture hours

Growth and development of education under East India Company; Charter Act– 1813; Macaulay's Minute; Woods Despatch 1853-54; Indian Education commission 1982-83; Sadler Commission 1917-19; Sargent Report 1943-44

Unit V: Education in Independent India   8 Lecture hours

The major recommendations of– The University Education Commission (1948-49); The Secondary Education Commission (1952-53); The Education Commission or Kothari Commission (1964-66); The National Policy on Education (1986, 1992); The National Knowledge Commission (Special Reference To School Education); Right to Education (RTE) 2010

Unit VI: Latest Development in the Education system   Lecture hours

Comparison of Draft New Education Policy 2019 to older version and find out pre requisite changes need to be made after lockdown due to Covid-19 in 2020

PRACTICUM

1. Preparation of the Comparative chart of educational process in Ancient, Buddhist, Medieval and British period of India.
2. Submit educational report of any Educational Commission of Independent India.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU2014	Educational Technology	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective Theory	Contact Period Hours: 42			

COURSE OBJECTIVES

1. To understand the need, nature, concept and scope of Educational Technology.
2. To develop the understanding of the concept of system approach, designate implications for teaching learning activities.
3. To understand the concept of individualized instruction and multimedia packages.
4. To impart the knowledge of the concept of system approach, designate implications for teaching learning activities.
5. To develop the awareness of recent innovations in the field of Educational Technology.
6. To choose Goggle classroom as personal Learning management.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Appraise the need, nature, concept and scope of Educational Technology. (K4)
2. Analyse the basic components, principles of communication and factors influencing communication. (K4)
3. Critically examine the recent innovations in the field of Educational Technology. (K4)
4. Develop the understanding of the concept of system approach, designate implications for teaching learning activities. (K3)
5. Choose different models of teaching. (K5)
6. Orgnize content in form of OER and create a goggle classroom. (K6)

TEXT BOOKS

1. Agrawal, J. C. (2003). Educational Technology and Management. Agra: Vinod Pustak Mandir.
2. Agrawal, Rashmi (2001). Educational Technology and Conceptual Understanding. New Delhi: Prabhat Prakashan.

REFERENCE BOOKS

1. Kumar, K.L. (2001). Educational Technology and Conceptual Understanding. New Delhi: New Age Publication.
2. Mangal, S. K. (1988). Fundamentals of Educational Technology. Ludhiana: Prakash Brothers.
3. Oberoi, S.C. (2008). Educational Technology. New Delhi: Arya Book Depot.

COURSE CONTENT

Unit I: Conceptual Framework of Educational Technology   10 Lecture hours

Meaning, Nature, Scope and Functions of Educational Technology; Need of Educational Technology in the Schools; Components of Educational Technology (Hardware and Software); Systems Approach: Concept and Characteristics, System Analysis, System Design and its' Implications for the Teaching-Learning Activities, Programmed Learning- Basic concept

Unit II: Communication and Teaching Technology   8 Lecture hours

Communication: Concept, Nature, Components, Process, Types, Modes and Principles; Barriers to Communication; Concept of classroom communication, Classroom interaction (Verbal and Non- Verbal Interaction), Interaction pattern; Criteria for effective classroom communication; Techniques of enhancing teaching effectiveness through Micro-teaching, Simulation & Interaction Analysis (Glaser's and Flander's Interaction Analysis)

Unit III: Innovations in Educational Technology   8 Lecture hours

Audio-Visual Aids: Concept, significance and process to use of different aids; Innovations in Educational Technology: Video Lesson, Talk Back Experiment, Computer Assisted Instructions, Interactive Video, CAL and Language Laboratory, E-Learning, E-Readers, I-Learning, M-Learning, Teleconferencing; CCTV, ECTV; Selection and Integration of Media; Smart board, Interactive white board

Unit IV: Computers Assisted Instructions (CAI)   8 Lecture hours

Programme Instruction: Meaning, Types and Importance; Definition and need for Computer Assisted Instruction (CAI), historical background of Computer Assisted Instruction in India and abroad; Types, stages of development and equipment required for Computer Assisted Instruction; Advantages and limitations of CAI; Comparison of Computer Assisted Instruction with Conventional Teaching; Computer Assisted Instruction, as a supplementary teaching strategy

Unit V: Models of Teaching   8 Lecture hours

Models of Teaching: Meaning, Need, Types and Elements of Model of Teaching; Concept Attainment Model (Bruner), Inquiry Training Model (Richard Suchman), Advance Organiser Model (Ausbel) and Basic Teaching Model (Glaser)

Unit VI: 21st century Goggle classroom   7 Lecture hours

OER: Meaning, need and use in education; various sources of OER, developing OER for students; using personal LMS in Google classroom

PRACTICUM

Prepare a questionnaire to develop the awareness of any of the recent innovations in the field of Educational Technology.
MODE OF EVALUATION

The performance of students is evaluated as follows:

	Theory	
Components	**Internal**	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU2015	Elementary Education	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	3	0	0	3
Area: D	Program Elective Theory	Contact Period Hours: 42			

COURSE OBJECTIVES

1. To develop competencies to understand the various issues related to education and accordingly take necessary remedial measures.
2. To understand the importance of educational policies and programs.
3. To solve problems and issues associated with the elementary education.
4. To develop vision for futuristic programs in elementary education.
5. To acquaint the government policies and programs for the development of elementary education.
6. To prepare the pupil teachers for dealing after Covid-19 pandemic like situations in elementary situation.

COURSE OUTCOMES

On completion of this course student-teachers will be able to-

1. Analyze the concept, meaning, nature and importance of Elementary Education. (K4)
2. Critically examine the Conceptual Framework of Elementary Education. (K5)
3. Identify the problems and issues associated with the elementary education. (K4)
4. Develop vision for futuristic programs in elementary education. (K3)
5. Appraise the government policies and programs for the development of elementary education. (K5)
6. Plan some strategies for implementing in after Covid-19 type situation during teaching and learning. (K6)

TEXT BOOKS

1. Aggarwal, J. C. & Aggarwal, S. P. (1992). Educational Planning in India, Vol. I. New Delhi: Concept Publishing Co.
2. Mohanty, J. (2002). Primary and Elementary Education. New Delhi: Deep & Deep Publication Pvt. Ltd.

