

Year of Implementation: 2026

**ST. XAVIER'S COLLEGE (AUTONOMOUS) KOLKATA
TWO YEARS B.ED. CURRICULUM
BASED ON
UNIFORM CURRICULUM STRUCTURE
IN WEST BENGAL FOLLOWING NCTE REGULATIONS, 2014**

SEMESTER	SUBJECT CODE	TITLE	MARKS
I	CG41012T	CHILDHOOD AND GROWING UP [1 ST & 2 ND HALF]	100
	CG41012P		25
	AL41022T	ASSESSMENT FOR LEARNING [1 ST & 2 ND HALF]	100
	AL41022P		25
	LC41032T	LANGUAGE ACROSS THE CURRICULUM	50
	LC41032P		50
	SU41042T	YOGA EDUCATION: SELF UNDERSTANDING AND DEVELOPMENT	50
	SU41042P		50
	DA41052T	DRAMA AND ARTS IN EDUCATION	25
	DA41052P		25
FDNC1111	VAC I - MULYA PRAVAH - Human Values and Professional Ethics	50	
II	LT42012T	LEARNING AND TEACHING [1 ST & 2 ND HALF]	100
	LT42012P		25
	PS420112T	PEDAGOGY OF A SCHOOL SUBJECT PART – I [BENGALI]	50
	PS420112P		50
	PS420122T	PEDAGOGY OF A SCHOOL SUBJECT PART – I [ENGLISH]	50
	PS420122P		50
	PS420132T	PEDAGOGY OF A SCHOOL SUBJECT PART – I [HINDI]	50
	PS420132P		50
	PS420212T	PEDAGOGY OF A SCHOOL SUBJECT PART – I [GEOGRAPHY]	50
	PS420212P		50
	PS420222T	PEDAGOGY OF A SCHOOL SUBJECT PART – I [HISTORY]	50
	PS420222P		50
	PS420232T	PEDAGOGY OF A SCHOOL SUBJECT PART – I [POLITICAL SCIENCE]	50
	PS420232P		50
	PS420242T	PEDAGOGY OF A SCHOOL SUBJECT PART - I [ECONOMICS]	50
	PS420242P		50
	PS420312T	PEDAGOGY OF A SCHOOL SUBJECT PART – I [LIFE SCIENCE]	50
	PS420312P		50
	PS420322T	PEDAGOGY OF A SCHOOL SUBJECT PART – I [PHYSICAL SCIENCE]	50
	PS420322P		50
	PS420412T	PEDAGOGY OF A SCHOOL SUBJECT PART – I [MATHEMATICS]	50
	PS420412P		50
	SI42511P	SCHOOL INTERNSHIP - I	50
	KC42032T	KNOWLEDGE AND CURRICULUM PART – I	50
	KC42032P		50
	CI42042T	CONTEMPORARY INDIA AND EDUCATION [1 ST & 2 ND HALF]	100
	CI42042P		25
	RR42052T	READING AND REFLECTING ON TEXTS	25
	RR42052P		25
	FDNC1212	VAC II - JEEVAN KAUSHAL - Life Skills	50
IK42011T	INDIAN KNOWLEDGE SYSTEM	50	

SEMESTER	SUBJECT CODE	TITLE	MARKS
III	PS43012T	PEDAGOGY OF A SCHOOL SUBJECT PART – II	50
	PS43012P	[BENGALI]	25
	SI43511P	SCHOOL INTERNSHIP -II [BENGALI]	300
	PS43022T	PEDAGOGY OF A SCHOOL SUBJECT PART – II	50
	PS43022P	[ENGLISH]	25
	SI43521P	SCHOOL INTERNSHIP -II [ENGLISH]	300
	PS43032T	PEDAGOGY OF A SCHOOL SUBJECT PART – II	50
	PS43032P	[GEOGRAPHY]	25
	SI43531P	SCHOOL INTERNSHIP -II[GEOGRAPHY]	300
	PS43042T	PEDAGOGY OF A SCHOOL SUBJECT PART – II [HINDI]	50
	PS43042P		25
	SI43541P	SCHOOL INTERNSHIP-II [HINDI]	300
	PS43052T	PEDAGOGY OF A SCHOOL SUBJECT PART – II	50
	PS43052P	[HISTORY]	25
	SI43551P	SCHOOL INTERNSHIP -II [HISTORY]	300
	PS43062T	PEDAGOGY OF A SCHOOL SUBJECT PART – II [LIFE	50
	PS43062P	SCIENCE]	25
	SI43561P	SCHOOL INTERNSHIP-II [LIFE SCIENCE]	300
	PS43072T	PEDAGOGY OF A SCHOOL SUBJECT PART – II	50
	PS43072P	[MATHEMATICS]	25
	SI43571P	SCHOOL INTERNSHIP-II [MATHEMATICS]	300
	PS43082T	PEDAGOGY OF A SCHOOL SUBJECT PART – II	50
	PS43082P	[PHYSICAL SCIENCE]	25
	SI43581P	SCHOOL INTERNSHIP-II [PHYSICAL SCIENCE]	300
PS43092T	PEDAGOGY OF A SCHOOL SUBJECT PART – II	50	
PS43092P	[POLITICAL SCIENCE]	25	
SI43591P	SCHOOL INTERNSHIP-II [POLITICAL SCIENCE]	300	
PS43102T	PEDAGOGY OF A SCHOOL SUBJECT PART - II	50	
PS43102P	[ECONOMICS]	25	
SI43601P	SCHOOL INTERNSHIP-II [ECONOMICS]	300	
CA43611P	COMMUNITY-BASED ACTIVITIES	75	
IV	GS44012T	GENDER, SCHOOL AND SOCIETY	50
	GS44012P		25
	KC44022T	KNOWLEDGE AND CURRICULUM PART – II	50
	KC44022P		25
	IS44032T	CREATING AN INCLUSIVE SCHOOL	50
	IS44032P		25
	VW44042T	VOCATIONAL / WORK EDUCATION	50
	VW44042P		25
	HP44042T	HEALTH AND PHYSICAL EDUCATION	50
	HP44042P		25
	PE44042T	PEACE EDUCATION	50
	PE44042P		25
	GC44042T	GUIDANCE AND COUNSELLING	50
	GC44042P		25
	EP44042T	ENVIRONMENTAL AND POPULATION EDUCATION	50
	EP44042P		25
	YE44042T	YOGA EDUCATION	50
	YE44042P		25
	IC44052T	CRITICAL UNDERSTANDING OF ICT	50
	IC44052P		50
UD44062T	UNDERSTANDING DISCIPLINE AND SUBJECTS	50	
UD44062P		50	

COURSE NAME	MARKS		Marks(Credit)	Class Teaching Hours
	Theory	Engagements with the Field		
SEMESTER-I				
Childhood and Growing Up (1st & 2nd half)	50+50	25	100+25 (4+1)	60+30
Assessment for Learning (1st & 2nd half)	50+50	25	100+25 (4+1)	60+30
Language across the Curriculum	50	50	50+50 (2+2)	30+60
Yoga Education: Self Understanding and Development	50	50	50+50 (2+2)	30+60
Drama and Arts in Education	25	25	25+25 (2+2)	30+60
TOTAL	325	175	500(14+8)	210+240
Full Marks: 500 (Credit :22)				
SEMESTER-II				
Learning and Teaching (1st & 2nd half)	50+50	25	100+25 (4+1)	60+30
Pedagogy of a School Subject Part-I	50	50	50+50 (2+1)	30+30
School Internship-I		50	50 (4)	120
Knowledge and Curriculum-Part-I	50	50	50+50 (2+2)	30+60
Contemporary India and Education (1st & 2nd half)	50+50	25	100+25 (4+1)	60+30
Reading and Reflecting on Texts	25	25	25+25 (2+1)	30+30
TOTAL	325	225	550(14+10)	210+300
Full Marks: 550 (Credit :24)				
SEMESTER-III				
Pedagogy of a School Subject-Part-II	50	25	50+25 (2+1)	30+30
School Internship-II		300	300 (14)	420
Community-based Activities		75	75 (2)	60
TOTAL	50	400	450(2+17)	30+510
Full Marks: 450 (Credit :19)				
SEMESTER-IV				
Gender, School and Society	50	25	50+25 (2+1)	30+30
Knowledge and Curriculum-Part-II	50	25	50+25 (2+1)	30+30
Creating an Inclusive School	50	25	50+25 (2+1)	30+30
Vocational/Work Education*	50	25	50+25 (2+2)	30+60
Health and Physical Education*	50	25	50+25 (2+2)	30+60
Peace Education*	50	25	50+25 (2+2)	30+60
Guidance and Counselling*	50	25	50+25 (2+2)	30+60
Environmental and Population Education*	50	25	50+25 (2+2)	30+60
Yoga Education*	50	25	50+25 (2+2)	30+60
Critical Understanding of ICT	50	50	50+50 (2+2)	30+60
Understanding Discipline and Subjects	50	50	50+50 (2+2)	30+60
TOTAL	300	200	500(12+9)	180+270
Full Marks: 500 (Credit :21)				
Total Marks: 2000 (Credit:86)				

COMMUNITY ENGAGEMENT AND SERVICE: 1 Credit (45 HOURS)

CO- CURRICULAR ACTIVITY : 1 Credit (45 HOURS)

VALUE ADDED COURSE: Mulya Pravah:1 Credit (Sem. I-15 Hours) and Jeevan Kaushal: 1 Credit (Sem. II-15 Hours)

Total: 2 Credits (30 Hours)

INDIAN KNOWLEDGE SYSTEM: 1 CREDIT (SEM II, 15 HOURS)

Total Credit: 91 (86+2+1+1+1)

Note:

- *Optional Courses can be from among the following- Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, and Environmental and Population Education, Yoga Education.
- Course codes are abbreviated in the following manner:
 - 1st Digit –PG Course
 - 2nd Digit – Semester
 - 3rd Digit/ Digits – Course
 - No. 2→Composite Paper
 - T→Theory
 - P→Practicum

Semester: I	
Programme: B.Ed.	
Course: Childhood and Growing Up	
Paper code: CG41012T/ CG41012P	Credits: 4 (Theory) + 1 (Practicum)
Total Hours: 60 (Module 1 and 2, Theory) + 30 (Practicum)	
Category: Core/MDC/SEC/VAC: Core	
Theory / Practical / Composite: Composite	
No. of Modules: 2	
<p>Course Overview: Childhood and growing up represent a continuous process of growth and development across physical, cognitive, emotional, and social domains, with adolescence standing out as a crucial stage marked by rapid changes, identity formation, and adjustment challenges. Each stage of development has unique characteristics that reveal learners' needs and abilities, while heredity, environment, and socio-cultural factors significantly influence individual differences. A clear understanding of these aspects enables teachers to apply developmental principles effectively, making the teaching-learning process more responsive, supportive, and conducive to holistic growth. Furthermore, motivation, attention, and interest are key elements in shaping learning, guided by various theories and contributing factors. Similarly, understanding the nature and theories of intelligence, along with nurturing creativity, equips educators to meet diverse learner needs and foster environments that promote overall development, innovation, and lifelong learning.</p>	
Course Outcome: for Module 1	
1. Recall, describe, and differentiate the concept, characteristics, stages, and sequence of growth and development, and analyze, justify the influence of social factors such as poverty, deprivation, disrupted family conditions, and poor neighbourhood on learners' development as well as design and construct a case study.	
2. Identify, differentiate and explain the stages of development—infancy, childhood, adolescence, and adulthood; demonstrate and analyze the physical, emotional, and cognitive development, as well as formulate the needs, problems, guidance, and counselling requirements of adolescents.	
3. Recognise, explain, compare, demonstrate and analyze major theories of development including Piaget's cognitive development, Freud's psycho-sexual development, Erikson's psycho-social development, and Kohlberg's moral development, and interpret as well as justify their educational implications along with the development and compose of self-concept, personal identity, and communication skills.	
4. Recall, explain, analyze the development of self-concept, personal identity, and communication (paralinguistic and linguistic stages), and evaluate as well as compose the role of heredity, environment, nutrition, and family practices in shaping individual differences.	
5. Recall, explain the concept, types, and demonstrate the traits of personality; compare and evaluate major trait theories (Eysenck, Cattell's 16PF, and the Five-Factor Model); examine and construct methods of personality measurement including self-report and projective techniques as well as design and construct a case study.	
Course Outcome: for Module 2	
6. Define and explain key aspects of development—instincts, emotions, emotional intelligence, attitude, and attachment—and apply and analyse their influence on learners' behaviour and learning.	
7. Recall major motivation theories and concepts, apply motivational factors in classroom contexts, and evaluate their effects on learners' engagement and achievement.	
8. Explain and differentiate the concepts of attention and interest, identify its determinants, analyse factors influencing attention span and distraction in classroom situations, evaluate strategies used to sustain learners' attention, and design classroom practices to enhance	

students' interest and attention.					
9. Explain the concept, nature, and distribution of intelligence, analyze major factor theories of intelligence, apply verbal and non-verbal intelligence measures in educational contexts, and evaluate the role of intelligence quotient in educational planning and learner development.					
10. Define and explain the concept and components of creativity, apply methods to identify creative potential, analyze and evaluate strategies for nurturing creativity, and design learning experiences that foster creativity among learners.					
Prerequisites: <i>Basic knowledge about any prior course</i>					
SYLLABUS					
Module	Unit	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
1	i	Growth and developmental pattern of learners: <ul style="list-style-type: none"> • Concept of growth and development. • General characteristics of Growth and Development. • Stages and sequence of Growth and Development. • Social factors that affect growth and development-poverty, lack of opportunities, deprivation, disrupted family, poor neighbourhood, poor housing. 	6 hrs.	CO1	K1, K2, K4, K5, K6
	ii	Stages of development: <ul style="list-style-type: none"> • Different stages of development - infancy, childhood, adolescence, adulthood. • Adolescence – Physical development, Emotional development, Cognitive development. • Needs and problems of adolescents, their guidance and counselling. 	7 hrs.	CO2	K1, K2, K3, K4, K5, K6
	iii	Different types of Development: <ul style="list-style-type: none"> • Cognitive development - Piaget's theory and its educational Implications. • Psycho-sexual development – Freud's Theory. • Psycho social development – Erikson's theory of psychosocial development. • Moral and pro social development- Kohlberg's theory. • Development of self-concept and personal identity. • Communication and speech development - paralinguistic and linguistic stages of development. 	7 hrs.	CO3	K1, K2, K3, K4, K5, K6

