SIKKIM UNIVERSITY

[A Central University Established by an Act of Parliament of India, 2007]

LEARNING OUCTOME BASED CURRICULUM

B. Ed. TWO-YEAR PROGRAMME

(With effect from Academic Session 2023-24)

DEPARTMENT OF EDUCATION,

SIKKIM UNIVERSITY

6TH MILE, TADONG - 737102

GANGTOK, SIKKIM, INDIA

www.cus.ac.in

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PREAMBLE

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

GRADUATE ATTRIBUTES (GAs)

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

- **GA1: Disciplinary knowledge:** Ability to demonstrate the comprehensive knowledge and understanding of education as a discipline, the ability to apply their knowledge in teacher education and other multi-disciplinary or multi-professional contexts.
- **GA2: Analytical reasoning:** Ability to evaluate the reliability of evidence, logical flow in the arguments, analyze and synthesize the data from a variety of sources, draw valid conclusions with evidence and keeping in mind the opposing viewpoints.
- **GA3: Critical thinking:** Ability to apply critical and analytical thoughts and create arguments, beliefs, claims on the basis of empirical evidences which helps to produce innovative response to the future challenges.
- **GA4: Multicultural and multilingual competencies:** Ability to possess knowledge of the values and beliefs of multiple cultures, acquire global perspective and effectively engage and interact respectfully in a diverse, multicultural, multilingual classrooms and in the society.
- **GA5: Usages of new pedagogy:** Ability to acquire and apply appropriate techniques, resources and new teaching methods with an understanding of their limitations.
- **GA6: Moral and ethical awareness:** Ability to embrace moral, ethical and humanistic values in conducting one's life and use ethical practices in all walks of life.
- **GA7: Lifelong learning:** Ability to acquire knowledge, skills and capacity of learning how to learn which contribute to the personal development that assist in meeting economic and social developments of an individual and the society.
- **GA8: Leadership qualities and team work:** B. Ed. graduates take leadership roles in their chosen teaching profession and work efficiently as a member of a team or a group for the common cause.
- **GA9: Research-related skills:** Develop a sense of inquiry and capability for asking relevant questions, identifying problem, synthesizing and articulating the solutions to the problems through scientific and systematic investigation.

- **GA10: Self-directed learning:** Capability to identify and develop the ability to work independently on any project related to B.Ed. programme.
- **GA11: Communication and digital skills:** Ability to listen carefully, read and write analytically and present complex information in a clear and concise manner including digital skills to integrate ICT in teaching, learning and assessment effectively.
- **GA12: Problem solving:** Capacity to solve the problems from one situation and apply their competencies to solve different kinds of non-familiar problems and real-life situations.

PROGRAMME LEARNING OUTCOMES (PLOs)

The key outcomes planned in this B. Ed. Programme are conceived as follows: After completing this programme, a learner will:

- **PLO1:** demonstrate advanced and comprehensive knowledge of educational theory and their application in pedagogic processes.
- **PLO2:** demonstrate advanced and procedural knowledge of instructional strategies, understanding the learner, learning and diversity and conduct tasks related to teaching and learning.
- **PLO3:** demonstrate advanced cognitive and technical skills required for performing tasks related to pedagogy, analyze and synthesize theories related to teaching and learning and conduct research in teacher education.
- **PLO4:** demonstrate the ability to apply the knowledge and skills to understand the problem and formulate the solutions in teaching and learning.
- **PLO5:** demonstrate the ability to acquire and practice pedagogical skills in their method specialization.
- **PLO6:** demonstrate the ability to listen carefully and communicate effectively in a well-structured and logical manner.
- **PLO7:** demonstrate the ability to embrace and practice constitutional, humanistic, ethical and moral values in personal and professional life.
- **PLO8:** demonstrate the ability to prepare for the future of work, respond to the rapid changing demand of the profession and commit to lifelong learning for continuous professional development.
- **PLO9:** demonstrate the ability to collaborate effectively with peers and other stakeholders during practice teaching and internship, experiential learning to enhance their learning experiences.
- **PLO10:** demonstrate the ability to integrate technology, tools and resources to enhance teaching-learning experiences.

DURATION:

The Duration of the programme shall be two-academic year organized in semester pattern with two semesters in a year.

SWAYAM (MOOCs): Students are required to pursue up to 40% of courses from the SWAYAM platform. The SWAYAM mentors will ensure the selection of the course based on the 75% similarity of the content of the course offered by the college/institution.

CURRICULAR AREAS OF THE TEACHER TRAINING PROGRAMME

The programme structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. It comprises of four broad inter related curricular areas:-

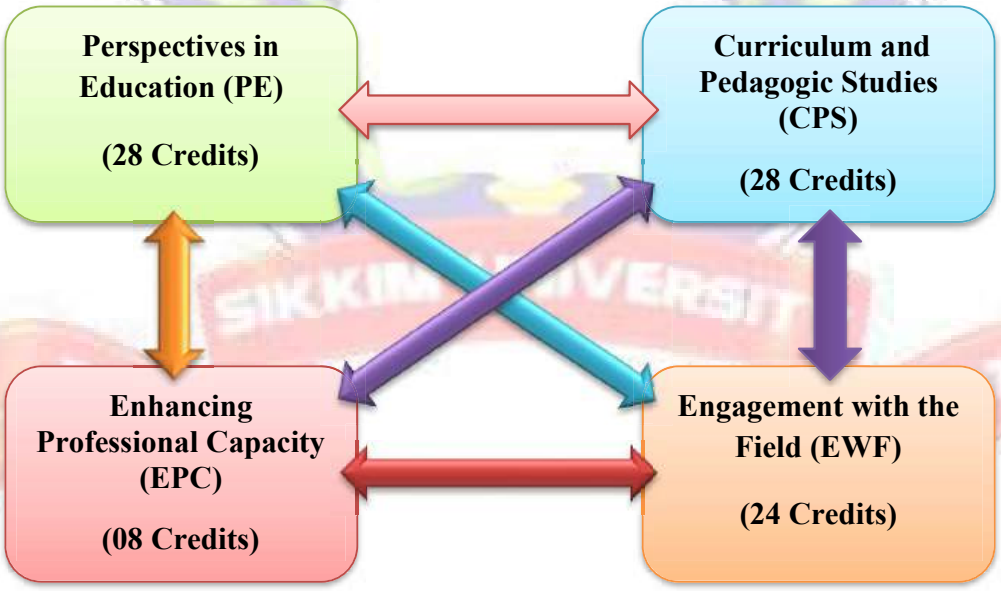
I. Perspectives in education.

II. Curriculum and Pedagogic studies.

III. Engagement with the field.

IV. Enhancing Professional Capacity.

All the curricular areas include theoretical inputs along with the practical work from an interdisciplinary perspective.



II. Course Details

As represented in the above diagram the course comprises of four components i.e. (i) Perspectives in Education(ii) Curriculum and Pedagogic Studies(iii) Engagement with the Field/Practicum and (iv) Enhancing Professional Capacities.

(i) Perspectives in Education (PE)

Perspectives in Education includes courses on basics in education, child development and adolescence, learning and teaching, assessment for learning, knowledge and curriculum, schooling and socialization, vision for Indian education, educational planning and management and inclusive education.

(ii) Curriculum and Pedagogic Studies (CPS)

These courses intend to facilitate student teachers to recognize the nature of knowledge in various subject areas (Science-Biological/Physical/Mathematics/Social Science/Languages–English/ Hindi/Bhutia/ Lepcha/Nepali), and pursue to keep themselves abreast with advancements in their areas of specialization. Each student teacher will take up two subject areas as per their choice. In view of the requirement of hands-on experiences, each of the courses is designed as Part I and II - to be spread over two semesters. Part I will help in developing understanding of and competence to render disciplinary knowledge into forms relevant to stage specific objectives and their pedagogic requirements. Part II will provide a comprehensive understanding of the teaching learning situations gained through intensive study of conceptual explanations, observation and analysis of real-life classroom situations, simulations as well as on hands on experiences.

(iii) Engagement with the Field/Practicum (EWF)

The B.Ed. Programme shall provide sustained engagement with the self, the child, the community and the school, at different levels and through establishing close connections between different curricular areas. These curricular areas would serve as an important link between the perspective and curriculum and pedagogic studies and enhancing professional capacities in the form of tasks, assignments and internship.

School Internship would be a part of this broad curricular area and shall be designed to lead to develop a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 2 weeks in the second semester, 2 weeks in the third semester and 18 weeks in the fourth semester.

Thus engagement with the field in schools will be for duration of 22 weeks for a two-year programme. After the completion of each field exposure including internship, the student teachers will consolidate and reflect on their experiences and share the same with their peers and teachers.

(iv) Enhancing Professional Capacities (EPC)

Running across the four semesters specialized courses on learning to function as teachers, ICT and its application, health and yoga, understanding self, arts in education, library resources and reading and reflecting on texts are offered to enhance the professional capacities of the student teachers. All these courses are internally assessed. These courses act as curricular resources, developing personal and professional self and provide inputs on arts and aesthetics, yoga. These courses are focused on developing reflection, issues of identity (both personal and professional), interpersonal relations all in the context of

school. The field related experience guides the student teachers to view schools as sites for social change, it develops sensitivity to the fellow citizens though listening and empathizing.

The B Ed programme has been designed with the following objectives for EPC

1. Prepare teachers equipped with knowledge and competencies to conduct as professionals to handle the challenges of the present-day classroom.

2. Prepare teachers with sound background in perspectives of education along with hands on experience based on field exposure.

3. Develop a rational conceptualization of pedagogical knowledge and to incorporate it into the specific content areas.

4. Develop teachers with a deep and critical awareness of professional ethics and an ability to critically engage in reflective practices.

The course structure and semester wise distribution of courses along with time required for their transaction and the total marks, internal assessment marks and external marks and credits assigned to each course are given below: -

MAPPING OF GRADUATE ATTRIBUTES (GAs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Sl. No.	GAs	Theme	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
1	GA1	Disciplinary knowledge	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
2	GA2	Analytical reasoning	Y	Y	Y	Y	-	-	-	-	-	-
3	GA3	Critical thinking	Y	Y	Y	Y						
4	GA4	Multicultural competence	Y	Y	-	-	Y	Y	Y	-	Y	-
5	GA5	Usages of New Pedagogy	Y	Y	Y	Y	Y	-	-	-	-	Y
6	GA6	Moral and ethical awareness	Y	Y	-	-	-	-	Y		Y	-
7	GA7	Lifelong learning	Y	Y	Y	-	-	-		Y		-
8	GA8	Leadership qualities and team work	Y	Y	-	-	-	-	Y	Y	Y	-
9	GA9	Research-related skills	Y	Y	Y	Y	-	-	Y	-	-	-
10	GA10	Self-directed learning	Y	Y	-	-	-	-	-	Y	-	-
11	GA11	Communication and digital skills	Y	Y	Y	-	Y	Y	-	-	Y	Y
12	GA12	Problem solving	Y	Y		Y	-	-	-	Y	-	-

MAPPING OF COURSES WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Sl. No.	Course Code	Course Title	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
SEMESTER-I												
1	B.Ed.-PE-101	Basics of Education	Y	Y	Y	-	Y		Y	-	-	-
2	B.Ed.-PE-102	Development of Learner	Y	Y	Y	Y	Y	Y	Y	-	-	-
3	B.Ed.-PE-103	Learning & Teaching	Y	Y	Y	Y	Y	Y	Y	Y		Y
4	B.Ed.-CPS-104	Language Across the Curriculum	Y	Y	Y	Y	-	-	-	-	-	-
5	B.Ed.-PE-105	Education in Contemporary India	Y	Y	Y	Y	Y	-	-	Y	-	-
7	B.Ed.-EPC-106	Reading and Reflecting on Texts	Y	Y	-	Y	Y	-	-	Y	-	-
SEMESTER-II												
8	B.Ed.-PE-201	Knowledge and Curriculum	Y	Y	Y	Y	-	-	-	-	-	-
9	B.Ed.-CPS-202	Assessing Learning	-	Y	-	Y	Y	-	Y	Y	-	-
10	B.Ed.-PE-203	Creating an Inclusive Classroom	Y	Y	Y	Y	Y	-	Y	-	-	-
11	B.Ed.-CPS-204	**I. Pedagogy of Disciplinary Stream (any one) CPS-204 (A-D)**	Y	-	Y	Y	Y	Y	Y	Y	Y	Y
12	B.Ed.-CPS-205	Understanding Disciplines and Subjects	Y	Y	Y	-	Y	-	-	-	-	-
13	B.Ed.-EWF-206	Nai Talim, Experiential Learning	-	Y	Y	Y	Y	Y	Y	Y	Y	-
14	B.Ed.-EPC-207	Art Integrated Learning (Drama, Music, Dance, Painting, etc.)	Y	-	Y	-	Y	Y	Y	-	-	-
SEMESTER-III												
15	B.Ed.-CPS-301	**II. Pedagogy of a school subjects**	Y	Y	Y	Y	-	Y	Y		Y	Y

		(any two) CPS-301 (A-O)										
16	B.Ed.-PE-302	Gender, School and Society	**Y**	**Y**	**Y**	**Y**	**Y**	**-**	**Y**	**Y**	**-**	**-**
17	B.Ed.-CPS-303	**Optional Course (Any One) CPS-303 (A-G)**	**Y**	**Y**	**-**	**Y**	**Y**	**-**	**-**	**-**	**-**	**-**
18	B.Ed.- EWF-304	School Internship I	**Y**	**Y**	**Y**	**Y**	**Y**	**Y**	**Y**	**Y**	**Y**	**Y**
19	B.Ed.- EPC-305	Critical Understanding of ICT & Its Application	**Y**	**Y**	**Y**	**Y**	**Y**	**Y**	**-**	**Y**	**-**	**Y**
SEMESTER-IV												
20	B.Ed.-PE-401	Educational Planning, Management and Leadership	**Y**	**Y**	**Y**	**Y**	**Y**	**-**	**-**	**-**	**Y**	**-**
21	B.Ed.-EWF-402	Working with Community	**-**	**Y**	**Y**	**Y**	**Y**	**Y**	**Y**	**Y**	**Y**	**-**
22	B.Ed.-EWF-403	School Internship II	**Y**	**Y**	**Y**	**Y**	**Y**	**Y**	**Y**		**Y**	**Y**
23	B.Ed.-EWF-404	Action Research	**Y**	**Y**	**Y**	**Y**	**Y**	**Y**	**-**	**Y**		**Y**
24	B.Ed.-EPC-405	Understanding the Self	**Y**	**Y**	**Y**	**Y**	**Y**	**-**	**-**	**-**	**-**	**-**

COURSE STRUCTURE OF TWO-YEAR B. Ed. PROGRAMME

SEMESTER-I					
Course Code	**Title of the Course**	**Credits**	**Total**	**SA**	**FA.**
B.Ed.-PE-101	Basics of Education	4	100	70	30
B.Ed.-PE-102	Development of Learner	4	100	70	30
B.Ed.-PE-103	Learning & Teaching	4	100	70	30
B.Ed.-CPS-104	Language Across the Curriculum	4	100	70	30
B.Ed.-PE-105	Education in Contemporary India	4	100	70	30
B.Ed.-EPC-106	Reading and Reflecting on Texts	2*	50*	--	50*
	Total	**20**	**500**	**350**	**150**
SEMESTER-II					
B.Ed.-PE-201	Knowledge and Curriculum	4	100	70	30
B.Ed.-CPS-202	Assessing Learning	4	100	70	30
B.Ed.-PE-203	Creating an Inclusive Classroom	2	50	35	15
B.Ed.-CPS-204	**I. Pedagogy of Disciplinary Stream (any one)** B.Ed.-CPS-204(A): Pedagogy of Language B.Ed.-CPS-204(B): Pedagogy of Sciences B.Ed.-CPS-204(C): Pedagogy of Mathematics B.Ed.-CPS-204(D): Pedagogy of Social Science	4	100	70	30
B.Ed.-CPS-205	Understanding Disciplines and Subjects	4	100	70	30
B.Ed.-EWF-206	Nai Talim, Experiential Learning	2	50	--	50
B.Ed.-EPC-207	Art Integrated Learning (Drama, Music, Dance, Painting, etc.)	2*	50*	--	50*
	Total	**20**	**500**	**315**	**185**
SEMESTER-III					
B.Ed.-CPS-301	**II. Pedagogy of a school subjects (any two)** (School Subject) B.Ed.-CPS-301(A): Pedagogy of English B.Ed.-CPS-301(B): Pedagogy of Hindi B.Ed.-CPS-301(C): Pedagogy of Nepali B.Ed.-CPS-301(D): Pedagogy of Bhutia B.Ed.-CPS-301(E): Pedagogy of Lepcha B.Ed.-CPS-301(F): Pedagogy of Limbu B.Ed.-CPS-301(G): Pedagogy of Physics B.Ed.-CPS-301(H): Pedagogy of Chemistry	 4 4	 100 100	 70 70	 30 30

	B.Ed.-CPS-301(I): Pedagogy of Biology B.Ed.-CPS-301(J): Pedagogy of Mathematics B.Ed.-CPS-301(K): Pedagogy of History B.Ed.-CPS-301(L): Pedagogy of Political Science B.Ed.-CPS-301(M): Pedagogy of Economics B.Ed.-CPS-301(N): Pedagogy of Geography B.Ed.-CPS-301 (O) Pedagogy of Social Science				
B.Ed.-PE-302	Gender, School and Society	4	100	70	30
B.Ed.-CPS-303	**Optional Course (Any One)** B.Ed.-CPS-303(A) Health, Yoga and Physical Education B.Ed.-CPS-303 (B) Human Rights and Peace Education B.Ed.-CPS-303(C) Value Education B.Ed.-CPS-303(D) Special Education B.Ed.-CPS-303 (E) Environmental Education B.Ed.-CPS-303 (F) Guidance and Counseling B.Ed.-CPS-303 (G) Global Citizenship Education	4	100	70	30
B.Ed.- EWF-304	School Internship I	4	100	30	70
B.Ed.- EPC-305	Critical Understanding of ICT & Its Application	2*	50*	--	50*
	Total	**20**	**500**	**310**	**190**
SEMESTER-IV					
B.Ed.-PE-401	Educational Planning, Management and Leadership	4	100	70	30
B.Ed.-EWF-402	Working with Community	2	50	--	50
B.Ed.-EWF-403	School Internship II	12	300	90	210
B.Ed.-EWF-404	Action Research	2	50		50
B.Ed.-EPC-405	Understanding the Self	2*	50*	--	50*
	Total	**20**	**500**	**160**	**340**
	Total Marks/ Credits	**80+08**	**2000**	**1135**	**865**

NB: PE- Perspectives in Education, CPS- Curriculum and Pedagogic Studies, EWF- Engagement with the Field, EPC- Enhancing Professional Capacities, SA- Summative Assessment, FA- Formative Assessment

* = Result of EPC (out of 400) shall be awarded in terms of Grades Separate.

SEMESTER WISE DISTRIBUTION OF COURSES WITH CBCS

Semester I

Course Code	Title of the Course	L	T	P	Credits	Ext.	Int.	Total Marks
B.Ed.-PE-101	Basics of Education	3	1	0	4	70	30	100
B.Ed.-PE-102	Development of Learner	3	1	0	4	70	30	100
B.Ed.-PE-103	Learning & Teaching	3	1	0	4	70	30	100
B.Ed.-CPS-104	Language Across the Curriculum	3	1	0	4	70	30	100
B.Ed.-PE-105	Education in Contemporary India	3	1	0	4	70	30	100
B.Ed.-EPC-105	Reading and Reflecting on Texts			2	2	--	50*	50*
				Total	20+2	350	150+50	500+50

Semester II

Course Code	Title of the Course	L	T	P	Credits	Ext.	Int.	Total Marks
B.Ed.-PE-201	Knowledge and Curriculum	3	1	0	4	70	30	100
B.Ed.-CPS-202	Assessing Learning	3	1	0	4	70	30	100
B.Ed.-PE-203	Creating an Inclusive Classroom	1	1	0	2	35	15	50
B.Ed.-CPS-204	**I. Pedagogy of Disciplinary Stream (any one)** B.Ed.-CPS-204(A): Pedagogy of Language B.Ed.-CPS-204(B): Pedagogy of Sciences B.Ed.-CPS-204(C): Pedagogy of Mathematics B.Ed.-CPS-204(D): Pedagogy of Social Science	3	1	0	4	70	30	100
B.Ed.-CPS-205	Understanding Disciplines and Subjects	3	1	0	4	70	30	100
B.Ed.-EWF-206	Nai Talim, Experiential Learning			2	2	--	50	50
B.Ed.-EPC-207	Art Integrated Learning (Drama, Music, Dance, Painting, etc.)			2	2*		50*	50*
				Total	**20+2**	**315**	**185+50**	**500+50**

Semester III

Course Code	Title of the Course	L	T	P	Credits	Ext.	Int.	Total Marks
B.Ed.-CPS-301	**II. Pedagogy of a school subjects (any two)** B.Ed.-CPS-301(A): Pedagogy of English B.Ed.-CPS-301(B): Pedagogy of Hindi B.Ed.-CPS-301(C): Pedagogy of Nepali B.Ed.-CPS-301(D): Pedagogy of Bhutia B.Ed.-CPS-301(E): Pedagogy of Lepcha B.Ed.-CPS-301(F): Pedagogy of Limbu B.Ed.-CPS-301(G): Pedagogy of Physics B.Ed.-CPS-301(H): Pedagogy of Chemistry B.Ed.-CPS-301(I): Pedagogy of Biology B.Ed.-CPS-301(J): Pedagogy of Mathematics (School Subject) B.Ed.-CPS-301(K): Pedagogy of History B.Ed.-CPS-301(L): Pedagogy of Political Science B.Ed.-CPS-301(M): Pedagogy of Economics B.Ed.-CPS-301(N): Pedagogy of Geography B.Ed.-CPS-301 (O) Pedagogy of Social Science	3 3	1 1	0 0	4 4	70 70	30 30	100 100
B.Ed.-PE-302	Gender, School and Society	3	1	0	4	70	30	100
B.Ed.-CPS-303	Optional Course (Any One) B.Ed.-CPS-303(A) Health and Physical Education B.Ed.- CPS -303 (B) Human Rights and Peace Education B.Ed.- CPS -303(C) Value Education B.Ed.- CPS -303(D) Special Education B.Ed.- CPS -303 (E) Environmental Education	3	1	0	4	70	30	100

	B.Ed.- CPS -303 (F) Guidance and Counseling B.Ed.- CPS -303 (G) Global Citizenship Education							
B.Ed.-EWF-304	School Internship I		0	4	4	30	70	100
B.Ed.- EPC-305	Critical Understanding of ICT & Its Application			2	2*		50*	50*
				Total	**20+2**	**350**	**190+50**	**500+50**

Semester IV

Course Code	Title of the Course	L	T	P	Credits	Ext.	Int.	Total Marks
B.Ed.-PE-401	Educational Planning, Management and Leadership	3	1	4	4	70	30	100
B.Ed.-EWF-402	Working with Community		0	2	2	--	50	50
B.Ed.-EWF-403	School Internship II		0	12	12	90	210	300
B.Ed.-EWF-404	Action Research			2	2	--	50	50
B.Ed.-EPC-405	Understanding the Self			2	2*	--	50*	50*
				Total	**20+2**	**160**	**340+50**	**500+50**

L: Lecture, T: Tutorial, P: Practical

**** Offered as CBCS ****Non numerical credit***, One credit = 25 marks, 16 hours theory and 32 hours practicum**

ASSESSMENT FRAMEWORK

I. Course wise Assessment Scheme

Semester / Paper		Sem. I			Sem. II			Sem. III			Sem. IV			Grand Total		
		SA	FA	Total	SA	FA	Total	SA	FA	Total	SA	FA	Total	SA	FA	Total
Theory	Compulsory	315	135	**450**	315	135	**450**	210	40	**250**	70	30	**100**	**910**	**340**	**1250**
	Optional	-	-	-	-	-	-	70	30	**100**	-	-	-	**70**	**30**	**100**
Engagement with the Field, School Internship and EPC Activities	EWF Activities	-	50	**50**		50	**50**		-	**50**	-	100	**100**		**250**	**250**
	School Internship	-	-	-	-	-	-	30	70	**100**	90	210	**300**	**120**	**280**	**400**
	EPC Activities	-	50*	**50***	-	50*	**50***	-	50*	**50***	-	50*	**50***	-	**200***	**200***
Total		**315**	**185**	**500**	**315**	**185**	**500**	**310**	**190**	**500**	**160**	**340**	**500**	**1100**	**900**	**2000**

SA = Summative Assessment; FA = Formative Assessment

Formative Assessment: Formative assessment helps throughout a class or course, and intends to improve student achievement of learning outcomes through approaches that can assist specific student needs. There is always an opportunity to the learners to reform their learning gaps.

Summative Assessment: Summative assessments assess student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program.

* = Result of EPC (out of 200) shall be awarded in terms of Grades Separately.

II. Note on School Internship:

(i) School Internship will be conducted in Semester – III and Semester – IV

Semester - III

(ii) **Pre-Internship**:

It will involve the following activities for a period of **two weeks**.

(a) *Demonstration Lessons:* The teacher educator of the concerned method subject will present demonstration lesson for the method subject and each student teacher shall observe **two** demonstration lessons of their respective method subjects and submit the report.

(b) *Micro Teaching Practice:* Each student teacher will undergo micro teaching practice session for **five teaching skills** in each subject under the supervision of concerned teacher Educator. This should be followed by **two lessons** on Integration of Skills.

(c) *Macro Teaching Practice:* Each student will undergo Macro Teaching Practice session for two lessons in each subject under the supervision of concerned Teacher educator. The work performed during the pre- internship shall be evaluated internally by the concerned teacher educator on the basis of reports submitted.

During pre-internship, student teachers will also pay visit to their allotted practicing school and interact with school teachers & principal to acquire firsthand knowledge of School's academic environment and submit the report.

Semester - IV

(iii) **Internship**

During internship each student teacher will be attached with a particular school for a period of **Fourteen weeks** where they will undergo teaching practice in the actual classroom by delivering **60 lessons (30 in each method subject)** under the supervision of concerned teacher educator. The observation report of 30 lessons should be submitted for evaluation. Teaching aids is compulsory for teaching of each lesson.

(iv) **Post Internship**

At the end of the teaching practice a student teacher will present **two criticism lessons on two method subjects** to finally demonstrate her/his teaching competency which will be evaluated by the concerned teacher educator towards his internal assessment. It will spread over **two weeks**.

School Internship, besides teaching practice, will involve school related works as a part of their training. The same are given as below:

a. Teachers' Diary.
b. Preparation of Time Table.
c. Addressing School Assembly.
d. Organization of Co-curricular Activities.

The report of the activities to be submitted for internal assessment.

ASSESSMENT SCHEME FOR INTERNSHIP

School Internship (18 weeks)	Sum.	For.	Total
(A) Pre-Internship: (2 weeks)	**30**	**70**	**100**
i. Observation of two Demonstration Lessons (with report)		20	
ii. Micro Lesson Teaching Practice (With Record)		20	
iii. Macro Lesson Teaching Practice (With Record)		30	
(B) Internship –			
B.I: Teaching Practice in Schools on Two Method Subjects (60 Lessons) (14 weeks)			
i. Teaching Practice			
ii. Observation of 30 lessons			
iii. Viva-Voce on Lesson Plans & Teaching Practice			
iv. Teaching Aids (Including One Model in Each)			
v. Organization of Co-Curricular Activities	**90**	**210**	**300**
B.II: Post Internship–Two Criticism Lessons (2 Weeks)	30	120	
B.III: School Internship: Other Related Work	30	30	
i. Maintaining Teachers' Diary	30	30	
ii. Preparation of Time Table		30	
iii. Addressing School Assembly			
iv. Attending Staff Meeting and Writing Minutes			
Total Marks	**120**	**280**	**400**

III. Final Examination of Internship (Summative)

The final summative examination of School Internship will be conducted by a four member B. Ed. - Internship Examination committee constituted by the University/Institute wherein a student –teacher will demonstrate his/her teaching competency by presenting her/his teaching lesson in a school classroom (for at least one method subject) which will be followed by a viva-voce on teaching practice and all other aspects of school internship.