REFERENCE BOOKS

1. Sadler, J. E. (1985). Concept in Primary Education. New York: Oxford University Press.
2. Chopra, R. K. (1993). State of Teachers in India. New Delhi: N.C.E.R.T

COURSE CONTENT

Unit I: Elementary Education: Meaning and History   10 Lecture hours

Elementary Education: Meaning and Objectives; Historical Period of Elementary Education: From Vedic Period to Present; Elementary Education and Gandhi's Basic Education

Unit II: Elementary Education: Conceptual Framework   **8 Lecture hours**

Elementary Education in India- Scope, Issues and its present status; Constitutional provisions for Universalisation of Elementary Education (UEE); Expansion of Elementary Education under various Five-Year Plans; National Policy on Education-1986, 1992; The Right of Children to Free and Compulsory Education Act, 2009

Unit III: Organization & Management of Elementary Education   **8 Lecture hours**

Micro Planning and School Mapping; Education Planning at District level and Panchayati Raj Institutions; Curriculum at Elementary level– its transaction

Unit IV: Programs for achieving Universalisation of Elementary Education
                                                                   8 Lecture hours

Meaning and significance of Minimum Level of Learning; Multi Grade and Multi Level Teaching Learning Process; Operation Black Board; Education For All; Sarva Shiksha Abhiyan; Alternative Schooling; Mid-day-Meal; Role of NGOs towards Universalisation of Elementary Education; Strategies for Universal Access, Enrolment, Retention & Quality of Elementary Education

Unit V: Role of SCERT in promotion of UEE   **8 Lecture hours**

District Institute of Education and Training (DIET) – Concept, functions and role as a pace setter for UEE; Pre-Service Teacher Education in DIET for adult and non- formal education; District Primary Education Program (DPEP) – Meaning, Objectives and its evaluation

Unit VI: Issues and Challenges in Elementary Education   **4 Lecture hours**

Critical analysis and review of related paper for deducting the challenges and issues faced by the teachers, students, management, parents during pandemic lockdown- 2020 situations; For suggestion and solution discussion, seminar and debate will be conducted

PRACTICUM

Critically evaluate any of the recent government policies and programs for the development of elementary education.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	CAT- 30 + IA- 20	50
Total Marks	100	

BEDU2033	Aesthetic Appreciation through Art, Drama and Music	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	0	0	2	1
Area: A	Program Foundation Practical	Contact Period Hours: 28			

COURSE OBJECTIVES

1. To develop basic understanding of different Art forms and impact of Art forms on the human mind.
2. To enhance artistic and aesthetic sensibility to respond to the beauty in different Art forms.
3. To develop skills for integrating different Art forms across school curriculum at secondary level.
4. To create awareness of the rich cultural heritage, artists and artisans.
5. To develop an understanding of the meaning and concept of various dramas and dramatic forms.
6. To develop skills to use waste or low-cost things to create aesthetic articles.

COURSE OUTCOMES

On completion of this course student-teachers will be able to-

1. Develop basic understanding of different Art forms and impact of Art forms on the human mind. (K6)
2. Enhance artistic and aesthetic sensibility to respond to the beauty in different Art forms. (K4)
3. Develop skills for integrating different Art forms across school curriculum at secondary level. (K6)
4. Create awareness of the rich cultural heritage, artists and artisans. (K4)
5. Develop an understanding of the meaning and concept of various dramas and dramatic forms. (K4)
6. Create aesthetic articles by using low cost or waste things. (K6)

COURSE CONTENT

Application of drama and art in education

Introduction ,Objectives, Need for Drama and Art in School Education ,Drama as a Problem Solving Process ,Types of Drama and Art, Types of Drama, Types of Art ,Art as an Experience: Developing Aesthetic Sensibility, Integration of Drama and Art in School Curriculum Organisation of Drama and Art, Selection of Themes/Content for Art Education ,Assessment for Learning of Drama and Art, Assessment of Learning through Drama and Art

Visual Arts and Crafts:

Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.; Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.; Paper framing and display of Art works

Performing Arts: Dance, Music, Theatre and Puppetry:

Listening/viewing and exploring Regional Art forms of Music, Dance, Theatre and Puppetry; Viewing/listening to live and recorded performances of Classical and Regional Art forms; Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach; Planning a stage-setting for a performance/presentation by the student-teacher

Appreciation of Arts:

Meaning and concepts of Arts and Aesthetics and its significance at secondary level of School Education; Difference between Education in Arts and Arts in Education; Identification of different performing Art forms and artists; Dance, Music and Musical Instruments, Theatre, Puppetry (based on a set of slides, videos, documentaries selected for the purpose); Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, Videos Films, Documentaries selected for the purpose); Knowledge of Indian Contemporary Arts and Artists; Visual Arts based on the videos, Films and Documentaries selected for the purpose; Indian festivals and its Artistic significance

PRACTICUM

1- The student-teachers are required to prepare at least 5-items of following different categories with their educational values-
Paper Meshing, Pot Decoration, Wall Hanging, Paper Cutting, Flower making, Stitching, Knitting, Embroidery, Soft Toys making, Paper framing, Weaving or Printing of Textiles, Poster making, Rangoli making, Puppets making etc.

2- Students are required to participate in some dramatic activities i.e. Skit, One act play, Drama, Mime etc.

MODE OF EVALUATION
The performance of students is evaluated as follows:

Components	Practical	
	Internal	**ETE**
Marks	50	50
Total Marks	100	

BEDU2023	Enhancing Professional Capacities- Practicum	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	0	0	4	2
Area: C	Program Core Practical	Contact Period Hours: 56			

COURSE OBJECTIVES

1. To develop the student-teachers understanding in the importance of professional activities.
2. To encourage them to take participation in various professional activities to enhance their professional capacities and built up the confidence.
3. To motivate them to play various roles in the morning assembly.
4. To do the all-round development of the personality and enhancing their professional capacities.
5. To enhance meta-cognitive awareness among students.
6. To prepare the pupil teacher in online mode of learning.