	iv	Individual differences: <ul style="list-style-type: none"> • Role of heredity, environment including physical and socio-cultural factors. • Nutrition. • Child rearing practices and Family. 	4 hrs.	CO4	K1, K2, K4, K5
	v	Development of personality: <ul style="list-style-type: none"> • Concept of Personality, types and traits of personality. • Trait theories (Eysenck and Cattell's 16 factor, Five factor). • Measurement of personality (Self-report and projective techniques). 	6 hrs.	CO5	K1, K2, K3, K4, K5, K6
2	i	Various aspects related to development: <ul style="list-style-type: none"> • Instincts and Emotions • Emotional Intelligence • Attitude and attachment 	6 hrs.	CO6	K1, K2, K3, K4
	ii	Motivation: <ul style="list-style-type: none"> • Extrinsic and Intrinsic Motivation • Theories of Motivation- Maslow, Weiner and McClelland. • Factors affecting Motivation –Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications. 	7 hrs.	CO7	K1, K3, K5
	iii	Attention and Interest: <ul style="list-style-type: none"> • Concept of attention, determinants of attention and their class room application • Attention span and its fluctuation, distraction, Interest and its relation with attention 	5 hrs.	CO8	K1, K2, K3, K4, K5, K6
	iv	Intelligence: <ul style="list-style-type: none"> • Concept and nature, its distribution across population • Factor theories of intelligence (Guilford, Thurston and Gardner's theory of Multiple Intelligence) • Measurement of intelligence (Verbal and non-verbal tests of intelligence) • Intelligence quotient and education 	7 hrs.	CO9	K2, K3, K4, K5
	v	Creativity: <ul style="list-style-type: none"> • Concept of creativity • The components of creativity • Its identification and nurturance. 	5 hrs.	CO10	K1, K2, K3, K4, K5, K6
Engagement with the Field/ Practicum		Case Study	30 hrs.	CO1 to CO10	K1, K2, K3, K4, K5, K6

Text Books

1. Berk, L. E. (2005). Development through life span. 6th ed. Pearson.

2. Ray, Sushil. (2012). Shiksha manovidya. Kolkata : Soma Book Agency.
3. Sharma, N. (2003). Understanding adolescence. NBT. India.
Suggested readings
1. Saraswati, T. S. (1999). Adult child continuity in India: Is adolescence a myth or an emerging reality? In T. S. Saraswati, (Ed). Culture, socialization and human development: Theory, research and applications in India. New Delhi: Sage.
2. Chakraborty Pranab Kumar (2006). Siksha Monobijnaner Ruprekha. K. Chakraborty Publications. Kolkata.
3. Ghosh, Arun: Shiksha-shrai Monobigyan.
Web Resources
1. https://www.verywellmind.com/erik-eriksons-stages-of-psycho-social-development-2795740
2. https://www.simplypsychology.org/erik-erikson.html
3. https://www.scribd.com/document/469067123/STAGES-OF-DEVELOPMENT
4. https://www.webmd.com/children/piaget-stages-of-development
Evaluation: Theory: 100 marks (50 marks from each module) Module 1 and 2: [70 Marks (35 + 35=70) and CIA 30 Marks (15+15=30)] = 100 Marks
<ul style="list-style-type: none"> • End Semester Examination- 70 Marks (35 marks from each Module) • CIA- 30 Marks 2 x [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)], Total 15 marks from each Module
Practicum: 25 marks
Paper Structure for end semester theory examination for each Module of 35 marks 3 very short type questions x 2 marks (out of 5 questions) = 6 marks 2 short type questions x 4 marks (out of 3 questions) = 8 marks 3 essay type questions x 7 marks (out of 5 questions) = 21 marks

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Recall, describe, and differentiate the concept, characteristics, stages, and sequence of growth and development, and analyze, justify the influence of social factors such as poverty, deprivation, disrupted family conditions, and poor neighbourhood on learners' development as well as design and construct a case study.	K1, K2, K4, K5, K6
CO2	Identify, differentiate and explain the stages of development—infancy, childhood, adolescence, and adulthood; demonstrate and analyze the physical, emotional, and cognitive development, as well as formulate the needs, problems, guidance, and counselling requirements of adolescents.	K1, K2, K3, K4, K5, K6
CO3	Recognise, explain, compare, demonstrate and analyze major theories of development including Piaget's cognitive development, Freud's psycho-sexual development, Erikson's psycho-social development, and Kohlberg's moral development, and interpret as well as justify their educational implications along with the development and compose of self-concept, personal identity, and communication skills.	K1, K2, K3, K4, K5, K6
CO4	Recall, explain, analyze the development of self-concept, personal identity, and communication (paralinguistic and linguistic stages), and evaluate as well as compose the role of heredity, environment, nutrition, and family practices in shaping individual differences.	K1, K2, K4, K5

CO5	Recall, explain the concept, types, and demonstrate the traits of personality; compare and evaluate major trait theories (Eysenck, Cattell's 16PF, and the Five-Factor Model); examine and construct methods of personality measurement including self-report and projective techniques as well as design and construct a case study.	K1, K2, K3, K4, K5, K6
CO6	Define and explain key aspects of development—instincts, emotions, emotional intelligence, attitude, and attachment—and apply and analyse their influence on learners' behaviour and learning.	K1, K2, K3, K4
CO7	Recall major motivation theories and concepts, apply motivational factors in classroom contexts, and evaluate their effects on learners' engagement and achievement.	K1, K3, K5
CO8	Explain and differentiate the concepts of attention and interest, identify its determinants, analyse factors influencing attention span and distraction in classroom situations, evaluate strategies used to sustain learners' attention, and design classroom practices to enhance students' interest and attention.	K1, K2, K3, K4, K5, K6
CO9	Explain the concept, nature, and distribution of intelligence, analyze major factor theories of intelligence, apply verbal and non-verbal intelligence measures in educational contexts, and evaluate the role of intelligence quotient in educational planning and learner development.	K2, K3, K4, K5
CO10	Define and explain the concept and components of creativity, apply methods to identify creative potential, analyze and evaluate strategies for nurturing creativity, and design learning experiences that foster creativity among learners.	K1, K2, K3, K4, K5, K6

Semester: I	
Programme: B.Ed.	
Course: Assessment for Learning	
Paper code: AL41022T / AL41022P	Credits: 4 (Theory) +1 (Practicum)
Total Hours: 60 (Module 1 and 2, Theory) + 30 (Practicum)	
Category: Core/MDC/SEC/VAC: Core	
Theory / Practical / Composite: Composite	
No. of Modules: 2	
<p>Course Overview: Assessment for learning involves evaluation, measurement, assessment, achievement test and its characteristics and other related topics, different psychological traits and their evaluation, preliminary idea about statistics, problem learners and life skill training. This course provides a comprehensive understanding of the essential infrastructural facilities and human resources required for effective functioning of educational institutions. This course provides a concise yet practical understanding of effective institutional management and systematic record maintenance in educational settings. It aims to equip learners with the knowledge and skills required to ensure transparency, accountability, and smooth administrative functioning. Further, the course discusses the design and execution of school Health Programmes, the process of conducting Talent Search Examinations to identify and nurture gifted learners, and mechanisms for providing Scholarships to support meritorious and needy students. This course provides a concise understanding of the importance of strong school–community relationships in enhancing educational quality, accountability, and social relevance. It focuses on building meaningful partnerships between schools, parents, and the wider community to support holistic student development.</p>	
Course Outcome: Module 1	
1. Write, explain, examine, analyse, discuss about the Concept of evaluation, measurement, tests and assessment	
2. Recall, describe, investigate, analyse, discuss, create a write-up on the approaches and techniques of evaluation and criteria of assessment procedure (validity, reliability, norm, usability)	
3. State, interpret, examine, explain, discuss, compose a write-up on Psychological tests and Achievement test (writing the educational outcome in behavioural terms using Revised Bloom’s Taxonomy)	
4. Write, explain, examine, analyse, discuss, compose a write-up on Evaluation- different types of tests, scoring and grading and compute simple statistics to assess learning	
5. Recall, describe, examine, analyse, discuss, create write-up on problem learners- types, identification, remedial measures and life skill training.	
Course Outcome: Module 2	
6. Recall, explain, organize, classify, compare and design the different physical, infrastructural facilities and human resources available in the school.	
7. Relate, construct, choose, analyse, criticize, estimate the various management and maintenance of school records.	

8. Find, summarise, solve, conclude, formulate, discover the different aspects of the complexities of the learning system and curricular process in the school.
9. Show, utilize, examine, measure, compile, explore the students support services available and achievement of the school.
10. State, illustrate, plan, relate, evaluate, build the relationship between school and community.

Prerequisites: *Basic knowledge about any prior course*

SYLLABUS

Module	Unit	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
1	i	Concept of Evaluation and Assessment: <ul style="list-style-type: none"> • Meaning of test, measurement, assessment and evaluation • Distinguish among test, measurement, assessment and evaluation • Nature and purpose of evaluation. 	7 Hours	CO1	K1, K2, K3, K4, K5
	ii	Approaches and Techniques of Evaluation and Criteria of Assessment Procedure: <ul style="list-style-type: none"> • Approaches- Formative and Summative, NRT & CRT • Techniques- observational, self- reporting, psychological and educational tests. • Validity- meaning, types and measurement • Reliability- meaning, types and measurement • Norm and usability. 	5 Hours	CO2	K1, K2, K3, K4, K5, K6
	iii	Psychological Test: <ul style="list-style-type: none"> • Meaning and concept • Preliminary idea about- Intelligence test, Aptitude test, Interest inventory, Attitude test, Creativity and Personality • Achievement test- meaning, characteristics, steps for construction and uses • Diagnostic and prognostic test 	8 Hours	CO3	K1, K2, K3, K4, K5, K6

	iv	Evaluation: <ul style="list-style-type: none"> Types of tests: written test, oral test, NRT, CRT, Summative test, Formative test, Diagnostic test. Scoring and grading, Analysis of scores and its interpretation a. Tabulation of data b. Graphical (Histogram and Frequency Polygon) c. Central tendency (Mean, Median, Mode) d. Deviation-Standard and variance. 	5 Hours	CO4	K1, K2, K3, K4, K5, K6
	v	Problem Learner: <ul style="list-style-type: none"> Problem-Learner: concept and types Identification of Problem-Learner: Observation, case study, Sociometric and testing (Educational and Psychological) techniques. Remedial measures- Guidance and Counselling, Life-Skill Training 	5 Hours	CO5	K1, K2, K3, K4, K5, K6
2	i	Infrastructural facilities: <ul style="list-style-type: none"> Rooms (types and numbers), Classroom furniture Sanitation facility, · Drinking water Playground Library etc. 	4 Hours	CO6	K1, K2, K3, K4, K5, K6
	ii	Human Resource: <ul style="list-style-type: none"> Teaching staff (Full Time + Part Time + Para teacher) Non –Teaching staff Students: - Boys / Girls / SC / ST /OBC / Minority / Special Needs Children. Teacher-student Ratio. 	6 Hours	CO6	K1, K2, K3, K4, K5, K6
	iii	Management & Record Maintenance: <ul style="list-style-type: none"> Managing Committee Committees for Academic Purposes Different Committees Fee Structure, Number of units/ School hour/ time table / periods Students’ participation – student Self – Government. Records: <ul style="list-style-type: none"> Accounts related 	7 Hours	CO7	K1, K2, K3, K4, K5, K6

		<ul style="list-style-type: none"> ● Staff related ● Student related ● Curriculum related 			
	iv	Special Service Provided: <ul style="list-style-type: none"> · Mid-Day Meal · Book bank for poor students · Tutorial for weaker students · Remedial teaching · Parent Teacher Association · Staff Welfare Service · Health Programme · Conducting Talent Search Examination · Providing Scholarship 	7 Hours	CO8 CO9	K1, K2, K3, K4, K5, K6
	v	School Community relationship: <ul style="list-style-type: none"> · Community involvement in decision making. · Community Contribution to school · Meeting with community members · School response to parents. 	6 Hours	CO10	K1, K2, K3, K4, K5, K6
Engagement with the Field/ Practicum		Simulated Teaching	30 Hours	CO1 to CO10	K1, K2, K3, K4, K5, K6
Text Books					
1. A Handbook on Measurement and Evaluation in Education by Dr. Amal Kanti Sarkar (Rita Publications)					
2. Assessment for Learning by Dr. Mitali Panda and Dr. Rakheebrita Biswas (Aheli Publishers)					
3. Statistics in Psychology in Education by S.K. Mangal (PHI Learning Pvt. Ltd New Delhi)					
4. School Design Matters By Frank Locker					
5. The Teacher's Role in the Changing Global Society By Deborah M. Netolicky					
Suggested readings					
1. Measurement, Evaluation and Assessment in Education by Radha Mohan (PHI Learning Pvt. Ltd New Delhi)					
2. Educative Assessmental Learning by Amal Shankar Mukherjee (Rita Publications)					
3. Essentials of Examination System Evaluation, Tests And Measurement by J.C. Aggarwal (Vikas Publishing House Pvt. Ltd.)					
4. UNESCO / UNICEF Educational Facilities Manuals					
5. School Management Manual – Published by various education departments (e.g., Ministry of Education)					
Web Resources					
1. https://ncert.nic.in/textbook_iemh112.pdf					