IV. Awarding Result for EPC

Result of EPC (out of 200) shall be awarded in terms of Grades Separately as follows:

Marks in %	Grade Point Scale	Grade	Grade Point
90 and above	9.0 and above	O	10
80 – 89.99	8.0 – 8.9	A+	9
70 – 79.99	7.0 - 7.9	A	8
60 - 69.99	6.0 – 6.9	A-	7
50 - 59.99	5.0 – 5.9	B +	6
40 - 49.00	4.0 – 4.9	B	5
30 – 39.99	3.0 – 3.9	B -	4
20 - 29.99	2.0 – 2.9	C +	3
10 - 19.99	1.0 – 1.9	C	2
0 - 9.99	0.0 – 0.9	C -	1

Grade Point can be obtained on dividing the percentage figure by 10 (ten) and the Grade Point can be converted into percentage on multiplying it by 10 (ten).

A candidate must get a minimum of 'B' Grade to clear EPC separately so as to qualify for the B.Ed. degree.

Note: The mark sheet issued to B.Ed. candidates shall show the result in Grade along with 'Grade Point' for EPC separately.

B.Ed.-PE-101

BASICS OF EDUCATION

Semester: First Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15 Hrs. + Practical: 00Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of course, the student teacher will be able to:

- explain the concept, purpose, goals, importance and process of education.
- analyze the different roles of various agencies of education to socialize the children.
- discuss the concept of education as a sub system of society and its educational implications.
- explain the concept, dimensions and role of social change emphasizing contribution of education in social change.
- evaluate the role of education for modernization, conservation, transmission and promotion of culture in Indian society.
- explain the concept, types, importance of values including challenges in inculcating values among the learners through value education.
- analyze the perspectives and theories of values in education to foster the holistic, ethical and responsible development of learner as a global citizen.
- discuss the concept and factors affecting autonomy, learner autonomy, teacher autonomy and accountability and suggest strategies.

Unit I: Education - Nature and Purpose

- Meaning, Nature, Purpose and importance of Education.
- Education as a process: Natural or Social Process, intentional (intellectual and self-critical) or unintentional.
- Agencies of education: Family, Society and Institutes.
- Goals of Education: Bases, Nature, Functions of Educational Goals and Goals of Education in India.

Unit II: Education, Society and Culture

- Social system: Education as sub system of social system and their inter relationship.
- Social change: Meaning, dimensions and role of education for social change.
- Education and Modernization: Meaning, nature and role of education for modernization.
- Education and Culture: Meaning and role of education for conservation, transmission and promotion of culture. Education as process of acculturation and enculturation.

Unit III: Values Concept and Context

- Meaning, Nature, Types and importance of Values in Education.
- Perspectives on Values: Philosophical Perspective, Psychological Perspective and Sociological Perspective.
- Theories of Values: Pragmatic Theory, Empiricist Theory, Realist Theory and Idealist Theory.
- Values and Education: Challenges to Values for Education, Developing values consensus, Role of curriculum developer and teachers.

Unit IV: Autonomy and Accountability of Teacher and Learner

- Meaning of Autonomy, Teacher Autonomy: Characteristics, Domains, Factors affecting autonomy and ways to develop teacher autonomy.
- Meaning, types and functions of Accountability.
- Meaning of Learner autonomy, Development of learner autonomy.
- Curriculum, Textbooks, Instructions and Discipline in Learner Autonomy, School and Developing Learner Autonomy.

TEACHING-LEARNING STRATEGIES:

- Lecture-cum-Discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Brainstorming, Group Work, Case Study, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams and Reflective report.	Viva/ Oral exam, Group discussion, Role play, Fish bowl Technique and Think-Pair-Share.	Co-curricular, Work experience.	Paper presentation, Seminar, Poster presentation, Field assignment, Portfolios.	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- List different non-formal agency of education available in your locality and prepare report on objectives, process and relevance for school education.
- Reflect on the aims of education as per the report of Secondary Education Commission, Indian Education Commission, National Policy on Education (1986).

- Prepare a report on reflections of philosophical, sociological and psychological foundations on school curriculum, organization, textbook, methods of teaching.
- Reflect on similarity and differences between educational ideas of Indian philosopher and Western philosophers.
- Observe society (rural and urban) and prepare report on cultural influence on educational practice.
- Critically analyze nearby locality on criteria of inclusive development and suggest strategy for it.

SUGGESTED READINGS

- Ant Weiler, C. (1998). *Low Knowledge and Local Knowing: An Anthropological Analysis of Contested "Cultural Products" in the Context of Development*. Anthropos, 93:46-94.
- Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
- Datta, D.M. (1972). *Six ways of Knowing*. Calcutta University Press, Calcutta.
- Dewey, J. (1997). My Pedagogic Creed', in D.J. Flinders and S.J. Thornton(eds.) *The Curriculum Studies Reader*, Routledge: New York.
- Dewey, J. (1997) *Experience and Education*, Touchstone: New York.
- NCERT (2014) *Basics in Education: Textbook for B. Ed. Course*, New Delhi.
- Bhardwaj, I. 2005. Value-oriented Education. *Journal of Value Education,* 5, 9-24.
- Choudhuri, Indranath. 2005. Promoting Value Education through Children's Literature. *Journal of Value Education,* 5, 29-36.
- Fisher, R. 1990. *Teaching children to think*. Nelson Thornes, Cheltenham.
- Hitlin, S., & Piliavin, J.A. 2004. *Values: Reviving a Dormant Concept. Annual Review of Sociology,* 30, 359-393
- Katz. D. 1965. Nationalism and strategies of international conflict resolution. In H.C. Kelman (Ed.), *International behavior: A social-psychological anlysis* (pp356-390). Holt, Rinehart & Winston, New York.
- Misra, G. 2006. *Psychology and Societal Development: Paradigmatic and Social Concerns.* Concept Publishing Company, New Delhi.
- Rokeach. M. 1973. *The Nature of Human Values.* Free Press, New York.
- Rokeach. M. (Ed.) 1979. *Understanding Human Values: Individual and Societal.* Free Press, New York.

B.Ed.-PE-102

DEVELOPMENT OF LEARNER

Semester: First Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15 Hrs. + Practical: 00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- analyze the characteristics, development, and challenges associated with various stages including infancy, childhood, and adolescence.
- analyze the challenges and problems commonly faced by adolescents in their physical, emotional, social and academic domains.
- analyze the various theories of child development and their educational implications.
- explain the concepts, types, processes, determinants and influencing factors of intelligence, creativity, personality, individual differences for individual development.
- evaluate the impact of socio-economic factors including family, peers, school, society, media, culture, gender and stereotypes on learners' development.

Unit-I: **Stages of Child Development**

- Infancy stage: Reflexes, Behavior traits, Physical and Cognitive abilities, Temperament and Social Skills.
- Childhood stage: Physical, Perceptual, Social and Language Development.
- Adolescence: Physical, Emotional, Social, Cognitive Development.
- Problems of Adolescents and Remedial Measures.

Unit-II: Theories of Child Development

- Havighurst Theory: Basic concepts and Educational Implications.
- Piaget's Cognitive Development theory.
- Erikson's Psycho-social Development Theory: Basic concepts and Educational Implication.
- Kohlberg's Moral Development Theory: Basic concepts and Educational Implications.

Unit-III: Individual Development

- Intelligence: Concept, Effect of Heredity and Environment, Multiple Intelligence, Measurement of intelligence.
- Creativity – Concept, process and measures of creativity (Factors affecting creativity).
- Personality _ Concept, Determinants and Freudian Structure of Personality.
- Individual Differences: Concept and Effect of Heredity and Environment.

Unit-IV: Socio-Economic and Cultural Influences on Learner's Development

- Socio- economic Status and its Impact on Learner's development.
- Role of Family, Peers, School, Society and Media.
- Impact of Culture - Social Class, Poverty, Race and Ethnicity.
- Concept of Gender and Stereotypes.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Brainstorming, Group Work, Case Study, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Strategys/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 marks)

- Study on problems of adolescents- emotional, social, physical and educational (any one) and suggest remedial measures.
- Field survey to assess the impact of family, peers, school, cultural background, social class, race and ethnicity on the development of the child.
- Psychological test: Intelligence testing.
- Psychological test: Personality testing.

SUGGESTED READINGS

- Berk, L.E. (2011). *Child Development*. New Delhi: Prentice Hall of India.
- Boyd, D & Bee, H. (2004). *The Developing Child*. New Delhi: Pearson Education.
- Cole, M., Cole, S. R. and Lightfoot, C. (2004). *The Development of Children*. New York: Worth Publishers.
- Dash, M. (2002). *A Text Book on Educational Psychology*. Cuttack: Unique Publishers.

- Fetsco, T &Mclure, J. (2005). *Educational Psychology- An Integrated Approach to Classroom Decisions.* New York: Pearson Education.
- Hilgard, E. & Bower, G.H. (1966). *Theories of Learning.* USA: Englewood Cliffs: Prentice Hill.
- Hurlock, E.B. (2011). *Developmental Psychology*. New Delhi: Tata McGraw-Hill.
- Lindgren, H.C. (1980). *Educational Psychology in the Classroom.* New Delhi: Oxford University Press.
- Mukunda, K. V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning.* Noida: Harper Collins. Chapter 4: Child Development, 79-96.
- Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development.* London: Lawrence Erlbaum Associates, publishers.
- Papalia, D. E. and Olds, S. W. (2003). *Human Development.* New York: McGraw Hill Higher Education.
- Vygotsky, L.S. (1978). *Mind in Society*. Cambridge: Harvard University Press.
- Walia, J.S. (2000). *Foundations of Educational Psychology.* Jalandhar: Paul Publishers.

B.Ed.-PE-103

LEARNING AND TEACHING

Semester: First Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15 Hrs. + Practical: 00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES

On the completion of the course the students will be able to:

- explain the concept, types and domains of learning in the educational context.
- analyze the different theories of transfer of learning and their educational implications.
- examine various approaches and techniques to cater to the learning of disabled children.
- analyze the various theories of learning considering basic concepts, laws, principles and their educational implications.
- explain the system approach to instruction and its significance in the educational process.
- evaluate the importance of instructional objectives in the teaching-learning process.
- explain various phases of teaching to promote active learning, student engagement and achievement of learning outcomes.
- discuss knowledge and skills required for the management of teaching including planning, organizing, controlling and coordinating instructional activities.
- explain applications of various instructional methods in teaching-learning process based on the ability, needs and interests of the child.

Unit-I: Learning Process

- Learning- concept, characteristics, principles, types, domains.
- Transfer of learning- concept, types, theory of transfer of learning (theory of mental discipline, apperception, identical elements and generalization) and its educational implications.
- Learning disabilities- meaning, characteristics & identification of learning-disabled children.
- Approaches & techniques for helping learning disabled children.

Unit-II: Theories of Learning & their Educational Implications

- Behavioral or Stimulus-Response connection theory – Pavlov's classical conditioning learning, Thorndike trial & error learning, Skinner's operant conditioning learning.
- Gestalt theory – Kohler's insightful learning, Tolman's sign learning.
- Gagne's hierarchical theory of learning.
- Bandura's Social Learning Theory.

Unit-III: Management of Teaching

- Teaching – Meaning, System approach to instruction.
- Instructional objectives, Classes of objectives.
- Operational phases of Teaching: Pre-active, Interactive, Post-active.
- Management of Teaching – steps: Planning, organizing, controlling and coordinating.

Unit-IV: Different types of instruction

- Teacher-controlled instruction – lecture, demonstration, inductive-deductive, discussion, team teaching.
- Learner controlled instruction – programmed instruction, computer assisted, personalized system, project method, problem solving method.
- Instruction based on the ability, needs & interest of the child.
- Group controlled instruction- discussion, debate, group activities.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Brainstorming, Group Work, Case Study, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Flipped teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Strategys/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Concept mapping in any particular topic of any school subject.
- Writing a report on observation of any learning experiences or any group activity or any learner-controlled instruction.
- Identification of learning difficulties of children in a subject.
- Observation of a Classroom Teaching.

SUGGESTED READINGS

- Bruner, R.F. (1978). *Psychology Applied to Teaching*. Boston: Houghton Miffing.

- Chadha, D.S. (2004). *Classroom Teaching and Learning*. New Delhi: Mittal Publications.
- Chand Tara (2007). *Advanced Educational Psychology*. New Delhi: Kaniska Publications Pvt Ltd.
- Crow & Crow (1964). *Educational Psychology*. New Delhi. Eurasia Publishing House.
- Dash, M. (2000). *Education for the Exceptional Children*. Agra. P. Bhargava Book House.
- Dececco, J.P. (1977). *The Psychology of Learning and Instruction.* New Delhi: Prentice Hall.
- Goswami, M (2014): *Fundamentals of Educational Psychology*, Guwahati: Ashoka Publications
- Hurlock, E.B. (1974). *Developmental Psychology*. New Delhi: TMH.
- Pathak, R.P (2012). *Educational Psychology*, Noida: Pearson.
- Sharma, R.A. (2005). *Development of Learner and Teaching-Learning Process.* Meerut (U.P.): R. Lall Book.
- Sharma, Yogendra, K. (2007). *Textbook of Educational Psychology*. New Delhi: Kanishka Publisher.
- Skinner, C.E. (1999). *Educational Psychology*. New Delhi. Prentice Hall India.
- Woodworth, R.S. (1948). *Contemporary Schools of Psychology*. London.

B.Ed.-PE-104

LANGUAGE ACROSS THE CURRICULUM

Semester: First Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15 Hrs.+ Practical: 00 Hrs.= 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the concept of language, standard language, dialect and importance of three language formula, language across curriculum and integration of language and content in the classroom interactions.
- analyze the schema theory of language learning and discontinuity theory of Noam Chomsky and their educational implications for effective learning.
- discuss the distinction between language as a subject of study and language as a medium for learning across subjects.
- evaluate the crucial role of language in learning, in construction of knowledge for promoting multilingualism in the classroom.
- explain effective strategies for promoting oral language instructions, discussion approach, questioning and their implications in the classroom teaching-learning.
- assess the role of language in sensitizing, reflecting, facilitating, understanding the learner and their linguistic background to foster an inclusive and supportive learning environment.
- differentiate various types of reading texts and their importance in developing vocabulary and reading habits.
- apply different reading and writing strategies to foster the development of reading and writing competencies.

Unit-I: Centrality of language

- Nature and importance of language, Standard language versus Dialect, and three language formula.
- Concept and relevance of Language across the Curriculum, Integrating language and content.

- Schema theory of language learning.
- Discontinuity theory of Noam Chomsky.

Unit-II: Language in School

- Difference between Language as a school subject and as a means of learning and communication.
- Centrality of language in Learning; language as a tool for construction of knowledge.
- Multilingualism in the classroom.
- Oral Language in the classroom: discussion as a tool for learning; nature of Questioning in the class.

Unit III: Language and Curriculum Transaction

- Classroom Discourse: strategies for using oral language in the classroom.
- Discussion as an approach for learning: mode (participatory, interactive, collaborative).
- Questioning and classroom discussion-importance and relationship.
- Sensitizing, Reflecting and Facilitating, Understanding the learner and his/her language background.

Unit IV: Developing Communication Competencies: Reading and Writing

- Reading school texts (Language, social science, science, mathematics): expository texts vs. narrative texts; transactional text vs. reflective texts.
- Reading strategies — scanning, skimming and reading for extracting information.
- Forms of Writing: note taking, note making, summarizing; writing with purpose.
- Analyzing students' reading and writing; developing reading and writing competencies.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-discussion, critically analyse the relevant texts and visit schools and other learning sites to gain understanding about learning and teaching in various contexts, multi-media of various lessons, examples of children's works and records that capture a variety of images of learning and teaching. Student teachers may be encouraged in planning, exploration, sharing and reflecting, analytical writing and studying teacher' diaries and other records, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios	**30**
Summative Assessment	Exams.	-	-	-	**70**

- ***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Take at least one lesson from science, Social Science and Mathematics textbooks of any class and critically analyze the language of a text book.
- Project on Multilingualism or Three language formula.
- Designing Games and Exercises for Developing Listening, Speaking, Reading and Writing Skills.
- Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming.
- Assignments on Developing Listening Skills – Listening to speech, directions.
- In addition, school and community-based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.

SUGGESTED READINGS

- Adams, T. M. (1996). *Languages across the curriculum: Taking stock*. "ADFL Bulletin," 28, 9-19.
- Christie, F. (1985). *Language and schooling. In S. Tschudi (Ed.), Language, schooling, and society.* Upper *Montclair*, NJ: Boynton/Cook.
- Corson, David (1990). *"Language across the curriculum (LAC)"*. In: Corson, David (ed.), *Language Policy Across the Curriculum*. Clevedon: Multilingual Matters, 72-140.
- Duke, C. R., & Sanchez, R. (Eds.). (2001). *Assessing writing across the curriculum*. Durham, NC: Carolina Academic Press.

- Fichera, V. M., & Straight, H. S. (Eds.). (1997). *"Using languages across the curriculum: Diverse disciplinary perspectives"* (Translation Perspectives X). Binghamton: State University of New York, Center for Research in Translation.
- Helmut J. Vollmer (2007), *Language Across the Curriculum: A Didactic Perspective*, University of Osnabrueck, Germany.
- Jangid, Gita. 2005. *Literacy and Language Development: a whole language perspective*. Ph.D. thesis, CIEFL, Hyderabad.
- Jolliffe, D. (2001). *Writing across the curriculum and service learning: Kairos, genre and collaboration.* In S. McLeod, et al. (Eds.), WAC for the new millennium (pp. 179–199). Urbana IL: NCTE.
- Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford: Oxford University Press.
- Morgan, J. & Rinvolucri, M. (1983). *Once upon a time: Using stories in the language classroom.* Cambridge: Cambridge University Press.
- *National Curriculum Framework 2005*, NCERT, New Delhi.
- Richards, J. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms.* Cambridge: Cambridge University Press.
- Shoenberg, R. E., & Turlington, B. (Eds.). (1998). *Next steps for languages across the curriculum: Prospects, problems, and promise.* Washington, DC: American Council on Education.
- Whitehead, David (1990). *Language Across the Curriculum*, Berkley, Hamilton.

B.Ed.-PE-105

EDUCATION IN CONTEMPORARY INDIA

Semester: First Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15 Hrs.+ Practical: 00 Hrs.= 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- analyze different philosophical and sociological perspectives in education from the Indian and western view.
- analyze the role of education to overcome barriers of caste, religion, class and gender.
- evaluate the significance of Delors four pillars in fostering holistic development and lifelong learning.
- explain the various forms and functions of social stratification in contemporary India and analyzing different societies to know the role of education in developing an Inclusive and just society.
- evaluate the diversity and population explosion issues in Indian society and role of education to foster a positive attitude towards diversity, promoting inclusivity and addressing social inequalities.
- Discuss the constitutional provisions, interventions on education an India as an evolving nation considering democratic values and polity to embrace fundamental rights and duties of Indian citizens.
- explain the concept of life skills education, human rights education, global citizenship education e learning, MOOCs, coding, artificial intelligence and their relevance in the education.
- examine the impact of globalization and privatization in education.
- discuss essential 21st-century skills necessary to meet the evolving demands of teaching in the digital age.

Unit-I: Philosophical and Sociological Foundations of Education:

- Implications of educational philosophy of the great educators- -In Indian context: Swami Vivekananda, Rabindra Nath Tagore, and Mahatma Gandhi.
- Implications of educational philosophy of the great educators- In the Western Context: Rousseau, Dewey and Socrates.
- Role of education in social change: School as a public space transcending barrier (caste, religion, class, and gender).
- Four Pillars of learning: Delors Commission -1996.

UNIT-II: Contemporary India

- Social Stratification: Forms and function; caste and class; region and religion; Types of Society: tribal, agrarian; industrial, postindustrial society.
- Educational scenario of India: Diversity in terms of educational opportunities, religion, caste, class, gender, language, region and tribes.
- Demands of diverse social groups towards education; Role of education in creating positive attitude towards diversity.
- Population explosion and educational challenge: Population size; composition and distribution in India; consequences of population growth.

UNIT-III: Constitutional Provisions and Education

- 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.
- India as an evolving Nation: vision, nature and salient features democratic and secular polity, Federal structure: Implications for educational system.
- Aims and purposes of education drawn from constitutional provision; Fundamental Rights & Duties of Citizens.
- Constitutional interventions for universalization of education and RTE Act 2009; Role of Central and State governments in the development of education.

Unit-IV: Emerging Trends in Education

- Life skills education, Human Rights Education, Global Citizenship Education.
- E-Learning, MOOCs, concept of coding and artificial intelligence.
- Impact of Urbanization, Industrialization, Globalization, modernization, economic liberalization and digitalization.

- Development of 21st Century skills in Teachers- Communication Skills, Command on Technology.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Group Work, Case Study, School Internship, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios	**30**
Summative Assessment	Exams	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 marks)

- Analyze the educational philosophy of any great educator- Indian or Western.
- Project based on sustainable development.
- Project on any one Marginalized Group- (caste, class, gender).
- A study of the functioning of School Management Committee in any one of the neighborhood schools.

SUGGESTED READINGS

- Kabir, H. (1982) *Education in New India*, London: George Allen.
- Mathur, S.S. (2009). *A Sociological Approach to Indian Education.* New Delhi: Vinod Pustak Mandir.
- Mohan, J. (1994) *Indian Education in the Emerging Society*, New Delhi: Sterling Publishers Pvt. Ltd.

- Nath, Prem (1990). *The Bases of Education: A Philosophical and Sociological Approach.* New Delhi: S. Chand & Company Ltd.
- NCERT (1970) *Education and National Development*- Report of the Education Commission (1964-66), New Delhi: NCERT.
- NCERT (2005). *National Education Framework,* New Delhi.
- Pandey, R.S. (2012). *Philosophizing Education.* New Delhi: Kanishka Publishers.
- Ross, James S. (2009). *Groundwork of Education.* New Delhi: Surjit Publications.
- Rusk, R. (2011). *Theory of Education.* New Delhi: Surjit Publications.
- Saxena, N.R. Swaroop (2003). *Philosophical and Sociological Foundations of Education (Vol. I and II).* Meerut: R L Book Depot.
- Sharma, Y.K. (2002). *The Doctrines of the Great Western Educators.* New Delhi: Kanishka Publications.

B.Ed.-EPC-106

READING AND REFLECTING ON TEXTS

Semester: First Semester Course Level: 100

L+T+P: 0+0+2 = 2 Credits Lecture: 15 Hrs. Tutorial: 00 Hrs. + Practical: 60 Hrs. = 60 Hrs.

Total: 50 Marks Formative: 50 Marks Summative: 00 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- develop proficiency in reading and responding to written texts.
- examine and appreciate authentic literary and non-literary texts.
- develop study and reference skills.
- reflect on the ideas expressed in the texts.
- plan, draft, edit and present a piece of writing related to their understanding of a text.

Unit I: Stories and Excerpts from Narratives

(Any one of the following or any other texts of their interest)

- How I Taught My Grandmother to Read and other Stories- Sudha Murthy-Puffin. Books, 2004.
- Tales from the Indian Jungle-Kenneth Anderson- Rupa & Co. 2001.
- Tales of the Open Road- Ruskin Bond- Penguin UK-2006.
- Encounters with Animals- Gerald Durrel-Penguin-2012.
- The Diary of a Young Girl. Anne Frank, Random House.
- The man who planted trees- Jean Giono, Chelsea Green Pub.
- I have a Dream' Texts of speech delivered on Aug 28, 1963-Martin Luther King.

Unit II: A) Essays /Excerpts from Literary Texts

(Any one of the following or any other texts of their interest)

- The Elephant, the Tiger and the Cellphone-Shashi Tharoor, Penguin, India.
- Nine Lives- In Search of the Sacred in Modern India- William Dalrymple, Bloomsbury, London.
- Running in the Family- Michael Onstage, Bloomsbury, London.

- Interpreter of Maladies – (Title Story)–Jhumpa Lahari, Mariner Books.

  Medium of education (The selected works of Gandhi- Vol.6), Navajeevan Publication., A Brief History of Time- Stephen Hawking, Random House. , Fall of a Sparrow- Salim Ali, Oxford.
- Education and world peace. In Social responsibility, (Krishnamurti, J.) Krishnamurti Foundation.
- National curriculum framework – 2005. NCERT.
- Civilization and progress. In Crisis in civilization and other essays. (Tagore, R.) Rupa & Co.,
- RTE Act, 2009 and NEP 2020.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Panel Discussion, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT SCHEME

Result of **EPC-106** (out of 50) shall be awarded in terms of Grades Separately.

B.Ed.-PE-201

KNOWLEDGE AND CURRICULUM

Semester: Second Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 15 Hrs. + Tutorial: 15 Practical: 00 Hrs. Hrs.= 60 Hrs.

Total: 100 Marks Formative: 30 Marks External: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the concept, perspectives, types, sources and methods of acquiring knowledge in understanding relationship between disciplinary and pedagogical knowledge.
- discuss the concept, scope and principles of curriculum and its relevance in construction of curriculum at school level.
- differentiate between curriculum, syllabus, and textbook as distinct components of the educational process.
- evaluate the strengths and limitations of various approaches in designing curriculum frameworks.
- explain the components of school curriculum according to the different commissions and policies in the post independent India.
- analyze the conceptual shifts and pedagogical principles emphasized in the NCF 2005.

Unit-I: Understanding Knowledge

- Concept of Knowledge: Indian & Western View.
- Distinction between Knowledge & Information and Knowledge & Belief.
- Sources: Tradition, Authority, Reasoning, Experience and Scientific Method.
- Method of Acquiring Knowledge: Experience, Reasoning, Authority and Empiricism.

Unit -II: Foundations of Curriculum

- Meaning, Nature, Scope of Curriculum.
- Principles of Curriculum Construction.
- Determinants of Curriculum: National Ideology, Social, Economics and Psychological Factors, Scientific & Technological Advancement.
- Distinguish between Curriculum, Syllabus and Textbook.

Unit-III: Curriculum Development

- Approaches to Curriculum Development: Knowledge Approach, Activity Approach & Life Centered Approach.
- Curriculum as per Secondary Education Commission (1952-54) and Kothari Commission (1964-66).
- School Curriculum as per National Policy of Education (1986) and NEP 2020.
- Salient Features of N.C.F (2005).

Unit-IV: Knowledge and Curriculum

- Relationship between Curriculum, Teaching and Learning.
- Curriculum and Teaching Learning Material: Textbook & Allied Instructional Material.
- Hidden Curriculum, Non-Curriculum and Holistic Curriculum.
- Evaluation of Text books and Content analysis of school subjects.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Brainstorming, Group Work, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED FIELD BASED ACTIVITIES (ANY TWO) (30 Marks)

- Report/Project on Evaluation of Secondary School Curriculum in Sikkim.
- Content Analysis on any school subject.

- Evaluation of a textbook.
- Comparison of curricula of two different School Boards.

SUGGESTED READINGS

- Bhatt, B.D & Sharma, S.R (1992): *Principles of Curriculum Construction*, Delhi.
- Bloom, B.S. (1977): *Tryout and Revision of Educational Materials and Methods. A handbook of Curriculum Evaluation,* UNESCO.
- Bruner, J.S (1960/1977): *The Process of Education.* Harvard University Press.
- Dhiman, O.P (2008). *Foundations of Education*, New Delhi: A.P.H. Publishing Corporation.
- Eisner, E.W. (1979): *The educational Imagination*. New York: Macmollan.
- Goswami, M (2014). *Principles and Foundations of Education*, New Delhi: Lakshi Publication.
- Mrunalini Talla (2012). *Curriculum Development*: Perspectives, Principles and Issues, Noida: Dorling Kindersley (India) Pvt. Ltd.
- Murray Print (1993). *Curriculum Development and Design*, Crows Nest, Australia Murray Print.
- NCERT (2005). *National Curriculum Framework* New Delhi.
- Ravi, S.S (2011). *A Comprehensive Study of Education*. New Delhi: DHI Learning Pvt Ltd.
- Sharpes, D.K (1988): *Curriculum Tradition and Practices*. London: Routeledge.
- Srivastava, H.S. (2006). *Curriculum & Methods of Teaching.* Delhi Shipra Publications.
- Stenhouse, L. (1975): *An Introduction to Curriculum Research and Development*. London. Heinemann.
- Swaroop Saxena, N.R. (2011). *Philosophical and Sociological foundations of Education.*
- Wesley, Null (2011). *Curriculum: From Theory to Practice.* Maryland, United
- Wheeler, D.K. (1987): *Curriculum Process*. University of London Press.