COURSE OUTCOMES

On completion of this course student-teachers will be able to-

1. Analyze and understand concept of enhancing professional capacities and contexts that are unique to teacher education. (K4)
2. Appreciate the nature and the purpose of enhancing professional capacities, their practical ramifications in the teacher education. (K4)
3. Enhance their understanding in conducting various professional capacities. (K3)
4. Conduct different scholastic and co-scholastic activities in the schools. (K5)
5. Enhance meta-cognitive awareness. (K3)
6. Create digital teaching aids and use digital platform to teach through online mode. (K6)

COURSE CONTENT

During the third semester following activities are planned to be conducted. All student-teachers are required to participate in all conducted activities. Proposed schedule of the activities is mentioned in the academic calendar of the semester. It is obligatory to all students to write reports on all conducted activities as per the format. Students are required to prepare files of any five activities in detail in which they participate. These files and reports are submitted to concerned teacher educator for the assessment. At the time of evaluation of the works, students shall present the file(s) of the course 'Enhancing Professional Capacities' enclosing duly signed reports and supporting documents before the examination panel/board.

Detailed description of the conducting activity, its objective, rules & regulations and requirements are announced to the students well in advance for preparing them for the activity and writing its report.

LIST OF ACTIVITIESOF ENHANCING PROFESSIONAL CAPACITIES

  i. Paper Presentation in Class Seminars
 ii. Conduct of Scholastic and Cultural Activities
iii. Organise Field Trip/Excursion/Tour/Visit to Educational Institute(s) of national repute

iv. Conduct of Morning Assembly, Independence Day program and special day(s)
v. Organising Guest Lecture/Principals' Talk
vi. Use of ICT in preparation of slides for various activities i.e. Assembly, Quiz, Seminar, Classroom presentation, Assignments, Portfolio, etc.
vii. Prepare a questionnaire/rating scale to conduct a survey on a social issue
viii. Participation in Inter Institutional Activities
ix. Organising workshops on school related various issues i.e. school safety and security, disaster management, crowd management etc.
x. Participation in personality development sessions i.e. Bio-Data preparation and skills to face interviews etc.
xi. Showcase of the Portfolio
xii. Prepare digital teaching aid and create online class to take session.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Practical	
	Internal	**ETE**
Marks	50	50
Total Marks	100	

Note-

a. Internal assessment of the 'Enhancing Professional Capacities' activities, evaluation of its record files and Viva-Voce shall be done by all the Teacher Educators in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student's attendance record, his/her conduct, sincerity, regularity and co-operation during B.Ed. program.

b. For the End Term Practical Examination of the 'Enhancing Professional Capacities' activities, evaluation of its record files and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations. One panel will take End Term Practical Examination of one 'Batch' only. In-charge faculty of the batch will perform as convener.

BEDU2026	Reading and Reflecting on Texts- Practicum	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	0	0	2	1
Area: A	Program Foundation	Contact Period Hours: 28			

COURSE OBJECTIVES

1. To enable student-teachers to read and respond to a variety of texts in different ways depending on the purposes of reading, like-personal or creative or critical or all of these.
2. To develop meta-cognitive awareness in student-teachers to become conscious of their own thinking processes as they engage with diverse texts.
3. To enhance their capacities as readers and writers by becoming participants in the process of reading.
4. To develop the capability of making a critical analysis of any text or content.
5. To develop meta-cognitive awareness in students.
6. To plan draft, edit and present piece of writing related to their understanding of the text.

COURSE OUTCOMES

1. Develop an interest for reading and writing. (K3)
2. Improve his proficiency in reading, writing, thinking and communicating in the language of instruction. (K4)
3. Read and respond to a variety of texts in different ways. (K5)
4. Learn to think together, depending on the text and the purpose of reading. (K4)
5. Enhance meta-cognitive awareness in students. (K3)
6. plan draft, edit and present pieces of writing related to their understanding of the text. (K6)

COURSE CONTENT

Student-teachers are expected to sit in the library regularly and to review at least 10-books and Audio-Visual material of different categories as announced in the class room by the subject teacher. These may be as follows. After reading of the books students are expected to discuss, analyse and reflect upon the content of them in the class room. Audio-visual content may be screened in the class room for student-teachers and discussion to be followed.

● Review of Policy Documents, Autobiography, Commission Reports etc.
● Review of studies about school, historical books and other educational miscellaneous books.
● Review of Text and Reference Books related to Core courses.
● Review of Text and Reference Books related to Pedagogy courses.
● Review of Audio-visual contents.

PRACTICUM

1- Based on the discussions held on the reading of the above texts and audio-visual material the student-teachers shall maintain a detailed account of their reflection on the readings in the light of their own experiences in the form a diary

MODE OF EVALUATION

The performance of the students is evaluated as follows:

Components	Practical	
	Internal	**ETE**
Marks	50	50
Total Marks	100	

BEDU2027	Reflection on Community Based Works- Practicum	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	0	0	2	1
Area: C	Program Core Practical	Contact Period Hours: 28			

COURSE OBJECTIVES

1. To develop the student-teachers understanding in the community-based works and their sensitisation about it.
2. To encourage them to take participation in various community-based works to enhance their capacities and built up the confidence.
3. To motivate them to play a role of social worker in their neighbourhood.
4. To do the all-round development of the personality and confidence building of the student-teacher.
5. To reflect upon the various community issues.
6. To develop the awareness about environmental issues

COURSE OUTCOMES

On completion of this course student-teachers will be able to-

1. Analyze and understand concept of community-based works and contemporary issues of the society. (K4)
2. Appreciate the nature and the purpose of community-based works, their practical ramifications in the teacher education and relation between the teacher and the society. (K3)
3. Plan for conducting various community-based works. (K5)
4. Conduct different community-based works in the University, schools and in their neighbourhood and sensitize their self about various social issues. (K5)
5. Strength their communication skills by interaction with various personalities and writing their reflections on the community-based works. (K3)
6. Plan activities to spread environmental awareness among society. (K6)

COURSE CONTENT

During the summer vacations and third semester following community basedworks are proposed to be conducted. All student-teachers are required to participate in all conducted community works. It is obligatory to all students to write their reflections on all conducted activities as per the format. Students are required to prepare reflective journal of any five activities in detail in which they participate. These reflections and reports are submitted to concerned teacher educator for the assessment. At the time of evaluation of the reflective journal, students shall present 'Reflection on Community Based Works- Practicum' enclosing photographs, videos, testimonials, duly signed reports and other supporting documents before the examination panel/board.