2. https://ncert.nic.in/textbook_jemh113.pdf
3. https://ncert.nic.in/textbook_kemh113.pdf
4. https://ncert.nic.in/pdf/publication/exemplarproblem/classXI/mathematics/keep215.pdf
5. https://school-infrastructure.org/resources/
6. https://www.cbse.gov.in/cbsenew/cbse.html
Evaluation: Theory: 100 marks (50 marks for each module) Module 1 and 2: [70 Marks (35 + 35=70) and CIA 30 Marks (15+15=30)] = 100 Marks. <ul style="list-style-type: none"> ● End Semester Examination- 70 Marks (35 marks for each Module). ● CIA- 30 Marks 2 x [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)], Total 15 marks for each Module. Practicum: 25 marks
Paper Structure for End Semester Theory Examination for each Module of 35 marks 3 very short type questions × 2 marks (out of 5 questions) = 6 marks 2 short type questions × 4 marks (out of 3 questions) = 8 marks 3 essay type questions × 7 marks (out of 5 questions) = 21 marks

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write, explain, examine, analyse, discuss about the Concept of evaluation, measurement, tests and assessment.	K1, K2, K3, K4, K5, K6
CO2	Recall, describe, investigate, analyse, discuss create a write-up on the approaches and techniques of evaluation and criteria of assessment procedure (validity, reliability, norm, usability)	K1, K2, K3, K4, K5, K6
CO3	State, interpret, examine, explain, discuss, compose a write-up on Psychological tests and Achievement test (writing the educational outcome in behavioural terms using Revised Bloom's Taxonomy).	K1, K2, K3, K4, K5, K6
CO4	Write, explain, examine, analyse, discuss, compose a write-up on Evaluation- different types of tests, scoring and grading and compute simple statistics to assess learning.	K1, K2, K3, K4, K5, K6
CO5	Recall, describe, examine, analyse, discuss, create write-up on problem learners- types, identification, remedial measures and life skill training.	K1, K2, K3, K4, K5, K6
CO6	Recall, explain, organize, classify, compare and design the different physical, infrastructural facilities and human resources available in the school.	K1, K2, K3, K4, K5, K6
CO7	Relate, construct, choose, analyse, criticize, estimate the various management and maintenance of school records.	K1, K2, K3, K4, K5, K6
CO8	Find, summarise, solve, conclude, formulate, discover the different aspects of the complexities of the learning system and curricular process in the school.	K1, K2, K3, K4, K5, K6
CO9	Show, utilize, examine, measure, compile, explore the students support services available and achievement of the school.	K1, K2, K3, K4, K5, K6
CO10	State, illustrate, plan, relate, evaluate, build the relationship between school and community.	K1, K2, K3, K4, K5, K6

Semester: I				
Programme: B.Ed.				
Course: Language across the Curriculum				
Paper code: LC41032T/ LC41032P			Credits: 2 (Theory) +2 (Practicum)	
Total Hours: 30 (Theory) + 60 (Practicum)				
Category: Core/MDC/SEC/VAC: Core				
Theory / Practical / Composite: Composite				
No. of Modules: 1				
<p>Course Overview: The course language across the curriculum encompasses through the theoretical background of language usage which include meaning and concept, historical background, various theories and multilingualism. It also gives emphasis of school and home language and language dynamism and concept of dialects. It gives a detailed idea on questioning, teacher's role in questioning and in multicultural classroom. It sheds light on Schema theory, reading proficiency (social sciences, sciences and mathematics) and diversity of texts. This course develops the skill of term paper writing and presentation.</p>				
Course Outcome:				
<ol style="list-style-type: none"> 1. Define, explain, demonstrate, analyse, evaluate and construct the meaning, concept and function of language and role of language across curriculum, historical background, and theories of language development (Bloomfield, Chomsky, Saussure) and theoretical understanding of multilingualism. 2. Define, explain, use, analyse, evaluate and compose a write up on home and school language, power dynamics in home and standard languages and also the dialects. 3. Define, explain, use, analyse, evaluate and compose a write up on the different strategies for using language development in the classroom (oral and written), discussion as a tool for learning and also the nature of classroom discourse. 4. Recall, explain, demonstrate, differentiate, evaluate and compose a write-up on the nature of questioning, types of questions and teacher's role in the multilingual class room and compose a term paper on the basis of Language across the curriculum. 5. Recall, explain, demonstrate, differentiate, justify, and compose a write up on the nature of reading proficiency of social science, science and mathematics, Schema theory and expository, narrative, transitional and reflexive texts and compose a presentation on the basis of Language across the curriculum. 				
Prerequisites: Basic knowledge about any prior course				
SYLLABUS				
Unit	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I	<p>Theoretical Background of Language Usage:</p> <ul style="list-style-type: none"> • Language – Meaning and Concept • Functions of Language • Role of Language across curriculum • A brief historical background of language development. • Theories of language development – 	7 Hours	CO1	K1, K2, K3, K4, K5, K6

	<ul style="list-style-type: none"> Bloomfield, Chomsky, Saussure Theoretical understanding of Multilingualism. 			
II	Understanding the Language Background: <ul style="list-style-type: none"> Understanding home language and school language. Power dynamics of ‘standard’ language vs. ‘home language’. Dialects. 	6 Hours	CO2	K1, K2, K3, K4, K5, K6
III	Different Strategies for Language Development: <ul style="list-style-type: none"> Nature of classroom discourse. Develop strategies for using language in the classroom – oral and written Discussion as a tool for learning. 	5 Hours	CO3	K1, K2, K3, K4, K5, K6
IV	Language Interaction in the classroom: <ul style="list-style-type: none"> Nature of questioning in the classroom. Types of questions – Teachers’ role. Multicultural classroom – Teachers’ role. 	6 Hours	CO4	K1, K2, K3, K4, K5, K6
V	Nature of Reading Comprehension in the Content Areas: <ul style="list-style-type: none"> Reading proficiency in the content areas – Social Sciences, Sciences, Mathematics. Schema Theory. Different Texts – Expository, Narrative, Transactional. Reflexive. 	6 Hours	CO5	K1, K2, K3, K4, K5, K6
Engagement with the Field/ Practicum	1 Presentation & 1 Term Paper	60 Hours	CO1 to CO5	K1, K2, K3, K4, K5, K6
Text Books				
1. Language Across the Curriculum- M. Dinda. Rita Publication				
2. Language Across the Curriculum- P. Chowdhury. Rita Book Agency				
3. Pathokrom Marphot Bhasha Sikkha- D. Bhattacharya. Rita Publication				
Suggested readings				
Web Resources				
1. https://www.indeed.com/career-advice/career-development/types-				
2. https://studybay.com/blog/five-functions-of-terms-leech-1974/				
3. https://counseling.education.wm.edu/blog/8-types-of-curriculum				
Evaluation:				
Theory: 50 marks				
[35 Marks and CIA 15 Marks] = 50 Marks.				
<ul style="list-style-type: none"> End Semester Examination- 35 Marks. 				

- **CIA- 15 Marks** [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)], Total 15 marks.

Practicum: 50 marks

Paper Structure for end semester theory examination of 35 marks

3 very short type questions × 2 marks (out of 5 questions) = 6 marks

2 short type questions × 4 marks (out of 3 questions) = 8 marks

3 essay type questions × 7 marks (out of 5 questions) = 21 marks

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Define, explain, demonstrate, analyse, evaluate and construct the meaning, concept and function of language and role of language across curriculum, historical background, theories of language development (Bloomfield, Chomsky, Saussure) and theoretical understanding of multilingualism.	K1, K2, K3, K4, K5, K6
CO2	Define, explain, use, analyse, evaluate and compose a write up on home and school language, power dynamics in home and standard languages and also the dialects.	K1, K2, K3, K4, K5, K6
CO3	Define, explain, use, analyse, evaluate and compose a write up on the different strategies for using language development in the classroom (oral and written), discussion as a tool for learning and also the nature of classroom discourse.	K1, K2, K3, K4, K5, K6
CO4	Recall, explain, demonstrate, differentiate, evaluate and compose a write-up on the nature of questioning, types of questions and teacher's role in the multilingual class room and compose a term paper on the basis of Language across the curriculum.	K1, K2, K3, K4, K5, K6
CO5	Recall, explain, demonstrate, differentiate, justify, and compose a write up on the nature of reading proficiency of social science, science and mathematics, Schema theory and expository, narrative, transitional and reflexive texts and compose a presentation on the basis of Language across the curriculum.	K1, K2, K3, K4, K5, K6

Semester: I				
Programme: B.Ed.				
Course: Yoga Education: Self Understanding and Development				
Paper code: SU41042T/ SU41042P			Credits: 2 (Theory) + 2 (Practicum)	
Total Hours: 30 hours (Theory) + 60 hours (Practicum)				
Category: Core/MDC/SEC/VAC: Core				
Theory / Practical / Composite: Composite				
No of Modules: 1				
<p>Course Overview: This course introduces Yoga as a holistic discipline emphasizing self-understanding and personal development. It explores the meaning, origin, and historical evolution of Yoga, including major streams such as Raja Yoga, Hatha Yoga, and Ashtanga Yoga. The course examines important yogic texts, meditational processes, and classical yogic practices for healthy living. It further analyses yogic perspectives on health, healing, stress management, and the role of the mind in achieving positive well-being, along with yogic dietary considerations. The course also develops psychological dimensions of self-growth by exploring the concepts of self-concept and self-esteem, their components, development, and influence on behaviour and personality. Emphasis is placed on strategies for positive behaviour formation and integrated self-development.</p>				
Course Outcome:				
1. Write, explain, recall, analyse, discuss, define and explain the meaning, origin, historical development, and major streams of Yoga as a holistic discipline.				
2. Describe, differentiate and explain classical yogic texts, Astanga Yoga, Hatha Yoga practices, and meditational processes for healthy living.				
3. Recognise, explain, analyse and examine yogic perspectives on health, healing, stress management, and integrated approaches to positive well-being.				
4. Analyse, define, explain, write and discuss the concept, components, and development of self-concept and its influence on behaviour and personality.				
5. Demonstrate, discuss, analyse and explain strategies for enhancing self-esteem and fostering positive self-development in personal and professional life.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	<p>Introduction to Yoga and Yogic Practices</p> <ul style="list-style-type: none"> • Yoga: meaning and initiation • History of development of yoga • Astanga Yoga or raja yoga • The streams of Yoga • The schools of Yoga: Raja Yoga and Hatha Yoga 	8	CO1, CO2	K1, K2

	• Yogic practices for healthy living			
II.	Introduction to Yogic Texts • Historicity of yoga as a discipline • Classification of yoga and yogic texts • Understanding Astanga Yoga of Patanjali • Hatha yogic practices • Meditational processes	6	CO2	K2, K3
III.	Yoga and Health • Need of yoga for positive health • Role of mind in positive health as per ancient yogic literature • Concept of health, healing and disease: yogic perspectives • Potential cause of ill health • Yogic principles of healthy living • Integrated approach of yoga for management of health • Stress management through yoga and yogic dietary considerations	7	CO3	K4, K5
IV.	Self-concept • Meaning and Definition of self-concept • Importance of self-concept • Components of self-concept • Factors influencing self-concept • Development of self-concept • Impact of Positive and negative self-concept	5	CO4	K4, K5
V.	Self-esteem: • Meaning and concept of self esteem • Importance of self-esteem • Types of self esteem • Strategies for positive behaviour • Keys to Increasing Self-Esteem	4	CO5	K3, K6
Engage ment with the Field/ Practicu m	Student Activity Followed by Report Writing	60	CO1 to CO5	K1, K2, K3, K4, K5, K6
Text Books				
• Yoga Education and Understanding Self by Prof. (Dr.) Dibyendu Bhattacharyya				
• Yoga Education CC-11, Rita Publication by Dr. Ajit Das				
• Roots of Yoga by Mallinson & Singleton				
Suggested readings				
• The Yoga Sutras of Patanjali				

<ul style="list-style-type: none"> • The Hatha Yoga Pradipika
<ul style="list-style-type: none"> • The Yamas & Niyamas by Deborah Adele
Web Resources
<ul style="list-style-type: none"> • https://ncte.gov.in/Website/OER/topics.aspx?cid=+aKrOR9QlQcjRDp2veffSw==&sid=k6tYMWg6slV0iBI0dANHJ0ruB9iRQHAGQf19HsI/MCU=
<ul style="list-style-type: none"> • https://www.scribd.com/document/376181349/Yoga-Education-D-El-Ed-English-pdf
<ul style="list-style-type: none"> • https://irsc.libguides.com/c.php?g=642900&p=8421474#:~:text=Vikasa,%2C%20psychology%2C%20sociology%2C%20student%20success
<ul style="list-style-type: none"> • https://eujournal.org/files/journals/1/books/NirmaljitK.Rathee.pdf
<p>Evaluation:</p> <p>Theory: 50 marks [35 Marks and CIA 15 Marks] = 50 Marks.</p> <ul style="list-style-type: none"> • End Semester Examination- 35 Marks. • CIA- 15 Marks [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)], Total 15 marks. <p>Practicum: 50 marks</p> <p>Paper Structure for end semester theory examination of 35 marks 3 very short type questions × 2 marks (out of 5 questions) = 6 marks 2 short type questions × 4 marks (out of 3 questions) = 8 marks 3 essay type questions × 7 marks (out of 5 questions) = 21 marks</p>