B.Ed.-CPS-202

ASSESSING LEARNING

Semester: Second Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs.+ Tutorial: 15 Hrs.+ Practical: 00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the concept and inter-relationships of evaluation, assessment, test, examination, measurement including their educational implications.
- analyze the importance of CCA in providing holistic feedback on various aspects of a student's development.
- compare and contrast the various assessments based on purpose, scope and nature of interpretation.
- analyze the current issues and challenges in assessment and evaluation of education.
- analyze the different modes of assessment of learning objectives for providing appropriate feedback to achieve learning objectives.
- apply the different principles, techniques and steps for designing effective test items that align with instructional objectives to assess students' understanding and abilities.
- discuss the importance of key characteristics of a good test including reliability, validity, objectivity and usability for effective assessment.
- explore the different emerging trends and innovative practices in assessment and provide suggestions for improvement of assessment practices in education.
- explain the concept of statistics, variable, measures of central tendency and variability and their applications in the context of assessment analysis.
- prepare different types of graphs, including bar graphs, histograms, pie charts, line charts, and ogives to represent statistical data effectively.

Unit-I: Overview of Assessment and Evaluation

- Clarifying the terms: Assessment, evaluation, test, examination, measurement, and their inter-relationships, Assessment of Learning and Assessment for Learning.

- Purpose of evaluation and CCA.
- Classification of assessment based on: purpose (Placement, formative, diagnostic, summative), scope (Teacher made, standardized), Nature of Interpretation (Norm-referenced Vs criterion referenced), context (Internal & External).
- Current issues in Assessment and Evaluation.

Unit-II: Learning Assessment

- Assessment of cognitive, affective and psychomotor learning: Instructional objectives, types and levels of learning.
- Principles of constructing different types of test items (Objective type, Essay type, Interpretative exercises).
- Steps of Assessment: Planning (content and objectives focusing on blue print), Preparing Trying-out and Evaluation.
- Characteristics of a good test: Reliability, Validity, Objectivity and Usability (only concept and use).

Unit-III: Recent Trends and Issues in Assessment

- Existing practices: Unit tests, half-yearly and annual examinations, semester system.
- Issues and problems: Objective Vs Subjectivity of test items, Close ended Vs Open ended test items.
- Emerging practices in assessment: Standard based assessment, online examination, computer-based examination, oral examination and open book examination.
- Grading: Concept, types and applications.

Unit-IV: Application of Statistics on the Analysis of Assessment

- Statistics—Meaning, uses, variable, data, its organization.
- Graphical representation: Bar graph, Histogram, Pie chart, Line chart and Ogive.
- Measures of central tendency: Mean, Median, Mode.
- Measures of variability: Standard deviation, Average deviation, Quartile deviation, and Percentiles.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Focused Reading and Reflection, Observation–Documentation Analysis, Seminar, Brainstorming, Group Work, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exams, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios	**30**
Summative Assessment	Exams	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Construction of an achievement test on any topic (carrying 25 marks), its administration and interpretation of results.
- Appraisal of current evaluation practices in the secondary schools.
- Analysis of examination marks obtained by the students in any subject in a class and preparation of a report for sharing.
- Graphical representation of achievement scores of students from any school.

SUGGESTED READINGS

- Black, P., Harrison, C., Lee, C., Marshall, B. & William, D. (2004*). Working inside the Black bos: Assessment for Learning in the Classroom*, Phi Delta Kappan, 86(1), 8-21.
- Burk, K. (2005). How to assess authentic learning (4th Ed). Thousand Oaks, CA: Corwin.
- Carr. J.F. & Harris, D.C. (2001). Succeeding with Standards: Linking Curriculum, assessment and action planning. Alexandria, VA P: Association for Supervision and Curriculum Development.
- Gentile, J.R. & Lalley, J.P. (2003) Standards and Mastery Learning: Aligning teaching and assessment so all children can learn: Thousand Oaks, CA: Corwin.

- Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning, Thousand Oaks, CA. Corwin.
- Garrett, H.E. (1973), Statistics in Psychology and education (6th ed). Bombay: Vakils, Feffors& Simon.
- Mangal, S. K. (2002). *Statistics in Psychology and Education*. Prentice Hall India Learning Private Limited, Delhi.
- Natrajan V. and Kulshreshta SP (1980). Assessing non-Scholastic Aspects – Learning Behaviour, New Delhi: Association of Indian Universities.
- Newman, F.M. (1996) Authentic achievement: Restructuring Schools for intellectual quality, San Francisco, CA: Jossy-Bass.
- Nibco.A.J. (2001) Educational assessment of students (3rd Ed._ Upper Saddle River. NJ: Prentice Hall.
- Norris N. (1990) Understanding Educational Evaluation, Kogan Page (in association with CARE).
- Potham, W.J. (2010). Classroom assessment: What teachers need to know (6thed.). New York: Prentice Hall.
- Sing H.S. (1974). Modern Educational Testing, New Delhi, Sterling Publication.

B.Ed.-PE-203

CREATING AN INCLUSIVE SCHOOL

Semester: Second Semester

L+T+P: 1+1+0 = 2 Credits Lecture: 15 Hrs. + Tutorial:15 Hrs.+ Practical: 00 Hrs. = 30 Hrs.

Total: 50 Marks Formative: 15 Marks Summative: 35 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the concept, need, importance and paradigm shift of inclusion in the context of school education.
- discuss the concept and characteristic of an inclusive school to ensure equal participation and accessible, promoting a supportive and accepting environment for all students.
- analyze the various international policy perspectives and initiatives for inclusive education to promote inclusive education effectively.
- evaluate the different national policy perspectives and initiatives for inclusive education to promote inclusive education effectively.
- explore the various curricular issues in an inclusive education setup.
- examine the importance of gender equality to address stereotypes and biases in educational environment.
- analyze the various assistive and adaptive devices to enhance learning for diverse learners in inclusive classrooms.
- explore the use of Information and Communication Technology (ICT) tools, software's and applications to promote inclusivity in education.
- apply UDL to create flexible and inclusive learning environment to enhance diverse learning styles, abilities and preferences.

Unit I: **Understanding Inclusion in Education**

- Concept of inclusion in education: need and importance; paradigm shift from segregation to inclusion.
- Inclusive school: concept and characteristics.
- Policy perspective: Initiatives to promote inclusive education- Equity and Equality.

- International Focus: Salamanca 1994, UNCRPD, EFA (MDG).

- National Focus: Constitutional obligations for education of diverse groups, RTE 2009, NPE, 1986-92, PWD Act 1995 and revised PWD Bill 2012, NCF 2005 and NFG paper, SSA, RMSA, National Commission on Minority Education Institutions (NCMEI), National Commission for Education of SC and ST.
- Educational concessions, facilities and provisions.

Unit II: Addressing Diversities in Inclusive Set Up

- Curricular Issues: Content, Relevance and contextualization; Curricular process; managing inclusive classroom; Assessment.
- Promoting gender equality through education.
- Learning and learners: support/assistive and adaptive devices, ICT use.
- Universal Design for Learning (UDL).

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Focused Reading and Reflection, Observation–Documentation Analysis, Seminar, Brainstorming, Group Work, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exams Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios	**30**
Summative Assessment	Exams	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any One) (15 Marks)

- During the field visit, observe the teaching learning processes, infrastructure available and assess the nature of inclusive indicator/practices. List the existing challenges and factors that promote inclusive practices. Please give justifications.

- Prepare the need profile of all children in a class. Critically analyze the profile prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socio-economic and educational status.
- Adapt at least one pedagogical practice studied in the pedagogy course and suggest ways to make it appropriate for addressing the needs of all learners in the class.
- Study the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education.
- Review the characterization of challenged persons/children in the popular media. If possible draw correlations between popular myths and current beliefs and media representations.
- Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and parental support. Compare the practices.
- Carry out interaction with the regular teachers and ascertain the current challenges for promoting inclusive education. Try to collect their opinion on the subject. Talk to at least 25 teachers.
- Is inclusion a new concept? Find evidence of inclusion in Vedic era and trace the journey to modern times. Think. Reflect and discuss.

SUGGESTED READINGS

- Ainscow, M. and Booth, T (2002) *Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: CSIE.
- Ainscow, M., Dyson, A. and Booth, T. (2006) *Improving Schools, Developing Inclusion*, London: Routledge.
- Hegarty, S. and Mithu Alur (2002) *Education and Children with Special Educational Needs-Segregation to Inclusion*, New Delhi: Sage Publication India Pvt. Ltd.
- Jha, M. (2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai.
- Julka,A.(2014) Including Children with Special Needs: Primary Stage.
- Julka,A.(2015) Including Children with Special Needs: Upper Primary Stage.
- Julka,A. (2014) Teachers Creating Inclusive Classrooms: Issues and Challenges – A Research Study.

- Julka, A. (2012). *Index of Inclusion* NCERT, New Delhi.
- Julka, A. (2006) *Meeting special needs in schools" A Manual,* NCERT, New Delhi.
- MHRD (2009), The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development, New Delhi.
- NCERT (2006), *Position Paper: National Focus Group on Education of children with Special Needs*, NCERT; DEGSN, New Delhi.
- NCERT (2006), *Position Paper: National Focus Group on Problems of Scheduled Castes and Scheduled Tribe Children* NCERT, DEGIN, New Delhi.
- UNICEF (2003). *Examples of Inclusive Education*, UNICEF ROSA, Kathmandu.
- World Bank (2003). *Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs.*
- Ysseldyke, J.E. and Algozzine, B. (1998) Special Education A Practical approach for Teachers,New Delhi: Kanishka Publishers Distributors.

B.Ed.-CPS-204

PEDAGOGY OF DISCIPLINARY STREAM (ANY ONE)

B.Ed.-CPS-204 (A)

PEDAGOGY OF LANGUAGE

Semester: Second Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15Hrs. +Practical: 00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the concept of language, components, functions, dialect, standard and non-standard language and their sociolinguistic implications.
- differentiate between mother tongue, first language, second language, bilingualism and multilingualism considering their significance in individual and societal contexts.
- analyze the National Curriculum Framework for School Education (NCF-2005) on language education regarding power, identity formation, and politics of language.
- explain the concept, types and sub skills of listening, speaking, reading and writing skill.
- apply listening, speaking, reading and writing skills by using varieties of activities and their assessment.
- analyze the objectives, need, importance and relevance of literature teaching in language teaching.
- develop study skills in various literary forms by using different materials and tasks at school levels.
- prepare lesson plans in varied types of content using different methods and techniques of teaching language.
- frame question paper to test four basic skills in language teaching.
- prepare achievement test by following required steps to assess achievement in language teaching.
- evaluate the significance of diagnostic testing, remedial teaching and action research for underachievers in language teaching.

Unit I: General Introduction on Language, Policies and Politics

- What is Language? various components of language, Functions of language.
- Critical analysis of the following terms: Dialect, Standard and Non-standard language, classical.
- Characterizing mother tongue, first language, and second language, bilingual and multilinguals.
- NCF-2005 on language education; Power, identity, and politics of language.

Unit II: Skills in Language Learning

- **Listening;** Concept and Sub-skills, Tasks, Materials and Resources for developing the Listening skill (story-telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media resources), Assessing Listening.
- **Speaking:** Concept, Tasks, materials and resources for developing the speaking skill (storytelling, dialogues, situational conversations, role plays, simulations, speech games and contexts, language laboratories, pictures, authentic materials and multi-media resources), Assessing Speaking.
- **Reading**: Theories; the mechanics of Reading; the sub skills of Reading; Reading as a process. Different types of Reading: extensive and intensive reading, Tasks, Materials and Resources for developing the Reading Skill, skimming, scanning and comprehension, Assessing Reading.
- **Writing:** The mechanics of writing (punctuation, spelling, hand-writing, indentation), writing as a process, Different types of writing, Tasks, Resources and Materials for developing the writing skills through practice activities and games for messages, reflective journals, diary writing, notices, circulars, letters, articles, reports, dialogues, speeches, advertisements; creative writing such as poetry – writing, short stories, assessing writing.

Unit III: Importance of Teaching Literature and Material development in language pedagogy

- Literature in the School Curriculum: Need, Objectives and Relevance.
- The relative importance of literature in language pedagogy.
- Tasks and materials for developing study skills in a language literary form including essays, short one – act play, short story, novel, long play, poetry, biography, autobiography.
- Planning lessons in prose and poetry at various school levels.

UNIT- IV: Evaluation in Language

- Testing of the four basic language skills.

- Test techniques in framing test question: multiple choice, short answer type, gap filling type and true /false type.
- Preparation of achievement test – planning, preparation, try out and evaluation.
- Diagnostic and Remedial Teaching, Action Research in Language.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Brainstorming, Group Work, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exams, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Developing resources such as props, charts, flash cards, audio-cassettes, games for teaching language skills.
- Developing Extensive Reading Lists and anthologies for Learners of varying linguistic ability.
- A detailed analysis of the course materials in use at different class levels in different types of schools the language textbooks used during school experience programme.
- Developing remedial programmes for language pedagogy.

SUGGESTED READINGS

- Agnihotri, R. K. (1996). *Kaun Bhasha Kaun Boli.* Sandarbh 13, 37-43.
- Agnihotri, R. K. (2009). *Language and Dialect.* Learning curve, 13.
- Agnihotri, R.K., & Kumar, S. (2001). *Bhasha, Boli, Aur Samaj.* Deshkal Publications.

- Atwell, N. (1987). *In the Middle: Writing, Reading, and Learning with the Adolescents*. Portsmouth: Heineman.
- Ellis, R. (2012). *Language Teaching Research and Language Pedagogy*. Wiley-Blackwell (an imprint of John Wiley & Sons L; 1st edition (2 March 2012).
- Prabhu, N. & Geeta, D. (2019). *Perceptions Of Language Pedagogy*, Orient Black Swan Publication, Hyderabad.
- Loza, S. & Beaudrie, S. M. (2021). *Heritage Language Teaching: Critical Language Awareness Perspectives for Research and Pedagogy*, Routledge; 1st edition (30 November 2021).

B.Ed.-CPS-204 (B)

PEDAGOGY OF SCIENCE

Semester: Second Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15Hrs. +Practical: 00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the concept of science, science process, scientific knowledge, importance and purpose of science subject and integration of science, technology, society and environment in the educational context.
- analyze the historical development of science as a discipline and the development of science education in the context of India.
- discuss the need of developing scientific temper to promote deep conceptual understanding of science and applications of ethics in science education.
- explain the significance of children's conceptualization of scientific phenomena and knowledge construction in science by using conceptual schemes and concept maps.
- discuss the misconceptions and fear of learning science, and suggest measures to promote conceptual change to enable accurate scientific understanding and overcome fear among the learners.
- explain the underlying criteria for science curriculum, and approaches to curriculum transaction in science education.
- examine the science curriculum at state, national and international level including progammes and projects that promote quality science education.
- analyze the different criteria and issues of the science textbook.
- explain the various tools and techniques principles and process of construction of test in science to measure specific outcomes in science education.

Unit I: Nature of Science and Science Education

- The nature of science- science as a process and science as a body of knowledge, as a social enterprise; Science-Technology-Society-Environment (STSE) Interface.

- A historical perspective: the development of science as a discipline; awareness of the contributions of Popper and Kuhn.
- A critical understanding of science as a subject at the various levels of school education and thereby of the purpose of science education at the various levels of school education.
- Development of Scientific Temper, public understanding of science, ethics of science; science education in the context of India.

Unit II: The learner Context

- Children's conceptualization of scientific phenomena- Pre-conceptions in science and their significance in knowledge constructions (with linkages to learning at the primary level).
- Misconceptions and 'alternative frameworks' in science.
- Understanding children's fear of science addressing their inabilities to correlate the observed phenomena with micro level processes and with their symbolic/mathematical representations.
- Construction of knowledge in science: conceptual schemes, concept maps.

Unit III: The science curriculum

- The nature and underlying criteria for a science curriculum and content organization.
- Approaches to curriculum transaction: integrated approach and disciplinary approach; Interdisciplinary.
- A critical review of Science Curriculum at the National Level, NCERT curriculum, at the State Level, SCERT curriculum.
- Criteria for the analysis of science textbooks (including issues related to gender, the socio-cultural context).

Unit –IV: Evaluation in Science

- Evaluation in Science, Tools and Techniques.
- Principles of constructing –Essay Type, Short Answers and Objective Type Tests, developing test for measuring specific outcomes.
- Construction of an Achievement Test in Science-Planning, Preparation, Try Out and Evaluation.
- Diagnostic Test and Remedial Teaching in Science, Action Research in Science.

TEACHING-LEARNING STRATEGIES

- Lecture, lecture cum Discussion, Demonstrations, Practical, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Group Work, Case Study, School Internship, Community Experience, Use of ICT resources, Interactive teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Conducting Action Research in any area related to science education.
- Critical analysis of existing science syllabi and textbooks.
- Project/assignment based on school experience observations.
- Field Survey for enrichment of Science and Technology.

SUGGESTED READINGS

- Aikenhead, W. W. (1998). *Cultural aspects of learning science. Part one,* pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.
- Barba, H.R. (1997). *Science in Multi-Cultural Classroom: A guide to Teaching and Learning.* USA: Allyn and Bacon.
- Bevilacqua F, Giannetto E, & Mathews M.R., (eds.). (2001) *Science Education and Culture: The Contribution of History and Philosophy of Science*. The Netherlands: Kluwer Academic Publishers.
- Cobern, W. W. (1998). *Socio-Cultural Perspectives on Science Education.* London: Kluwer Academic Publisher.
- Deo, M. G. & Pawar, P.V. (2011), *General Article: Nurturing Science Talent in Villages*, In *Current Science*, Vol. 101, No. 12, pp1538-1543.

- Hines, S. M. (Ed.). (2005). *Multicultural science Education: Theory, Practice, and Promise* (Vol. 120). New York, U.S.A: Peter Lang.
- Lee, E. & Luft, J. (2008), *Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge*. International Journal of Science Education 30(10), 1343-1363 (21), August.

B.Ed.-CPS-204 (C)

PEDAGOGY OF MATHEMATICAL SCIENCE

Semester: Second Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15 Practical: 00 Hrs. Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the concept and scope of Mathematics, mathematics teaching and its application solving problems in real-life situations.
- analyze the values of teaching Mathematics to foster creativity, promote precise communication and to enhance decision-making abilities.
- explain the relationship of Mathematics and with other school subjects and the recommendations of the National Curriculum Framework (NCF-2005) regarding the teaching of Mathematics.
- explain the various instructional methods and approaches in teaching mathematics and its branches.
- create a variety of teaching aids in mathematics instruction and effectively integrate ICT in teaching mathematics.
- discuss the significance of a mathematics library, mathematics club and other activities in enhancing learning to promote exploration and to foster a deeper understanding of mathematical concepts.
- explain the process of pedagogical analysis in mathematics teaching in order to improve teaching practices in mathematics.
- explain the various tools and techniques, principles and construction of test for assessment in mathematics education.
- administer diagnostic tests, remedial measures and action research in mathematics to improve teaching and learning practices through systematic inquiry and reflection.

Unit – I: Concept of Mathematics

- Meaning, Nature and Scope of Mathematics.
- Aims and objective of teaching Mathematics.

- Value of teaching Mathematics and its Correlation of Mathematics with other school subjects.
- Recommendation of NCF-2005 on teaching Mathematics.

Unit – II: Instructional Method of Teaching Mathematics.

- Method of teaching Mathematics-Inductive, Deductive, Analytic-Synthetic, Heuristic, Laboratory Methods.
- Need and Importance of Problem solving and Project method in Mathematics.
- Constructivist approach of teaching Mathematics.
- Teaching different part of Mathematics- Arithmetic, Algebra & Geometry.

Unit – III: Learning Resources in Teaching Mathematics

- Various Aids in teaching Mathematics-Audio Visual, Projective, models, charts, ICT its planning and preparation.
- Mathematics Library& Mathematics Club.
- Co-curricular activities in Mathematics-Organizing Quiz Programme, Skill development in solving puzzles, riddles, magic & Using Mathematics as a game for recreation.
- Pedagogical analysis of teaching Mathematics.

Unit – IV: Evaluation in Mathematics

- Evaluation in Mathematics: Tools and Techniques.
- Principles for construction of objective, short answer and essay type tests and their comparative advantages.
- Preparation of Achievement Test in Mathematics-Planning, Preparation, Tryout and Evaluation.
- Diagnostic test and remedial measures, Action Research in Mathematics.

TEACHING-LEARNING STRATEGIES

- Lecture, lecture cum Discussion, Demonstrations, Practical, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Group Work, Case Study, School Internship, Community Experience, Use of ICT resources, Interactive teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (Marks -30)

- Devices on Mathematics for pleasure (at least 10 devices and reporting).
- Visit either mathematics library or mathematics club and submit a report.
- Construction of a diagnostic test and its remedial measures on any subject of Arithmetic, Algebra, Geometry along with procedure and submitting a report.
- Construction of an Achievement Test in Mathematics.

SUGGESTED READINGS

- Aggarwal, S.M. (1996). *Course in Teaching of Modern Mathematics*, New Delhi: Dhanpat Rai & Sons.
- Gupta, V.K. (1995). *Readings in Science and Mathematics Education*, Ambala: The Associated Publishers.
- James, Anice, (2005). *Teaching of Mathematics*: Hydrabad: Neelkamal Publication Pvt. Ltd.
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- Malhotra, V. (2007), *Methods of Teaching Mathematics*. New Delhi: Discovery Publishing House.
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- Rani, T.S. (2008). *Handbook for Teacher Research in Teaching of mathematics*, New Delhi: APH Publishing Corporation.
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- Sharan, R. Sharma, M (2006). *Teaching of Mathematics*. New Delhi: APH Publishing Corporation.
- Sharma, H.S. & Mangal, U.C. (2005). *Teaching of Mathematics* Agra: Radha Prakashan Mandir.
- Sidhu, K.S (2002). *The teaching of Mathematics*. New Delhi: Sterling Publishers Pvt. Ltd.

B.Ed.-CPS-204 (D)

PEDAGOGY OF SOCIAL SCIENCE

Semester: Second Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15Hrs. +Practical: 00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the concept, scope, need and importance of Social Sciences and approaches to teaching social science to foster holistic understanding of social phenomena.
- analyze the aims and objectives of teaching Social Sciences, with a special emphasis on the National Curriculum Framework (NCF) – 2005.
- explain the various methods, instructional strategies, skills and teaching learning material and their application in teaching social sciences.
- discuss the various audio-visual aids and importance of field experience in teaching Social Sciences to provide real-world experiences, promote experiential learning, and deepen understanding of social phenomena.
- create a lesson plan in Social Science and integrate ICT in teaching learning process.
- explain the process of pedagogical analysis in social science for deeper understanding of social phenomena in education.
- explain the tools and techniques, principles and construction of test for assessing the learning outcomes in social sciences.
- discuss the use of diagnostic and remedial teaching approaches in Social Science to identify learning difficulties of students' and suggest appropriate measures.

Unit –I: Concept of Social Sciences

- Meaning, scope, need, types and importance of Social Sciences, Features of Social Sciences, Similarities and difference between Social Studies and Social Sciences.

- Aims and objectives of teaching Social Sciences with a special reference to NCF – 2005.

- Approaches to Teaching Social Science Curriculum (Discipline based, Interdisciplinary based and integrated).
- Curricular Approaches to teaching social science (Curriculum-Co-ordination, Correlation, concentration, spiral, unit approaches).

Unit – II: Methods adopted for Teaching Social Sciences

- Methods of Teaching- Lecture, Discussion, Lecture cum Discussion, Project, Socialized Recitation, Source methods, supervised study, Objectives, Principles, Advantages and Limitations.
- Instructional strategies- Dramatization, Role Playing and Storytelling- Meaning, objectives, steps, advantages and limitations.
- Skills of Questioning, - objectives, kinds, defective forms, manner of asking questions and receiving answers.
- Use of Black Board- Hints to write, importance of drawing sketches.

Unit – III: Learning Resources in Teaching Social Sciences

- Audio-visual Aids in teaching Social Sciences: types, needs and importance in different subjects.
- Field Trips, Social Studies Clubs, Laboratories, Museums, Fairs in different subject areas of social science curriculum.
- Development of lesson Plan- Importance, steps in planning along with instructional objectives.
- Pedagogical Analysis and use of ICT in learning Social Science.

Unit – IV: Evaluation in Social Science

- Techniques of Evaluation (Tests, Scale and Check lists, Principles, advantages and limitations.
- Writing Tests items according to Bloom's Taxonomy –Essay and objectives Tests, Rules and suggestions for writing essay and different objective types of tests.
- Preparation of Achievement test- Planning, Preparation, Tryout and Evaluation.
- Diagnostic and Remedial teaching, Action Research in Social Science.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Group Work, School Internship,

Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 marks)

- Organization of field trip to a place of importance according to the relevant subject under social science, collection of data and report writing and presentation of the report.
- Development of Improvised Aids to teach two topics on own subject areas with principles of construction, use and studying its effectiveness.
- Prepare a presentation in any subject of Social Science using ICT tools.
- Development of Achievement Test in any subject of Social Science and its try out.

SUGGESTED READINGS

- Biswal, J.N. (2002). *Content-cum Methods of Teaching Geography*. Cuttack: Mahabeer Printers.
- Dash, B.N. (2002). *Content cum Methods of Teaching Social Studies*. New Delhi: Kalyani Publishers.
- Dhillion, Satinder & Chopra, Kiran, (2002). *A New Approach to Teaching Economics*. New Delhi: Kalyani Publishers.
- Kaur, B. (1996). *Teaching Geography: New Trends and Innovations*. New Delhi: Deep & Deep Publishers.
- Khan, Z.A. (1998). *Text book of Practical Geography*. New Delhi: Concept Publishing Company.
- Kochhar, S.K. (2004). *Teaching of History*. New Delhi: Sterling Publishers.
- Mangal, S.K. (2008). *Teaching of Social Studies*. New Delhi: PHI Private Limited.
- Mukherjee, Sutopa. (1996) *Understanding Physical Geography through Diagrams*. Kolkata: Orient Publication.

- Pandey, Veena Pani. (2004). *Teaching of Geography*. New Delhi: Mohit Publications.
- Paul, S. (2004). *Effective Methods of Teaching Social Studies*. Jaipur: ABD Publishers.
- Rudramamba, Laxmi Kumari, Rao, V.B. & Digumart. (2004). *Methods of Teaching Economics,* New Delhi: Discovery Publishers.
- Ruhela, S.P. (2007). *Teaching of Social Sciences*. Hyderabad: Neel Kamal Publications.
- Sarkar, Ashis. (2002). *Practical Geography: A Systematic Approach*, Kolkata: Orient Logman.
- Saxena, N.R. and et. al. (2003). *Teaching of Social Science*. Meerut: R. Lall Book Depot.
- Singh, R.P. (2003). *Teaching of History*. Merrut, Surya publication.
- Singh, R.P. (2011). *Teaching of Geography*, Meerut: R. Lall Book Depot.
- Srinivas Rao, Moturi, Prasada, I. Bhaskara Rao et. al. (2004). *Method of Teaching History*. Delhi: Tarun offset Printers.
- Verma, O.P. (2005). *Teaching of Geography*, New Delhi: Sterling Publishers Private Limited.

B.Ed.-CPS-205

UNDERSTANDING DISCIPLINES AND SUBJECTS

Semester: Second Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15Hrs. +Practical: 00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the concept and scope of Biological and Physical Sciences and their relation with other school subjects.
- apply the problem-solving skills specific to analyze and solve problems in biological science and inquiries in physical science.
- discuss the significant contributions of renowned scientists in the fields of Biological and Physical Sciences.
- explain the concept, scope, importance of language learning, approaches to language acquisition, significance of language context and contribution of renowned linguist in the field of language study.
- explain the concept and scope of Science and Mathematics their relationship with other subjects, values of learning these subjects and contribution of renowned mathematician and scientist in this field of study.
- explain the concept and scope of social Science and its relationship with other subjects, values of learning social sciences and contribution of renowned social scientist in this field of study.

Unit-I: Understanding Biological and Physical Sciences

- Nature, Characteristics & Scope of Biological and Physical Sciences.
- Correlation of Biological and Physical Sciences with other school subjects (Mathematics, Social Science, Language).
- Problem solving relating to biological sciences; Relationship of Biology education with environment and its sustenance.

- Contribution of Scientists: Sir Albert Einstein, Sir C. V. Raman.

Unit-II: Understanding Languages

- Meaning, nature, scope and importance of language learning and characteristics of language development.
- Understanding Language Acquisition: Behaviorist & Cognitive Approaches.
- Language context and input rich classroom environment facilitating language acquisition and language learning.
- Contribution of Linguists; Ferdinand de Saussure, Noam Chomsky, Roman Jakobson.