Detailed description of the conducting community-based work, their objective, rules & regulations and requirements are announced to the students well in advance for preparing them for the activity and writing their reflections on it.

LIST OF SUGGESTED ACTIVITIES

A) During the Third Semester
1. Work in an Old age home
2. Work in an Inclusive/Special school
3. Work in an Orphanage
4. Work in an NGO working for education
5. Visit to a village for survey

B) Summer Vacations

Student-teachers are advised to carry out at least two activities from each suggested group during their summer vacations before the third semester.

1- Charitable Donations
   i. Donate or raise money for your local Red Cross/NGO
  ii. Organize a community blood drive
 iii. Send cards to soldiers serving on boarder
  iv. On your birthday, collect charitable donations instead of gifts
   v. Read books or letters to a person who is visually impaired
  vi. Participate in a charity race
 vii. Organize an event or parade for Memorial Day

2- Helping Children and Schools
   i. Collect baby clothes and supplies/donate to poor parents
  ii. Coach a youth sports team
 iii. Organize a summer reading program to encourage kids to read
  iv. Organize a reading hour for children at a local school or library
   v. Donate used children's books to a school library

3- Helping Senior Citizens
   i. Teach computer skills to a elderly person
  ii. Drive seniors to doctor appointments
 iii. Make birthday cards for the elderly persons/old age home persons
  iv. Organize a family day for residents of a old age home and relatives to play games together
   v. Ask residents of a old age home to tell you about their lives
  vi. Pick up medicine for an elderly neighbour

4- Environmental Awareness
   i. Run save water drive especially save waste water from RO
  ii. Clean up a local park
 iii. Sponsor a recycling contest
  iv. Organize a carpool to reduce car emissions
   v. Volunteer at a nature camp and teach kids about the environment

vi. Plant native flowers or plants along highways

5- Helping the Hungry and/or Homeless

i. Donate your old clothes
ii. Donate blankets to a homeless shelter
iii. Host a Thanksgiving dinner for people who may not be able to afford their own
iv. Make 'Care kits' with shampoo, toothbrushes, combs, etc. to donate to homeless shelters
v. Help repair or paint a local homeless shelter
vi. Help organize and sort donations at a homeless shelter
vii. Organize a winter clothes drive to collect coats, hats, scarves, and gloves to be donated
viii. Make first aid kits for homeless shelters

6- Reducing Crime and Promoting Safety
i. Organize a self-defence workshop
ii. Organize a drug-free campaign
iii. Sponsor a drug-free post-prom event
iv. Teach a home-alone safety class for children

7- Promoting Community Enhancement
i. Paint park benches
ii. Donate used books to your local library
iii. Become a tour guide at your local museum
iv. Repaint community fences
v. Plant flowers in bare public areas
vi. Organize a campaign to raise money to buy and install new playground equipment for a park

MODE OF EVALUATION

The performance of the students is evaluated as follows:

Components	Practical	
	Internal	**ETE**
Marks	50	50
Total Marks	100	

Note-

a. Internal assessment of the 'Reflection on Community Based Works- Practicum'activities, evaluation of its record files and Viva-Voce shall be done by all the Teacher Educators in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student's attendance record, his/her conduct, sincerity, regularity and co-operation during B.Ed. program.

b. For the End Term Practical Examination of the 'Reflection on Community Based Works- Practicum' activities, evaluation of its record files and Viva-Voce a panel of the examiners

including an external examiner will be appointed by the Controller of Examinations. One panel will take End Term Practical Examination of one 'Batch' only. In-charge faculty of the batch will perform as convener.

BEDU1077	Sports and Yoga Education- Practicum	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	2	1
Area: A	Program Foundation Practical	Contact Period Hours: 28			

COURSE OBJECTIVES

1. To apply the knowledge of physical education and integrated personality for their personal health benefits as well as for their students, relatives, friends, and society at large;
2. To plan for organising athletic meet and sports or games at school level.
3. To practice different types of yoga aasanas, pranayama and sudhikriya for their physical fitness with the learned guidelines for yoga practices.
4. To demonstrate different types of pranayam and describe the benefits of the meditation for stress management in the schools.
5. To modify the personality by active participation in sports and Yoga activities.
6. To organize different yoga related activities to showcase their learning of yoga.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-

1. Apply the knowledge of physical education and integrated personality for their personal health benefits as well as for their students, relatives, friends, and society at large
2. Plan and organise athletic meet and sports and games at school level. (K3)
3. Practice different types of yoga aasanas, pranayama and sudhikriya for their physical fitness with the learned guidelines for yoga practices. (K3)
4. Demonstrate different types of pranayam and describe the benefits of the meditation for stress management in the schools. (K2)
5. Modify their personality by active participation in sports and Yoga activities.
6. Organize and participate different yoga related activities to showcase their learning of yoga.

TEXT BOOKS

1. Kaur, Manjeet. (2003). Health and Physical Education. Ludhiana: Tendon Publications.
2. Sharma, Anil P. (2011). Mind, Body and Divine Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
3. Atwal & Kansal. (2003). A Textbook of Health, Physical Education and Sports, Jalandhar: A. P. Publisher.

REFERENCE BOOKS

1. Sharma, Anil P. & Pandey, Pradeep K. (2010). Psychology in Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
2. Singh, Ajmer. (2003). Essentials of Physical Education. Ludhiana: Kalyani publishers.