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write, explain, recall, analyse, discuss, define and explain the meaning, origin, historical development, and major streams of Yoga as a holistic discipline.	K1, K2
CO2	Describe, differentiate and explain classical yogic texts, Astanga Yoga, Hatha Yoga practices, and meditational processes for healthy living.	K2, K3
CO3	Recognise, explain, analyse and examine yogic perspectives on health, healing, stress management, and integrated approaches to positive well-being.	K4, K5
CO4	Analyse, define, explain, write and discuss the concept, components, and development of self-concept and its influence on behaviour and personality.	K4, K5
CO5	Demonstrate, discuss, analyse and explain strategies for enhancing self-esteem and fostering positive self-development in personal and professional life.	K3, K6

Semester: I				
Programme: B.Ed.				
Course: Drama and Arts in Education				
Paper code: DA41052T/DA41052P			Credits: 2 (Theory)+2 (Practicum)	
Total Hours: 30(Theory)+ 60(Practicum)				
Category: Core/MDC/SEC/VAC: Core				
Theory / Practical / Composite: Composite				
No. of Modules: 1				
<p>Course Overview: This course introduces the concept and scope of drama, music, dance, painting, and creative arts in education, with special emphasis on their pedagogical applications. It explores drama as a tool of learning for enhancing creativity, expression, and experiential understanding. The course also examines the educational practices of music and various classical and folk-dance forms in promoting aesthetic sensitivity and holistic development. Further, it familiarizes learners with different forms and techniques of painting and visual arts. Emphasis is given to the concept of creative art and the significance of art and craft in teacher education for fostering imagination, cultural appreciation, and learner-centered teaching practices.</p>				
Course Outcome:				
1. Define, interpret, demonstrate, examine, evaluate and develop the knowledge about the use of 'Drama' as Pedagogy.				
2. Recognize, describe, execute, differentiate, judge the knowledge about singing method in teaching learning process				
3. Recognize, critique and integrate singing method in teaching learning process and implement various "dance forms and their integration in educational practices.				
4. Define, classify, implement, analyse, and judge, compose a write up on different art form in educational settings and design educational aids for teaching.				
5. State, paraphrase, use, compare support the creative art style and designing visually appealing artwork and computer graphics and implement the different art forms and craft in academic environment.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I	<p>Drama and its Fundamentals</p> <ul style="list-style-type: none"> • Drama as a tool of learning • Different Forms of Drama • Role play and Simulation • Use of Drama for Educational and social change (Street play, Dramatization of a lesson) • Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation 	6 Hours	CO1	K 1, K2, K3, K4, K5, K6

II	Music (<i>Gayan and Vadan</i>): <ul style="list-style-type: none"> • Sur, Taal and Laya (Sargam) • Vocal – Folk songs, Poems, Prayers • Singing along with “<i>Karaoke</i>” • Composition of Songs, Poems, Prayers • Integration of <i>Gayan</i> and <i>Vadan</i> in Educational practices 	6 Hours	CO2	K1,K2,K3, K4,K5,K6
III	The Art of Dance: <ul style="list-style-type: none"> • Various Dance Forms - Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances. • Integration of Dance in educational practices (Action songs, Nritya Natika) 	6 Hours	CO3	K1,K2,K3, K4,K5,K6
IV	Drawing and Painting: <ul style="list-style-type: none"> • Colours, Strokes and Sketching- understanding of various means and perspectives • Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting • Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms. 	6 Hours	CO4	K1,K2,K3, K4,K5,K6
V	Creative art <ul style="list-style-type: none"> • Creative writing -Story writing, Poetry writing • Model making - Clay modeling, Origami, Puppet making 	6 Hours	CO5	K1, K2,K3, K4,K5,K6

	<ul style="list-style-type: none"> Decorative Art - Rangoli, Ikebana, Wall painting (Mural) Designing - Computer graphics, CD Cover, Book cover, Collage work The use of different art forms in Education 			
Engagement with the Field/Practicum	Student Activity Followed by Report Writing.	60 Hours	CO1 to CO5	K1,K2,K3, K4,K5,K6

Text Books

1. B.Ed - DRAMA AND ARTS IN EDUCATION by DR, PARTHA CHATTOPADHAYAY and BARUNA SENGUPTA. AAHELI PUBLISHERS.
2. Drama And Art in Education by Dr K Ravikant Rao, P Ananad Kumar, Neel Kamal Publishers.

Suggested readings

1. Drama and Art in Education by Seema Bhardwaj (Author). Sankalp Publication. 16 November 2022.
2. Basic Concepts of Art Education by Saifuddin Ansari (Author). Kindle Edition, 5 May 2023.
3. Drama and Art in Education by Aniruddha Mukhopadhyaya, Rita Publication

Web Resources

1. <https://youtu.be/bi5oVX0Sp9s?si=sPeVo2Mtn3-JNPpt>
2. <https://www.youtube.com/watch?v=9VOjH0RrdXU&list=PL87BL4nShTDeNszN1zEyRbqJB1R4cdO7k&index=7&pp=gAQBIAQB>
3. <https://youtu.be/w0gamtoWxnE?si=YaqL9eexcPu9Y91w>
4. https://en.wikipedia.org/wiki/Madhubani_art. https://en.wikipedia.org/wiki/Warli_painting, <https://www.instructables.com/Glass-Painting/>, <https://en.wikipedia.org/wiki/Ikebana>,
5. <https://www.devsaran.com/blog/10-best-tools-graphic-designer..>
<https://en.wikipedia.org/wiki/Collage>
6. https://www.google.com/search?q=CD+cover+and+Book++cover+design+B.ED+notes&scasv=9262f80ffd90b9fa&rlz=1C1JJTC_enIN1103IN1103&sxsrf=AE3TifOm1sPx4kyJJR76tyijS2QSLG6FrA%3A17584.

Evaluation

Theory: 25 marks

End Semester Examination- 20 marks (*reduced to 17*)

CIA- 8 marks = [(5 marks for written examination), (2 Marks for Assignment), (1 Mark for Attendance)]

Practicum: 25 marks

Paper Structure for Theory End Semester Examination (20 marks):

4 very short type questions X 2 marks (out of 7 questions) = 8 marks

3 short type questions X 4 marks (out of 5 questions) = 12 marks

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Define, interpret, demonstrate, examine, evaluate and develop the knowledge about the use of 'Drama' as Pedagogy.	K1 ,K2, K3,K4,K5,K6
CO2	Recognize, describe, execute, differentiate, judge the knowledge about singing method in teaching learning process	K1,K2,K3,K4,K5
CO3	Recognize, critique and integrate singing method in teaching learning process and implement various "dance forms and their integration in educational practices.	K1, K5,K3
CO4	Define, classify, implement, analyse, and judge, compose a write up on different art form in educational settings and design educational aids for teaching.	K1,K2,K3,K4,K5,K6
CO5	State, paraphrase, use, compare support the creative art style and designing visually appealing artwork and computer graphics and implement the different art forms and craft in academic environment.	K1,K2,K3,K4,K5,K6

Semester: I	
Programme: B.Ed.	
Course: MULYA PRAVAH - Human Values and Professional Ethics	
Paper code: FDNC1111	Credits: 1
Hours/week: 1 class per week	
Category: Core/MDC/SEC/VAC: VAC	
Theory / Practical / Composite: Theory	
No of Modules/Units: 5	
<p>Course Overview: This course explores the foundational principles of Indian ethos, human values, and ethics as integral components of holistic education. It examines the cultural, spiritual, and ethical dimensions of Indian thought drawn from the Vedas, Upanishads, Gita, and diverse religious philosophies, aligning with the NEP 2020 vision. Students will understand the role of values such as truth, peace, compassion, and non-violence in personal and professional life. The course integrates constitutional and global values, promoting social responsibility, democratic ethics, and global citizenship. Emphasis is placed on youth development through self-awareness, leadership, and 21st-century life skills. Learners will explore well-being through body–mind–soul integration, emotional intelligence, and ethical decision-making. By connecting traditional wisdom with contemporary challenges, the course aims to develop ethically grounded, resilient, and socially responsible individuals committed to sustainable and compassionate living and to address prevalent unethical practices and foster a culture of integrity and accountability within educational institutions.</p>	
<p>Course Outcome: By the end of this course, students will be able to:</p>	
1. Identify key concepts of Indian ethos, human values, constitutional principles, and well-being frameworks (such as Vedas, Upanishads, Panchakosha, core values, and the Preamble).	
2. Explain the cultural, ethical, spiritual, and constitutional foundations of Indian ethos and human values, and interpret their relevance in education, governance, and youth development within contemporary contexts such as NEP 2020, SDGs, and global citizenship.	
3. Apply principles of Dharma, Karma Yoga, non-violence, empathy, and professional ethics to personal behavior, teamwork, digital conduct, self-management, and youth/community engagement roles (NSS/NYKS).	
4. Analyze real-life situations, case studies, and youth issues to differentiate between ethical and unethical behaviour, compare constitutional and global citizenship frameworks, and examine factors that affect integrated personality and well-being.	
5. Evaluate ethical dilemmas, leadership decisions, and value-based choices using moral reasoning, constitutional morality, and global ethical perspectives to justify responsible and sustainable actions.	
6. Design value-based solutions, action plans, or personal development frameworks that integrate Indian ethos, human values, 21st-century skills, and well-being principles to promote ethical leadership, community development, and global citizenship.	
Prerequisites: <i>Basic knowledge about any prior course</i>	
SYLLABUS	

UNIT	CONTENT	HOURS or NUMBER OF CLASSES	CO Mapping	COGNITIVE LEVEL
1	<p><u>INTRODUCTION TO INDIAN ETHOS</u></p> <ul style="list-style-type: none"> • Indian Ethos: Cultural, spiritual, and ethical dimensions; relevance in education, NEP 2020. • Sources: <ul style="list-style-type: none"> ✓ Vedas, Upanishads, Gita; ✓ Christian, Muslim, Jain, Buddhist, and Sikh philosophies – emphasis on non-violence, compassion, community, ✓ teachings of saints/reformers; Indian Constitution. • Leadership & Management: Karma Yoga, servant leadership, Panchakosha, dharma-based decision-making. • Contemporary Use: Character education, sustainability (Vasudhaiva Kutumbakam), business ethics, mindfulness. 	3	CO1	K1
2	<p><u>HUMAN VALUES AND ETHICS</u></p> <ul style="list-style-type: none"> • Types of Values: Personal, social, spiritual; global perspectives. • Core Values: Satya, Dharma, Shanti, Prema, Ahimsa, empathy, humility. • Ethics: Definitions, moral vs ethics, ethical theories (Utilitarianism, Deontology, Virtue Ethics), conscience. • Professional Ethics: Academic honesty, workplace behavior, digital ethics. • Globalization: Environmental ethics, cross-cultural values. 	3	CO2	K2
3	<p><u>CONSTITUTIONAL VALUES AND GLOBAL CITIZENSHIP</u></p> <ul style="list-style-type: none"> • Indian Constitution: Preamble, rights & duties, democratic ethics. • Governance: Constitutional morality, secularism, inclusion, justice. 	3	CO3	K3
	<ul style="list-style-type: none"> • Global Citizenship: SDGs, global interdependence, peace, climate ethics. • Comparative Citizenship: UDHR, civic duties, youth-led global movements. 		CO4	K4

4	<p><u>VALUES AND SKILLS FOR YOUTH</u></p> <ul style="list-style-type: none"> • Self-Development: Self-awareness, identity, goal setting, confidence. • Youth Values: Respect, dignity, empathy, academic and digital ethics. • 21st Century Skills: Communication, critical thinking, time & stress management. • Leadership & Engagement: Teamwork, NSS/NYKS, community roles. • Global Outlook: SDGs, inclusion, youth for peace. 	3		
5	<p><u>INTEGRATED PERSONALITY AND WELL-BEING</u></p> <ul style="list-style-type: none"> • Integrated Personality: Harmony of body, mind, soul; Panchakosha, Maslow's theory. • Mental Well-being: EQ, stress management, resilience, gratitude. • Physical Wellness: Sleep, diet, exercise, yoga, digital balance. • Spiritual & Ethical Integration: Empathy, reflection, moral reasoning. • Purpose & Motivation: Life goals, discipline, mentorship. 	3	CO5	K5
		15	CO6	K6
Text book				
1. Vivekananda: His Call to the Nation; Publisher: Advaita Ashrama				
2. <i>Radhakrishnan's Indian Philosophy (Volume I & II)</i>				
3. Bloom's New Taxonomy (2023) - by Cesar Gualberto Victoria Barros (Author), Miguel Ángel de la Cruz Cruz (Author)				
Suggested readings				
1. The Constitution of India – Government of India (available on constitutionofindia.net)				
2. <i>India 2047: Empowering the Youth</i> – Nehru Yuva Kendra Sangathan				
3. <i>Wings of Fire</i> – Dr. A.P.J. Abdul Kalam				
Web Resources				
1. https://www.youtube.com/watch?v=XO7AbUuW2Po&t=29s [Indian Ethics and Values]				

2. <https://www.youtube.com/watch?v=zJbcl-YKful> [What does it mean to be an active global citizen?]