Unit III Understanding Mathematical Sciences

- Nature, Characteristics & Scope of Mathematics.
- Correlation of Mathematics with other school subjects (Biological and Physical Sciences, Social Science, Language).
- Values of Mathematics: Cultural, Disciplinary and Utilitarian values.
- Contribution of Mathematicians: Pythagoras, Aryabhata.

Unit IV Understanding Social Sciences

- Meaning, Scope and Importance of Social Science Learning and Characteristics of Social Science Development.
- Emergence of Social Science as a Subject of Study, Major Social Sciences disciplines in Schools and Correlation of those Social Science subject.
- Development of values through social science teaching.
- Contribution of Social Scientists: Karl Marx, Amartya Sen.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Use of ICT resources, Interactive teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exams, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Report on recent developments in Biological and Physical science and its application in daily life.
- Report on recent developments in Mathematical sciences and its application in daily life.
- Report on recent developments in Languages and its application in daily life.
- Report on recent developments in Social Sciences and its application in daily life.

SUGGESTED READINGS

- Bhatia, K.K. (2000). *Teaching and Learning English as Foreign Languages*, New Delhi: Kalyani Publishers.
- Ferris, J. Pamela (2003); *Elementary and Middle School Social Studies: An Interdisciplinary instructional approach,* New York McGraw Hills.
- Freeman, D. L. & Anderson, M. (2011). *Techniques and Principles in Language Teaching.* United Kingdom: Oxford.
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- Lambert, D and Balderstone, D (2000); *Learning to Teach Geography in Secondary School*: A Companion to School Experience, London Routledge Falmer.
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- Nanda, V. K. (2005). *Teaching of English*, New Delhi: Anmol Publications.
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- Pathak, A., (2002); *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, New Delhi. Rainbow Publishers.
- Popper K.R (1968); *The Logic of Scientific Discovery*, London: Hutchson & Co Ltd.
- Rao D.B. and Rao, R (2007); *Techniques of Teaching Economics*, Sonali Publications, New Delhi.
- Singer, A. J., (2003); *Social Studies for Secondary Schools: Teaching to learn, learning to teach*, Mahwah, New Jersey. Lawrence Erlbaum Associates.
- Smith M. (2002); *Teaching Geography in Secondary Schools*: A Reader, London. Routledge Falmer.

B.Ed.-EWF-206

NAI TALIM, EXPERIENTIAL LEARNING

Semester: Second Semester

L+T+P: 0+0+2 = 2 Credits Lecture: 15 Hrs. + Practical: 30 Hrs. = 45 Hrs.

Total: 50 Marks Formative: 50 Marks Summative: 00 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- gain firsthand experience of agricultural practices crops, use quality seeds for sowing and their importance for common people.
- discuss the importance of traditional medicinal plants and indigenous knowledge systems.
- plant trees, nursery to promote pro-environmental behavior among the trainee teachers.

Experiences for Social and Environmental Sensitivity: (Units are not for teaching, but self-learning by the trainee-teachers)

A) WORK EXPERIENCE: AGRICULTURAL PRACTICES:

Unit I: General Agriculture and Horticulture

- Meaning, Scope, Branches of Agriculture; Concept of soil profile and water shed management.
- Agro - climatic zones of India, Systems of irrigation, Characteristics of a good seed for sowing, Planting and transplanting practices.
- Concept and branches; of horticulture, Vegetative propagation methods like - cutting, budding, planning, planting and maintaining lawns.
- Identification of summer flowers and Identification of winter flowers.

Unit II: Agricultural Practices, Project Preparation on Fruit Crops and Herbal Gardening of Medicinal Crops

- Preparation of land, Selection of seeds, sowing of seeds, Thinning, hoeing and weeding.
- Plant protection measures, Harvesting and storage, Important fertilizers and Common agricultural tools.
- Mango and Banana, Citrus fruits, Papaya and Sapota, Pomegranate and Ber.
- Awala and Date palm; Ashwagandha, Guarpatha, Satawari, Yellow kachnar, Amaltas.

MODES OF LEARNING ENGAGEMENT

Hands on Experiences, Activity based Learning, Experimentation, Interactive engagement. Group Work, Peer Learning, Project Work.

PRACTICUM: (Any one) (15 Marks)

(a) Identification of agricultural practices of the following crops:

Wheat, Bajra, Maize, Rose and important crops of the Area.

(b) Agricultural Processes:

Seed Bed preparation, Nursery Management. Irrigation, Training and Pruning, Hoeing and Weeding.

ASSESSMENT SCHEME

Learners will prepare any one product/demo based on their firsthand experiences and formative assessment will be done by the concerned teacher educator.

SUGGESTED READINGS

- Jitendra Singh (2012). *Basic Horticulture*, New Delhi. Kalyani Publishers.
- Rajveer Singh and Rajput O.P. (2008). *Principles of Agronomy*. Scientific Crop Production Kushal Publications and Distributors Varanasi.
- K.N. Dubey Rama (2008). *Fruit Production in India*. Publishing House Meerut.

OR

Experiences for Social and Environmental Sensitivity: (Units are not for teaching, but self-learning by the trainee-teachers)

B) WORK EXPERIENCE: ELECTRICITY & ELECTRONICS (Any other Activity)

Learning Outcomes of the Course:

On completion of the course, the student teacher will be able to:

- apply the different tools and materials by learning to use instruments in the field of electricity and electronics.
- apply the skills for making simple projects, models to prepare simple electric circuits and repair electronics appliances.

- inculcate healthy values, team work and sustainable pro-behaviors related to work culture.

Course Outline:

Unit I: Symbols, Tools, Soldering, Wires, Wirings and connections of lamps

- Precautions used for making any electrical connection, conductors & insulators.
- Tools used for making any electrical connection.
- Soldering alloy and Practice of hand soldering.
- Different types of wire and wiring. Advantage and disadvantage on each other. Series and parallel connections of lamps.

Unit II: Switches and Measuring Devices, Electrical and Electronic Components, Appliances and their use

- Selection of fuse wire and use of DP and T.P. Switches. Knowledge of power consumption, testing and measuring the different Electrical and electronic gadgets.
- Know the use of Transformer and Electrical appliances: Electric iron, Room heater, Immersion heater, Geyser, Electric bell, emergency light, Refrigerator etc.
- Making Resistance and Capacitor boxes, testing board and extension boards for labs.
- Semiconductor materials, LED, Photo diode, Solar cell, Rectification by diodes, Voltage multiplication by diodes, Amplification by transistor and Basic idea of integrated circuits.

MODES OF LEARNING ENGAGEMENT

Constructivist Approach: Hands on Experiences, Activity based Learning, Experimentation, and Interactive engagement. Group Work, Peer Learning Project Work.

PRACTICUM (Any one) (15 Marks)

Preparation of Projects/Models based on the following:

1. Clap switch.
2. IR Remote switch (fan, tube light).
3. Remote operated musical bell.
4. Alarm for luggage security.
5. Mobile cell-phone charger using cell.
6. Power supply failure alarm.
7. Blown fuse indicator.

8. Rectifier.

9. Voltage Multiplier.

10. Transistor Amplifier.

ASSESSMENT SCHEME

Learners prepare any one product/demo based on their firsthand experiences and formative assessment will be done by the concerned teacher educator.

SUGGESTED READINGS

- *Electrician – I Year Trade Theory* (2007). Chennai. National Instructional Media Institute.
- *Electrician – II Year – Trade Theory* (2007). Chennai. National Instructional Media Institute.
- P.S. Bhimbhara (2007) *Electrical Machinery*. Delhi. Krishna Publisher.
- N.N. Bhargava, D.C. Kulshreshtha and S.C. Gupta (2000). *Basic Electronics and Linear Circuits*. New Delhi. Tata McGraw Hill Ltd.
- B. L. Theraja (2005). *Basic Electronics*. New Delhi. S. Chand.

B.Ed.-EPC-207

ART INTEGRATED LEARNING (DRAMA, MUSIC, DANCE, PAINTING ETC.)

Semester: Second Semester

L+T+P: 0++2 = 2 Credits Lecture: 15 Hrs. + Practical: 30 Hrs. Hrs. = 45Hrs.

Total: 50 Marks Formative: 50 Marks Summative: 00 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- perform local music, dance, drama and visual arts.
- express ideas and emotions about different aspects of life through different art forms by appreciating and distinguishing different art forms.
- exhibit the aesthetic sensibility about the good and beautiful environment, rich cultural heritage of local, state, nation.
- integrate the knowledge of art in daily life with different media and techniques.
- appreciate the life and work of artists and their contribution to our rich cultural heritage.

Theme I: Forms of Art

- Basic concept of Music, Dance, Theater and Visual arts.
- Appreciate and Integration of different forms of art in classroom process.

Theme II: A) Expression through art forms

- Expressing ideas about different aspects of life, developing presentation skills, creativity and aesthetic sensibility among the student teachers.
- Utilizing different art expressions in teaching learning situation.

B) Cultural heritage of India

- Exposure to the cultural heritage of state, region and nation.
- Reflection on the rich cultural heritage during the celebrations of festivals, special days, art or craft form from the pedagogical point of view; such as weaving or printing of textiles, making of musical instruments, folk performances in the community, making yarn work, natural products, organize textile work, folk dance and folk songs.

TEACHING-LEARNING STRATEGIES

- Demonstrations, experiential learning, Stage performance, Practical, workshops, activity-based learning, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT SCHEME

- Learners prepare reflective report based on their firsthand experiences and formative assessment will be done by the concerned teacher educator.
- Result of **EPC-207** (out of 50) shall be awarded in terms of Grades Separately.

B.Ed.-CPS-301

PEDAGOGY OF SCHOOL SUBJECTS

B.Ed.-CPS-301 (A)

PEDAGOGY OF ENGLISH

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On completion of the course the students will be able to:

- analyze the need of different methods and approaches in teaching English.
- evaluate the different methods of teaching English highlighting their characteristics, advantages, limitations and educational implications.
- evaluate the different approaches to teach English highlighting their characteristics, advantages, limitations and educational implications.
- analyze language learning within the constructive paradigm and their implications for effective English language instruction.
- explain the concept, sub skills, types and forms of listening and speaking skills and various activities for developing listening and speaking skills in English.
- apply listening and speaking skills through various tasks, materials and resources in real life situations.
- explain the concept, sub skills, types and forms of reading and writing skills and various activities for developing study skills and writing skills in English.
- apply reading and writing skills through various tasks, materials and resources in real life situations.
- teach the different English grammar components by using various tasks, materials and resources.
- teach the different types of vocabulary by using various tasks, materials and resources.
- assess the different grammar and vocabulary teaching strategies in English language teaching.

Unit I: **Approaches and Methods of Teaching English**

- Need for methods and approaches of teaching.
- Grammar translation method, direct method, Desuggestopedia method, Bilingual method and Silent Way method.
- Functional communicative approach, content-based approach, task-based approach, participatory approach, constructive approach and natural approach.
- Language learning in the constructive paradigm.

Unit II: Developing Language Skills in English: Listening and Speaking

- Listening: Sub skills and types, Speaking: Sub skills and forms.
- Activities for developing listening and speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games, contexts.
- Materials and resource support: language laboratories, pictures, authentic materials, multi-media resource.
- Facilitating integration of listening and speaking skills while using English in real life situations.

Unit III: Developing Language Skills in English: Reading and Writing

- Reading: Sub skills; kinds – reading a loud and silent reading, extensive and intensive.
- Study skills: Meaning, strategies for developing study skills – use of thesauruses, dictionary, encyclopedia.
- Writing: Mechanics of writing, methods of teaching writing at elementary and secondary levels.
- Formal and Informal writing: creative writing (short story, poem), reflective writing (essay, articles), letter, diary, notices, reports, dialogue, speech, advertisement etc., Reference skills and Higher order skills in reading and writing.

Unit - VI: Teaching Grammar and Vocabulary

- Teaching Grammar: Grammar components: direct / indirect speech, parts of speech, active / passive voice, modals / auxiliaries, types of sentences, semantic markers, determiners' and so on.

- Teaching Vocabulary: Adhoc, Active, Passive Vocabulary, Compound Words, Root words, Base words, Content and Structure words.
- Tasks, Materials and Resources for teaching grammar and vocabulary.
- Assessing Grammar and Vocabulary, concerns in teaching grammar and vocabulary.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Demonstration-cum-discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Group Work, School Internship, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 marks)

- Conduct an English Reading Comprehension Test.
- Choose a content of your choice and design a task to convey the meaning using functional communicative approach.
- Prepare listening and speaking skill assessment rubrics.

SUGGESTED READINGS

- Doff, A. (1988) *Teach English.* CUP: Cambridge.
- Morgan J. & Rinvolucri M. (1986). *Vocabulary*, OUP: Oxford.
- Hayes, B.L. (ed) (1991). *Effective Strategies for Teaching Reading.* Allyn & Bacon.

- Grellet, F. (1981). *Developing Reading Skills*, CUP: Cambridge.
- Nutall, C. (1987) *Teaching Reading Skills in a Foreign Language. London*: Heinemann Educational Books Ltd.
- Parrott, M. (1993). *Tasks for Language Teachers. Cambridge*: CUP.
- Richards & Lockhart (1994) *Reflective Teaching in Second Language Classrooms*. Cambridge: CUP.
- Hughes, A. (1989). Testing for Language Teachers Cambridge: CUP.
- Nunan, D. and C. Lamb (1996). *The Self-directed Teacher: Managing the Learning Process*. Cambridge: CUP.
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- Asher, R. E. (ed.) (1994). *The Encyclopedia of Language and Linguistics*.
- Hedge,T.(1998). *Writing: Resource Book for Teachers*. Oxford: OUP.
- Bygate, M. (1987). *Speaking:* Oxford: OUP.
- Kuppel, F. (1984). *Keep Talking: Communicative Fluency Activities for Language Teaching*. Cambridge: CUP.
- Littlewood, W. (1992). *Teaching Oral Communication*. Oxford: Blackwell Publishers.
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- Anderson & Lynch (1988). Listening. Oxford: OUP.
- Brumfit, C. (ed.) (1983). *Teaching Literature Overseas: Language – Based Approaches*, ELT Document: 115, Oxford: Pegamon.
- Brumfit and Carter (1986). *Literature and Language Teaching*: Oxford: OUP.
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B.Ed.-CPS-301 (B)

PEDAGOGY OF HINDI बी.एड. -CPS-301 (B) : हिंदी शिक्षा शास्त्र

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES: पाठ्यक्रम सीखने का परिणाम

On completion of the course the students will be able to: कोर्स पूरा होने के बाद विद्यार्थी निम्नलिखित योग्यता प्राप्त करेंगे:

- हिंदी पढ़ाने के विभिन्न पद्धति एवं दृष्टिकोणों का विश्लेषण करें
- हिंदी पढ़ाने के विभिन्न पद्धतियों, उनकी विशेषताओं, लाभों, सीमाओं और शैक्षिक प्रभाव पर प्रकाश डालते हुए मूल्यांकन करें
- हिंदी सिखाने के विभिन्न दृष्टिकोणों का मूल्यांकन उनकी विशेषताओं, लाभों, सीमाओं और शैक्षिक प्रभाव पर प्रकाश डालते हुए करें
- रचनात्मक रूपावाली (प्रतिमान) के भीतर भाषा सीखने और प्रभावी हिंदी भाषा निर्देशों के लिए उनके निहितार्थ का (प्रभावशाली) विशेषण करें
- हिंदी में सुनने और बोलने के कौशल विकसित करने के लिए अवधारणा, उप कौशल, सुनने और बोलने के कौशल के प्रकार और रूपों और विभिन्न गतिविधियों की व्याख्या करें . वास्तविक जीवन की स्थिति में विभिन्न कार्यों, सामग्री और संसाधनों के माध्यम से सुनने और बोलने के कौशल को लागू करें I
- हिंदी में अध्ययन कौशल और लेखन कौशल विकसित करने के लिए अवधारणापढने और लिखने के कौशल के प्रकार ,उप कौशल ,, रूपों और विभिन्न गतिविधियो की व्याख्या करें
- विभिन्न प्रकार के कार्यों सामग्रियों और संसाधनों के माध्यम से वास्तविक जीवन की स्थितियों में पढने और लिखने के कौशल को लागू करें ,
- विभिन्न कार्यों, सामग्रियों और संसाधनों का उपयोग करके विभिन्न हिंदी व्याकरण घटकों को पढ़ाना
- विभिन्न कार्यों, सामग्रियों और संसाधनों का उपयोग करके विभिन्न प्रकार की शब्दावली सिखाएं
- हिंदी भाषा शिक्षण में विभिन्न व्याकरण और शब्दावली शिक्षण रणनीतियों का मूल्यांकन

इकाई – I **हिंदी शिक्षण के दृष्टिकोण और पद्धति**

- हिंदी पढ़ाने की पद्धति और दृष्टिकोण की आवश्यकता
- व्याकरणिक अनुवाद पद्धति ,प्रत्यक्ष पद्धतिदेसोगेस्तोपेडिया पद्धति ,, द्विभाषी पद्धति और मौन पद्धति
- कार्यात्मक संवादात्मक दृष्टिकोणसामग्री आधारित दृष्टिकोण ,, कार्य आधारित दृष्टिकोण, सहभागीमूलक दृष्टिकोण, रचनात्मक दृष्टिकोण और सामान्य दृष्टिकोण
- रचनात्मक रूपावाली में भ (प्रतिमान)ाषा सीखना

इकाई – II **हिंदी में भाषा कौशल विकसित करना,सुनना और बोलना**

- सुनना उप कौशल और रूप : बोलना ,उप कौशल और प्रकार :
- सुनने और बोलने के कौशल विकसित करने के लिए गतिविधियाँ कहानी सुनाना :, संवादपरिस्थितिजन्य बातचीत ., अभिनय करना,अनुकरण, भाषणखेल संदर्भ इत्यादि ,
- सामग्री और संसाधन समर्थन भाषा प्रयोगशालाएं :, चित्र, प्रामाणिक सामग्री संसाधन आदि (मीडिया-मल्टी) बहु संचार माध्यम ,
- वास्तविक जीवन की परिस्थिति में हिंदी का उपयोग करते हुए सुनने और बोलने के कौशल के एकीकरण की सुविधा प्रदान करना

इकाई – III **हिंदी में भाषा कौशल विकसित करना : पढना और लिखना**

- पढ़ना उप कौशल विकास व्यापक और गहन पढ़ना ,ऊँचा पढ़ना और मौन पढ़ना -प्रकार ;
- अध्ययन कौशल अर्थ :,अध्ययन कौशल विकसित करने के लिए रणनीतियाँथिसारस ., शब्दकोश,विश्वकोश आदि का उपयोग
- लेखन लेखन की यांत्रिकी :, प्राथमिक और माध्यमिक स्तर पर शिक्षण लेखन के पद्धति
- औपचारिक और अनौपचारिक लेखनलघु कहानी) रचनात्मक लेखन :, कवितानिबंध) चिन्तनशील लेखन (, लेखपत्र (, डायरी,नोटिस, रिपोर्ट, संवाद,भाषण, विज्ञापन आदि संदर्भ कौशल पढ़ने और लिखने में उच्च क्रम कौशल

इकाई – IV **व्याकरण और शब्दावली शिक्षण**

- व्याकरण पढ़ाना अप्रत्यक्ष उक्ति/व्याकरण के घटक प्रत्यक्ष :, शब्द समूह अर्थ ,व्याक्यों के प्रकार ,सहायक क्रिया/मॉडल ,कर्मवाच्य/ कतृवाच्य , सूचक,निर्धारक आदि
- शब्दावली पढ़ाना तदर्थ :, सक्रिय,निष्क्रिय शब्दावली, समासमूल शब्द ,धातु ., कोशिय और कोशियेत्तर शब्द
- व्याकरण और शब्दावली सिखाने के लिए कार्य, सामग्री और संसाधनों की सहायता लेना
- व्याकरण और शब्दावली का मूल्यांकन करना, व्याकरण और शब्दावली सिखाने में सहभागी होना

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

- ***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED READINGS

B.Ed.-CPS-301 (C)

PEDAGOGY OF NEPALI बि. एड- CPS-301 (C) नेपाली शिक्षाशास्त्र

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES: पाठ्यक्रम सिकाइका परिणामहरू:

On completion of the course the students will be able to: यो पाठ्यक्रम पूरा भएपछि विद्यार्थीहरू निम्नलिखित विषयमा सक्षम हुनेछन्:

- नेपाली सिकाउन विभिन्न पद्धति र दृष्टिकोणहरूको विश्लेषण गर्नुहोस्।
- नेपाली पढाउनका निम्ति पद्धतिका विशेषताहरू, विभिन्न लाभहरू, सीमाहरू र शैक्षिक प्रभावहरूलाई जोड दिँदै नेपाली सिकाउने मूल्याङ्कन गर्नुहोस्।
- नेपाल सिकाउनका निम्ति दृष्टिकोणहरूका विशेषताहरू, विभिन्न लाभहरू, सीमाहरू र शैक्षिक प्रभावहरूलाई जोड दिँदै मूल्याङ्कन गर्नुहोस्।
- प्रभावकारी नेपाली भाषा निर्देशनका लागि रचनात्मक रूपावली (प्रतिमान) र तिनीहरूको प्रभावको विश्लेषण गर्नुहोस्।
- नेपालीमा सुन्ने र बोल्ने कौशलहरू विकास गर्नका लागि अवधारणा ,उपकौशलहरू ,सुन्ने र बोल्ने कौशलहरूका प्रकार र रूपहरू र विभिन्न गतिविधिहरूको व्याख्या गर्नुहोस्।
- वास्तविक जीवनका परिस्थितिहरूमा विभिन्न कार्यहरू, सामग्री र संसाधनहरू मार्फत् सुन्ने र बोल्ने कौशलहरू लागु गर्नुहोस्।
- नेपालीमा अध्ययन कौशल र लेखन कौशलहरू विकास गर्नका लागि अवधारणा ,उपकौशलहरू ,पढ्ने र लेख्ने कौशलहरूको प्रकार र रूपहरू तथा विभिन्न गतिविधिहरूको व्याख्या गर्नुहोस्।
- वास्तविक जीवनका परिस्थितिहरूमा विभिन्न कार्यहरू सामग्री र ,संसाधनहरू मार्फत् पढ्ने र लेख्ने कौशलहरू उपयोग गर्नुहोस्।
- विभिन्न कार्यसामग्री र संसाधनहरू ,को प्रयोग गरेर विभिन्न नेपाली व्याकरणका घटकहरू सिकाउनुहोस् ।
- विभिन्न कार्यसामग्री र संसाधनहरू ,को प्रयोग गरेर विभिन्न प्रकारका शब्दावली सिकाउनुहोस् ।
- नेपाली भाषा शिक्षणमा विभिन्न व्याकरण र शब्दावली शिक्षण रणनीतिहरूको मूल्याङ्कन गर्नुहोस् ।

एकाइ I: **नेपाली सिकाउने दृष्टिकोण र पद्धतिहरू**

- नेपाली सिकाउने पद्धति र दृष्टिकोणको आवश्यकता।
- व्याकरण अनुवाद पद्धति, प्रत्यक्ष पद्धति, डिसजेस्टोपेडिया (Desuggestopedia) पद्धति, द्विभाषी पद्धति अनि मौन पद्धति।
- प्रकार्यात्मक साञ्चारिक दृष्टिकोण, सामग्री-आधारित दृष्टिकोण, कार्य-आधारित दृष्टिकोण सहभागितामूलक दृष्टिकोण, रचनात्मक दृष्टिकोण र सामान्य दृष्टिकोण।
- रचनात्मक रूपावली (प्रतिमान)-मा भाषा सिक्ने।

एकाइ II: **नेपालीमा भाषा कौशल विकास गर्दै: सुन्ने र बोल्ने**

- सुन्ने ,उपकौशल र प्रकारहरू :बोल्ने उपकौशल र रूपहरू।
- सुन्ने र बोल्ने कौशलहरू विकास गर्नका लागि गतिविधिहरू कथा :भन्न लगाउनुपरिस्थितिगत ,संवाद , कुराकानी ,अभिनय गर्नु ,अनुकरण गर्नु , सन्दर्भ आदि ,खेल ,भाषण।
- सामग्री र संसाधन समर्थन: भाषा प्रयोगशालाहरू-बहु ,प्रामाणिक सामग्री ,चित्रहरू ,सञ्चार माध्यम संसाधन (मल्टी मिडिया) आदि।
- वास्तविक जीवनका परिस्थितिहरूमा नेपाली प्रयोग गर्दा सुन्ने र बोल्ने कौशलहरूको एकीकरणको सुविधा प्रदान गर्नुहोस्।

एकाइ III: **नेपालीमा भाषा कौशलहरू विकास गर्दै: पढ्ने र लेख्ने**

- पठन: उपकौशलहरू ; प्रकार -उच्च स्वरमा पढ्ने र मौन पढ्नेव्यापक र गहन , पढ्ने
- अध्ययन कौशल अध्ययन ,अर्थ :कौशल विकासका लागि रणनीतिहरू थिसरस –, शब्दकोश विश्वकोश इत्यादिको उपयोग।
- लेखन लेखनको :यान्त्रिकीप्राथमिक र माध्यमिक तहमा लेखन सिकाउने पद्धतिहरू ,
- औपचारिक र अनौपचारिक लेखन) रचनात्मक लेखन :लघु कथा ,(कविता ,चिन्तनशील लेखन ,(लेख ,निबन्ध)पत्र ,रिपोर्ट ,नोटिस ,डायरी , विज्ञापन आदि सन्दर्भ कौशल र प ,भाषण ,संवादठन र लेखनमा उच्च कोटिका कौशल।

एकाइ VI: **व्याकरण र शब्दावली शिक्षण**

- व्याकरण सिकाउने; व्याकरणका घटकहरू ; प्रत्यक्ष/अप्रत्यक्ष, पद कोटिहरू, कर्तृवाची/कर्मवाची विधेयविषयक (मोडल)/सहायक क्रिया, वाक्यका प्रकारहरू, अर्थ सूचकहरू, निर्धारकहरू आदि।
- शिक्षण शब्दावली; तदर्थ, सक्रिय, निष्क्रिय शब्द भण्डार, समासहरू, धातुहरू, आधार शब्दहरू, कोशीय र कोशीयेतर शब्दहरू।
- व्याकरण र शब्द भण्डार सिकाउनका लागि कार्यहरू, सामग्री र संसाधनहरूको सहायता लिनु।
- व्याकरण अनि शब्द भण्डारव्याकरण अनि शब्दावली सिकाउन सहभागी हुनु। ,

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curriculars, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED READINGS

B.Ed.-CPS-301 (D)

PEDAGOGY OF BHUTIA ବି. ଏଡ- CPS-301 (D) རྫོང་ཁ་སློབ་ཁྲིད་རིག་གི

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES: སློབ་སྦྱོང་གི་ཐུགས་འཕྲལ:

On completion of the course the students will be able to: སློབ་སྦྱོང་ མཐར་འགྱོལ་དུས་ སློབ་ཐོག་ཚུས་ འོག་གི་ དོན་ཚན་ འདི་ཚུ་ ལེགས་བྱས་ ཤེས་ཚུགས།