COURSE CONTENT

Physical Education and Integrated Personality

Physical Education: Concept, definition, aims and objectives; Need, scope and importance of physical education programs at different school levels; Organization and Administration: Planning, budgeting, fixture (Knock out and league); Athletic Meet– Meaning, need and importance; Process to organize athletic meet at school level; Concept of integrated personality and its realization through physical education program; Tournaments- Types, inter-house competitions, drawing of fixture and sports meet; Rules and Regulations and Skills of any one of the Games/events: Hockey, Badminton, Volleyball, Basketball, Football, Tennis, Table Tennis, Kho-Kho, Track and Field Events

Yoga and Physical Fitness

Yoga: Introduction, meaning, history, objectives, general guidelines for yoga practice, importance and mis-concepts about yoga, Types of yoga, Ashtang yoga of Patanjali (Eight stages of yoga); Effects of asana on our body and relation of psychology with yoga; Importance of yoga aasanas, Pranayama and Shudhikriya; Different types of yoga aasans & their techniques of practicing (Tadasana, Padmasana, Dhanurasana, Makarasana, Chakrasana, Shavasana, Yogmudrasana); Physical Fitness: Meaning, importance, motor component of physical fitness (strength, flexibility, endurance, speed, agility and neuro-muscular coordination); Training methods of physical fitness

Meditation, Pranayam and Stress Management

Pranayam: meaning, nature and relationship with mind; Different types of Pranayam; Kapalbhati; Bhastrika Pranayam, Surya Bhedan Pranayam, Chandrabhedan Pranayam, Anulom-vilom Pranayam; Meditation: Nature, procedure and importance; Importance of Meditation in school; Stress: meaning, reasons, role of Yoga in stress management

PRACTICUM

1- Prepare a report on Government projects for Health, Hygiene and Wellness
2- Prepare a project report on three types of sports ground
3- Participate in yoga camp and sports activities and prepare their reports
4- Prepare a report on International Yoga day celebration

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	50	50
Total Marks	100	

BEDU2032	Aptitude Building and Logical Reasoning- Practicum	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	0	0	2	1
Area: A	Program Foundation Practical	Contact Period Hours: 28			

COURSE OBJECTIVES

1. To understand the basic concepts of QUANTITATIVE ABILITY
2. To comprehend the basic concepts of LOGICAL REASONING Skills
3. To acquire satisfactory competency in use of VERBAL REASONING
4. To solve campus placements aptitude papers covering Quantitative Ability, Logical Reasoning and Verbal Ability
5. To compete in various competitive exams like UGC-NET, CAT, CMAT, GATE, GRE, GATE, UPSC, GPSC etc

COURSE OUTCOMES

1. Understand the basic concepts of QUANTITATIVE ABILITY
2. Understand the basic concepts of LOGICAL REASONING Skills
3. Acquire satisfactory competency in use of VERBAL REASONING
4. Solve campus placements aptitude papers covering Quantitative Ability, Logical Reasoning and Verbal Ability
5. Compete in various competitive exams like UGC-NET, CAT, CMAT, GATE, GRE, GATE, UPSC, GPSC etc

CONTENT

Teaching Aptitude

Teaching: Concept, Objectives, Levels of teaching (Memory, Understanding and Reflective), Characteristics and basic requirements.
Learner's characteristics: Characteristics of adolescent and adult learners (Academic, Social, Emotional and Cognitive), Individual differences.
Factors affecting teaching related to: Teacher, Learner, Support material, Instructional facilities, Learning environment and Institution.
Teaching Support System: Traditional, Modern and ICT based.
Evaluation Systems: Elements and Types of evaluation, Evaluation in Choice Based Credit System in Higher education, Computer based testing, Innovations in evaluation systems.

Comprehension

A passage of text be given. Questions be asked from the passage to be answered.

Communication
Communication: Meaning, types and characteristics of communication.

Effective communication: Verbal and Non-verbal, Inter-Cultural and group communications, Classroom communication.
Barriers to effective communication.
Mass-Media and Society.

Mathematical Reasoning and Aptitude

Types of reasoning.
Number series, Letter series, Codes and Relationships.
Mathematical Aptitude (Fraction, Time & Distance, Ratio, Proportion and Percentage, Profit and Loss, Interest and Discounting, Averages etc.).

Logical Reasoning

Understanding the structure of arguments: argument forms, structure of categorical propositions, Mood and Figure, Formal and Informal fallacies,
Uses of language, Connotations and denotations of terms, Classical square of opposition.
Evaluating and distinguishing deductive and inductive reasoning.

Analogies

Venn diagram: Simple and multiple use for establishing validity of arguments.
Indian Logic: Means of knowledge.
Pramanas: Pratyaksha (Perception), Anumana (Inference), Upamana (Comparison), Shabda (Verbal testimony), Arthapatti (Implication) and Anupalabddhi (Non-apprehension).
Structure and kinds of Anumana (inference), Vyapti (invariable relation), Hetvabhasas (fallacies of inference).

Practicum

Students have to solve Number of Teacher Eligiblity test and Mock test provided to them timeto time by faculties.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Components	Theory	
	Internal	**ETE**
Marks	50	50
Total Marks	100	

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BEDU2031	Life Skills Education and Self-Development Practicum	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	0	0	4	2
Area: A	Program Foundation Practical	Contact Period Hours: 28			

COURSE OBJECTIVES

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.
2. To help students initiate a process of self-realisation and dialog within themselves to know what they 'really want to be' in their life and profession.
3. To help students understand the meaning of happiness and prosperity for a human being.
4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.
5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life.
6. To create the attitude of belongingness among the pupil teacher.

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-
1. Build an understanding about themselves and students i.e. the development of self as a person as well as a teacher. (K4)
2. Reflect on one's experiences, aspirations and efforts towards becoming a humane individual, teacher and on the factors that shape the understanding of 'self'.(K3)
3. Appreciate the critical role of teachers in promoting 'self' and students' well-being. (K4)
4. Reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'. (K5)
5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work. (K3)
6. Reflect their attitude of belongingness in the college and society at large. (K6)

COURSE DESCRIPTION

Developing an understanding of the 'Self' is essential for an individual to utilise her/his optimal potential for the benefit of one's own self as well for the society. As individuals in the society student-teachers are integral part of it. As an integral member of the society an individual has various identities– gender, relational, linguistic, cultural etc. and it is essential to understand and address one's implicit beliefs, stereotypes and prejudices resulting from these identities. The student-teachers need to become aware of their own selves and their identities as well as the political, historical, and socio-cultural forces that shape them. The course thus provides an interdisciplinary view in the development of the understanding of one's own self. This exploration and understanding will enable the student-teachers to develop sensibilities, disposition, and skills that will help in their personal and professional development and facilitate the personal growth of their students.