3. <https://www.youtube.com/watch?v=CId0M559AJw> [Youth Mental Health and Wellbeing]

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Identify key concepts of Indian ethos, human values, constitutional principles, and well-being frameworks (such as Vedas, Upanishads, Panchakosha, core values, and the Preamble).	K1
CO2	Explain the cultural, ethical, spiritual, and constitutional foundations of Indian ethos and human values, and interpret their relevance in education, governance, and youth development within contemporary contexts such as NEP 2020, SDGs, and global citizenship.	K2
CO3	Apply principles of Dharma, Karma Yoga, non-violence, empathy, and professional ethics to personal behavior, teamwork, digital conduct, self-management, and youth/community engagement roles (NSS/NYKS).	K3
CO4	Analyze real-life situations, case studies, and youth issues to differentiate between ethical and unethical behaviour, compare constitutional and global citizenship frameworks, and examine factors that affect integrated personality and well-being.	K4
CO5	Evaluate ethical dilemmas, leadership decisions, and value-based choices using moral reasoning, constitutional morality, and global ethical perspectives to justify responsible and sustainable actions.	K5
CO6	Design value-based solutions, action plans, or personal development frameworks that integrate Indian ethos, human values, 21st-century skills, and well-being principles to promote ethical leadership, community development, and global citizenship.	K6

Semester: II	
Programme: B.Ed.	
Course: Learning and Teaching	
Paper code: LT42012T/ LT42012P	Credits: 4 (Theory) +1 (Practicum)
Total Hours: 60 (Module 1 and 2, Theory) + 30 (Practicum)	
Category: Core/MDC/SEC/VAC: Core	
Theory / Practical / Composite: Composite	
No. of Modules: 2	
<p>Course Overview: Learning and teaching involve recognizing the diverse cognitive capacities of learners and reflecting on different forms and processes of learning. By understanding various theoretical perspectives, educators can adapt instruction to meet individual needs and enhance learning outcomes. Effective teaching also requires mastering skills across different phases of instruction, applying suitable models of teaching, and adopting appropriate approaches to engage learners meaningfully. Developing these skills equips teachers to design supportive, flexible, and learner-centered environments that foster understanding, critical thinking, and overall academic growth.</p>	
Course Outcome: Module 1	
<ol style="list-style-type: none"> 1. Recall, describe, and differentiate the nature and types of learning as a process and an outcome; explain factual, conceptual, procedural, principles, and generalization learning; and analyze and examine the processes of remembering and forgetting through the information processing approach. 	
<ol style="list-style-type: none"> 2. Recall and describe the concept and types of motivation (intrinsic, extrinsic, and achievement), analyze their role in influencing classroom learning, and apply strategies such as cooperative learning, peer tutoring, and collaborative learning to enhance student motivation and engagement. 	
<ol style="list-style-type: none"> 3. Recall, compare, contrast, and analyze the major learning paradigms—Behavioristic, Cognitive, Social Cognitive, Social Constructivist, and Humanistic—and examine, interpret and compile the educational implications of the key theories proposed by Thorndike, Pavlov, Skinner, Gestalt psychologists, Bruner, Piaget, Bandura, Vygotsky, and Rogers. 	
<ol style="list-style-type: none"> 4. Recall and explain the concept, importance, nature, and types of transfer of learning; examine major theories of transfer; and analyze and design instructional strategies to enhance positive transfer in real-life situations. 	
<ol style="list-style-type: none"> 5. Recall and discuss the role of schools in promoting guidance, mental health, and co-curricular development; analyze issues in organizing learning experiences for diverse learners; and develop inclusive instructional plans using brainstorming, within-class grouping, remedial teaching, and enrichment programmes. 	
Course Outcome: Module 2	
<ol style="list-style-type: none"> 6. Recall and explain the concept, nature, and characteristics of teaching, analyze the relationship among teaching, instruction, and training and the factors affecting teaching, 	

and evaluate the role of the teacher and the relevance of maxims of teaching in ensuring effective teaching–learning processes.
7. Recall and explain the key features of Concept Attainment, Advance Organizer, and Inquiry Training Models, apply these models in classroom teaching situations, and design learning activities or lesson plans using appropriate models of teaching.
8. Recall and explain the meaning, variables, and phases of the teaching task, analyze their interrelationship, apply them in classroom practice, and evaluate the essentials of effective teaching.
9. Recall and explain the levels of teaching and instructional approaches, apply various instructional approaches in classroom situations, analyse and evaluate their effectiveness at different teaching levels, and design appropriate instructional strategies for meaningful learning.
10. Recall and explain the concept and process of teaching skills and micro-teaching, apply core teaching skills in simulated and classroom situations, analyze classroom interaction using FIACS, evaluate teaching performance, and design strategies for effective modification of teacher behaviour.

Prerequisites: *Basic knowledge about any prior course*

SYLLABUS

Module	Unit	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
1	i	Understanding Learning: <ul style="list-style-type: none"> Nature of learning: learning as a process and learning as an outcome. Types of learning: factual, associations, conceptual, procedural, generalizations, Principles and rules. Remembering and Forgetting – Factors of remembering - encoding, storage and retrieval. Information processing approach; Causes of forgetting; Strategies for effective memorization. 	7 Hours	CO1	K1, K2, K4, K5
	ii	Factors Influencing Learning: <ul style="list-style-type: none"> Concept, nature and types of motivation – intrinsic, extrinsic and achievement. Role of teacher in addressing various factors influencing learning–a few strategies – cooperative learning, peer tutoring, collaborative learning. 	5 Hours	CO2	K1, K2, K3, K4, K5
	iii	Learning Paradigms: <ul style="list-style-type: none"> Behavioristic Learning– Concept of 	8 Hours	CO3	K1, K2, K3, K4,

		<p>connectionism (Thorndike) and conditioning (Pavlov & Skinner) and their educational implications.</p> <ul style="list-style-type: none"> • Cognitive Learning – Concept of Gestalt and its educational implications; Discovery learning (Bruner), Cognitive Constructivist Learning (Piaget). • Social Cognitive Learning – Concept (Bandura), nature and implications. Teacher as role model. • Social Constructivist Learning - Concept of Vygotsky, nature and implications. • Humanistic Viewpoint of Learning - Carl Rogers (Self-Concept Theory). 			K5, K6
	iv	<p>Transfer of learning:</p> <ul style="list-style-type: none"> • Concept, Importance, Nature and Types of Transfer of Learning. • Theories of Transfer of Learning. • Methods of enhancing Transfer of Learning. 	5 Hours	CO4	K1, K2, K4, K5, K6
	v	<p>Organization of Learning Experiences: Issues and Concerns:</p> <ul style="list-style-type: none"> • Role of school – Guidance, Mental health, Co-curricular activities. • Strategies for organizing learning for diverse learners- Brainstorming, Within class grouping, Remedial teaching, Enrichment programme. 	5 Hours	CO5	K1, K2, K3, K4, K5, K6
2	i	<p>Understanding Teaching:</p> <ul style="list-style-type: none"> • Teaching: Concepts, definition, nature and characteristics factors affecting teaching. • Relation between Teaching, Instruction and Training. • Maxims of teaching. Role of teacher in effective teaching. 	5 Hours	CO6	K1, K2, K4, K5
	ii	<p>Models of Teaching:</p> <ul style="list-style-type: none"> • Concept Attainment Model (CAM) • Advance Organizer Model (AOM) • Inquiry Training Model (ITM) 	6 Hours	CO7	K1, K2, K3, K6
	iii	<p>Task of Teaching:</p> <ul style="list-style-type: none"> • Task of teaching: meaning, definition and variables in teaching task. • Phases of teaching task: pre - active, inter-active and post active. • Essentials of effective teaching 	5 Hours	CO8	K1, K2, K3, K4, K5
	iv	<p>Levels & Approaches of Teaching:</p> <ul style="list-style-type: none"> • Levels of Teaching: memory, understanding and reflective levels of teaching. • Approaches to Instruction: 	7 Hours	CO9	K1, K2, K3, K4, K5, K6

		Constructivist approach to teaching, Cooperative and Group Discussion, Games, Debate, Quiz and Seminar. • Programmed Instruction (PI) & Computer Assisted Instruction (CAI).			
	v	Skills of Teaching: • Skills of Teaching: Concepts, definition. • Micro-teaching: Meaning and Procedure. • Developing Teaching skills: Introducing the lesson, Questioning, Use of teaching aids, Reinforcement and Illustration. • Modification of Teacher Behavior- Flanders Interaction Analysis of Category System (FIACS).	7 Hours	CO10	K1, K2, K3, K4, K5, K6
Engagement with the Field/ Practicum		Simulated Teaching	30 Hours	CO1 to CO10	K1, K2, K3, K4, K5, K6
Text Books					
1. Chauhan, S. S. (2000). Advanced educational psychology. New Delhi: Vikas Publishing House.					
2. Ray, Sushil. (2012). Shiksha manavidya. Kolkata : Soma Book Agency.					
3. Aggarwal, J. C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Pub House.					
Suggested readings					
1. Sen, Molay Kumar. Siksha prajuktibigyan. Kolkata : Soma Book Agency.					
2. Pal, Debasishet <i>al.</i> (2012). Sikhner manostatwa. Kolkata : Rita Book Agency.					
3. Mete, Jayanta, Deb, Ruma & Ghosh, Birajlakshi: Bikash oshikhaner manostatwa. Kolkata : Rita Book Agency.					
Web Resources					
1. https://manuu.edu.in/sites/default/files/2023-04/Teaching%20Skills%20for%20Effective%20Teaching%20%26%20Learning.pdf					
2. https://in.indeed.com/career-advice/resumes-cover-letters/skills-of-teacher					
3. https://www.sciencedirect.com/topics/psychology/transfer-of-learning					
4. https://www.scribd.com/document/421785570/Transfer-of-Learning					
Evaluation:					
Theory: 100 marks (50 marks from each module)					
Module 1 and 2: [70 Marks (35 + 35=70) and CIA 30 Marks (15+15=30)] = 100 Marks.					
• End Semester Examination- 70 Marks (35 marks from each Module).					
• CIA- 30 Marks 2 x [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)], Total 15 marks from each Module.					
Practicum: 25 marks					
Paper Structure for end semester theory examination for each Module of 35 marks					
3 very short type questions × 2 marks (out of 5 questions) = 6 marks					
2 short type questions × 4 marks (out of 3 questions) = 8 marks					
3 essay type questions × 7 marks (out of 5 questions) = 21 marks					

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Recall, describe, and differentiate the nature and types of learning as a process and an outcome; explain factual, conceptual, procedural, principles, and generalization learning; and analyze and examine the processes of remembering and forgetting through the information processing approach.	K1, K2, K4, K5
CO2	Recall and describe the concept and types of motivation (intrinsic, extrinsic, and achievement), analyze their role in influencing classroom learning, and apply strategies such as cooperative learning, peer tutoring, and collaborative learning to enhance student motivation and engagement.	K1, K2, K3, K4, K5
CO3	Recall, compare, contrast, and analyze the major learning paradigms—Behavioristic, Cognitive, Social Cognitive, Social Constructivist, and Humanistic—and examine, interpret and compile the educational implications of the key theories proposed by Thorndike, Pavlov, Skinner, Gestalt psychologists, Bruner, Piaget, Bandura, Vygotsky, and Rogers.	K1, K2, K3, K4, K5, K6
CO4	Recall and explain the concept, importance, nature, and types of transfer of learning; examine major theories of transfer; and analyze and design instructional strategies to enhance positive transfer in real-life situations.	K1, K2, K4, K5, K6
CO5	Recall and discuss the role of schools in promoting guidance, mental health, and co-curricular development; analyze issues in organizing learning experiences for diverse learners; and develop inclusive instructional plans using brainstorming, within-class grouping, remedial teaching, and enrichment programmes.	K1, K2, K3, K4, K5, K6
CO6	Recall and explain the concept, nature, and characteristics of teaching, analyze the relationship among teaching, instruction, and training and the factors affecting teaching, and evaluate the role of the teacher and the relevance of maxims of teaching in ensuring effective teaching–learning processes.	K1, K2, K4, K5
CO7	Recall and explain the key features of Concept Attainment, Advance Organizer, and Inquiry Training Models, apply these models in classroom teaching situations, and design learning activities or lesson plans using appropriate models of teaching.	K1, K2, K3, K6
CO8	Recall and explain the meaning, variables, and phases of the teaching task, analyze their interrelationship, apply them in classroom practice, and evaluate the essentials of effective teaching.	K1, K2, K3, K4, K5
CO9	Recall and explain the levels of teaching and instructional approaches, apply various instructional approaches in classroom situations, analyse and evaluate their effectiveness at different teaching levels, and design appropriate instructional strategies for meaningful learning.	K1, K2, K3, K4, K5, K6
CO10	Recall and explain the concept and process of teaching skills and micro-teaching, apply core teaching skills in simulated and classroom situations, analyze classroom interaction using FIACS, evaluate teaching performance, and design strategies for effective modification of teacher behaviour.	K1, K2, K3, K4, K5, K6

Semester: II				
Programme: B.Ed.				
Course: Pedagogy of a School Subject Part -I [Bengali]				
Paper code: PS420112T/ PS420112P				Credits: 2 (Theory) +1(Practicum)
Total Hours: 30 (Theory) + 30 (Practicum)				
Category: Core				
Theory / Practical / Composite: Composite				
No of Modules: 1				
<p>Course Overview: This course provides a foundational understanding of Bengali teaching by focusing on its aims, objectives, curriculum, values, and interdisciplinary correlations. It introduces various strategies and methods of Bengali teaching, along with psychological perspectives on the teaching–learning process. The course also emphasizes the role of the Bengali teacher, development of teaching skills, and management of diverse learners. Additionally, it familiarizes student teachers with learning resources in Bengali, including textbooks, teaching aids, and the planning and organization of Bengali laboratories for effective classroom and laboratory instruction.</p>				
Course Outcome:				
1. Write about, explain, examine, analyse, discuss and compose a write-up about the foundation of teaching Bengali.				
2. State, describe, classify, explain, discuss, organise the strategies of Bengali teaching.				
3. Tell, summarise, investigate, explain, appraise, and compose a write-up on the Teaching and Learning Process (As per language concerned) in Bengali from the view-point of the eminent psychologists.				
4. Write about, summarise, examine, analyse, discuss or compose a write-up on the qualification and qualities and professional growth of Bengali teacher, application of different teaching skills and management of learning of slow learners.				
5. State, describe, classify, explain, discuss and compose a write -up on the learning resources in Bengali teaching and perform activity followed by report writing.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	<p>Foundations of Language Teaching:</p> <ul style="list-style-type: none"> ● Aims and objectives of Language Teaching. ● Language Curriculum, Values of Language Teaching. ● Inter relationship of various branches of language ● Innovations in language teaching 	7 hrs.	CO1	K1, K2, K3, K4, K5, K6