- རྫོང་ཁར་ ཤེས་ཁྱིད་ དོན་ལོ་ ཐབས་ལམ་ དང་ ཤེས་བཅང་ མན་འདུ་བོའི་ སྐྱེང་ལོ་ ཞིབ་དཔྱད་ གནང་དགོས།
- རྫོང་ཁར་ སློབ་ཁྱིད་ ཚུས་བཅང་གི་ ཐབ་ལམ་ མན་འདུའོ་ འདི་ཚུ་ ངོས་འཛིན་ ཚུམ་སྐྱེ་ འདི་ཚུའི་ ཤུན་མོང་ མ་ཕིན་པའི་ ཁུངས་ཆོས། དགེ་མཚན་ ཡང་ན་ ཞེ་ཐན། ཚད་ དང་ བཅད་མཚམས། འདི་ལས་ སློབ་གསོའི་ ཤུགས་བསྟན་གྱི་ དོན་སྐྱེང་ དང་ བཅས་པོ་ ལེགས་ཚུམ་ སྟོན་ཚུགས་ དགོས།
- རྫོང་ཁར་ སློབ་ཁྱིད་ ཚུས་བཅང་ དང་ ཤེས་བཅང་ མན་འདུའོ་ འདི་ཚུ་ ངོས་འཛིན་ ཚུམ་སྐྱེ་ འདི་ཚུའི་ ཤུན་མོང་ མ་ཕིན་པའི་ ཁུངས་ཆོས། དགེ་མཚན་ ཡང་ན་ ཞེ་ཐན། ཚད་ དང་ བཅད་མཚམས། འདི་ལས་ སློབ་གསོའི་ ཤུགས་བསྟན་གྱི་ དོན་སྐྱེང་ དང་ བཅས་པོ་ ལེགས་ཚུམ་ སྟོན་ཚུགས་ དགོས།
- དུས་དབྱིངས་ ནང་ཁར་ ཤེས་སྐྱོང་ ཚུམ་ན་ ཁན་ཐོག་ གཅིད་ ཐོན་ཚུགས་པོ། འདི་ལས་ རྫོ་ཤོད་ སློབ་ཁྱིད་ལོ་ ཁན་ཏུས་ གཅིད་ ཐོན་ཚུགས་ འདིའི་རིར་ སྐོར་ དཔྱད་ཞིབ་ གནང་དགོས།
- རྫོང་ཁར་ ནང་ལས་ ཤུན་ཤད་ དང་ ཁ་ཤས་ཤད་ ཡར་སྐྱེད་ ཐོན་ཏོའི་ དོན་ལས་ གོ་དོན་ ཁ་གསལ་དྲགས་ཚུམ་ བཤད་ཤད། ཡན་ལག་གི་ ནུས་རྩལ། ཤོད་ ཤུན་ཤད་ དང་ ཆུབས་བཅང་གི་ རིགས་ དང་ རྣམ་པོ་ མན་འདུའོ་ཚུ་ བཤད་ཤད།
- མི་ཚེ་ ངོ་མའི་ ནང་ལོ་ འཛེལ་བ་བ་ ཡོང་བའི་ གཡོག་འགན་། དངོས་པོ་ ཅ་ལག་ འདི་ཚུ་ལོ་ གཞི་བཞག་སྐྱེ་ འདི་ཚུའི་ ཐོག་ལས་ ཤོད་ ཤུན་ཤད་ དང་ ཁ་ ལབ་ཤད་ཀྱི་ རིགས་ཀོ་ སྐེལ་ཤད།
- རྫོང་ཁར་ ཏི་སློགས་ ཡར་རྒྱས་ བཅང་བའི་ དོན་ལོ་ གོ་དོན་ཚུ་ ཁ་གསལ་དྲགས་ ཐུ་ཤད། ཡན་ལག་གི་ ནུས་རྩལ་ དང་ རིགས་དབྱིངས་ འདི་ལས་ རྣམ་པོ། ལས་གཡོག་ ཡང་ན་ བྱེད་སྒོ་ སྐ་ཚོགས་པོ་ཚུ་ གསལ་བཤད་ ཐུས་དགོས།
- དངོས་ཡོད་ གནས་སྐབས་ལོ་ གཞི་བཞག་སྐྱེ་ ལས་གཡོག་ མན་འདུའོ། དངོས་ཆས་ དང་ ཐོན་ཁུངས་ འདུ་ མིན་འདུ་ལོ་ གཞི་ བཞག་སྐྱེ་ སློག་ཤད་ དང་ ཏི་ཤད་ ཡར་སྐྱེས་ བཅང་དགོས།
- གཡོག་འགན། རྒྱུ་ཆ། དངོས་རྫས། དེབ་ དང་ ཐབ་ཤེས་ འདུ་ མིན་འདུའི་ ཐོག་ལས་ རྫོ་སྐད་ཀྱི་ བརྡ་སྤྲོད་བའི་ གཞུང་ཚུ་ སློབ་ཁྲིད་ ཐུ་ཤད།
- རྫོ་སྐད་ཀྱི་ ཐ་སྐད་ ཝེད་སྦྱོང་ ཐུ་བཅང་ སློབ་ཁྲིད་ དོན་ལོ་ གཡོག་འགན། རྒྱུ་ཆ་ དངོས་རྫས། དེབ་ དང་ ཐབ་ཤེས་ འདུ་མིན་འདུ་ ཐུ་ཤད།

- སྡོ་ཤིང་ སྨོབ་ཁྲིད་ དོན་ལོ་ ལེད་སྤྱོད་ ཙ་མཁན་གྱི་ བརྡ་སྤྱོད་ཀྱི་ གཞུང་ དང་ ཐ་སྙད་ རེགཅིག་ གཞུང་ འདི་ནས་ སྨན་བཏང་ལོ་ དཔྱད་ཡོ་ ཏུས་དགོས།

སྒེ་ཚན་ དང་ཡོ། སྡོ་ཤིང་ སྨན་བཏང་གི་ འཇུག་སྐོ་ དང་ ཐབ་ལམ།

- སྡོ་ཤིང་ སྨན་བཏང་གི་ ཐབ་ལམ་ དང་ འཇུག་སྐོ་ དགོས་ཡོ།

- བརྡ་སྤྱོད་བའི་ གཞུང་ འགྲུར་ཐབ། ཐད་ཀར་ སྨན་ཐབ། desuggestopedia ཐབ་ལམ། སྐད་གཉིས་ ཤན་སྦྱར་ ཐབ་ལམ། ཉར་མེད་ ཐབ་ལམ།

- དོན་ཚན་ ལྷན་བའི་ ཙོས་དྲིས་ འགོ་ལས་ སྨན་ཐབ། དོན་ཚན་ ཐོག་ལས་ སྨན་ཐབ། གཡོག་འགན་ ཐོག་ལས་ སྨན་ཐབ། མཉམ་ཞུགས་ ཐོག་ལས་ སྨན་ཐབ། སེམས་ཤུག་ ཐུར་བའི་ འགོ་ལས་ སྨན་ཐབ། རང་བཞིན་ སྨན་ཐབ།

- དུས་དབྱིབས་ རོགས་རམ་ ཐོག་ལས་ སྐད་ སྨན་སྤྱོང་།

སྒེ་ཚན་ གཉིས་ཡོ། སྡོ་ཤིང་ སྨན་བཏང་གི་ སྐུ་ཚལ་ ཡར་འཕེལ། ཤན་ཤད་ དང་ བཤད་ཤད།

- ཤན་ཤད། འདི་ལོ་ རྣམས་ཡོ་ མན་འབྲའོ་ ཡན་ལག་གི་ ཤུས་རྩལ་ དང་ རིགས་དབྱིབས།

  བཤད་ཤད། བཤད་སྐྱངས། འདི་ལོ་ རྣམས་ཡོ་ མན་འབྲའོ་ ཡན་ལག་གི་ ཤུས་རྩལ་ དང་ རྣམ་ཡོ།

- ཤན་ཤད་ དང་ བཤད་ཤད་ གཉིས་ཡོ་ ཡར་སྐྱེས་ ཐོན་བེའི་ དོན་ལོ་ གནང་ དགོས་བའི་ ལས་གཡོག་ ཙུ་ཅི། ཐུང་ བཤད་ཤད། གཏམ་ཆུབས་ཤད། གནས་སྐབས་ དང་ མཐུན་བེའི་ གཏམ་ ཆུབས་ཤད། ལས་འགན་ ཡང་ནེ་ གཡོག་ འགན་ལེན་ཤད། ལང་སད་ ཙོ་ཤད། གསུང་བཤད། རོལ་རྩེད་ དང་ སྐབས་ཚུངས་གི་ གཏམ་སོགས་ ཆུབས་ཤད་ཙུ་ ཕེན།

- དངོས་ཆས་ དང་ ཐོན་ཁུངས་ཀྱི་ རྒྱབ་སྐྱོར། སྐད་ཡིག་ ཚོད་ཉ་ ཁང་། བར་རིས། ཁུངས་ཐུན་ཀྱི་ དངོས་ཆས། བརྒྱུད་ལམ་ སྐ་ཚོགས་ཀྱི་ ཐོན་ཁུངས་ ལ་སོགས་ཡོ།

- མཐུན་ཉེན། ཐཚས་ཅད་ འཛོམ་བའི་ ཅང་ལོ་ དུས་རྒྱུན་ ཚ་བཏང་ འཚོ་བའི་ གནས་སྐྱངས་ལོ་ གཞི་བཞག་སྐྱི་ སྡོ་ཤིང་ ཐོག་ལས་ ཁ་ ལག་ཤད་ དང་ ཤན་ཤད་ཀྱི་ ཤུས་རྩལ་སྤེལ་ཐབ་ ཚུངས་ཤད་ཙུ་ ཕེན།

སྒེ་ཚན་ གསུམ་ཡོ། སྡོ་ཤིང་ སྨན་བཏང་གི་ སྐུ་ཚལ་ ཡར་འཕེལ། ཐེ་བྱོག/སྒྲིགས་ གཉིས།

- ཐུག་གས་ཤད་ཀྱི་ ཤུས་རྩལ་ དང་ རྣམ་ཡོ་ མན་འབྲའོ་ ཡོ་ནོ་ཀྱི། སྐད་ སྡེབ་རྩེ། ཐུག་གས་ཤད། ཉར་མེད་ ཐོག་ལས་ ཐུག་གས་ཤད། གཟབ་གཟབ་ཙོས་ ཐུག་གས་ཤད། གཟབ་ཐབ་ཙོས་ ཐུག་གས་ཤད།

- སྒོབ་སྦྱོང་གི་ ཤུས་རྩལ་ སྤེལ་ཐབ། སྒོབ་སྦྱོང་གི་ ཤུས་རྩལ་ ཡར་རྒྱས་ བཏང་བའི་ ཐབས་ལོ་ ཚོག་མཛོད། ཤེས་ཆ་ གུན་བཏུས་ དང་ མངོན་བརྗོད་མཛོད་ ལ་སོགས་ཡོ་ ལེད་ སྦྱོང་ ཙོ་བཏང་།

- ཐེ་རྩོམ་ ཡར་འཕེལ་ དོན་ལོ། བརྡ་དག་ སྐུལ་རྟགས་ དང་ བསྡུས་ཚོག་ འདི་ཙུའི་ རིག་ ལེད་སྦྱོང་ ཙོས་སྤེ་ ཐེ་སྤོལ་ དང་ ཁཏིང་རིམ་ དང་ འབྲིང་རིམ་ སྒོབ་ཁྲིད་ ནང་ལོ་ སྨན་བཏང་གི་ རྣམ་ཡོ་ དང་ ཐབ་ལམ།

- གཞུང་ལུགས་ དང་ ནང་ལུགས་ གཉིས་ལས་ རྩོམ་ཡིག་ ཐེ་བཏང་གི་ རྣམ་ཡོ་ མན་འབྲའོ་ འདི་ཙུའི། གསར་ གསོ་ཁྲིད། ཤེས་ ལེད་སྦྱོང་ ཙོས་སྤེ་ ཐེ་སྤོལ་ དང་ འབྲིང་རིམ་ ཐོག་རིམ་ དང་ འབྲིང་ཤེམ་ སྒོབ་ཁྲིད་ ནང་ལོ་ སྨན་བཏང་གི་ རྣམ་ཡོ་ དང་ ཐབ་ལམ།

- གཞུང་ལུགས་ དང་ ནང་ལུགས་ གཉིས་ལས་ རྩོམ་ཡིག་ ཐེ་བཏང་གི་ རྣམ་ཡོ་ མན་འབྲའོ་ འདི་ཙུའི། གསར་ གསོ་ཁྲིད། ཤེས་ ལེད་སྦྱོང་ ཙོས་སྤེ་ ཐེ་སྤོལ་ དང་ འབྲིང་རིམ་ སྒོབ་ཁྲིད་ ནང་ལོ་ སྨན་བཏང་གི་ རྣམ་ཡོ་ དང་ ཐབ་ལམ།

སྒེ་ཚན་ བཞི་ཡོ། བརྡ་སྤྱོད་བའི་ གཞུང་ དང་ ཐ་སྙད་ རེགཅིའི་ གཞུང་ སྐབས་ཁྲིད།

- བརྡ་སྤྱོད་བའི་ གཞུང་ སྒོབ་ཁྲིད་ ཙོས་བཏང་ཆེ། བརྡ་སྤྱོད་ གཞུང་གི་ ཆ་ལག་ལས་ ཐད་ཀར་ བཤད་བཏང་ དང་ དོན་ཚན་ གཞན་ཅིག་ བརྒྱུད་ཤྱི་ བཤད་ཤད། རྣམ་དཔྱད་ བརྒྱུད། ཕྱེད་སྤྱ་ དང་ ཐུ་ཡུལ་ བསྟན་མཁན་གྱི་ ཚིག ངུས་གསུམ་ དང་ ཐུ་བའི་ ཚོག་ཐོག་གས། ཚོག་གྲྭབ་ཀྱི་ རིགས། ཚོག་དོན་ མཚོན་རྟགས་ ལ་སོགས་ཡོ།

- ཐ་སྙད་ སྒོབ་ཁྲིད་ ཙོས་བཏང་ནེ། གནས་སྐབས་ ཚོག་གི་ ཐ་སྙད། རང་དབང་ཅན་ དང་ གཞན་དབང་ཅན། སྡེབ་ཚོག ཕིང་གཞི་ ཡི་གེ གཞི་ཚོག དཀར་ཆག་ དང་ ཚོག་གྲྭབ་ཀྱི་ རང་བཞིན།

- བརྟན་སྒོང་བའི་ གཞུང་ དང་ ཐ་སྙད་ སྒོག་ཐྲིད་ དོན་ལོ་ དགོས་པའི་ དངོས་ཚས་ དང་ གཡོག་འགན།

- བརྟན་སྒོང་ གཞུང་ དང་ ཐ་སྙད་ རིག་ཚོའི་ གཞུང་ཚུའི་ དཔྱད་ཡོ་ དང་ བརྟན་སྒོང་ གཞུང་ དང་ ཐ་སྙད་ རིག་གཞུང་ སྒག་ཐྲིད་ ཐུས་བཏང་ལོ་ དཔྱད་ཡོ།

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED READINGS

B.Ed.-CPS-301 (E)

PEDAGOGY OF LEPCHA बि. एड- CPS-301 (E)]fV wb]dVekb U>al>a r<b]fl

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES: cFQ*h wbr<bkb wbJ>:

On completion of the course the students will be able to: cFQ*h wbr<b wbVi wbJ>a QbWi;&kb cF]fwjk

-]fV wb]dVe wbr<bAb wbk?a-wbk?a fWC&hjM w>g fW:Q*hjMkb wbcBV:i* fldP;) QbBgcZ.
- fV wb]dVe wbr<bAb wbk?a-wbk?a fWC&hjM Hi]Wg cwVijMkb]fLdW]fljM, N>bUajM, SajM w>g U>al>aWa wb]dVejM wbL<a QbBgcZ.
-]fV wb]dVe]Whr<bjZ I>aAb wbk?a-wbk?a fW:Q*hjM Hi]Wg cwVijMkb]fLdW]fljM, N>bUajM, SajM w>g U>al>aWa wb]dVejM wbL<a QbBgcZ.
- wb]dVe wbr<bAb N>bl>aPh wbD[a k]fCAb]fV wb]dVeV:i* La]flEi> wbr<b wbK>gkb fldP;) QbBgcZ.
-]fV wb]dVe wbfG[w>g wbHi> I?blakb I>aAb wbk?a-wbk?a Micw[*jM w>g Hi>dZPh w>g fG[dZPh WhdV[jMkb]fA\)jM w>g W&hfkjMV:i* M)&b K>gcw.
- wbk?a-wbk?a Micw[*jM, J:bjq w>g SgQgV:gkb T<gfljMfW: fG[dZePh w>g H>idZPh WhdV[jMV:i* T?gJ<b Qbcw.
-]fV wb]dVe cV[jZ w>g dMejZ Ib?la I>aAb wbk?a-wbk?a Micw[*jM w>g cV[dZPh w>g dMedZPh W&hfkjMV:i* M)&b K>gcw.
- wbk?a-wbk?a Micw[*jM, J:bjq w>g SgQgV:gkb T<gfljMfW cV[dZPh w>g dMedZPh WhdV[jMV:i* T?gJ<b Qbcw.
- wbk?a-wbk?a Micw[&jM, J:bjqjM w>g J:bC&hjMfW:]fV]dVeX\:)g]Wh r<bcw.
- wbk?a-wbk?a Micw[&jM, J:bjqjM w>g J:bC*hjM T?gJ<b Qb]Wg wbk?a-wbk?a S[gfM_ TajM]Wh r<bcw.
-]fV wb]dVe wbr<bAb wbk?a- wbk?a]dVeX\:)g w>g S[gfM_ TajMkb wbL<a Qbcw.

wbfS[Ab:]fV wb]dVe wbr<bkb fWC&hjM w>g fW:Q*hjM

-]fV wb]dVe wbr<bAb fWC*hjM w>g fW:Q*hjMkb wbcB.
- wb]dVe wbK;bkb fWC&h, wb]Lb fWC&h, wbfZ[wbK>g fWC&h,]dVeHi fWC&h w>g H:gfJ[fWC&h.
-]dVeMb Micw[& fWQ*h,]fLTa jPfQ fW:Q*h, Micw[& jPfQ fW:Q*h, wbAbWa fW:Q*h, N>bl>aPh fW:Q*h w>g cKcK fW:Q*h.
- N>bl>aPh wbD[aAb wb]dVe wbr<b.

wbfS[Hi:]fV wb]dVeAb WhdV[jMkb I?bla: wbHi> w>g wbfG

- wbHi>: WhdV[Sa w>g]fA\)jM, wbfG[: WhdV[Sa w>g W&hjM
- Micw[&jMfW: Hi>dZPh w>g fG[dZPh WhdV[jMkb I?bla:]kg K>g, wbfG[, T<gflWa J:bK>g, wbAb wbWi:&, IWe O>bjZ,]dVeS[g w>g wbWi:&.
- J:bjq w>g r>i*fl< J:bC&h: wb]dVe wbr<bkb T?gfJ, QgdQe, wbfT[J:bjq, wbk?a-wbk?a fp*fW:jM.
- Sg QgV:gkb]Ie&Wb T<gfljMAb]fV wb]dVe wbfG[w>g wbHi>kb I>aAb J:bC&hjMkb R>bdC\[).

wbfS[k:b:]fV wb]dVeAb WhdV[jMkb I?bla: cV[jZ w>g dMejZ

- cV[jZ: WhdV[Sa;]fA\)jM- Z[hEi> wbcV{ w>g H:gfJ[wbcV[, SbKi> wbcV[w>g H:bdHe wbcV[.
- cV[dZPh WhdV[: wbDb, cV[dZPh WhdV[kb MidC\[)-S[gDb, S[gfM_ Ta w>g]dQefV;]JeM:h.
- dM>]fl: wbPi[Ph fVfJ w>g wbcJ fVfJAb]dQeGi; w>g fS[wbC[&gkb fWC&hjM.

- fVfJWa w>g Sb]KiWa dM>]fl: wbG;a dM>]fl (wbl>b]kg w>g S[g]fK), MiHiWa dM>]fl (]kgfM:), dM>Ua), U[g, dH:dM>, W>aS[g, wbfG,[ ]dVeS[g wbVili. cV[jZ w>g dMejZAb Hi]fl WhdV[w>g wbcJWa WhdV[jM.

wbfS[OdWe:]dVeX\:)g w>g S[gfM_ Takb wbr<b

-]dVeX\:)g: wbr<b]dVeX\:)gkb wb]fA :]kg]fA&]dVeS[g w>g wbY;b]dVeS[g, QbWa wbH:g w>g
- Ii[Wa wbH:g, ri>fl<,]dVefS[kb]fA\)jM,]dVefS[M:h]flkb Ii*jM.
- S[gfM_ Takb wbr<b: Ql>i*Ph, QbWa, Ii[Wa S[gfM_ Ta, S[gfM_ wbcY?, wbO*b S[gjM, wbC;h S[gjM,]fLTa w>g S[gfM_ W*hfkjM.
-]dVeX:\)g w>g S[gfM_ Ta wbr<bkb Micw[*jM J:bjqjM w>g J:bC*hjM.]dVeX:\)g w>g S[gfM_ Takb wbL<a,]dVeX:\)g w>g S[gfM_ Takb Ki<fl: wbr<b.

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

- ***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED READINGS

B.Ed.-CPS-301 (F)

PEDAGOGY OF LIMBU बि. एड- CPS-301 (E) gl;fD ;fKrf

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs..

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES: glt-yfCxLC;llvb[D/yXs-of

On completion of the course the students will be able to: glt-yfclG ;fInf]kf]i-gLvldf] glt-pfD;fxfCF[G glt-df s[af]i-af:

- s[xL;llafxfC ;LjfIdlafgLtlblySjfcllef]jfafrf]s-dfv[Ddf, kfk-dfVglt-dfgL ;fKdf
- s[xLC;llafxfCcllklCdf s[;LSkfrf]s-df;lclk-;lljfaf(Effectively) ;LSofD(ability)gLkfgb] jfaf(Fluently)
- s[xLC;llafxfCF[kf;llgLtlblglFlSkfxLKkfg- ylD;]g- gLofSyLlkfgF[G- cf]ufKdf
- sfSglt- rf]F[G kfg- ofFfKdf;lcflkfg-n[GsLaf]s- sLoLDsL;llglt-kfldf;l
- ;fKkfldf;lglFlSsflV ;fFflifIVclk-;llifl
- clk-;llifIofSyLlkfg- cf]ufKdf;Sgld- tfFfKgLglt-pfKtlSF[G nful

xLKkfg-F[G cXufK (Use of Grammar) (10 Hrs.)

- kfg-pXtlF[G nS (Parts of Speech)
- o[D gLkfg-bI _ ofDa]/yXs-kl _ kfDd] kfg-bI _ o[D: sXo[DV k]o[D gLtfo[D (Tenses and Agreement -Subject -Verb Agreement -Tenses: Present, Past and Future)
- sLbXk-kfgLd[GbXk-kfkfg-pXtl (Direct & Indirect Speech)
- ;lalCjfafclSnf (Passive Voice)
- ylSk]oSgL c]s-k] ;LTnf (Synonyms & Antonyms)
- ylSsXclS ;S;]C gLos-k]af ;LTnf (Homophones & Homonyms)
- kfd-dLS (Idioms)
- ;Xs- gL ;[Da]

tfCh[I rX (Speaking Skills) (15 Hrs.)

- nLKkFi-uf (Group Discussion)
- tf]g-pLlrf]s-df (Making presentations)
- gll;fCcl;Xd- xLSnfdf (Handling interviews)
- nLKclleXjf (Group communication)
- n[K;flulF[G cXufKdfCc]V ;fSylDdlgLrLjfg- ;[ofSgld-af ;LTnfnLDeXs- (Use of bias free, cultural and gender sensitive vocabulary)

glk-dfgLclt-pfD (Reading and comprehension) (10 Hrs.)

- clIPI;fKnfV;Sk]jfgL j]af;}t-nfDglt-dfgf ;fKkSjfF[G ySgfcl (Reading feature articles from newspapers, magazines and the web)
- tXs-glGcl;lSkftfIaf v[bfCglt-df (F;-slGaGb- "The Night Train at Deoli",c}. aIV F}. "The Storm Raged all Night Long" (Trans. Michael Hutt) [Reading of prescribed short stories (Ruskin Bond "The Night Train at Deoli", I. B. Rai "The Storm Raged all Night Long" (Trans. Michael Hutt)]
- glt-dfF[G nfulclt-pfDgL s[jf ;]i-df (Reading for comprehension and analysis)
- k]mfi-dfV k]x[DdfVclIhLDrXs-dfVgllh[D gLylDgft-nfF[G sLd[NnLImXdfxfCgltdf; l (Reading to interpret, evaluate, make inferences, assumptions and building value systems)

;fK_clIeXjf [Written communication (10 Hrs.0)]

- clt-pfKtLo[l: n[l;IV cll;fKnfV;Sk]jf(Writing Reports: business, newspaper, magazine)
- clt-pfKyS;LDV ;fd-e]clIgL v[oI
- xlIaftId]jf (Writing CV/ Resume, emails and professional correspondences)
- ;LDn[G kFlS (Types of Essay)
- gljfC;f]_;SVclIeGVdLcll (Memorandums, notifications, circulars)

Skill Development Activities: (These Activities are only Indicative. The Faculty Member can Innovate)

- gll;fCdfrft -kfldf;l/ v[bfC r[Sdf/ ;fDdlnfglt-dfkFlSjfafclt-rf] gLyfdll ;Dbfl
- kfg-bljfF[Ggfd-e]nfDafkfg-a] rf]clGyf]af] rf]s-df (To develop oral communication skill through seminar/ presentation).
- ;lSsLD g[xl cfSs]FlS mf]dfglnfDrlh[D/sL;llglt-df (To understand on how to assess intelligence quotient.)
- j]Cj]Cofd-aSsCfclFLIafgft-yfcf] xLC;fDafF[tf]g-pLl d[hf]uLcfljfC(Other activities, which are relevant to the course as specified by the faculty).

Assessment Framework (Offline/Online/Blended)

The assessment may be done in any mode or combination as give below:

- df] s[aKkfyfdll ;DbfIrlh[D rf]s-df ;'St[T
- gll;f]d- (Test)
- kfg-bljf/ ;fKclt-ylIf]g-p'l (Seminar presentation)

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED READINGS

- Amalraj, D. Professor. Amalraj. *Literary Terms, Techniques and Devices.* Namya Press,2021.
- Angdembe, *thik nisen.* Japan: Kirat Yakthung Chumlung, 2079 BS.
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- Das, Bijay Kumar. *A Handbook of Translation Studies.* Chennai:Atlantic Publishers and Distributors, 2023.
- Khajum, Aita. *Chyabrungko nalibeli.* Viswa Yakthung Mundhum Samaj, Nepal. 2071 BS.
- Kimberley Reynolds. *Chidren's Literature-A Very Short Introduction.* Oxford UniversityPress, 2011.
- Kothari, C.R. and Garg, Gaurav. *Research Methodology –Methods and Techniques.* New Edge International Publishers, 2019.
- Nayar, Pramod Kumar. *Contemporary Literay and Cultural Theory.* Pearson, 2015.
- Philip, McFarland. *Forms in English Literature.* Houghton Mifflin Company, 1972.
- Subba, Dr. Chaitannya. The Culture and Religion of Limbus. Kathmandu: B. B. Subba, 1987.
- Subba, Dhan Hang. *Limbu Lokvarta.* Kathmandu: Hangma Labung and Anu Gurung (Subba) 2017.
- Warren, Karen J. (ed.). *Ecofeminism: Women, Culture, Nature.* New Delhi: RawatPublications, 2018.

B.Ed.-CPS-301 (G)

PEDAGOGY OF PHYSICS

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the place of physics in the school curriculum considering its nature as a science discipline and its interconnections with other disciplines.
- discuss the concept of Pedagogical Content Knowledge (PCK), aims and objectives of teaching physics for the development of thinking and process skills among learners.
- prepare pedagogical plans for teaching physics considering the content, socio-cultural, developmental, special needs context of learners by applying various teaching-learning strategies.
- explain the process of planning various activities, experiments, preparing instructional aids and effective integration of ICT in physics education.
- explain the uniqueness of each learner highlighting the importance of their prior knowledge to involve them in the learning of physics.
- discuss the role of learners as active participants in negotiating and mediating their learning of physics by encouraging them to ask questions and to collect materials from local resources.
- explain the concept the importance of in pre-service teacher education programmes for physics teachers.
- discuss the significance of in-service professional development programs for physics teachers and the role of reflective practices in the professional development of physics teachers.

Unit I Foundation of Physics Teaching

- Place of physics in school curriculum - Nature of physics as a science discipline and its linkages with other disciplines.
- The concept of Pedagogical Content Knowledge (PCK) and its implications for Physics teaching.
- Aims of teaching physics at the senior secondary level with linkages to upper primary and secondary level.
- Objectives of teaching physics with special reference to the development of thinking and process skills.

Unit II Teaching-Learning Strategies and Resources in Physics Pedagogy

- Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes.
- Planning for conduct of activities (science quiz, science fair, science corner/resource room, science club, excursion), experiments and laboratory work in Physics, Layout and design of the physics laboratory.
- Instructional aides, computer aided instruction, multi-media packages, interactive software, websites, Open Education Resources (OER) etc., Improvisations and Science Kits.

Unit III Learners of Physics

- Each learner is unique, motivating learners to bring their previous knowledge into classroom
- Involving learners in teaching-learning process
- Role of learners in negotiating and mediating learning in physical science.
- Encouraging learners to raise and ask questions, encouraging learners to collect materials from local resources.