TEXT BOOKS
1. R. R. Gaur, R.Sangal, G. P. Bagaria, A Foundation Course in Human Values and Professional Ethics, Excel Books, 2009. ISBN: 978-9-350-62091-5

2. Pathak, Avijit (2004). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Noida: Rainbow Publishers.

REFERENCE BOOKS

1. Bajpai, B.L. (2008). Indian Ethos and Modern Management. Lucknow: New Royal Book Co. Reprinted
2. Govindrajran, M & V.S. Senthil Kumar. Engineering Ethics (including Human Values), Eastern Economy Edition. Prentice Hall of India Ltd.
3. Gulati, S., and Pant, D. (2012). Education for Values in Schools – A Framework. NCERT, New Delhi.
4. Krishnamurti, J. (1998) On Self- knowledge. Chennai, Krishnamurti Foundation India.
5. Krishnamurti, J. (2000). Education and Significance of Life. Chennai, Krishnamurti Foundation India.
6. Mukunda, K.V. (2009). What did you ask at school today? A handbook of child learning, Harper Collins.
7. Pant, D. and Gulati, S. (2010). Ways To Peace – A Resource Book for Teachers. NCERT, New Delhi.
8. Tripathy, A. N. (2003). Human Values. New Age International Publishers.

COURSE CONTENT

Understanding of Self: Reflections and critical analysis of one's own 'self' and identity; Identifying factors in the development of 'self' and in shaping identity; Building an understanding about philosophical and cultural perspectives of 'Self'; Developing an understanding of one's own philosophical and cultural perspectives as a teacher

Development of Professional Self and Ethics: Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity; Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher; Reflections on experiences, efforts, aspirations, dreams etc. of peers; Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings; Understanding the role of teacher as facilitator and partner in well-being among learners

Role of Teacher in Developing Understanding of Self among Learners: Reflecting on one's own childhood and adolescent years of growing-up; Facilitating development of awareness about identity among learners; Developing skills of effective listening, accepting, positive regard etc. as a facilitator
● Life-skill education: Meaning, concept and importance.
● Life Skills: Concept, importance and core life skills: Social and negotiation; Thinking & coping skills; Cognitive problem-solving theory.
● Ten core life-skills recommended by WHO.
● Strategies for developing individual life-skills at different levels (elementary and secondary).
● Life Skills Training: Concept and Four-Stage Skills Model, life skills especially for children at risk. Resilience: Concept, need and importance.

- The four pillars of education, life skills in social context vis-à-vis media influence and dimensions in life skills.

PRACTICUM

- Developing self-awareness as a teacher (individual/group activity).
- Exploring the 'known' and 'unknown' self in relation to what one and others know about one self and what others do not know (individual activity).
- Reflecting, recording and sharing of critical moments in one's life (individual activity and presentations).
- Reflections on critical moments in the lives of peers (small group activity).
- Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis).
- Reflecting on likes, hopes, fears and pleasures through sentence completion exercises (individual activity).
- Write a Self-Reflective Journal (approx.600-800 words) and include in portfolio.
- Elaborate your own values towards self and society.
- Participation in Scouts and Guides Camp and learning of life skills in it
- Life skills training activities pertaining to any of the ten core life skills.
- Course teacher will assign project/assignment work(s) on the basis of the course content and students will present their work through class presentation/seminar.
- Work shop on Disaster management.

MODE OF TRANSACTION

The course will be transacted in workshop mode through individual and group experiential activities such as:

- Personal narratives and storytelling, life stories, group interactions, film reviews to help explore one's self and identity. Student-teachers to engage in varied forms of self-expression such as poetry, painting and creative movements, humour, aesthetic representations, etc.
- Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation.
- Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/his potential
- Development of reflective journals/diaries by the student teachers.

MODE OF EVALUATION
The performance of students is evaluated as follows:

Components	Practical	
	Internal	ETE
Marks	50	50
Total Marks	100	

BEDU2034	Phython Programming	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	0	0	4	2
Area: A	Program Foundation Practical	Contact Period Hours: 28			

COURSE OUTCOMES

On completion of this course, the student-teachers will be able to-
1. Understand the structure, syntax, and semantics of the Python language.
2. Understand how object-oriented programming concepts work in Python.
3. Develop your own Desktop/Web-based applications using the Python programming language.
4. Boost your hireability through innovative and independent learning.
5. Get a certificate on successful completion of the course.

TEXT BOOKS

1. Kenneth A. Lambert, The Fundamentals of Python: First Programs, 2011, Cengage Learning, ISBN: 978-1111822705.
2. Python is an open-source language with excellent documentation. Use the Python Tutorial, the Python Programming wiki book, and the free Think Python book.

COURSE CONTENT

Introduction to Python

Basic output Generation, Python Interpreter, Informal Introduction to Python; Numeric Operations in Python, First Steps towards Programming.

Control Flow Tools

If statement, for loop, range () function, continue, break, else, pass statement, Defining Functions, Functional, The del statement, Tuples and Sequences

Modules

Executing modules as scripts, Standard Modules, The dir () Function, Packages, Input and Output, Reading and Writing Files**.**

Errors and Exceptions

Syntax Errors, Exceptions, Handling Exceptions, Raising Exceptions, User-defined Exceptions, Defining Clean-up Actions, Predefined Clean-up Actions.

Classes

Names and Objects, Python Scopes and Namespaces, Class Definition Syntax, Class Objects, Instance Objects, Method Objects, Class and Instance Variables, Inheritance.

Practicum

MODE OF EVALUATION
The performance of students is evaluated as follows:

Components	Practical	
	Internal	**ETE**
Marks	50	50
Total Marks	100	

SECTION 8

SYLLABI FOR FOURTH SEMESTER COURSES

This section contains the syllabi of all the common theory courses of fourth semester. The description provide details of the topics covered in the course, the course outcomes, in other words, what the student are expected to know after completing the course. All syllabi also list how the course outcomes relate to the Programme Outcomes making it a very integrated course.