Field/ Practicum				
Text Books				
1. Bhasha Sikkhner Poddhoti O Proyog (Bangla)- S.Raha. And B.Basu. Aaheli Publishers				
Suggested readings				
Web Resources				
Evaluation				
Theory: 50 marks				
<ul style="list-style-type: none"> ● End Semester Examination- 35 marks ● CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] 				
Practicum: 50 marks				
Paper Structure for End Semester Theory Examination of 35 marks				
3 very short type questions × 2 marks (out of 5 questions) = 6 marks				
2 short type questions × 4 marks (out of 3 questions) = 8 marks				
3 essay type questions × 7 marks (out of 5 questions) = 21 marks				

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write about, explain, examine, analyse, discuss and compose a write-up about the foundation of teaching Bengali .	K1, K2, K3, K4, K5, K6
CO2	State, describe, classify, explain, discuss, organise the strategies of Bengali teaching.	K1, K2, K3, K4, K5, K6
CO3	Tell, summarise, investigate, explain, appraise, compose a write-up on the teaching- learning process in Bengali from the view-point of the eminent psychologists.	K1, K2, K3, K4, K5, K6
CO4	Write about, summarise, examine, analyse, discuss or compose a write-up on the qualification and qualities and professional growth of Bengali teacher, application of different teaching skills and management of learning of slow learners.	K1, K2, K3, K4, K5, K6
CO5	State, describe, classify, explain, discuss and compose a write-up on the learning resources in Bengali teaching and perform activity followed by report writing.	K1, K2, K3, K4, K5, K6

Semester: II				
Programme: B.Ed.				
Course: Pedagogy of a School Subject Part-I [English]				
Paper code: PS420122T / PS420122P			Credits: 2 (Theory) +1(Practicum)	
Total Hours: 30 (Theory) + 30 (Practicum)				
Category: Core				
Theory / Practical / Composite: Composite				
No. of Modules: 1				
<p>Course Overview: The syllabus of Pedagogy of a School Subjects Part I (English) covers aims, curriculum, values, and innovations in language education, highlighting its role in national integrity. It examines major teaching methods, supported by psychological theories of learning. Emphasis is placed on teacher qualities, professional growth, classroom strategies, and managing diverse learners. Finally, it explores effective use of textbooks, teaching aids, and language laboratories.</p>				
Course Outcome:				
1. Write about, explain, examine, analyse, discuss and compose a write-up about the foundation of teaching English.				
2. State, describe, classify, explain, discuss, organise the strategies of English teaching.				
3. Tell, summarise, investigate, explain, appraise, compose a write-up on the teaching-learning process in English from the view-point of the eminent psychologists.				
4. Write about, summarise, examine, analyse, discuss or compose a write-up on the qualification and qualities and professional growth of English teacher, application of different teaching skills and management of learning of slow and gifted learners.				
5. State, describe, classify, explain, discuss and compose a write -up on the learning resources in English teaching and perform activity followed by report writing.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO MAPPING	COGNITIVE LEVEL
I.	Foundations of Language Teaching: <ul style="list-style-type: none"> • Aims and objectives of Language Teaching. • Language Curriculum, Values of Language Teaching. • Inter relationship of various branches of language • Innovations in language teaching • Inculcation of National Integrity through Language teaching. 	7 hrs	CO1	K1, K2, K3, K4, K5, K6
II.	Teaching and Learning Process: <ul style="list-style-type: none"> Features, Limitations and comparison of different approaches and methods • Direct Method 	10 hrs	CO2	K1, K2, K3, K4, K5, K6

	<ul style="list-style-type: none"> • Grammar translation • Structural Approach • Functional-Communicative Approach • Lecture Method • Interactive Method • Demonstration-observation method, • Heuristic Method, • Project Method • CAI • Teaching –learning of language from the viewpoint of Skinner, Piaget, Bruner, Vygotsky 		CO3	
III.	Teacher and Teaching Skill (As per concerned subject): <ul style="list-style-type: none"> • Qualities of a good language teacher • Qualifications of a good language teacher (according to NCTE, RTE, RMSA) • Professional growth of a language teacher • Micro Teaching • Simulated Teaching • Integrated Teaching/Teaching in classroom situation. • Management of learning of slow learners in reference to language teaching 	9 hrs	CO4	K1, K2, K3, K4, K5, K6
IV.	Learning Resource in Language Teaching: <ul style="list-style-type: none"> • Meaning, type and importance of Learning Resources. • Quality of good language textbook. (textbook revision) • Teaching aids in language. (Improvisation of Teaching Aids.) • Planning and organization of language Laboratory 	4 hrs	CO5	K1, K2, K3, K4, K5, K6
Engagement with the Field/ Practicum	Student activity followed by report writing	30 hrs	CO1 to CO5	K1, K2, K3, K4, K5, K6
Text Books				
1. Approaches and Methods in Language Teaching BY Jack C. Richards				
2. Techniques of Teaching English by A.L. Kohli				
3. Pedagogy of Teaching English Subject : Methods and Techniques by Dr Rukmini Jamdar				
Suggested readings				

1. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://manuu.ac.in/DDE-SelfLearn material/BEDD116DST_July4.pdf
Web Resources
1. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.wbnsou.ac.in/online_services/SLM/BED/A5-Part-5.pdf
Evaluation Theory: 50 marks <ul style="list-style-type: none"> ● End Semester Examination- 35 marks ● CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] Practicum: 50 marks
Paper Structure for end semester theory examination of 35 marks 3 very short type questions × 2 marks (out of 5 questions) = 6 marks 2 short type questions × 4 marks (out of 3 questions) = 8 marks 3 essay type questions × 7 marks (out of 5 questions) = 21 marks

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write about, explain, examine, analyse, discuss and compose a write-up about the foundation of teaching English.	K1, K2, K3, K4, K5, K6
CO2	State, describe, classify, explain, discuss, organise the strategies of English teaching.	K1, K2, K3, K4, K5, K6
CO3	Tell, summarise, investigate, explain, appraise, compose a write-up on the teaching- learning process in language from the view-point of the eminent psychologists.	K1, K2, K3, K4, K5, K6
CO4	Write about, summarise, examine, analyse, discuss or compose a write-up on the qualification and qualities and professional growth of English teacher, application of different teaching skills and management of learning of slow and gifted learners.	K1, K2, K3, K4, K5, K6
CO5	State, describe, classify, explain, discuss and compose a write-up on the learning resources in English teaching and perform activity followed by report writing.	K1, K2, K3, K4, K5, K6

Semester: II				
Programme: B.Ed.				
Course: Pedagogy of a School Subject Part-I [Hindi]				
Paper code: PS420132T/PS420132P			Credits: 2 (Theory) +1(Practicum)	
Total Hours: 30 (Theory) + 30 (Practicum)				
Category: Core				
Theory / Practical / Composite: Composite				
No of Modules: 1				
<p>Course Overview: The syllabus of Pedagogy of a School Subjects Part I (Hindi) covers aims, curriculum, values, and innovations in language education, highlighting its role in national integrity. It examines major teaching methods, supported by psychological theories of learning. Emphasis is placed on teacher qualities, professional growth, classroom strategies, and managing diverse learners. Finally, it explores effective use of textbooks, teaching aids, and language laboratories.</p>				
Course Outcome:				
1. Write about, explain, examine, analyse, discuss and compose a write-up about the foundation of teaching Hindi.				
2. State, describe, classify, explain, discuss, organise the strategies of Hindi teaching.				
3. Tell, summarise, investigate, explain, appraise, compose a write-up on the teaching-learning process in Hindi from the view-point of the eminent psychologists.				
4. Write about, summarise, examine, analyse, discuss or compose a write-up on the qualification and qualities and professional growth of Hindi teacher, application of different teaching skills and management of learning of slow and gifted learners.				
5. State, describe, classify, explain, discuss and compose a write -up on the learning resources in Hindi teaching and perform activity followed by report writing.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO MAPPING	COGNITIVE LEVEL
I.	<p>Foundations of Language Teaching:</p> <ul style="list-style-type: none"> • Aims and objectives of Language Teaching. • Language Curriculum, Values of Language Teaching. • Inter relationship of various branches of language • Innovations in language teaching • Inculcation of National Integrity through Language teaching. 	7 hrs	CO1	K1, K2, K3, K4, K5, K6
II.	Teaching and Learning Process:	10 hrs	CO2	K1, K2, K3, K4, K5, K6

	<p>Features, Limitations and comparison of different approaches and methods</p> <ul style="list-style-type: none"> • Direct Method • Grammar translation • Structural Approach • Functional-Communicative Approach • Lecture Method • Interactive Method • Demonstration-observation method, • Heuristic Method, • Project Method • CAI ● Teaching –learning of language from the viewpoint of Skinner, Piaget, Bruner, Vygotsky 				CO3
III.	<p>Teacher and Teaching Skill (As per concerned subject):</p> <ul style="list-style-type: none"> • Qualities of a good language teacher • Qualifications of a good language teacher (according to NCTE, RTE, RMSA) • Professional growth of a language teacher • Micro Teaching • Simulated Teaching • Integrated Teaching/Teaching in classroom situation. • Management of learning of slow learners in reference to language teaching 	9 hrs	CO4	K1, K2, K3, K4, K5, K6	
IV.	<p>Learning Resource in Language Teaching:</p> <ul style="list-style-type: none"> • Meaning, type and importance of Learning Resources. • Quality of good language textbook. (textbook revision) • Teaching aids in language. (Improvisation of Teaching Aids.) • Planning and organization of language Laboratory 	4 hrs	CO5	K1, K2, K3, K4, K5, K6	
Engagement with the Field/ Practicum	Student activity followed by report writing	30 hrs	CO1 to CO5	K1, K2, K3, K4, K5, K6	
Text Books					
<ol style="list-style-type: none"> 1. हिंदी शिक्षण शास्त्र भाग 1&2- प्रमोद कुमार यादव/ रीता बुक एजेंसी 2. भाषा शिक्षण- डॉ रत्नंद्र नाथ श्रीवास्तव/ वाणी प्रकाशन 					

3. तकनीकी उपकरण और भाषा प्रयोगशाला- डॉ रवद्र नाथ श्रीवास्तव

Suggested readings

1. कौशिक, जयनारायण (2006), हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, पंचकूला।
2. शैक्षक प्रौद्योगिकी एवं कंप्यूटर सहअनुदेशन- डॉ. सत्यवीर सिंह
3. शमा, गंगाराम एवं भारद्वाज, सुधीर कुमार (2012), हिन्दी भाषा शिक्षण, रावी प्रकाशन, आगरा।
4. चौहान, गीता (2016), हिन्दी शिक्षण, अग्रवाल पब्लिकेशन्स, आगरा।
5. श्रीवास्तव, रवन्द्रनाथ (1978), हिन्दी शिक्षण, एड मैकमलन कंपनी ऑफ इंडिया लिमिटेड, नई दिल्ली।
6. राष्ट्रीय पाठ्यचर्या की रूपरेखा (2005), (2006), एन.सी.ई.आर.टी. प्रकाशन विभाग, नई दिल्ली।
7. भागव, लक्ष्मी (2009), हिन्दी शिक्षण, विजय प्रकाशन मंदिर, वाराणसी।
8. रस्तोगी, कृष्णगोपाल (2001), मातृभाषा शिक्षण: शब्दों का अर्थ विश्लेषण, एन.सी.ई.आर.टी., नई दिल्ली-110013।
9. लाल, रमन बिहारी (2007), हिन्दी शिक्षण, रस्तोगी पब्लिकेशन्स, शिवाजी रोड, मेरठ।
10. चोपड़ा, रवकांता व व्यास आनन्द प्रकाश (1998). मातृभाषा हिन्दी शिक्षण. दिल्ली: राष्ट्रीय शैक्षक अनुसंधान और प्रशिक्षण परिषद।
11. सिंह, सावित्री (2007). हिन्दी शिक्षण. मेरठ: इंटरनेशनल पब्लिशिंग हाउस।
12. राष्ट्रीय फोकस समूह का आधार पत्र (2008). पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तकें, दिल्ली: राष्ट्रीय शैक्षक अनुसंधान और प्रशिक्षण परिषद।
13. शमा, खेमराज व शमा, ब्रजराज (2011). हिन्दी शिक्षण. आगरा: अग्रवाल पब्लिकेशन।
14. पाण्डेय, रामशकल (2014). हिन्दी शिक्षण. आगरा: अग्रवाल पब्लिकेशन्स।
15. लाल, रमन बिहारी (2017). हिन्दी शिक्षण, हिन्दी शिक्षण विज्ञान. मेरठ: आर० लाल बुक डिपो।

Web Resources

1. भारतीय भाषाओं का शिक्षण (ncert)
https://ncert.nic.in/pdf/h_focus_group/Bhartiya%20Bhasaon%20Ka%20Sikshan.pdf
2. [Pedagogy of Hindi \(Part II\).pdf - Google Drive](#)
3. [National Council for Teacher Education](#)
4. https://ncert.nic.in/pdf/h_focus_group/Shekshik%20Takniki.pdf
5. [EDU- 219 Pedagogy of HindiSanskrit.docx - Google Drive](#)
6. [courses.docx - Google Drive](#)
7. [शिक्षक, शिक्षण एवं आईसीटी। विकासपी डया - English - शिक्षा](#)