Unit IV Professional Development of Physics Teacher

- Teaching as a profession: Characteristics of a Physics teacher.

- Need for pre-service teacher education programme for teaching physics.
- Need for in-service professional development programmes for physics teachers.
- Role of reflective practices in professional development of physics teachers.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Demonstration-cum-discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Group Work, School Internship, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Practical, Laboratory Practical's, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curriculars, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any two) (30Marks)

- Conduct an experiment on any topic of Physics.
- Developing teaching learning resources in Physics.
- Prepare constructivist approach-based lesson plan in Physics.

SUGGESTED READINGS

- Bal, V. (2005). *Women scientists in India: Nowhere near the glass ceiling. Current Science*: 88(6). pp. 872-878.
- Bevilacqua F, Giannetto E.& Mathews M.R. (Ed.) (2001), *Science Education and Culture the Contribution of History and Philosophy of Science.* Netherlands: Kluwer Academic Publishers.

- Bowling, J. & Martin, B. (1985). *Science: a masculine disorder? Science and Public Policy*: 12(6). pp. 308-316.
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- Okebukola, O. J. (1991). *The Effect of Instruction on Socio-Cultural beliefs Hindering the Learning of Science.* Journal of Research in Science Teaching, 28 (3), pp 275-285.

B.Ed.-CPS-301 (H)

PEDAGOGY OF CHEMISTRY

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the place of Chemistry in the school curriculum, understanding its nature as a science discipline and its interconnections with other disciplines.
- discuss the concept of Pedagogical Content Knowledge (PCK), aims and objectives of teaching Chemistry for the development of thinking and process skills among learners.
- prepare pedagogical plans considering the content, socio-cultural, developmental, special needs context of learners by applying various teaching-learning processes in the context of Chemistry education.
- plan various activities, conduct experiments, laboratory work in Chemistry, design the layout of a Chemistry laboratory, instructional aids and effective integration of ICT in Chemistry education.
- differentiate between test, examination, measurement, assessment, and evaluation and their roles and purposes in assessing student learning in Chemistry.
- explain the concept of continuous and comprehensive evaluation (CCE), assessment framework including formative and summative assessment for holistic assessment of students in chemistry.
- apply appropriate assessment strategies and accommodations to assess the learning of students with special needs in Chemistry to ensure equitable and inclusive assessment practices.
- discuss the importance of professional competencies required fora chemistry science teacher, including subject knowledge, pedagogical skills, communication abilities, classroom management, and professional ethics.

- explain the need for updating chemistry teachers' content and pedagogical competencies through pre-service and in-service courses, participating in science fairs other professional development activities.
- plan various activities and joining membership to different organization of Chemistry societies to celebrate, update knowledge and skills related to chemistry education.

Unit I Pedagogical Underpinning

- Place of Chemistry in school curriculum - Nature of physics as a science discipline and its linkages with other disciplines.
- The concept of Pedagogical Content Knowledge (PCK) and its implications for Chemistry teaching.
- Aims of teaching Chemistry at the senior secondary level with linkages to upper primary and secondary level.
- Objectives of teaching Chemistry with special reference to the development of thinking and process skills.

Unit II Classroom processes and Teaching-Learning Resources

- Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes.
- Planning for conduct of activities (science quiz, science fair, science corner/resource room, science club, excursion), experiments and laboratory work in Chemistry, Layout and design of the Chemistry laboratory.
- Instructional aides, computer aided instruction, multi-media packages, interactive software, websites, Open Education Resources (OER) etc., Improvisations and Science Kits.

Unit III Learners of Chemistry

- Each learner is unique, motivating learners to bring their previous knowledge into classroom
- Involving learners in teaching-learning process

- Role of learners in negotiating and mediating learning in physical science.
- Encouraging learners to raise and ask questions, encouraging learners to collect materials from local resources.

Unit IV Professional Development of Chemistry Teacher

- Professional competencies of a chemistry science teacher.
- Need for updating content and pedagogical competencies, pre-service and in-service courses and initiatives, agencies to nurture the best teachers, NCERT activities for teachers.
- Participation in science fairs, exhibitions, and science club activities.
- Planning contextual activities- celebration of science day, birthdays of great physicists and chemists, seminars, conferences, online sharing, distance learning, membership to organizations- NSTA, IPA, IAPT, Indian Chemical Society, and INSC. NCERT publications and journals.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Demonstration-cum-discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Group Work, School Internship, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Practical, Laboratory Practical's, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curriculars, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Conduct an experiment on any topic of Chemistry.
- Developing teaching learning resources in Chemistry.

- Prepare constructivist approach-based lesson plan in Chemistry.

SUGGESTED READINGS

- Bal, V. (2005). *Women scientists in India: Nowhere near the glass ceiling. Current Science*: 88(6). pp. 872-878.
- Bevilacqua F, Giannetto E.& Mathews M.R. (Ed.) (2001), *Science Education and Culture the Contribution of History and Philosophy of Science.* Netherlands: Kluwer Academic Publishers.
- Bowling, J. & Martin, B. (1985). *Science: a masculine disorder? Science and Public Policy*: 12(6). pp. 308-316.
- Cobern W.W.(Ed.) (1998), *Socio-Cultural Perspectives on Science Education An International Dialogue.* Netherlands: Kluwer Academic Publishers.
- Cole, Jonathan R. and Harriet Zuckerman. 1987. "*Marriage and Motherhood and Research Performance in Science*" Scientific American 256: 119-125.
- In D. Jain & D. Elson (Ed.), *Harvesting feminist Knowledge for Public policy Rebuilding Progress.* New Delhi: Sage Publication.
- Kumar, N. (Ed.) (2009). *Women and Science in India A Reader.* India: Oxford University Press.

B.Ed.-CPS-301 (I)

PEDAGOGY OF BIOLOGY

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the place of Biology in the school curriculum, its changing character, Pedagogical Content Knowledge (PCK) and its implications for effective Biology teaching.
- discuss the aims and objectives of teaching Biology at the senior secondary level, establishing connections with the upper primary and secondary levels to foster critical thinking, scientific inquiry, problem-solving, and other cognitive skills relevant to the study of Biology.
- prepare pedagogical plans for Biology lessons considering the content, the specific socio-cultural, developmental context of the learners, special needs to apply different teaching-learning approaches and strategies in Biology education.
- plan the various activities, laboratory work in the biology laboratory, instructional aids and effective ICT integration to enhance teaching and learning experiences in the biology classroom.
- analyze science as a domain of inquiry, its dynamic body of knowledge, the process of knowledge, scope of biological science, biological science for environment and health, its history and its applications for humanity.
- explain the concepts of the origin of life and evolution, the role of biodiversity in the biological sciences by develop an awareness of the relationship between biological sciences and society.
- motivate learners to bring their previous knowledge and experiences in biology gained through various sources focusing on the teacher-learner relationship to the habit of actively listening to the child.
- generate discussions and actively involve learners in the teaching-learning process by using dialogue, questioning, and active participation in fostering deeper understanding, critical thinking, valuing individual, group work and creativity in biology.

Unit I Pedagogical Underpinning

- Place of Biology in school curriculum and its changing character.
- The concept of Pedagogical Content Knowledge (PCK) and its implications for Biology teaching.
- Aims of teaching Biology at the senior secondary level with linkages to upper primary and secondary level.
- Objectives of teaching Biology with special reference to the development of thinking and process skills.

Unit II Classroom processes and Teaching-Learning Resources

- Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes.
- Planning for conduct of activities (science quiz, science fair, science corner/resource room, science club and excursion), experiments and laboratory work in Biology, Layout and design of the Biology laboratory.
- Instructional aides, computer aided instruction, multi-media packages, interactive software, websites, Open Education Resources (OER) etc., Improvisations and Science Kits.

Unit III Learners of Biology

- Each learner is unique, motivating learners to bring their previous knowledge into classroom
- Involving learners in teaching-learning process
- Role of learners in negotiating and mediating learning in biological science.
- Encouraging learners to raise and ask questions, encouraging learners to collect materials from local resources.

Unit IV Professional Development of Biology Teacher

- Professional competencies of a biology science teacher.

- Need for updating content and pedagogical competencies, pre-service and in-service courses and initiatives, agencies to nurture the best teachers, NCERT activities for teachers.
- Participation in science fairs, exhibitions, and science club activities.
- Planning contextual activities- celebration of science day, birthdays of great biologists, seminars, conferences, online sharing, distance learning, membership to organizations- NSTA, IPA, IAPT, Indian Chemical Society, and INSC. NCERT publications and journals.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Demonstration-cum-discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Group Work, School Internship, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Practical, Laboratory Practical's, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Conduct an experiment to show Osmoregulation in plants.
- Developing teaching learning resources in Biology.
- Prepare constructivist approach-based lesson plan in Biology.

SUGGESTED READINGS

- Chiappetta, L. Eugene and Koballa, R. Thomas (2010) *Science Instruction in the Middle and Secondary Schools,* Seventh Edition, Allyn& Bacon.

- Coll, R. K. (2007). *Opportunities for Gifted Science Provision in the Context of a Learner centered National Curriculum*, In K. S. Taber (Ed.), Science Education for Gifted Learners (pp. 59-70). London: Routledge.
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- Kuhn, T. S. (1970, 2nd Ed) The *Structure of Scientific Revolutions*. Chicago: The University of Chicago.
- Lovelock, James (2000) [1979]. Gaia: *A New Look at Life on Earth* (3rd ed.). Oxford University Press.
- Martin R., Sexton, C. Wagner, K. Gerlorich, J. (1998) *Science for all Children:* Allyn and Bacon: USA.
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- Pollard, A (2005) *Reflective Teaching,* London: Continuum.
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- Sundarajan, S. (1995) *Teaching Science in Middle School: A Resource Book*. Orient Longman: Hyderabad.

- Turner, T. & Dimatea, W. (1998) *Learning to Teach Science in Secondary School*, Routledge Publication, USA.
- UNESCO (1966) *Source Book for Science Teaching*: UNESCO: Paris.
- Vaidya N. (1999) *Science Teaching for the 21st Century*, Deep and Deep Publishers.
- Wallace, J and Louden, W. (Eds.) (2001) *Dilemmas of Science Teaching: Perspectives on Problems of Practice*. Routledge, London.
- Wellington, J. (2004) *Teaching and Learning Secondary Science – Contemporary Issues and Practical Approaches,* London: Routledge.

B.Ed.-CPS-301 (J)

PEDAGOGY OF MATHEMATICS (SCHOOL SUBJECT)

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the concept of Euclidean geometry, trigonometry, topology, and motion.
- apply different visualized software's to teach and learn geometry at school level.
- analyze classical and experimental approaches to probability, informed judgments in probabilistic situations and estimation based on subsequent data.
- explain the properties of numbers, including various interpretations of rational numbers and their proportional relationships to utilize real-life contexts for teaching rational numbers.
- discuss various big ideas in algebraic reasoning to make predictions.
- analyze the national curriculum, syllabus, and textbooks for effective engagement of the learners.
- prepare unit plans, constructive lesson plans and concept maps to address misconceptions considering the significance of communication, mathematical community, and group dynamics in the classroom.
- compare traditional assessment methods with assessments within a constructivist paradigm and action research strategy in mathematics teaching.
- apply socio-cultural context, recreation in Mathematics and mathematics laboratory in the teaching of Mathematics to enhance student engagement and understanding.
- apply effective teaching methodologies for children with dyscalculia and implementing strategies tailored to their learning needs.
- explain the different types of CPDs available for Mathematics teachers, the importance of mathematics teachers' associations, journals, ICT tools and other resource materials in mathematics education to foster continuous professional development.

- describe the various types of professional growth activities for professional growth and development.

UNIT I: Foundation of Mathematics

- Development of Euclidean geometry, Fundamental ideas related to trigonometry, Use of software applications to teach and learn geometry- Examining and visualizing 3D shapes and their representation in 2D.
- Understanding subjective probability and discerning classical and experimental approaches of probability, making subjective judgments in probabilistic situations and revising one's estimates in the light of subsequent data/information.
- Exploring properties associated with numbers including their geometric representations, Different interpretations of rational numbers –and proportional relationship; and real-life context for teaching rational numbers.
- Big ideas in algebraic reasoning such as finding, describing and using patterns, idea of functions, using functions to make predictions.

UNIT II: Designing and Planning a Unit and Lessons and Assessment

- Engagement with the National curriculum, syllabus and textbooks. Critical study of all three in light of the conceptual understanding of concepts dealt in Unit 1.
- Developing unit plans and concept maps: understanding children's cultural knowledge and misconceptions; designing constructive lesson plans, understanding the role of communication, mathematical community and group dynamics in classrooms.
- Traditional assessment vs. assessment within a constructivist paradigm.
- Action research in mathematics teaching.

Unit III Innovations in teaching of Mathematics

- Teaching of Mathematics in the socio-cultural context.
- Recreation in Mathematics (Mathematics Club & Activities for Mathematical creativity & Vedic Mathematics).
- Mathematics Laboratory: Need, Materials in the laboratory, Setting the Laboratory, Functions of the Mathematics Laboratory.
- Developing methodology for teaching children with dyscalculia: Symptoms, Types, Treatment and Strategies of teaching.

Unit IV Professional Development of Mathematics Teachers

- Types of continuing professional development (CPD) of Mathematics teachers: Courses and in-service programmes for mathematics teachers.
- Role of mathematics teachers' association in CPD.
- Journals and other resource materials in mathematics education; Using ICT and internet for professional development.
- Professional growth: participation in Conferences/seminars/workshops; Participation in professional learning communities (PLCs) within and outside the school.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Demonstration-cum-discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Group Work, School Internship, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Practical, Laboratory Practical's, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Small action research on children's conceptions related to a mathematical concept.
- Designing field-based projects for middle or secondary school children.
- Prepare constructivist approach-based lesson plan in Mathematics.

SUGGESTED READINGS

- Clements, D.H., & Battista, M.T. (1992). *Geometry and spatial reasoning.* In D.A. Grouws (Ed.), Handbook of research on mathematics teaching and learning (pp. 420-464). New York, Macmillan.
- Devlin K. (2011). *Introduction to Mathematical thinking.*

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- Lamon, S. (2005). *Teaching fractions and ratios for understanding: Essential content knowledge and instructional strategies for teachers,* Mahwah, NJ: Erlbaum.
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B.Ed.-CPS-301 (K)

PEDAGOGY OF HISTORY

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the need, importance and relationship of teaching History with other subjects in fostering historical consciousness, critical thinking, empathy, and understanding of the past.
- prepare teaching-learning plans and materials to ensure a well-structured and coherent delivery of History curriculum.
- analyze the recommendations of the National Curriculum Framework (NCF) 2005 for history teaching.
- apply a constructivist approach to teaching history considering the qualities of an ideal history teacher to foster historical thinking among students.
- explain the concept, need, importance of learning resources, traditional resources, various methods of teaching history and teaching aids in history to enhance student engagement, understanding, and critical thinking.
- apply field trips, historical museums, ICT tools, technology -based resources and history room as effective teaching tools to enhance the subject's visibility and create a conducive learning environment.
- explain the various assessment and evaluation tools and techniques in history teaching.
- apply achievement test and alternative assessment strategies in history teaching.
- discuss the need and importance of CPD of history teacher, teachers' organizations and action research to address current curriculum reforms in history teaching.

Unit I: Concept of Teaching History

- Need and importance for teaching history, Correlation of History with Arts, Literature, Geography, Economics, Civics and Science.

- Development of learning materials- Year plan, Unit plan, lesson plan.
- Recommendations of NCF-2005 on teaching of Social Sciences (History).
- Constructivist Approach of Teaching History, Qualities of an ideal History Teacher.

Unit III Learning Resources and methods for the Subject History

- Concept, Need and importance of learning resources.
- Methods of teaching history; Storytelling, Narration-cum-Discussion, Dramatization, Project, Source and Field trip methods.
- Traditional learning resources, Teaching aids in History- maps, atlas, globes, charts, models and time line, low-cost teaching aids in history.
- Field trips, historical museum in teaching History, ICT in learning History, Technology based learning resources., History Room.

Unit III: Assessment of Learning in History Teaching

- Assessment and evaluation of learning in history: application of different tools and techniques in assessing learning of social science; Continuous assessment in history and tools to be used.
- Construction of achievement test in history; preparation of table of specification/blue print, weightages, scoring key, construction of various types of items.
- Analysis of achievement test scores; reporting results of assessment and evaluation; providing feedback to the learners.
- Alternative assessment in history classroom: Rubrics, Portfolio, Projects, Self-assessment, Peer assessment, Use of ICT in assessment.

Unit IV: Curriculum Reforms and Professional Development of History Teachers

- Curriculum reforms in history: Recent initiatives for reforming school curriculum at the States and the Center and their implications for pedagogical practices.
- History teacher as a reflective practitioner; Need for professional development of history teacher; Avenues for professional development.
- In-service teacher development programs: face-to-face, distance and online programs; Networking with teachers; Teachers organization; Writing reflective journals.

- Teaching as inquiry: Read and use research and outcome linked evidence; Identify and use best pedagogic practices to achieve prioritized outcomes; Action research in history teaching.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Demonstration-cum-discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Group Work, School Internship, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Organization of field trip to a place of historical importance, report writing and presentation of report.
- Develop an improvised aid for teaching any topic in history.
- Prepare constructivist approach-based lesson plan in History etc.

SUGGESTED READINGS

- Aggarwal, J.C. (1997). *Teaching of History, a Practical Approach.* New Delhi: Vikas Publishing House.
- Dash, B.N. (2002). *Content cum Methods of Teaching Social Studies.* New Delhi: Kalyani Publishers.
- Kochhar, S.K. (2004). *Teaching of History.* New Delhi: Sterling Publishers.
- Paul, S. (2004). *Effective Methods of Teaching Social Studies.* Jaipur: ABD Publishers.
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- Srinivas Rao, Moturi; Prasada, I Bhaskara Rao & Rao. Digumati, (2004) *Methods of Teaching History*. Delhi: Tarun Offset Printers.
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B.Ed.-CPS-301 (L)

PEDAGOGY OF POLITICAL SCIENCE

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs.+ Tutorial:15 Hrs.+ Practical: 00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the need, importance and relationship of teaching political science with other subjects in fostering political consciousness, critical thinking, empathy, and understanding of the past.
- prepare teaching-learning plans and materials to ensure a well-structured and coherent delivery of political science curriculum.
- analyze the recommendations of the National Curriculum Framework (NCF) 2005 for political science teaching.
- apply a constructivist approach to teaching political science considering the qualities of an ideal political science teacher to foster political thinking among students.
- explain the concept, need, importance of learning resources, traditional resources, various methods of teaching political science and teaching aids in political science to enhance student engagement, understanding, and critical thinking.
- apply field trips, historical museums, ICT tools, technology -based resources as effective teaching tools to enhance the subject's visibility and create a conducive learning environment.
- explain the various assessment and evaluation tools and techniques in political science teaching.
- apply achievement test and alternative assessment strategies in political science teaching.
- discuss the need and importance of CPD of political science teacher, teachers' organizations and action research to address current curriculum reforms in political science teaching.

Unit I: Concept of Teaching Political Science

- Meaning, nature and Scope of political science, aims and objectives of teaching political science, values of teaching political science.

- Correlation of Political Science with other school subjects.
- Curricular reform as for NCF 2005 for teaching social science- (Political Science).
- Constructivist Approach of Teaching Political Science.

Unit II: Instructional Strategies in Teaching Political Science

- Strategies of teaching Political Science: lecture method, discussion method, debate as a method of teaching, seminar method, panel discussion, individual and group projects**,** logical, problem solving, inductive and deductive, analytic- synthetic, project and lecture methods.
- Class and out of class activities to establish school, family and community linkages.
- Development of Learning Materials for teaching Political Science: Year Plan, Unit Plan and Lesson Plan in Political Science.
- Teaching aids in teaching of Political Science: constitution of India, acts of parliament and legislatures, charts, atlas, maps (political) and globe, newspapers, magazines, movies, A-V programmes, internet and multimedia.

Unit III: Assessment of Learning in Political Science Teaching

- Assessment and evaluation of learning in Political Science: application of different tools and techniques in assessing learning of social science; Continuous assessment in Political Science and tools to be used.
- Construction of achievement test in Political Science; preparation of table of specification/blue print, weightages, scoring key, construction of various types of items.
- Analysis of achievement test scores; reporting results of assessment and evaluation; providing feedback to the learners.
- Alternative assessment in Political Science classroom: Rubrics, Portfolio, Projects, Self-assessment, Peer assessment, Use of ICT in assessment.

Unit IV: Curriculum Reforms and Professional Development of Political Science Teachers

- Curriculum reforms in history: Recent initiatives for reforming school curriculum at the States and the Center and their implications for pedagogical practices.
- Political Science teacher as a reflective practitioner; Need for professional development of history teacher; Avenues for professional development.

- In-service teacher development programs: face-to-face, distance and online programs; Networking with teachers; Teachers organization; Writing reflective journals.
- Teaching as inquiry: Read and use research and outcome linked evidence; Identify and use best pedagogic practices to achieve prioritized outcomes; Action research in Political Science teaching.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Demonstration-cum-discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Group Work, School Internship, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Organization of field trip to a place of political importance, report writing and presentation of report.
- Develop an improvised aid for teaching any topic in Political Science.
- Prepare constructivist approach-based lesson plan in Political Science.

SUGGESTED READINGS

- Arora, P (2006). *Lesson Plan: A Means or an End, MERI journal of education*, Number-I, April 2006, New Delhi.
- Arora, P (2014). *Exploring the Science of Society. Journal of Indian Education*. NCERT, New Delhi.

- Arora, P (2014). *A Democratic Classroom for Social Science, Project Report*, University of Delhi, Delhi.
- Batra, P. (Ed. 2010). *Social Science Learning in Schools: Perspective and Challenges.*
- Arora, P. (2018). *Pedagogy of Political Science*, Shipra Publications; 1st edition (1 January 2018), Delhi.

B.Ed.-CPS-301 (M)

PEDAGOGY OF ECONOMICS

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the need, importance and relationship of teaching Economics with other subjects in fostering economical consciousness, critical thinking, empathy, and understanding of the past.
- prepare teaching-learning plans and materials to ensure a well-structured and coherent delivery of Economics curriculum.
- analyze the recommendations of the National Curriculum Framework (NCF) 2005 for Economics teaching.
- apply a constructivist approach to teaching Economics considering the qualities of an ideal Economics teacher to foster economical thinking among students.
- explain the concept, need, importance of learning resources, traditional resources, various methods of teaching Economics and teaching aids in Economics to enhance student engagement, understanding, and critical thinking.
- apply field trips, ICT tools, technology -based resources as effective teaching tools to enhance the subject's visibility and create a conducive learning environment.
- explain the various assessment and evaluation tools and techniques in Economics teaching.
- apply achievement test and alternative assessment strategies in Economics teaching.
- discuss the need and importance of CPD of Economics teacher, teachers' organizations and action research to address current curriculum reforms in Economics teaching.

Unit I: Concept of Teaching Economics

- Meaning, Nature and Scope of Economics, Aims and Objectives of teaching Economics, Values of teaching Economics.
- Correlation of Economics with other school subjects.

- Curricular reform as for NCF 2005 for teaching social science-(Economics).
- Constructivist approach of teaching Economics.

Unit II: Instructional Strategies in Teaching Economics

- Strategies of teaching Economics: logical, problem solving, inductive and deductive, analytic-synthetic, project and lecture methods, project method, problem solving method, field visit, question answer method, observation.
- Development of Learning Materials for teaching Economics: Year plan, unit plan and lesson plan in economics.
- Teaching aids: need and importance of teaching aids, types of teaching aids, selection, preparation and use of low-cost teaching aids.
- Concept, need and importance of learning resources, Traditional learning resources, technology-based learning resources.

Unit III: Assessment of Learning in Economics Teaching

- Assessment and evaluation of learning in Economics: application of different tools and techniques in assessing learning of Economics; Continuous assessment in Economics and tools to be used.
- Construction of achievement test in Economics; preparation of table of specification/blue print, weightages, scoring key, construction of various types of items.
- Analysis of achievement test scores; reporting results of assessment and evaluation; providing feedback to the learners.
- Alternative assessment in Economics classroom: Rubrics, Portfolio, Projects, Self-assessment, Peer assessment, Use of ICT in assessment.

Unit IV: Curriculum Reforms and Professional Development of Economics Teachers

- Curriculum reforms in history: Recent initiatives for reforming school curriculum at the states and the center and their implications for pedagogical practices.
- Economics teacher as a reflective practitioner; Need for professional development of Economics teacher; Avenues for professional development, Qualities of an ideal economics teacher.

- In-service teacher development programs: face-to-face, distance and online programs; Networking with teachers; Teachers organization; Writing reflective journals.
- Teaching as inquiry: Read and use research and outcome linked evidence; Identify and use best pedagogic practices to achieve prioritized outcomes; Action research in economics teaching.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Demonstration-cum-discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Group Work, School Internship, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Organization of field trip to local industries, report writing and presentation of report.
- Develop an improvised aid for teaching any topic in Economics.
- Prepare constructivist approach-based lesson plan in Economics.

SUGGESTED READINGS

- Dash, B.N. (2002). *Content cum Methods of Teaching Social Studies*. New Delhi: Kalyani Publishers.

- Dhillion, Satinder & Chopra, Kiran, (2002). *A New Approach to Teaching Economics*. New Delhi: Kalyani Publishers.
- Rudramamba, Laxmi Kumari, Rao, V.B. & Digumart. (2004). *Methods of Teaching Economics,* New Delhi: Discovery Publishers.
- Garg, M. K. (2019). *Pedagogy of Economics*. Laxmi Publication; new edition (1 January 2019, Delhi.
- Sharma, D. (2018). *Pedagogy of Economics*. Laxmi Book Depot. *(1 January 2018),* Delhi.

B.Ed.-CPS-301 (N)

PEDAGOGY OF GEOGRAPHY

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the need, importance and relationship of teaching Geography with other subjects in fostering geographical consciousness, critical thinking, empathy, and understanding of the past.
- prepare teaching-learning plans and materials to ensure a well-structured and coherent delivery of Geography curriculum.
- analyze the recommendations of the National Curriculum Framework (NCF) 2005 for Geography teaching.
- apply a constructivist approach to teaching Geography considering the qualities of an ideal Geography teacher to foster geographical thinking among students.
- explain the concept, need, importance of learning resources, traditional resources, various methods of teaching Geography and teaching aids in Geography to enhance student engagement, understanding, and critical thinking.
- apply field trips, ICT tools, technology -based resources as effective teaching tools to enhance the subject's visibility and create a conducive learning environment.
- explain the various assessment and evaluation tools and techniques in Geography teaching.
- apply achievement test and alternative assessment strategies in Geography teaching.
- discuss the need and importance of CPD of Geography teacher, teachers' organizations and action research to address current curriculum reforms in Geography teaching.

Unit I: Concept of Teaching Geography

- Geography- concept, need and importance, Aims and objectives of teaching Geography at Secondary level; Structure of the subject Geography, Curriculum and syllabus; Core elements, values and life skills, Analysis of the Text Book, Content analysis.
- Inclusion of teaching geography in school curriculum, Correlation of Geography with other subjects- both social and natural sciences.
- Recommendation of NCF 2005 on teaching social sciences (Geography).
- Constructivist approach to teaching Geography.

Unit II: Instructional Strategies in Teaching Geography

- Strategies of teaching Geography: Observation cum discussion method, demonstration method, discovery method, regional method, journey method, excursion method, project method, comparative method, lecture cum discussion method, question answer method, object method, field visit, experimental method.
- Development of learning materials- Year plan, Unit plan, lesson plan.
- Concept, need and importance of learning resources; Traditional learning resources, Technology based learning resources.
- Teaching aids in Geography, Geography lab and Resource room, use of community resources, field trips, and geography clubs, ICT in learning Geography.

Unit III: Assessment of Learning in Geography Teaching

- Assessment and evaluation of learning in Geography: application of different tools and techniques in assessing learning of Geography; Continuous assessment in Geography and tools to be used.
- Construction of achievement test in Geography; preparation of table of specification/blue print, weightages, scoring key, construction of various types of items.
- Analysis of achievement test scores; reporting results of assessment and evaluation; providing feedback to the learners.
- Alternative assessment in Geography classroom: Rubrics, Portfolio, Projects, Self-assessment, Peer assessment, Use of ICT in assessment.