Fourth Semester

Sl. No.	Course Code	Name of the Course	L	T	P	C	IA	CAT	ETE
		Practicum Courses							
1	BEDU2029	Field Based Research Project	0	0	8	4	50	--	50
2	BEDU2030	School Internship	0	0	24	12	50	--	50
		Total Credits: 16	P: 16 (2)						

Fourth Semester Practical Course

Sl. No.	Course Code	Course Title	Credit	Contact Period Hours	Max Marks
1	BEDU2029	**Field Based Research Project**	4		100
2	BEDU2030	**School Internship** **Activities List- A** i. Teaching of at least 10-10 topics through lessons plans in both school subjects ii. Teaching of at least 10-10 lesson plans through Interactive Board/Digital lesson by ICT/Online teaching iii. Writing observations of class room teaching of peer(s) and school subject teachers iv. Writing a daily diary of school internship v. Writing a reflective journal on school and class rooms observations vi. Writing School Profile including exploration of all learning resources available in the school **Activities List- B** i. Report card preparation ii. Achievement tests iii. Text book reviews iv. Case study v. Action research vi. Psychology tests administered in the school vii. Analysis of school examination question papers viii. Report of participation in the school activities ix. Preparation of album of Black-board sketches, collected pictures and composite scenes **Activities List- C** i. Portfolio preparation	12	360 (16 Weeks)	300

BEDU2029	Field Based Research Project	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure: BEDU1061, BEDU1082	0	0	8	4
Area: C	Program Core Practical	Contact Period Hours: 120			

COURSE OBJECTIVES

1. To analyse the concept and context of school internship and its outcome in reference to B.Ed. program.
2. To understand the purpose and importance of the review of related studies in any kind of research.
3. To learn how to organize the review chapter/section.
4. To learn basic criteria for selection of tool(s) from the available standardized tools.
5. To understand the various intricacies of data collection.

COURSE OUTCOMES

On completion of this course, the students will be able to:
1. Analyse the existing research and to establish the need of their study in the background of studies reviewed.
2. Follow guidelines, principles and procedures for the development of various tools.
3. Organise tabulated data according to the objectives of the study.
4. Find an appropriate solution of the problem following systematic investigation procedure.
5. Use the outcomes of the studies done on students' behaviour by the teacher in their teaching and will practice evaluation of textbooks and use of teaching materials and other resources of the school for students learning and development.

COURSE CONTENT

Field-Based Experience and Integrative Interdisciplinary Project
Field-Based Experience
The purpose of the FBE is for students to:
• understand and appreciate, through first hand exposure, the reality of classroom and school based systems, and
• experience the real-world management, organizational, interpersonal, cultural, contextual and practical constraints1 that they will face when they attempt to conduct research in field settings.

List of Content:
1. **Assessment report -** Prepare an assessment report of the effectiveness of a School Internship**.**
2. **Case Study-** An in-depth and comprehensive study of a single or few cases shall be taken up by the students during practice teaching or internship as per the guidelines provided to them. After doing the study students shall submit a study report in the prescribed format to the concerned teacher educator.

3. **Action Research-** To analyse some school and class room related situations and to find their solution action research could help the students. To understand the nature and

process of the action research students shall be taught about it and it is expected that students shall conduct an action research and shall prepare a report about it.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Types of Evaluation	Max. marks for which the exam is conducted	Marks in previous column are converted to
Mid Term Viva-Voce- I	25 marks	25 marks
Mid Term Viva-Voce- II	25 marks	25 marks
End Term Internal Viva-Voce	50 marks	50 marks
End Term External Viva-Voce	150 marks	150 marks
Total	150 IA + 150 EA	**300 marks**

BEDU2030	School Internship	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure: BEDU1061, BEDU1082	0	0	24	12
Area: C	Program Core Practical	Contact Period Hours: 360			

COURSE OBJECTIVES

1. To analyse the concept and context of school internship and its outcome in reference to B.Ed. program.
2. To appraise various functions of the school; their principal, teachers, students and other persons; various school activities; various roles of a teacher in the school and community.
3. To develop pedagogical skills required in the concerned teaching subject(s) and appraise the difference of teaching at various levels of classes.
4. To enhance the skill to organise various curricular and co-curricular activities; handle & maintain various school records and will plan, execute and evaluate socially useful campaigns in the school.
5. To use the outcomes of the studies done on students' behaviour by the teacher in their teaching and will practice evaluation of textbooks and use of teaching materials and other resources of the school for students learning and development.

COURSE OUTCOMES

After the completion of this course student-teachers will be able to-

1. Analyse the concept and context of school internship and its outcome in reference to B.Ed. program. (K4)
2. Appraise various functions of the school; their principal, teachers, students and other persons; various school activities; various roles of a teacher in the school and community. (K5)
3. Develop pedagogical skills required in the concerned teaching subject(s) and appraise the difference of teaching at various levels of classes. (K4)
4. Organise various curricular and co-curricular activities; handle & maintain various school records and will plan, execute and evaluate socially useful campaigns in the school. (K6)
5. Use the outcomes of the studies done on students' behaviour by the teacher in their teaching and will practice evaluation of textbooks and use of teaching materials and other resources of the school for students learning and development. (K3)

COURSE CONTENT

School Internship- This is visualized as a longer-duration field experience (16 weeks) of student-teachers supported by relevant interactive exposures within the school. Sixteen (16) weeks long duration school internship program will be conducted from January to May mid every year in fourth semester of B.Ed. During School Internship, student-teachers will be provided opportunities to teach in government and private school(s) with systematic support and feedback from the faculty. During this period student-teachers role in the school is something like an apprentice and they shall work as a regular teacher & participate in all the school activities including planning, teaching and assessment, interacting with school-teachers, & children to understand the school in totality its philosophy & aims, organisation and management, the life of a teacher, the needs of the physical, mental and emotional development

of children. It is important that the student-teachers will consolidate and reflect on their teaching experience during the school-internship. They will be engaged in school functioning in all its aspects in consultation with the School-mentor, like-

- Participating in various 'out-of-class room' activities in school.
- Organizing events i.e. cultural activities, debates, games, quiz, essay-competition, drama, etc.
- Preparation of School calendar, time-table, assessment schedule, evaluation tools etc.
- Preparing a suggested comprehensive plan of action for some aspect of school improvement.
- School-Internship shall be designed to lead to the development of teaching competence of a professional, teacher dispositions and sensitivity.