Evaluation

Theory: 50 marks

- End Semester Examination- 35 marks

- **CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)]**

Practicum: 50 marks

Paper Structure for end semester theory examination of 35 marks

3 very short type questions × 2 marks (out of 5 questions) = 6 marks

2 short type questions × 4 marks (out of 3 questions) = 8 marks

3 essay type questions × 7 marks (out of 5 questions) = 21 marks

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write about, explain, examine, analyse, discuss and compose a write-up about the foundation of teaching Hindi.	K1, K2, K3, K4, K5, K6
CO2	State, describe, classify, explain, discuss, organise the strategies of Hindi teaching.	K1, K2, K3, K4, K5, K6
CO3	Tell, summarise, investigate, explain, appraise, compose a write-up on the teaching- learning process in language from the view-point of the eminent psychologists.	K1, K2, K3, K4, K5, K6
CO4	Write about, summarise, examine, analyse, discuss or compose a write-up on the qualification and qualities and professional growth of Hindi teacher, application of different teaching skills and management of learning of slow and gifted learners.	K1, K2, K3, K4, K5, K6
CO5	State, describe, classify, explain, discuss and compose a write-up on the learning resources in Hindi teaching and perform activity followed by report writing.	K1, K2, K3, K4, K5, K6

Semester: II				
Programme: B.Ed.				
Course: Pedagogy of School Subject Part - I [Geography]				
Paper code: PS420212T/ PS420212P			Credits: 2 (Theory) + 1 (Practicum)	
Total Hours: 30 (Theory) + 30 (Practicum)				
Category: Core				
Theory / Practical / Composite: Composite				
No. of Modules: 1				
<p>Course Overview: This course provides a foundational understanding of social science teaching by focusing on its aims, objectives, curriculum, values, and interdisciplinary correlations. It introduces various strategies and methods of social science teaching, along with psychological perspectives on the teaching-learning process. The course also emphasizes the role of the social science teacher, development of teaching skills, and management of diverse learners. Additionally, it familiarizes student teachers with learning resources in social science, including textbooks, teaching aids, and the planning and organization of social science laboratories for effective classroom and laboratory instruction.</p>				
Course Outcome:				
1. Write about, explain, examine, analyse, discuss and compose a write-up about the foundation of teaching social science.				
2. State, describe, classify, explain, discuss and organise the strategies of social science teaching.				
3. Tell, summarise, investigate, explain, appraise and compose a write-up on the teaching- learning process in social science from the view-point of the eminent psychologists.				
4. Write about, summarise, examine, analyse, discuss and compose a write-up on the qualification and qualities and professional growth of a social science teacher, application of different teaching skills and management of learning of slow and gifted learners.				
5. State, describe, classify, explain, discuss and compose a write -up on the learning resources in social science teaching and perform activity followed by report writing.				
Prerequisites: Basic knowledge about any prior course				
SYLLABUS				
UNIT	CONTENT	HOURS	CO MAPPING	COGNITIVE LEVEL
I.	Foundation of Social Science Teaching: <ul style="list-style-type: none"> ● Aims and objectives of social science teaching ● Social science curriculum, Values of social science teaching 	7 hrs	CO1	K1, K2, K3, K4, K5, K6

	<ul style="list-style-type: none"> Teaching aids in social science (improvisation and utilization of teaching aids) Planning and organisation of social science laboratory 			
Engagement with the Field/Practicum	Student activity followed by report writing	30 hrs	CO1 to CO5	K1, K2, K3, K4, K5, K6
Text Books				
1. Pedagogy of Social Sciences (2 nd edition) by S.K. Mangal; Uma Mangal (PHI Learning)				
2. Teaching of Geography : Fundamental Principles and Methods- Rafiq Ahmed Hajam; Shahnawaz Ahmed Baba				
Suggested readings				
1. Pedagogy of Social Science Teaching by Indira Nath and Sharmila Dutta (Aaheli Publishers)				
2. Pedagogy of Social Science Teaching by Dr. Jayanta Mete and Dr. Prarthita Biswas (Rita Publishers)				
Web Resources				
1. https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_GEOGRAPHY.pdf				
2. https://www.youtube.com/watch?v=mydDj0XQxhY&pp=ygUjcGVkYWdvZ3kqb2YgdGVhY2hpbmcgc29jaWFsIHVjaWVvY2U%3D				
3. https://www.youtube.com/watch?v=b2Loa-T7Cc8&pp=ygUkbGVhcm5pbmcgc29jaWVvY2U%3D				
Evaluation				
Theory: 50 marks				
<ul style="list-style-type: none"> End Semester Examination- 35 marks CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] 				
Practicum: 50 marks				
Paper Structure for end semester theory examination of 35 marks				
3 very short type questions × 2 marks (out of 5 questions) = 6 marks				
2 short type questions × 4 marks (out of 3 questions) = 8 marks				
3 essay type questions × 7 marks (out of 5 questions) = 21 marks				

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write about, explain, examine, analyse, discuss and compose a write-up about the foundation of teaching social science.	K1, K2, K3, K4, K5, K6
CO2	State, describe, classify, explain, discuss, organise the strategies of social science teaching.	K1, K2, K3, K4, K5, K6

CO3	Tell, summarise, investigate, explain, appraise, compose a write-up on the teaching- learning process in socialscience from the view-point of the eminent psychologists.	K1, K2, K3, K4, K5, K6
CO4	Write about, summarise, examine, analyse, discuss or compose a write-up on the qualification and qualities and professional growth of social science teacher, application of different teaching skills and management of learning of slow and gifted learners.	K1, K2, K3, K4, K5, K6
CO5	State, describe, classify, explain, discuss and compose a write-up on the learning resources in social science teaching and perform activity followed by report writing.	K1, K2, K3, K4, K5, K6

Semester: II				
Programme: B.Ed.				
Course: Pedagogy of a School Subject Part - I [History]				
Paper code: PS420222T / PS420222P			Credits: 2 (Theory) +1(Practicum)	
Total Hours: 30 (Theory) + 30 (Practicum)				
Category: Core				
Theory / Practical / Composite: Composite				
No of Modules: 1				
<p>Course Overview: This course provides a foundational understanding of History teaching by focusing on its aims, objectives, curriculum, values, and interdisciplinary correlations. It introduces various strategies and methods of history teaching, along with psychological perspectives on the teaching–learning process. The course also emphasizes the role of the History teacher, development of teaching skills, and management of diverse learners. Additionally, it familiarizes student teachers with learning resources in history, including textbooks, teaching aids, and the planning and organization of history laboratories for effective classroom and laboratory instruction.</p>				
Course Outcome:				
1. Write about, explain, examine, analyse, discuss and compose a write-up about the foundation of teaching history.				
2. State, describe, classify, explain, discuss, organise the strategies of history teaching.				
3. Tell, summarise, investigate, explain, appraise, compose a write-up on the teaching-learning process in History from the view-point of the eminent psychologists.				
4. Write about, summarise, examine, analyse, discuss or compose a write-up on the qualification and qualities and professional growth of History teacher, application of different teaching skills and management of learning of slow and gifted learners.				
5. State, describe, classify, explain, discuss and compose a write -up on the learning resources in History teaching and perform activity followed by report writing.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	<p>Foundation of Social Science Teaching:</p> <ul style="list-style-type: none"> · Aims and objectives of Social Science Teaching · Social Science Curriculum, Values of Social Science Teaching · Correlation of Social Science with other subject of curriculum · Importance of innovations in Social Science Teaching. 	7 hrs	CO1	K1, K2, K3, K4, K5, K6

	· National Integrity through Social Science Teaching			
II.	STRATEGIES OF SOCIAL SCIENCE TEACHING: <ul style="list-style-type: none"> ● Features and limitations of different methods. ● Lecture Method ● Demonstration method ● Heuristic method ● Laboratory method ● Project method ● CAI ● Problem solving method ● Teaching learning process in social science from the viewpoint of Skinner, Piaget, Bruner, Vygotsky 	10 hrs	CO2 CO3	K1, K2, K3, K4, K5, K6
III.	TEACHER AND TEACHING SKILLS: <ul style="list-style-type: none"> ● Qualifications and qualities of social science teachers ● Professional growth of social science teachers ● Micro-teaching ● Simulated teaching ● Teaching in classroom situation- integrated teaching ● Laboratory practical- based demonstration skills ● Management of learning of slow and gifted learners 	9 hrs	CO4	K1, K2, K3, K4, K5, K6
IV.	LEARNING RESOURCES IN SOCIAL SCIENCE TEACHING: <ul style="list-style-type: none"> ● Meaning, types and importance of learning resources ● Quality of good social science textbook ● Teaching aids in social science (improvisation & utilization of teaching aids) ● Planning and organisation of social science laboratory 	4 hrs	CO5	K1, K2, K3, K4, K5, K6
Engagement with the	Student activity followed by report writing	30 hrs	CO1 to CO5	K1, K2, K3, K4, K5, K6

Field/ Practicum				
Text Books				
1. Teaching of Social Studies- S.K. Kochar				
2. Teaching of Social Science- R.P. Pathak				
3. Methodology of Teaching Social Science- M. Dash				
Suggested readings				
1. Teaching of Social Science in Schools- NCERT (National Council of Educational Research and Training, India)				
2. Essentials of Social Studies- Thomas L. Dynneson and Richard E. Gross				
3. Constructing the Social Sciences in the Classroom				
Web Resources				
1. https://ncert.nic.in				
2. https://cbseacademic.nic.in				
3. https://teachinghistory.org				
4. https://www.tes.com/teaching-resources				
Evaluation				
Theory: 50 marks				
<ul style="list-style-type: none"> ● End Semester Examination- 35 marks ● CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] 				
Practicum: 50 marks				
Paper Structure for end semester theory examination of 35 marks				
3 very short type questions × 2 marks (out of 5 questions) = 6 marks				
2 short type questions × 4 marks (out of 3 questions) = 8 marks				
3 essay type questions × 7 marks (out of 5 questions) = 21 marks				

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write about, explain, examine, analyse, discuss and compose a write-up about the foundation of teaching history.	K1, K2, K3, K4, K5, K6
CO2	State, describe, classify, explain, discuss, organise the strategies of history teaching.	K1, K2, K3, K4, K5, K6
CO3	Tell, summarise, investigate, explain, appraise, compose a write-up on the teaching- learning process in social science from the view-point of the eminent psychologists.	K1, K2, K3, K4, K5, K6
CO4	Write about, summarise, examine, analyse, discuss or compose a write-up on the qualification and qualities and professional growth of history teacher, application of different teaching skills and management of learning of slow and gifted learners.	K1, K2, K3, K4, K5, K6

CO5	State, describe, classify, explain, discuss and compose a write-up on the learning resources in history teaching and perform activity followed by report writing.	K1, K2, K3, K4, K5, K6
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Semester: II				
Programme: B.Ed.				
Course: Pedagogy of a School Subject Part - I [Political Science]				
Paper code: PS420232T/ PS420232P			Credits: 2(Theory) + 1 (Practicum)	
Total Hours: 30 (Theory) + 30 (Practicum)				
Category: Core/MDC/SEC/VAC : Core				
Theory / Practical / Composite: Composite.				
No. of Modules: 1				
<p>Course Overview: This course provides a foundational understanding of political science teaching by focusing on its aims, objectives, curriculum, values, and interdisciplinary correlations. It introduces various strategies and methods of Political Science teaching, along with psychological perspectives on the teaching–learning process. The course also emphasizes the role of the Political science teacher, development of teaching skills, and management of diverse learners. Additionally, it familiarizes student teachers with learning resources in Political science, including textbooks, teaching aids, and the planning and organization of political science laboratories for effective classroom and laboratory instruction.</p>				
Course Outcome: Students will be able to				
1. Recognize, explain, execute, examine, judge and compose a write-up about the foundation of teaching political science.				
2. State, describe, classify, explain, discuss, organise the strategies of political science teaching.				
3. Tell, summarise, investigate, explain, appraise, and compose a write-up on the teaching- learning process in political science from the view-point of the eminent psychologists.				
4. Write about, summarise, examine, analyse, discuss or compose a write-up on the qualification and qualities and professional growth of political science teacher, application of different teaching skills and management of learning of slow and gifted learners.				
5. State, describe, classify, explain, discuss and compose a write -up on the learning resources in political science teaching and perform activity followed by report writing.				
Prerequisites: Basic knowledge about any prior course				
SYLLABUS				
Unit	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I	<p>Foundation of Social Science Teaching:</p> <ul style="list-style-type: none"> • Aims and objectives of Social Science Teaching. • Social Science Curriculum. Values of Social Science Teaching. • Correlation of Social Science with other subject of curriculum. • Importance of innovations in Social Science Teaching. <p>National Integrity through Social Science Teaching.</p>	7 Hours	CO1	K1, K2, K3, K4,K5,K6
II	<p>Strategies of Social Science Teaching.</p> <p>Features and Limitations of different methods:</p> <ul style="list-style-type: none"> • Lecture Method • Interactive Method • Demonstration – Observation Method • Regional Method • Heuristic Method 	10 Hours	CO2 CO3	K1,K2, K3, K4, K5, K6