Unit IV: Curriculum Reforms and Professional Development of Geography Teachers

- Curriculum reforms in Geography: Recent initiatives for reforming school curriculum at the states and the center and their implications for pedagogical practices
- Geography teacher as a reflective practitioner; Need for professional development of Geography teacher; Avenues for professional development, Qualities of an ideal Geography teacher.
- In-service teacher development programs: face-to-face, distance and online programs; Networking with teachers; Teachers organization; Writing reflective journals.
- Teaching as inquiry: Read and use research and outcome linked evidence; Identify and use best pedagogic practices to achieve prioritized outcomes; Action research in Geography teaching.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Demonstration-cum-discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Group Work, School Internship, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Organization of field trip, report writing and presentation of report.
- Develop an improvised aid for teaching any topic in Geography.
- Prepare constructivist approach-based lesson plan in Geography.

SUGGESTED READINGS

- Biswal, J. N. (2002). *Content-cum Methods of Teaching Geography*. Cuttack: Mahaveer Printers.
- Kaur, B. (1996). *Teaching Geography: New Trends and Innovations*. New Delhi: Deep & Deep Publishers.
- Khan, Z.A. (1998). *Text book of Practical Geography*. New Delhi: Concept Publishing Company.
- Mukherjee, S. (1996). *Understanding Physical Geography through Diagrams*. Kolkata: Orient Longman.
- Pandey, V. P. (2004). *Teaching of Geography*. New Delhi: Mohit Publications.
- Paul, S. (2004). *Effective Methods of Teaching Social Studies*. Jaipur: ABD Publisher.

B.Ed.-CPS-301 (O)

PEDAGOGY OF SOCIAL SCIENCE

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- analyze the social science education in terms of historical, political, economic and environmental perspectives for an informed and empowered citizen.
- explain secondary school curriculum and its interrelations with other disciplines and levels.
- discuss the preconceptions and misconceptions in social science to clarify learning in the subject.
- analyze the different global challenges related to social science and to suggest measures to address these challenges.
- apply approaches, strategies and teaching aids to enhance social science teaching.
- discuss the importance of social science resource room to foster social science learning.
- discuss the need and importance of CPD of social science teacher, teachers' organizations and action research to address current curriculum reforms in social science teaching.

Unit I Aims and objectives of teaching Social Science

- Social Science Education: for a democratic secular society for an identity in the post-modern and globalized world in terms of historical, political, economic and environmental perspectives for an informed and empowered citizen.
- Organization of learning experience in Social Science Curriculum: its status in Secondary School Curriculum and its inter-disciplinary nature.
- Pre-conceptions and misconceptions in Social Science.
- Social sciences and Global challenges related to marginalization, violence.

Unit II Pedagogical Approaches, Strategies in Social Science

- Approaches: inductive, deductive, interdisciplinary and constructivist approaches.

- Strategies: Narration, dialogue & discussion, storytelling method, problem solving method, lecture method and project method, data collection and analysis, field trips, dramatization, archives & other social sources and their interpretation, reviewing video shows on social issues, comparative method, cartographic techniques, time-line construction and other activities.
- Teaching Aids: Need and objectives; collection and preparation, ICT in Social Science Classroom, Audio-visual aids: Meaning, importance, types: Chalkboard, Atlas, Maps, Globe, Charts, Models, Graphs and visuals, Multimedia, Internet, Scrapbooks; Resources in teaching social science: Social science clubs, Self-study learning activities, Analysis of news.
- Social Science Resource room: Need, Establishment, components and management.

Unit III: Assessment of Learning in Social Science Teaching

- Assessment and evaluation of learning in Social Science: application of different tools and techniques in assessing learning of Social Science; Continuous assessment in Social Science and tools to be used.
- Construction of achievement test in Social Science; preparation of table of specification/blue print, weightages, scoring key, construction of various types of items.
- Analysis of achievement test scores; reporting results of assessment and evaluation; providing feedback to the learners.
- Alternative assessment in Social Science classroom: Rubrics, Portfolio, Projects, Self-assessment, Peer assessment, Use of ICT in assessment.

Unit IV: Curriculum Reforms and Professional Development of Social Science Teachers

- Curriculum reforms in Social Science: Recent initiatives for reforming school curriculum at the states and the center and their implications for pedagogical practices.
- Social Science teacher as a reflective practitioner; Need for professional development of Social Science teacher; Avenues for professional development, Qualities of an ideal Social Science teacher.
- In-service teacher development programs: face-to-face, distance and online programs; Networking with teachers; Teachers organization; Writing reflective journals.
- Teaching as inquiry: Read and use research and outcome linked evidence; Identify and use best pedagogic practices to achieve prioritized outcomes; Action research in Social Science teaching.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Demonstration-cum-discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Group Work, School Internship, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curriculars, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Establishment and Enrichment of Social Science Resource Centre.
- Organizing field trips and evaluating learning process.
- Prepare constructivist approach-based lesson plan in Social Science.

SUGGESTED READINGS

- Arora, P (2006). *Lesson Plan: A Means or an End,* MERI Journal of Education, Number-I, April 2006, New Delhi.
- Arora, P (2014). *Exploring the Science of Society*. Journal of Indian Education. NCERT, New Delhi.
- Arora, P (2014). *A Democratic Classroom for Social Science,* Project Report, University of Delhi, Delhi.
- Batra, P. (Ed 2010). *Social Science Learning in Schools: Perspective and Challenges*. Sage Publications India Pvt. Ltd. New Delhi.
- Edgar, B. W. & Stanely (1958), *Teaching social studies in high school, Heath and company,* Boston D.C.

- Gallanvan & Kottler, Ellen (2008), *Secrets to success for social studies teachers*, Crown Press, Sage Publication, Thousand Oaks, CA 91320.
- George, A., M. &Madan, A. (2009). *Teaching Social Science in Schools.* Sage Publications India Pvt. Ltd. New Delhi.
- Haralambos, M. (1980). *Sociology Themes and Perspectives.* New York. O.U.P.
- Kumar, Sandeep (2013). *Teaching of Social Science,* Project Report, University of Delhi, Delhi.
- Kirkpatrick, E. (1997). *Foundation of Political Science: Research, Methods and Scope*, New York, The free press.
- Misra, Salil and Ranjan, Ashish (2012). *Teaching of Social Sciences: History, Context and Challenges in Vandana* Saxena (ed.), Nurturing the Expert Within, Pearson, New Delhi.
- Wagner, P. (1999). *The Twentieth Century – the Century of the Social Sciences?* World Social Science Report.
- Zevin, J., (2000), *Social studies for the twenty first century,* Lawrence Erilbaum Associates Publishers, London.

B.Ed.-PE-302

GENDER, SCHOOL AND SOCIETY

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the concept of gender, social construction of gender and the difference between gender and sex.
- analyze the gendered representations in textbooks, hidden curriculum and the ideas of masculinity and femininity within the family and school settings.
- discuss role of family, school, and media to promote equity, equality and empowerment in relation to gender.
- examine the challenges to gender equality and to suggest potential strategies for addressing these issues.
- explain the concept of society and school as a miniature society as well as the interrelation between home, school, and society as agencies of education.
- discuss the concept, nature, and processes of socialization and social interaction and the teacher's role in facilitating socialization.
- analyze the social climate within schools and its relationship with the community to promote effective learning.
- analyze the gender roles and stereotypes prevalent in the society and their implications for the gender equality.
- discuss the legal and constitutional provisions safeguarding the rights of women and children in India.
- discuss the various teaching strategies to foster gender sensitivity and promote inclusivity in the classroom.
- critically analyze the representation of gendered roles, relationships, and ideas in textbooks and curricula to promote a gender sensitive curricula and practices at school and society.

- explain the importance of adult education and non-formal education in promoting women's development.

Unit-I: Introduction to Gender

- Concept of gender; Gender as a social construction; Difference between gender and sex.
- Gendered representations in textbooks; Gender and hidden curriculum; Ideas of masculinity and femineity in the family and school.
- Equity, equality and empowerment: role of family, school and media.
- Challenges to gender equality: sexism in language, objectification of women, sexual abuse and gender stereotyping.

Unit-II: School and Society

- Meaning of society, diverse nature of Indian Society, concept of social system, school as a miniature society.
- Home, school, society as agencies of education.
- Concept, nature, processes of socialization and social interaction; teacher's role in socialization.
- School: Social climate and its relationship with community.

Unit III: Gender, Society and Law

- Gender roles in society through variety of institutions such as family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc), law and state.
- Stereotypes in society, Issue related to women/girl child: female infanticide and feticide, sex ratio, honour killing, dowry, child marriage, property rights, divorce, widowhood.
- Laws related to women (Rape, Dowry, Remarriage, Divorce, Property inheritance, Trafficking) Declining sex ratio, PNDT (Pre Natal Diagnostic Techniques) act; violence against women, domestic violence act, sexual harassment at work place, indecent representation of women (prohibition act), Cybercrime**,** Women's reservation bill – history and current status., The Indian constitution and provisions accorded to women., Human rights , women's rights, rights of the girl child, rights of the transgender and POSCO Act.
- Government schemes and initiatives in promoting the education of girl child, Gender Movements – Beti Bachao, Beti Padhao, Skilling Women folk.

Unit IV Gender, School and Education

- Teaching Strategies to develop gender sensitivity.
- Critical evaluation of textbook with respect to gender.
- Representation of gendered roles, relationships and ideas in textbooks and curricula.
- Adult education and non-formal education for women's development.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Demonstration-cum-discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Group Work, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Analyze any textbook to find out gender biased words and images.
- Comparative study of daily activities of boy and girl in the same family.
- Organize competition on Poster Presentation based on gender, school and society.

SUGGESTED READINGS

- Indira, K. 'Noopur' (1989) *Women's Studies in School Education*- Sterling Publishers private limited.
- Janaki, D. (n. d.) *Women's Issues*- Dhan Publications 924, Anna Nagar Chennai.
- Nirmala, J. (2001) *Women and Society*, Lady Doak College Madurai.
- Gokilvani (1997) *Reaching the unreachable* – Sri Lakshmi printers Karaikudi.

- Raj Kumari Chandrasekar (1992) *Women's resource and National Development a Perspective*-Sterling publishers private limited New Delhi.
- Sarojini Reddy, P. (2002) *Justice for Women* – Sai Sreenivasa printers.
- Veena Gandotra and Sarjoo Patel (Edited) (2009) *Women Working Condition and Efficiency* –New Century Publication.
- Kirk Jackie (e. d.) (2008), *Women Teaching in South Asia*, SAGE, New Delhi.
- *National Curriculum for Elementary and Secondary Education: A Framework*, (1988), NCERT, New Delhi.
- *National Curriculum Framework for School Education, (2000),* NCERT, New Delhi.
- *National Curriculum Framework, (2005),* NCERT, New Delhi.
- *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Human Teacher, (2009*), National Council for Teacher Education, New Delhi.
- *National Policy on Education -1986, Department of Education*, MHRD, New Delhi.
- *National Policy for Empowerment of Women 2001*, Department of Women and Child Development, Ministry of Human Resource Development, Government of India.
- *Position Paper National Focus Group on Gender Issues in Education, (2006),* NCERT, New Delhi.
- *Report of the Central Advisory Board of Education (CABE), (2010),* Ministry of Human Resource Development, Government of India, National Book Trust, New Delhi, India.
- Srivastava Gouri, Yadav Mona, (2013), *Training Material for Teacher Educators on Gender Equality and Empowerment,* Vol. I, II and III, NCERT, New Delhi.

B.Ed.-CPS-303

OPTIONAL COURSE

B.Ed.-CPS-303 (A)

HEALTH, YOGA AND PHYSICAL EDUCATION

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the concept, scope, significance and objectives of teaching health and physical education in the school curriculum for the holistic development of students.
- discuss the importance of good posture and first aid for overall health and well-being.
- discuss the significance of yoga emphasizing pranayama and asana in promoting physical and mental well-being and cultivating a healthy lifestyle.
- explain the essential qualities of a health and physical education instructor.
- explain the importance of planning and community participation in promoting health awareness and physical activities.
- analyze the various methods and national health policy 2002 to enhance the teaching and learning practices in health and physical education.
- explain the concept, need, components and different activities for developing physical fitness.
- explain the concept, objectives, methods and principles of sports training in developing physical fitness, skills, and techniques for participating in sports activities.

Unit-I: Introduction to Health and Physical Education

- Meaning, Nature, Scope, Significance and Objectives of teaching Health and Physical Education in school curriculum.
- Posture: Meaning and Importance of good posture.
- First Aid: Meaning, Need and its importance.

- Yoga: Concept, pranayama and asana and its significance for good health.

Unit-II: Health and Physical Education: Policies and Approaches

- Essential qualities of Health and Physical instructor.
- Planning for Health and Physical education, National Health Policy – 2002.
- Health and Physical education through community participation.
- Teaching methods – Lecture cum Discussion method, command method, Project method, Demonstration method, use of audio-visual aids.

Unit III: Physical Fitness

- Meaning and Nature of Physical Fitness.
- Need and Importance of Physical Fitness.
- Components of Physical Fitness.
- Activities for developing Physical Fitness.

Unit IV: Sports Training

- Meaning and Nature of Sports Training.
- Characteristics and Objectives of Sports training.
- Methods of Sports Training.
- Principles of Sports Training.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Demonstration-cum-discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Brainstorming, Group Work, Community Experience, Use of ICT resources, Interactive teaching, Practical's, workshops, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Participation in Athletics/Games/Yoga Asana.
- Organization of exhibitions/demonstrations/camps/tours related to health and Physical Education.
- Organize competition on Poster Presentation based on Yoga, Health and Physical Education etc.

SUGGESTED READINGS:

- Ashtekar, S. (2001), *Health and Healing: A Manual of Primary Health Care*, Chapter 36- Childhood Illnesses, Chennai: Orient Longman.
- Baru, R. V. (2008). *School Health Services in India: An Overview.* Chapter 6 in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts,* New Delhi: Sage publication, 142-145.
- Brar, T.S. (2002). *Officiating Techniques in Track and Field.* Gwalior: Bhargava Press.
- Bucher, C.A. (1979). *Foundation of Physical Education.* St. Louis: C.V. Mosby & Co.
- CSDH, (2008), *Closing the gap in a generation,* Executive Summary of the Final Report of the Commission on Social Determinants of Health, WHO, WHO, Geneva, 0-9.
- Deshpande, M., R.V. Baru and M. Nundy, (2009). *Understanding Children's Health Needs and Programme Responsiveness,* Working Paper, New Delhi: USRN-JNU
- Goel, S.L. (2007). *Health Education, Theory and Practice*. New Delhi: Deep & Deep Publishers Pvt. Ltd.

- Malik, Neeru and Malik, Rakesh (2005). *Health and Physical Education*. Gurusar Sadhar: Gurusar Book Depot. Publications.
- Sandhu, S.S. (2009). *Teaching of Physical Education. Ludhiana*: Chetna Prakashan.
- Singh, Ajmer, et. al. (2004). *Essentials of Physical Education*. Ludhiana: Kalyani Publication.
- Thorkildson, George, (1992). *Leisure and Recreation Management*. London: E. & F.N. Sports.
- Trinaryan & Hariharan (1986). *Methods in Physical Education*. Kareaikudi: South India Press

B.Ed.-CPS-303 (B)

HUMAN RIGHTS AND PEACE EDUCATION

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the concept, objectives, importance and the different perspectives on Human Rights and Human Rights Education to foster human rights enshrined in Indian constitution.
- analyze the different approaches and policy perspectives to Human Rights emphasizing on the role of the United Nations in promoting and safeguarding human rights.
- discuss the role of law enforcement agencies, the judicial system, and the adjudication process in safeguarding human rights in India.
- evaluate the various legal remedies and institutional mechanisms available for protecting human rights.
- explain the role of civil society organizations and the media in advocating for and promoting human rights in India.
- explain the concept and scope of Peace Education and its significance in promoting a culture of peace.
- analyze the factors and challenges to Peace Education and their impact on the quality of life.
- evaluate the role of international organizations and societies in the peacekeeping process and promoting peace worldwide.
- explain the objectives for developing peace education curriculum considering the specific needs and stages to foster inner peace among learners at various levels.
- examine the role of participatory communication, democratic participation, gender equality, sustainable economic and social development in building a culture of peace to promote non-violence and international peace and security.

Unit-I: Conceptualizing Human Rights Education

- Introduction to Human Rights and Human Rights Education with special reference to philosophical, psychological, political and sociological perspectives.
- Human Rights Education- objectives and importance, human rights enshrined in Indian constitution.
- Approaches to Human Rights- Western, political, liberalism, socialism and social welfare prospects understanding.
- Human Right from policy perspectives (U.N).

Unit II Human Rights Protection Mechanism in India

- Law Enforcement Agencies Judicial System, Adjudication Process and Judicial Activism.
- Remedies: Writs, Public Interest Litigation (PIL), Judicial Review, Right to Information Act (RTI) Protection of Human Rights Act 1993.
- Institutional Mechanisms: National/State Commissions for Human Rights, Women, Scheduled Castes, Scheduled Tribes, Backward Classes, Minorities, Minority Educational Institutions and others.
- Role of Civil Society Organizations and Media.

Unit-III: Introduction to Peace Education

- Concept, Nature and Scope.
- Factors responsible for disturbing Peace: Psychological, Socio-religious, Political and Cultural.
- Challenges to peace: by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- Role of UNO, UNESCO and Red Cross Society in Peace Keeping Process.

Unit IV: Education for peace and Promoting culture for peace

- Objectives, Curriculum Development of Education for peace, Stage specific approach - Early childhood - Elementary stage - Secondary stage - Higher Education stage - Adult Education stage.
- Culture of Peace, Fostering culture of peace for inner peace.
- Participatory Communication, Democratic Participation and Gender equality, Sustainable Economic and social development.

- Non- violence, International Peace and Security.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Demonstration-cum-discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Brainstorming, Group Work, Community Experience, Use of ICT resources, Interactive teaching., Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Report on experiential learning sessions by making the use of yoga and meditation/ art and drama/ nature/communication skills in resolving conflicts and experience peace and harmony.
- Report a recent case (global / local) involving violence of human rights and suggest resolutions.
- Organize competition on Poster Presentation based on peace education etc.

SUGGESTED READINGS

- Adans, D. (ed). (1997). *UNESCO and a culture of peace, promoting a global movement*. Paris: UNESCO Publication.
- Bajaj, M. (ed.) (2008). *Encyclopedia of Peace Education. Charlotte*, North Carolina: Information Age Publishing, Inc. ISBN: 978-1-59311-898-3.
- Diwakar, R. R., & Agarwal, M. (ed). (1984). *Peace education*. New Delhi: Gandhi Marg.

- Hicks, D. (1985). *Education for peace: Issues, Dilemmas and Alternatives. Lancaster*: St. Martin's College.
- Ian, Harris. (ed.) (2013). *Peace Education from the Grassroots*, University of Wisconsin, Milwaukee
- Johan, G. (1996). *Peace by peaceful means*. New Delhi: Sage Publication.
- Kumar, M. (ed). (1994). *Non-violence, Contemporary issues and challenges*. New Delhi: Gandhi peace foundation.
- Morrison, M. L. (2003). *Peace education*. Australia: McFarland.
- Page, James. (2008). *Peace education: Exploring Ethical and Philosophical Foundations,* Charlotte, NC: Information Age Publishing, INC 231 pp, ISBN 978-1-59311-889-1.
- Salomon, G. and Nevo, B. (ed.) (2012). *Peace Education*: *The Concept, Principles and practices around the World*. University of Haifa. Mahwah, NJ. LEA (pp. 3-15).

B.Ed.-CPS-303 (C)

VALUE EDUCATION (MULYA PRAVAH)

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the concept, nature and importance of value education including values enshrined in the Indian constitution.
- discuss the various ways of integrating values in curriculum.
- explain the different approaches and methods of value development.
- discuss the inculcation of values among learners through different activities in school and community.

Unit-I: Introduction to Value Education

- Meaning of value and value education.
- Need and importance of value education in the existing social scenario.
- Indian culture and Human values, values as enshrined in the Constitution of India.
- Realization of values through education.

Unit II Integration of Values in Curriculum

- Role of values in curriculum.
- Inculcating of values through continuous and comprehensive activities.
- Teaching values through core subjects.
- Development of values through co-curricular activities.

Unit-III: Approaches and methods of Value Development

- Psycho-analytic approach.
- Learning theory approach, especially social learning theory approach.
- Cognitive development approach-

- Jean Piaget.
- Kohlberg

- Method of teaching values- direct and indirect.

Unit IV: Values through school and partnership

- Values and the School Environment, Collaborative Classrooms.
- Values through Home, School and community Partnerships.
- Stage Specific Focus of Values.
- Learning values from People, Events and Stories, Prayers and Songs.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Focused Reading and Reflection, Observation-Documentation-Analysis, Brainstorming, Group Work, Use of ICT resources

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Describe some strategies that can be used to impart value-education to the students at secondary stage.
- Analyze the value component in any activity conducted in school.
- Organize competition on Poster Presentation based on value education.

SUGGESTED READINGS

- Bagchi, J. P. & Teckchadani, Vinod (2005); *Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II.* Jaipur: University Book House.
- Bhatt, S.R. (1986). Knowledge, *Value and Education: An axiomatic analysis.* Delhi: Gian Publications.

- Chakrabarti, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers.
- Dagar, B. S. and Dhull Indira (1994). *Perspective in Moral Education*, New Delhi: Uppal Publishing House.
- Josta, Hari Ram (1991). *Spiritual Values and Education*. Ambala: Associated Press.
- Kar, N.N. (1996). *Value Education: A Philosophical Study*. Ambala Cantt: Associated.
- McCown, R., Driscoll, M., Roop, P.G. (2003); *Educational Psychology: A Learning-Centred Approach to Classroom Practic*e. USA: Allyn and Bacon Company.
- Nanda, R.T. (1997); *Contemporary Approaches to value Education in India*. New Delhi: Regency Publications.
- Pandey, V.C (2005). *Value Education and Education for Human Rights*. Delhi: Isha Books.
- Sharma, S. R. (1999) *Teaching of Moral Education*, New Delhi: Cosmo Publications.
- **S**hivapuri, V. (2011). *Value Education* Varanasi: Manish Prakashan.
- Singh, Samporan (1979). *Human Values*. Jodhpur: Faith Publications.
- Thomas, B. (2004); *Moral and Value Education*. Jaipur: Avishkar Publishers.
- Verma, Yoginder (2007). *Education in Human values for Human Excellence*. New Delhi: Kanishka Publishers and Distributers.

B.Ed.-CPS-303 (D)

SPECIAL EDUCATION

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the aims, objectives, principles and historical perspective of special education.
- examine the impact of global policies and frameworks on special education.
- discuss the role of home, school, society and mass media in supporting special education, as well as the importance of community-based rehabilitation and the availability of resources and funding for students with special needs.
- explain the concept, characteristics of various disabilities and role of special schools and teachers in supporting their education.
- explain the constitutional provisions, policies and acts that address the rights and needs of children with special learning needs.
- explain the current trends and research in the field of special education.

Unit-I: Introduction to Special Education

- Special education- aims & objectives, Principles and Historical perspective of special education.
- Evolutionary Approaches in Attitudinal change towards persons with special Needs. (Nomenclature)
- Millennium-Framework, IYDP, UNCRPD- Framework and implications to Special Education.
- Role of home, school, society, and mass media, Community Based Rehabilitation for special education), Resource through funding agencies and facilities for the special needs students.

Unit-II: Nature of various disabilities

- Concept of impairment, disability and Handicap, Blindness and Low Vision - Definition, Identification, and Characteristics, Hearing Impairment - Definition, Identification, and Characteristics.
- Mental Retardation – Definition, Identification, and Characteristics, Learning Disability - Definition, Identification, and Characteristics.
- Multiple Disabilities - Definition, Identification, and Characteristics, Leprosy cured, Neurological and Loco motor disabilities - Definition, Identification, and Characteristics.
- Autism Spectrum Disorders - Definition, Identification, and Characteristics, Role of special schools and special teachers/educators in facilitating their education.

Unit III: Policies and provisions for Special Education

- Constitutional Provisions for Group of Children with special learning Needs.
- National Legislation: (i) RCL Act, 1992 (ii) The Programme of Action 1992 (iii) PWD Act, 1995.(iv) National Trust Act, 1999. (v) PWD Act 2016.
- National Policy on Education: 1986, NEP2020.
- The Integrated Education Scheme 1992 (for children with disabilities), IED scheme, Inclusive education and Mainstreaming.

Unit IV: Current Trends and Future Perspectives, Research in Education of children With special needs

- Rehabilitation: Deinstitutionalization, Community based rehabilitation, Cross disability approach.
- Open School Learning system: non-formal Education, Parent and Community involvement.
- Areas of Research in the Indian Context (a) Curriculum and Instruction (b) Management of Educational Environment (c) Research in Assessment.
- Recent Development of research Focus in India.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Focused Reading and Reflection, Observation-Documentation-Analysis, Brainstorming, Group Work, Use of ICT resources, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Presentation on current issues in special education in India.
- Seminar on Government initiatives on acts and policies on disabled in the light of UNCRPD.
- Organize competition on Poster Presentation based on Special Education.

SUGGESTED READINGS

- Ainscow, M. & Booth, T. (2003); *The Index of Inclusion: Developing Learning and Participation in Schools.* Bristol: Centre for Studies in Inclusive Education.
- Berdine W. H. & Blackhurst A.E. (1980). *An introduction to Special Education (eds.),* Harpers Collins Publishers, Boston.
- Hallahar D.P. & Kauffman, J.M., (1991). *Exceptional Children Introduction to Special Education,* Allyn & Bacon Massachusetts.
- Hewett Frank M. & Foreness Steven R. (1984). *Education on Exceptional Learners,* Allyn & Bacon, Massachusetts.
- Jangira, A. Mani, M.N.G. (1990).; *Integrated Education for Visually Handicapped.* Gurgaon: Academic Press.
- Jha, M. (2002); *Inclusive Education for All: Schools without Walls.* Chennai: Heinemann Educational Publishers.
- Kirk S.A. & Gallagher J.J. (1989). *Education of Exceptional Children;* Houghton Mifflin Co., Boston.
- Sharma, P.L. (1990); *Teacher Handbook on IED-Helping Children with Special Needs.* New Delhi: NCERT Publications.

- Sharma, P.L. (2003); *Planning Inclusive Education.* Mysore: Regional Institute of Education Publications.
- Singh, N.N. and Beale, I.L. (1992). *Learning Disabilities – Nature, Theory and Treatment (eds.)*, springer – Verlag, New York, Inc.

B.Ed.-CPS-303 (E)

ENVIRONMENTAL EDUCATION

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the concept, aims, objectives, needs, approaches and methods of Environmental Education.
- discuss the role of education in restoring environmental balance, protecting natural resources, maintaining cleanliness of the environment, and managing pollution and solid waste.
- explain the different natural resources and implication of their use on the environment.
- analyze the goals, targets, indicators, challenges and strategies for achieving SDGs.
- explain the various environmental issues focusing on broad impact of different types of pollution on health and climate change.
- explain the various ways of conserving biodiversity and ecosystem.

Unit I Introduction to Environmental Education

- Environmental Education- concept, aims, objectives and needs.
- Approaches to Environmental Education—Interdisciplinary and Multidisciplinary.
- Methods of Teaching Environmental Education: Project, Discussion, Problem-solving, Field visit.
- Role of education in restoration of Environmental Balance, protection of natural resources, cleanliness of environment, eradication of pollution and solid waste management.

Unit II: Natural Resources and sustainable development

- Classification of natural resources: Biotic resources and abiotic resources; renewable and non-renewable resources.

- Soil and mineral resources: Important minerals; Mineral exploitation; Environmental problems due to extraction of minerals; Energy resources: Conventional and Non-conventional energy, Implications of energy use on the environment.
- Waste management: causes, effects and control measures of urban and industrial wastes in the context of Sikkim.
- Introduction to sustainable development: Sustainable Development Goals (SDGs)- targets and indicators, challenges and strategies for SDGs.

Unit III: Environmental problems and protection

- Environmental issues and scales: Concepts of micro-, meso-, synoptic and planetary scales; Temporal and spatial extents of local, regional, and global phenomena.
- Pollution: Impact of sectoral processes on Environment, Types of Pollution- air, noise, water, soil, municipal solid waste, hazardous waste. Transboundary air pollution; Acid rain, Smog; environmental pollution and its impact on health.
- Land use and Land cover change: land degradation, deforestation, desertification, urbanization; Biodiversity loss: past and current trends, impact.
- Global change: Ozone layer depletion; Climate change.