During the School Internship student-teachers will teach in the school, observe and participate in the day-to-day functioning of the school, prepare a Journal containing day-to-day report about all activities including evaluation tools, and conduct an Action Research Project based on any school problem. It will help him/her to become a professional teacher, possessing teaching-competence.

ACTIVITIES LIST- A

Lesson Plans- During 16 weeks long duration of the school internship student-teachers are required to prepare and transact at least forty (20+20) lesson plans in their both school teaching subjects/pedagogies through traditional way and using interactive board/digital lesson by ICT/online teaching. All lesson plans will be signed and remarked by the school supervisor/mentor/subject teacher after delivery of the lesson.

Observation of Classroom Teaching of Peers and School Teachers- Learning by others act is the objective of this activity. This activity shall enhance the observation power of the students and shall help them in deeper understanding of the teaching skills. Therefore, during internship students shall observe at least twenty-twenty (20-20) lessons delivered by the other pupil teachers and school teachers in their respective pedagogies and shall record their observations in the Peer Teaching Observation Diary. For observation of the peer lesson students shall remain present full time in the class room.

Writing a Daily Diary- Every student shall maintain a separate daily diary of school internship. In the diary every student-teacher shall maintain their daily allotted classes/duties experience in the school and the detail of the activities in which they participated/observed during internship.

Writing a Reflective Journal on School and Classrooms observations- Every student shall maintain a separate journal writing their reflections on selected school and classrooms activities.

School Profile and Exploration of all Learning Resources- Students shall study about their allotted internship school and its system to understand the working environment of the school, management and administration etc. Students shall collect the following information for School Profile. Location of school, establishment of the school, management, rules, school records,

time table, result preparation, co-curricular activities for student, staff of the school, infrastructure, laboratories, library and academic calendar of the school, organisation if any associated with the school, etc. Students are required to explore and use all learning recourses available in the school for their teaching work. Above information collected by the student about the school shall be written in the prescribed format of the school profile.

ACTIVITIES LIST- B

 i. Report card preparation
 ii. Achievement tests
 iii. Text book reviews
 iv. Case study
 v. Action research
 vi. Psychology tests administered in the school
 vii. Analysis of school examination question papers
 viii. Report of participation in the school activities
 ix. Preparation of album of Black-board sketches, collected pictures and composite scenes

Report Card Preparation- Students shall help the school teachers in preparation of the annual report card of the school students and will write their reflections about the process and its effect.

Achievement Test- Students shall conduct achievement tests in their respective school teaching subjects at the end of the Internship session in the contents taught by them in their classes. Achievement Tests shall be of Objective Type comprising different types of objective questions. Student shall prepare computer typed question paper cum answer sheets in the concerned medium of instruction and it will be distributed in the class room to all students. Detail information about the preparation of the question paper, administration of the test, evaluation process and analysis of the result and other related information will be given by the concerned teacher educator before practice teaching.

Book Review- Students are required to conduct & maintain written record of Book Review of school level text books related to their school teaching subject courses for which they shall practice.

Case Study- An in-depth and comprehensive study of a single or few cases shall be taken up by the students during practice teaching or internship as per the guidelines provided to them. After doing the study students shall submit a study report in the prescribed format to the concerned teacher educator.

Action Research- To analyse some school and class room related situations and to find their solution action research could help the students. To understand the nature and process of the action research students shall be taught about it and it is expected that students shall conduct an action research and shall prepare a report about it.

Psychology Tests- Students shall learn about psychology tests and their uses to explore the hidden trait in the human being. Psychology tests shall be used by the pupil teacher on the school students during internship. Psychology test file shall be prepared by the students including test conducted, interpretation and result, its theory and their experience about it.

Critical Analysis of School Examination Question Papers- Students shall be given training in preparing school examination question papers. Every student shall do a critical analysis of the school examination question papers related to their school subject. This analysis shall provide them an understanding about blue print, variety in the questions, framing of the questions and how to increase the objectivity in the questions. This activity shall be conducted by the student during Internship and a file be prepared by the student of it.

Writing Report of Participation in the School Activities- During Internship the students shall have to undertake such duties as are assigned to him/her by the school Principal in both curricular and co-curricular activities and shall also teach. Students shall also perform other responsibilities of a teacher such as attendance, organizing co-curricular activities, assessment of home-work, conducting prayer, proxy periods and Teaching work, observations of school record etc. A file shall be prepared by the students mentioning detailed report of the conducted/participated activities and their experience and suggestions.

Preparation of Album of Black-board Sketches, Collected Pictures and Composite Scene- Under this category students are required to prepare a portfolio of collection of pictures of all activities and materials used to facilitate students' understanding during preparing their lesson plans.

ACTIVITIES LIST- C

Portfolio Presentation- Each student-teacher will prepare a portfolio about his/her journey in completion of B.Ed. program. This portfolio shall include details from student-teachers' first day in the Galgotias University, including all four semesters, till their last day in the University. In their portfolios student-teachers may include a write up about semester wise self improvement, evidences of their strengths in the form of creative art, pictures of their achievements, videos, testimonials, appreciation received, documents, reports of various activities, etc. Reflect how these achievements have helped you to evolve as a person by helping you build positive self image.

Students are advised to prepare their portfolio semester wise.

MODE OF EVALUATION

The performance of students is evaluated as follows:

Types of Evaluation	Max. marks for which the exam is conducted	Marks in previous column are converted to
Mid Term Viva-Voce- I	25 marks	25 marks
Mid Term Viva-Voce- II	25 marks	25 marks
End Term Internal Viva-Voce	100 marks	100 marks
End Term External Viva-Voce	150 marks	150 marks
Total	150 IA + 150 EA	**300 marks**

Note-

a. Internal assessments of the 'School Internship' activities, evaluation of its record, files and Viva-Voce (Mid Term Viva-Voce- I & II + End Term Internal Viva-Voce) shall be done by all the Teacher Educators in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student's attendance record, his/her conduct, sincerity, regularity and co-operation during semester.

b. For the End Term Viva-Voce of the 'School Internship' activities, evaluation of its records and files an external examiner will be appointed by the Controller of Examinations (COE). One examiner will take End Term Viva-Voce of one 'Batch' only. In-charge faculty of the batch will perform as convener.