Unit IV: Conservation of Biodiversity and Ecosystem

- Biodiversity and its distribution: Biodiversity as a natural resource, Levels and types of biodiversity, Biodiversity in India and the world; Biodiversity hotspots.
- Ecosystems and ecosystem services: Major ecosystem types in India and their basic characteristics- forests, wetlands, grasslands, agriculture, coastal and marine, Ecosystem services- classification and their significance.
- Threats to biodiversity and ecosystems: Land use and land cover change; Commercial exploitation of species; Invasive species, Fire, disasters and climate change.
- Major conservation policies: in-situ and ex-situ conservation approaches, Major protected areas, National and International Instruments for biodiversity conservation, the role of traditional knowledge, community-based conservation, Gender and conservation.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Focused Reading and Reflection, Observation-Documentation-Analysis, Brainstorming, Group Work, Use of ICT resources, Experiential Learning, Field visit., Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any One) (30 Marks)

- Study of Biodiversity of the locality and submit a report.
- Survey on Eradication of environmental pollution- measures taken in schools and submit a report.
- Organize competition on Poster Presentation based on Environmental Education.

SUGGESTED READINGS

- Agarwal S K Tiwari Swarnalatha, Dubey P.S (1996); *Biodiversity and Environment*, New Delhi: A.P.H Publishing.
- Anjaneyulu, Y. (2004) *Introduction to Environmental Science*, Hyderabad: B.S. Publications.
- Balla, G.S. (1986); *Environment and Natural Resources,* New Delhi: Jugmander Book Agency.
- Bharucha, E. (2005) *Text Book of Environmental Studies for Undergraduate Courses*, Hyderabad: University Press Pvt. Ltd.
- Botkin Daniel B & Keller Edward A (2000). *Environmental Science, Earth a living Planet*, New York: John Wiley & Sons Inc.
- Chawan I.S & Chauhan Arun (1998); *Environmental Degradation,* Jaipur: Rawat Publications.
- Dhyan S.N (1993); *Management of Environmental Hazards*, New Delhi: Vikas Publishing House Pvt. Ltd.
- Garg M.R. (2000); *Environmental Pollution and Protection*, Guwahati: DVS Publication.

- Gokulanathan Pai P.P(eds), (2000); *Environmental Education*, Shillong: NEHU Publication.
- Jain, K. (2005) *An Introduction to Environmental Education*, New Delhi: Mohit Publications.
- Kannan, K. (1995) *Fundamental of Environmental Pollution*, New Delhi: S. Chand & Company Ltd.
- Kumar, B. (2004) *Environmental Education,* New Delhi: Dominant Publishers & Distributions.
- Prakash, R. (2004) *Man & Environmental Science*, Jaipur: ABD Publishers.
- Ranjan, R. (2004) *Environmental Education*, New Delhi: Mohit Publications.
- Shrivastava, K.K. (2004) *Environmental Education*, New Delhi: Kanishka Publishers.
- Shukla, C. (2004) *Principles of Environmental Education*, New Delhi: Summit Enterprises.
- Trivedi, P.R. (2004) *Environmental Education*, New Delhi, Efficient Offset Printers.

B.Ed.-CPS-303 (F)

GUIDANCE AND COUNSELLING

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the concept, scope, principles, types and importance of guidance.
- explain the organization of guidance services within educational institutions and the role of various personnel in providing guidance and their contributions to the guidance process.
- explain the process of guidance and use of various tools and techniques to collect information for providing guidance.
- explain the need for integration of guidance with academic subjects using interdisciplinary approach.
- explain the different components of vocational guidance.
- explain the concept, objectives, types and importance of counseling.
- explain the various techniques used in counseling and the qualities of a good counselor.
- explain the principles and techniques of various therapies of counselling.

Unit I: Introduction to Guidance and Services

- Meaning, Nature, Scope, Needs, Principles and Importance of Guidance.
- Types of Guidance their meaning, objectives, need and importance.
- Organization of Guidance Services in Educational Institutions. Individual Inventory Service, Occupational Service, Placement Service and their importance.
- Role of different personnel in Guidance- Teachers, Parents, Counselors.

Unit II: Process of Guidance process and techniques

- Process of Guidance: Need assessment, defining goals and objectives, selecting standards. and competencies, providing guidance through instructional strategies and assessment.

- Tools and Techniques of collecting data in Guidance: Interview, Observation, cumulative record, anecdotal records, interest inventories.
- Integration of guidance with academic subjects using interdisciplinary approach.
- Vocational guidance: Collection, need, sources and methods of classification of occupational information, Job profiles, Job satisfaction.

Unit III: Introduction to Counseling and Techniques

- Meaning, Nature objectives and importance of Counseling, Differences between Guidance & Counseling.
- Types of Counseling: Individual and Group Counseling; Techniques of Counseling- Directive**,** non-directive, Eclectic- Meaning, characteristics and steps.
- Organization of Counselling Services in Educational Institutions.
- Qualities of a good counselor: Professional code of ethics in counseling, Role of counsellors in addressing the mental health issues of students.

Unit IV: Therapies of Counseling

- Client Centered Therapy (Carl Rogers).
- Rational Emotive Therapy (Albert Ellis).
- Behavior Therapy (B.F. Skinner).
- Psychoanalytic Therapy (Sigmund Freud).

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Brainstorming, Group Work, Use of ICT resources, Experiential Learning, Field visit., Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	**Written**	**Oral**	**Practical**	**Integrated**	**Weightage**
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- The student teacher has to carry out one of the following practical activities and submit a report.
- Development on any one of the following activity- Career talk, Career Exhibition, Class talk.
- Visit to a school to study guidance and counselling services and write a report.
- Watch counselling activities on YouTube and organize class discussion.

SUGGESTED READINGS

- A.K. Narayana Rao (2002) Guidance and Counseling, APH Publishing Corporation, New Delhi.
- Arulmani, G & Arulmani, S. Nag (2004). Career Counseling: A Handbook, New Delhi, Tata Mc Graw hill Publishing Company Limited.
- Asha, Bhavnagar (1999). *Guidance and Counseling: Theoretical Perspective*, Vol. 1, New Delhi: Vikas Publishing House.
- Baker, B. Stanley (1992) *School Counseling for the Twenty First Century*, New York.
- Bernard, H.W. & Fullner, D.W. (1987); *Principles of Guidance, A Basic Test (Indian Education),* New Delhi: Allied publishers Pvt. Ltd.
- Bhattacharya (1984); *Guidance and Counselling,* Bombay: Sheth Publications.
- Chauhan, S.S (1982). *Principles of Guidance*, New York.
- Gibson, R.L & Mitchell, M.H (2003): *Introduction to Counseling and Guidance* New Delhi:
- John S. Koshy (2004) *Guidance and Counseling Dominant Publishers and Distributors*, New Delhi.
- Jonse, R.N (2000): *Introduction to Counseling skills: Text and Activities*, New Delhi, Sage Publications.
- Kochhar, S.K. (1979); *Guidance in Indian Education,* New Delhi: Sterling Publisher Pvt. Ltd.
- Mishra, R.C. (2005); *Guidance and Counselling* (2 vols). New Delhi: APH, Publishing Cooperation.
- Nayak, A.K. (1997); *Guidance and Counselling*, New Delhi: APH, Publishing Cooperation.
- Ramesh Chaturvedi (2007). *Guidance and Counseling Techniques*, Crescent Publishing Corporation, New Delhi.
- Sharma, A. (2006); *Guidance and Counselling*, Guwahati: DVS Publishers and Distributors.
- Vashist, S.R. (2001); *Methods of Guidance*, New Delhi: Anmol Publishing.
- Venkataiah, S. (2000); *Vocational Education*, New Delhi: Anmol Publishing

B.Ed.-CPS-303 (G)

GLOBAL CITIZENSHIP EDUCATION

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the concept, need, importance and key issues of global citizenship education.
- explain the curriculum and pedagogy for global citizenship education at school level.
- explain various instructional strategies to teach global citizenship education at school level.
- discuss the process of implementing and assessing global citizenship education at school level.

Unit-I: Introduction to Global Citizenship Education:

- Concept, Meaning and Nature of Global Citizenship education.
- Need and importance of Global Citizenship education in the existing social scenario.
- Key issues and challenges of Global Citizenship education.
- Fundamental questions related to Global Citizenship Education: National and/or cosmopolitan identity, Three dimensions of Global Citizenship Education, Critical analysis of our past.

Unit II Integrating Global Citizenship Education into the Curriculum

- Global Citizenship Education: Curriculum and Pedagogy.
- Global Curriculum: Culture and perspective, multilingualism, Concepts, skills, knowledge, attitudes.
- Global Citizenship Education: Alternative Paradigms.
- Citizenship education: A continuum of possible approaches.

Unit-III: Instructional Strategies for Global Citizenship Education

- Inculcating of global citizenship education through continuous and comprehensive activities.
- Teaching global citizenship education through core subjects.

- Global citizenship education development through co-curricular activities.
- P.E.A.C.E (Participatory, Exchange, Artistic-Cultural, Creative-Critical, Estranging) as a critical and creative pedagogy.

Unit IV: Implementing and assessing Global Citizenship Education

- Implementing global citizenship education by using design thinking, PBL and ICT.
- Integrating global citizenship education in school education.
- Activities for promoting global citizenship education in the classroom context.
- Assessing learning outcomes in global citizenship education.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Focused Reading and Reflection, Observation, Documentation, Analysis, Brainstorming, Group Work, Use of ICT resources, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curriculars, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Describe some strategies that can be used to impart Global Citizenship Education to the students at secondary stage.
- Analyze the Global Citizenship Education component in any activity conducted in school.
- Organize competition on Poster Presentation based on Global Citizenship Education.

SUGGESTED READINGS

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- Wintersteiner, W., Grobbauer, H., Diendorfer, G., & Juárez, S. R. (2015), *Global Citizenship Education: Citizenship Education for Globalizing Societies*, In cooperation with the Austrian Commission for UNESCO Klagenfurt, Salzburg, Vienna.
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B.Ed.-EWF-304

SCHOOL INTERNSHIP I

Semester: Third Semester

L+T+P: 0+0+4 = 4Credits Lecture: 00 Hrs.+ Tutorial: 00Hrs.+Practical: 120 Hrs. = 120 Hrs.

Total: 100 Marks Formative: 70 Marks Summative: 30 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- demonstrate various teaching skills for effective teaching.
- acquire practice in preparing various kinds of teaching aids and the integration of ICT.
- observe co-trainees' teaching skills and give feedback.
- prepare lesson plans according to the content, subject and level.

Pre-Internship (2 Weeks)

- Observation of two demonstration lessons (Two from each method) and submit the report
- Observation of a school and submit the report.
- Practice five teaching skills through micro-teaching in two methods.
- Practice integration of teaching skills through two macro lessons (Two from each method).

Sessional Work (For Internal Assessment)

Formative assessment will be used for assessing the various activities under Pre-Internship and the summative assessment will be carried out by an external examiner.

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration Internship	**70**
Summative Assessment	Term End Exams	-	-	-	**30**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

B.Ed.-EPC-305

CRITICAL UNDERSTANDING OF ICT AND ITS APPPLICATION

Semester: Third Semester

L+T+P: 0+0+2 = 2 Credits Lecture: 00 Hrs. +Tutorial: 00 Hrs.+ Practical: 60 Hrs. = 60 Hrs.

Total: 50 Marks Formative: 50 Marks Summative: 00 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- demonstrate the critical understanding of ICT and its application in the teaching-learning process at school level.

Field Work and Activities: (Any Two) (30 Marks)

- Visit to EDUSAT Center/ICT Studio/NIC etc.
- Power point presentation (Select a topic of secondary level and develop a lesson and present in power point).
- Utilize the internet to collect information and develop a lesson/ report on any problem.
- Tabulation of results by using Excel and interpret it and graphically present the data.
- Select a topic on any current issue and write a report in word format and convert it into PDF format.
- Select a problem of school set up, prepare a questionnaire and administer it through internet and prepare a report.

SUGGESTED READINGS

- Ahmad, J., Ahmad, M.S. and Khan, A. (2012), *Computer Applications in Education*, Neelkamal Publication, Hyderabad, PP-288, ISBN: 978-81-8316-293-7.
- Bharihok, D. (2000). *Fundamentals of Information Technology*. Pentagon Press: New Delhi.
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- James, K.L. (2003). *The Internet: A User's Guide*. Prentice Hall of India Pvt. Ltd: New Delhi.

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- Manoj Kumar Dash (2010). *ICT in teacher development*, Neel Kamal Publications: New Delhi.
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- MHRD-GOI (2012) *National Mission on Education through ICTs* (NME-ICT), Department of Higher Education, MHRD, Govt. of India, New Delhi.
- Mishra, S. (Ed.) (2009). *STRIDE Hand Book 08: E-learning*. IGNOU: New Delhi. Available at http://webserver.ignou.ac.in/institute/STRIDE_Hb8_webCD/ STRIDE_Hb8_ index.html.
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Evaluation Scheme:

Result of **EPC-305** (out of 50) shall be awarded in terms of Grades Separately.

B.Ed.-PE-401

EDUCATIONAL PLANNING, MANAGEMENT AND LEADERSHIP

Semester: Fourth Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the concept, purpose, approaches and types of educational planning for effective execution of management in education.
- discuss the process of institutional planning, development of school plans in accordance with the Right to Education (RTE) Act of 2009.
- analyze the historical background, features and significance of the five-year plans in India and their impact on education.
- explain the major recommendations related to elementary and secondary education as outlined in the 12th Five-Year Plan.
- discuss the legal provisions, institutional framework, and planning machinery for educational decentralization in India.
- explain the district planning within country-wide education development programs (SSA) and (RMSA).
- explain the concept, process and approaches of educational management.
- explain the management of material and human resources and their implications for the overall development of school.
- describe the concept of total quality management and its application in education.
- discuss the structure of educational management at the national and state levels in India.
- explain the concept of office management, management of co-scholastic activities and management of examinations in schools.
- explain the concept and types of leadership and their implications for educational administration and leadership at school level.

Unit-I: Understanding Educational Planning

- Educational planning: Meaning, Nature and purpose.
- Traditional educational planning and strategic educational planning-steps and benefits.
- Approaches to educational planning: Social demand, manpower requirement and cost benefits.
- Planning for human resource development in school: Manpower forecasting and Manpower planning, Institutional Planning: School development plan as per the RTE Act 2009.

Unit-II: Educational Planning in India

- Beginning of five-year Plans: its historical background; Main features of five-year plans with special reference to education, Impact of five-year plans on education.
- 12th Five-year plan: Major recommendations relating to school education (Elementary and Secondary education).
- Educational decentralization in India: legal provisions and institutional framework and planning machinery.
- District planning under the on-going country-wide education development programmes like the SSA and the RMSA, Financing school education in India, fund flow and related issues.

Unit-III: Educational Management: Concept and Processes

- Concept of educational management: Concept and Process; Planning, organization, control, decision making and evaluation, Approaches to management: Classical, Human relation and system.
- Management of material resources: General class room equipment's; school building, library, laboratory, assembly hall playground and surroundings of school.
- Management of human resources: organizational climate in school, Professional development of teachers-Self learning, reflective practices, orientation, seminars and colloquium.
- Total quality management, Structure of education management in India and in states.

Unit-IV: Management of Teaching Learning Activities and Leadership

- Office management: Maintenance of record, Time management: School Calendar, Preparation of school time table, factors affecting preparation of time table.

- Management of co-scholastic activities in school-cultural, physical, social and creative and recreational activities, school assembly, Management of Examinations: Roles and responsibilities of centre superintend, Invigilators.
- Leadership: Concept, types-administrative and instructional, Leadership traits: responsible, self-disciplined, innovative, imaginative, good at organization, correct in judgment, visionary etc., educational administration leadership skills: Decision making, Planning and Co-Ordinating, Communicating, Evaluating and Feedback.
- Styles of educational leadership: autocratic, Laissez-faire and democratic.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Demonstration-cum-discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Group Work, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK:

Assessment Modes/Types	Written	Oral	Practical	Integrated	Weightage
Formative Assessment	Tests, Assignment, Open Book Exams, Reflective report, Case studies	Viva/ Oral exam, Group discussion, Role play, Fish Bowl Technique, Think-Pair-Share	Lab work, Co-Curricular, Work Experience	Paper presentation, Seminar, Poster presentation, Field assignment, portfolios, ICT integration	**30**
Summative Assessment	Exams.	-	-	-	**70**

***A teacher can use any other relevant assessment strategy to assess a particular CLO.**

SUGGESTED ACTIVITIES (Any Two) (30 Marks)

- Read school development plan of elementary schools and prepare reflective notes on it.
- Prepare report after collecting views of SMC members about their contribution to school improvement.
- Critically analyze district educational planning of your district.
- Interact with five HMs/Principals of nearby schools and prepare a report management of material and human resources.
- Make a case study on a successful HM/Principal of a school; Leadership quality and styles.

SUGGESTED READINGS

- Ayyar, R.V. Vaidyanatha (1993). *Educational Planning and Administration in India. Retrospect and Prospect.* Journal of Educational Planning and Administration, VII (2): 197-214.
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- MHRD. (2009). *Rashtriya Madhyamik ShikshaAbhiyan: A Framework for Implementation.* Department of School Education and Literacy, GOI: New Delhi.
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- Mohanty, J. (2000). *School management, Administration and Supervision,* Deep and Deep, New Delhi
- Mukhopadhyay, Marmar and R. S. Tyagi (2005). *Governance of School Education in India.* NIEPA: New Delhi.
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- Pareek, Udai: (2010). *'Institution Building: The Framework for Decision-making', in Ravi Mathai, UdaiPareek and T. V. Rao (eds.) Institution Building in Education and Research: From Stagnation to Self- Renewal*, All India Management Association: New Delhi.
- Psacharopolous, G. (1985): *Planning of Education: Where Do We Stand?* World Bank: Washington.
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- Varghese N.V. and K. Biswal (1999): *School Mapping: An Analysis of Educational Facilities in Dhenkanal District*, Orissa, Mimeo. NIEPA: New Delhi.
- Varghese, N. V. (1996). *"Decentralization of Educational Planning in India: The Case of District Primary Education Programme*." International Journal of Educational Development, Vol. 16 (4): 355-365.
- Varghese, N. V. and J. B. G. Tilak (1991): *The Financing of Education in India.* IIEP: Paris.

B.Ed.-EWF-402

WORKING WITH COMMUNITY

Semester: Fourth Semester

L+T+P: 0+0+2 = 2 Credits Lecture: 00 Hrs. + Tutorial: 00Hrs + Practical: 90 Hrs. = 90 Hrs.

Total: 50 Marks Formative: 50 Marks Summative: 00 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- acquaint with the various factors working within the society and community knowledge of social realities.
- demonstrate the dignity of labour among themselves.
- arouse their interest in the social and economic reconstruction of the country.
- show awareness about the different educational problems and needs of the society.
- demonstrate the ability towards sustainable development through community service.

Student teachers shall be provided exposure to community life for at least one week during which they shall live with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programmes and gaining community's perception about and aspirations from formal education system. The members of SMC/VMC should be associated in these activities.

The institution will form a committee, including faculty members, student teachers and community/SMC members for the smooth organization of this programme. The student teachers shall prepare a detailed report of the programme, individually and/or in group during the activity and submit at the end of the programme.

TEACHING-LEARNING STRATEGIES

Discussion, Rally, Competitions (Debates) Posters and Banner displays Working in community setting, Mass movement, Nukkad Performances, Local action group formation, surveys, interviews, case study, dissemination of success stories.

SUGGESTED ACTIVITIES (Any TWO or related other)

- Micro planning of a school community relationship.
- Study of the nature of community participation in a secondary school.

- Survey of community resources for participation in scholastic and co-scholastic activities of a school educational survey of a slum area.
- Report on social customs, traditions and superstition.
- Survey of a village/town with at least 20 households in order to study the socio-economic and educational status of the villager.
- Study of wastage and stagnation in local primary schools.
- Study of an area in regard to consumption of electricity and water and suggest remedial measures.
- Tree plantation programme in the campus/nearby village.
- Survey of parent's attitude towards education of their children.
- Organization of non-formal education centers for dropouts and out of school children in a locality.
- Organization of campus beautification programme.
- Identification of problems of parents with respect to education of their children.
- Aids awareness, electoral awareness, road safety, human rights, women rights, literacy programmes in the community.
- Cleanliness drives in the community and awareness about its needs.
- Developing healthy food habits among the community members.
- Training of community in some simple vocations for self-employment.
- Action research on local problems in consultation with the community.
- Micro – planning exercises for assessing the educational status of the community.
- Establishment of peace-committees and making them functional effectively.
- Critical review of implementation of RTE Act (2009).
- Assistance and working with local community in actual relief work whenever needed.
- Training of community in first aid.
- Exploiting the community resources and finding means and ways of using them for school.
- Many more such exercises could be conceived. Any such activities could be planned at the institutional level and executed. It is suggested that these activities may be conducted individually or collectively under the supervision of teacher educators.

ASSESSMENT SCHEME

Sr. No.	Activity	Marks 50
1	**Working with Community**	
	a) Dignity of labour, interest in the socio- economic reconstruction of the community	10
	b) Interactive engagement with Community	10
	c) Group Work, Individual & Peer Performance	05
	Total	**25**
2	**PPT Presentation & Viva Voce**	
	Effective Use of ICT	10
	Oral Reflections	10
	Overall Impact	05
	Total	**25**

B.Ed.-EWF-403

SCHOOL INTERNSHIP

Semester: Fourth Semester

L+T+P: 0+0+12 = 12 Credits Lect.: 00 Hrs. + Tut.: 00 Hrs.+ Practical: 360 Hrs. = 360 Hrs.

Total: 300 Marks Formative: 210 Marks Summative: 90 Marks

COURSE LEARNING OUTCOMES:

** Marks will be given by the cooperative/mentor teachers/HM/Principal of mentoring schools*

On the completion of the course the students will be able to:

- develop various teaching skills for effective teaching and analyze co-trainees teaching skills and give feedbacks.
- develop competencies for class room transaction.
- get practice in preparing various kinds of teaching aids and first-hand experiences in the school.
- prepare teacher diary, time-table and address school assembly.
- develop lesson plans and evaluate learning outcomes of the learners.

Course Content:

Internship (14 Weeks)

- Teaching Practice in Schools in Two Method Subjects (60 lessons-30 each in Two Method Subjects).
- Observation of 30 Lessons by Peer Student Teachers.
- Preparation of Teaching Aids: Ten (Five in each Method Subjects - Including Two Model in each Subject).

Post –Internship (2 Weeks)

- Criticism Lesson on First Method Subject.
- Criticism Lesson on Second Method Subject.

School Internship: Other Related work

- Maintenance of Teacher's Dairy.
- Preparation of Time Table.
- Addressing School Assembly (with report submission).

- Conduct co-curricular activities.

Note: This course will carry 300 marks as follows

(i) Formative Assessment ---------- 210 Marks (70%)

(ii) Summative Assessment ---------- 90 Marks (30%)

SESSIONAL WORK (FOR FORMATIVE AND SUMMSTIVE ASSESSMENT)

- Work of the Post: Internship under shall be evaluated formative assessment internally out of 210 Marks.

- Work of School: Internship: Other related work under shall be evaluated summative assessment internally out of 90 Marks.

B.Ed.-EWF-404

ACTION RESEARCH

Semester: Fourth Semester

L+T+P: 0++2 = 2 Credits Lecture: 00 Hrs. + Tutorial: 00 Hrs. Practical: 60 Hrs. = 60 Hrs.

Total: 50 Marks Formative: 50 Marks Summative: 00 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- explain the concept, process, types and significance of action research in schools.
- discuss the process of identification and selection of a problem in action research.
- describe the preparation of research proposal as well as the construction of tools and tests in in action research.
- discuss the data analysis, preparation of research report and ethical considerations in action research.
- identify a problem for conducting action research in classroom situations.
- review the reports of the various action researches relevant to the problem identified by the practitioner.
- prepare and present a report on the action research conducted by the practitioners.

UNIT - I: INTRODUCTION TO ACTION RESEARCH – MEANING, IMPORTANCE AND TYPES

- Action research: Concept, process, types and significance.
- Identification and selection of a problem in action research.
- Drafting action research proposal, construction of simple teacher made tools/tests, carrying out action research.
- Analysis and interpretation of data in action research; preparation and evaluation of report in action research; ethical considerations in action research.

TEACHING-LEARNING STRATEGIES

- Lecture-cum-Discussion, Demonstration-cum-discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Group

Work, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching, Initiation of the dialogue by the More Knowledgeable Other (MKO).

SUGGESTED ACTIVITIES FOR PRACTICUM

(N. B. This activity can be carried out by the student teacher during Internship: B.Ed.-EWF-403)

- Identify problem and conduct action research in any one of the following areas: (1) teaching staff (2) Students (3) Discipline (4) Teaching strategies (5) Community Participation (6) Parental Attitudes (7) Children with Special Needs (8) use of learning resources (9) learning problems of students in different subject areas (10) effect of remedial measures (11) participation of students in co-curricular activities and any other areas.
- Review of action research reports.
- Analysis, interpretation, reporting of the action research and submission of the action research report under the guidance of the faculty member.

SUGGESTED READINGS

- Corey, Stephen M, (1953), *Action Research to improve School Practices*, Bureau of Publications, Teachers College, Columbia University, New York.
- Corey, Stephen M and Shukla, J K (1962). *' Practical Classroom research by teachers: Classroom experimentation to improve teaching*, Govt. of India Press, Faridabad, Civil Lines, Delhi
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ASSESSMENT SCHEME

Sr. No.	**Activity**	**Marks 50**
1	**Research Report**	
	a) Selection of Problem, Review of Literature	10
	b) Research methodology, Data Analysis	10
	c) Conclusions, Findings & Contribution	05
	Total	**25**
2	**PPT Presentation & Viva Voce**	
	Research Report Presentation (PPT)	10
	Satisfactory Answers & Defense	10
	Overall Impact	05
	Total	**25**

The Marks will take into account the preparation of report, presentation and reflection of student teachers.

B.Ed.-EPC-405

UNDERSTANDING THE SELF

Semester: Fourth Semester

L+T+P: 0+0+2 = 2 Credits Lecture: 00 Hrs. + Tutorial: 00Hrs. Practical: 60 Hrs.=60 Hrs.

Total: 50 Marks Formative: 50 Marks Summative: 00 Marks

COURSE LEARNING OUTCOMES:

On the completion of the course the students will be able to:

- demonstrate an understanding of the central concepts in defining 'self' and 'identity'.
- reflect critically on the factors that shape the understanding of 'self' and the development of self as a person as well as a teacher.
- reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher.
- demonstrate effective communication skills including the ability to listen, observe, empathize and express to facilitate the development of the self and others.
- demonstrate resilience to deal with conflicts at different levels to live in harmony with one's surroundings.
- appreciate the critical role of teachers in promoting 'self' and students' well-being.

SUGGESTED ACTIVITES (Any TWO Theme as below or any other themes which reflect 'understanding the self')

Theme I: 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.

Theme II:

A) 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 effort 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.

B) Role of Teacher in Developing Understanding of Self among Learners

- Creating a situation opportunity/context in reflecting on one's own childhood and adolescent years of growing-up for learners.
- Facilitating awareness about identity among learners through reflective practices, developing skills of effective listening, accepting, positive regard, understanding body languages among the learners.

TEACHING-LEARNING STRATEGIES:

The course will be transacted in workshop mode through individual and group experiential activities such as

- Personal narratives and storytelling, 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 and sessions on stories children 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.
- Introduction of Yoga, Meditation as one of the important components to enhance student-teachers understanding of body and mind.

SUGGESTED READINGS

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- Delors, J. (1996). *Learning the Treasure within –Twenty First Century Education*. UNESCO Education Commission Report.
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- Olson, D. R, and Bruner, J.S. (1996). *Folk Psychology and folk pedagogy*. In D.R. Olson & N. Torrance (Eds.), The Handbook of Education and Human Development (pp. 9 -27), Blackwell
- Pant, D. and Gulati, S. (2010). *Ways to Peace – A Resource Book for Teachers*. NCERT Pub.
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EVALUATION SCHEME

Result of **EPC-405** (out of 50) shall be awarded in terms of Grades Separately.