	<ul style="list-style-type: none"> Project Method CAI Teaching learning process in Social Science from the view point of Skinner, Piaget, Bruner, and Vygotsky.			
III	Teacher and Teaching skills: <ul style="list-style-type: none"> Qualifications and qualities of Social Science Teachers Professional growth of Social science Teachers Micro-teaching Simulated Teaching Teaching in class room situation/ Integrated teaching Management of learning of slow and gifted learners 	9 Hours	CO4	K1,K2,K3, K4,K5,K6
IV	Learning Resources in Social Science Teaching. <ul style="list-style-type: none"> Meaning, type and importance of learning resources. Quality of good Social Science text book. Teaching aids in Social Science (improvisation & utilization of teaching aids). Planning and organization of Social Science Laboratory. 	4 Hours	CO5	K1,K2,K3, K4,K5,K6
Engagement with the Field/Practicum	Student Activity Followed by Report Writing.	30 Hours	CO1-CO5	K1,K2,K3,K4, K5,K6
Text Books				
1. Pedagogy of Social Sciences by S.K. Mangal (Author), Uma Mangal (Author), PHI Learning, 30 March 2018.				
Suggested readings:				
1) Teaching of Social Studies by Dr. Indira Singh and Dr. Satnaam Singh and Himani Malyan & Dr. R.K. Srivastva (Authors). Paragon International Publishers, 1 January 2019.				
2) Pedagogy of Social Science Teaching (Education) Semester II Course VII (A) by Indira Nath (Author), Sharmila Dutta (Author). Supernova Publishers & Dist Pvt Ltd Kolkata. 1 January 2022.				
Web Resources				
1. https://www.hpuniv.ac.in/hpuniv/upload/uploadfiles/files/PEDAGOGY%20OF%20SOCIAL%20SCIENCES.pdf				
2. https://www.wbnsou.ac.in/online_services/SLM/BED/A4_Part-III.pdf				
3. https://egyankosh.ac.in/bitstream/123456789/46720/1/Unit-3.pdf				
4. https://manuu.edu.in/sites/default/files/2023-04/Teaching%20Skills%20for%20Effective%20Teaching%20%26%20Learning.pdf				
5. https://www.tnteu.ac.in/pdf/social.pdf				
6. https://www.slideshare.net/slideshow/co-curricular-activities-in-social-science/90914788				

Evaluation:
Theory: 50 marks <ul style="list-style-type: none"> • End Semester Examination- 35 marks • CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] Practicum: 50 marks
Paper Structure for end semester theory examination of 35 marks 3 very short type questions × 2 marks (out of 5 questions) = 6 marks 2 short type questions × 4 marks (out of 3 questions) = 8 marks 3 essay type questions × 7 marks (out of 5 questions) = 21 marks

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Recognize, explain, execute, examine, judge and compose a write-up about the foundation of teaching political science.	K1, K2, K3, K4, K5, K6
CO2	State, describe, classify, explain, discuss, organise the strategies of political science teaching.	K1, K2, K3, K4, K5, K6
CO3	Tell, summarise, investigate, explain, appraise, and compose a write-up on the teaching- learning process in political science from the view-point of the eminent psychologists.	K1, K2, K3, K4, K5, K6
CO4	Write about, summarise, examine, analyse, discuss or compose a write-up on the qualification and qualities and professional growth of political science teacher, application of different teaching skills and management of learning of slow and gifted learners.	K1, K2, K3, K4, K5, K6
CO5	State, describe, classify, explain, discuss and compose a write -up on the learning resources in political science teaching and perform activity followed by report writing.	K1, K2, K3, K4, K5, K6

Semester: II				
Programme: B.Ed.				
Course: Pedagogy of a School Subject Part - I [Economics]				
Paper code: PS420242T/ PS420242P				Credits: 2 (Theory) +1(Practicum)
Total Hours : 30 (Theory) + 30 (Practicum)				
Category: Core/MDC/SEC/VAC : Core				
Theory / Practical / Composite : Composite				
No of Modules : 1				
Course Overview: This course provides a foundational understanding of social science teaching by focusing on its aims, objectives, curriculum, values, and interdisciplinary correlations. It introduces various strategies and methods of social science teaching, along with psychological perspectives on the teaching–learning process. The course also emphasizes the role of the social science teacher, development of teaching skills, and management of diverse learners. Additionally, it familiarizes student teachers with learning resources in social science, including textbooks, teaching aids, and the planning and organization of science laboratories for effective classroom and laboratory instruction.				
Course Outcome:				
1. Write about, explain, examine, analyse, discuss and compose a write-up about the foundation of teaching Economics.				
2. State, describe, classify, explain, discuss, organise the strategies of Economics teaching.				
3. Tell, summarise, investigate, explain, appraise, compose a write-up on the teaching-learning process in social science from the view-point of the eminent psychologists.				
4. Write about, summarise, examine, analyse, discuss or compose a write-up on the qualification and qualities and professional growth of Economics teacher, application of different teaching skills and management of learning of slow and gifted learners.				
5. State, describe, classify, explain, discuss and compose a write -up on the learning resources in Economics teaching and perform activity followed by report writing.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	FOUNDATION OF SOCIAL SCIENCE TEACHING: · Aims and objectives of Social Science Teaching · Social Science Curriculum, Values of Social Science Teaching · Correlation of Social Science with other subject of curriculum · Importance of innovations in Mathematical Teaching.	7 hrs.	CO1	K1, K2, K3, K4, K5, K6

	· National Integrity through Social Science Teaching			
II.	STRATEGIES OF SCIENCE TEACHING: · Features and Limitations of different methods: · Lecture Method · Interactive Method · Demonstration – Observation Method · Regional Method · Heuristic Method · Project Method · CAI · Teaching learning process in Social Science from the view point of Skinner, Piaget, Bruner, and Vygotsky	10 hrs.	CO2, CO3	K4, K5, K6
III.	TEACHER AND TEACHING SKILLS: · Qualifications and qualities of Social Science Teachers · Professional growth of Social science Teachers · Micro-teaching · Simulated Teaching · Teaching in class room situation/ Integrated teaching · Management of learning of slow and gifted learners	9 hrs.	CO4	K1, K2, K3, K4, K5, K6
IV.	LEARNING RESOURCES IN SOCIAL SCIENCE TEACHING: · Meaning, type and importance of learning resources · Quality of good Social Science text book · Teaching aids in Social Science(improvisation & utilization of teaching aids) · Planning and organization of Social Science Laboratory	4 hrs.	CO5	K1, K2, K3, K4, K5, K6
Engagement with the Field/ Practicum	Student Activity followed by report writing	30 hrs.	CO1 to CO5	K1, K2, K3, K4, K5, K6
Text Books				
1. Teaching of Social Science, S.K. Mangal and Uma Mangal, PHI Learning Pvt. Ltd				
Suggested readings				
1. Higher Secondary Economics, Jaydeb Sarkhel and Debjani Sarkhel, New Book Syndicate				
Web Resources				
1. https://www.socialstudies.org/standards/national-curriculum-standards-social-studies				

2. <https://yoursmartclass.com/aims-objectives-and-values-of-teaching-social-science-a-complete-guide/>

Evaluation

Theory: 50 marks

- End Semester Examination- 35 marks
- CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)]

Practicum: 50 marks

Paper Structure for End Semester Theory Exam (35 Marks):

3 very short type questions × 2 marks (out of 5 questions) = 6 marks

2 short type questions × 4 marks (out of 3 questions) = 8 marks

3 essay type questions × 7 marks (out of 5 questions) = 21 marks

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write about, explain, examine, analyse, discuss and -compose a write-up about the foundation of teaching Economics.	K1, K2, K3, K4, K5, K6
CO2	State, describe, classify, explain, discuss, organise the strategies of Economics teaching.	K1, K2, K3, K4, K5, K6
CO3	Tell, summarise, investigate, explain, appraise, compose a write-up on the teaching- learning process in social science from the view-point of the eminent psychologists.	K1, K2, K3, K4, K5, K6
CO4	Write about, summarise, examine, analyse, discuss or compose a write-up on the qualification and qualities and professional growth of Economics teacher, application of different teaching skills and management of learning of slow and gifted learners.	K1, K2, K3, K4, K5, K6
CO5	State, describe, classify, explain, discuss and compose a write -up on the learning resources in Economics teaching and perform activity followed by report writing.	K1, K2, K3, K4, K5, K6

Semester: II				
Programme: B.Ed.				
Course: Pedagogy of a School Subject Part - I [Life Science]				
Paper code: PS420312T/ PS420312P			Credits: 2 (Theory) +1 (Practicum)	
Total Hours: 30 (Theory) + 30 (Practicum)				
Category: Core				
Theory / Practical / Composite: Composite				
No of Modules: 1				
<p>Course Overview: This course provides a foundational understanding of Life Science teaching by focusing on its aims, objectives, curriculum, values, and interdisciplinary correlations. It introduces various strategies and methods of Life Science teaching, along with psychological perspectives on the teaching–learning process. The course also emphasizes the role of the Life Science teacher, development of teaching skills, and management of diverse learners. Additionally, it familiarizes student teachers with learning resources in Life Science, including textbooks, teaching aids, and the planning and organization of science laboratories for effective classroom and laboratory instruction.</p>				
Course Outcome:				
1. Write about, explain, examine, analyse, discuss and compose a write-up about the foundation of teaching Life Science.				
2. State, describe, classify, explain, discuss, organise the strategies of Life Science teaching.				
3. Tell, summarise, investigate, explain, appraise, compose a write-up on the teaching- learning process in science from the view-point of the eminent psychologists.				
4. Write about, summarise, examine, analyse, discuss or compose a write-up on the qualification and qualities and professional growth of Life Science teacher, application of different teaching skills and management of learning of slow and gifted learners.				
5. State, describe, classify, explain, discuss and compose a write -up on the learning resources in Life Science teaching and perform activity followed by report writing.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	FOUNDATION OF SCIENCE TEACHING: <ul style="list-style-type: none"> ● Aims and objectives of science teaching. ● Science curriculum, values of science teaching. ● Correlation of science with other subjects of the curriculum. 	7 hrs	CO1	K1, K2, K3, K4, K5, K6

	<ul style="list-style-type: none"> ● Science aptitude and attitude. ● Importance of innovation in science teaching. 			
II.	STRATEGIES OF SCIENCE TEACHING: <ul style="list-style-type: none"> ● Features and limitations of different methods. <ul style="list-style-type: none"> ● Lecture Method. ● Demonstration method. ● Heuristic method. ● Laboratory method. ● Project method. ● CAI. ● Problem solving method. ● Teaching learning process in science from the viewpoint of Skinner, Piaget, Bruner, and Vygotsky. 	10 hrs	CO2, CO3	K1, K2, K3, K4, K5, K6
III.	TEACHER AND TEACHING SKILLS: <ul style="list-style-type: none"> ● Qualifications and qualities of science teachers. ● Professional growth of science teachers. ● Micro-teaching. ● Simulated teaching. ● Teaching in classroom situation- integrated teaching. ● Laboratory practical- based demonstration skills. ● Management of learning of slow and gifted learners. 	9 hrs	CO4	K1, K2, K3, K4, K5, K6
IV.	LEARNING RESOURCES IN SCIENCE TEACHING: <ul style="list-style-type: none"> ● Meaning, types and importance of learning resources. ● Quality of good science textbook. ● Teaching aids in science including improvisation of teaching aids. ● Planning and organisation of science laboratory. 	4 hrs	CO5	K1, K2, K3, K4, K5, K6
Engagement with the Field/ Practicum	Student activity followed by report writing.	30 hrs	CO1 to CO5	K1, K2, K3, K4, K5, K6

Text Books
1. Pedagogy of Life Science part 2 by N. Rajeswari (2022) Shanta Publications
2. Methodology of Teaching Science by Sonica Rajan (Pearson)
3. Pedagogy of Science: Life Science Part I, by NCERT
4. Pedagogy of Science: Life Science Part II by NCERT
Suggested readings
1. Pedagogy of Science Teaching part 2 by Dr Amal Kanti Sarkar (Rita Publication).
2. Pedagogy of Science Teaching (Life Science) part 2 by Dr. M. Jamaluddin and Prof. P.C. Agarwal (Aaheli Publishers).
Web Resources
1. https://www.hpuniv.ac.in/hpuniv/upload/uploadfiles/files/Teaching%20of%20Life%20Sci%202.pdf
2. https://youtu.be/K1wBwBIDI2Y
3. https://youtu.be/bFNGiz8Z_Go
4. https://youtu.be/v_96BjGMSLU
Evaluation
Theory: 50 marks
<ul style="list-style-type: none"> • End Semester Examination- 35 marks • CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)]
Practicum: 50 marks
Paper Structure for End Semester Theory Examination of 35 Marks
3 very short type questions × 2 marks (out of 5 questions) = 6 marks
2 short type questions × 4 marks (out of 3 questions) = 8 marks
3 essay type questions × 7 marks (out of 5 questions) = 21 marks

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write about, explain, examine, analyse, discuss and compose a write-up about the foundation of teaching physical science.	K1, K2, K3, K4, K5, K6
CO2	State, describe, classify, explain, discuss, organise the strategies of physical science teaching.	K1, K2, K3, K4, K5, K6
CO3	Tell, summarise, investigate, explain, appraise, compose a write-up on the teaching- learning process in science from the view-point of the eminent psychologists.	K1, K2, K3, K4, K5, K6
CO4	Write about, summarise, examine, analyse, discuss or compose a write-up on the qualification and qualities and professional growth of physical science teacher, application of different teaching skills and management of learning of slow and gifted learners.	K1, K2, K3, K4, K5, K6
CO5	State, describe, classify, explain, discuss and compose a write-up on the learning resources in physical science teaching and perform activity followed by report writing.	K1, K2, K3, K4, K5, K6

Semester: II				
Programme: B.Ed.				
Course: Pedagogy of a School Subject Part - I [Physical Science]				
Paper code: PS420322T/ PS420322P			Credits: 2 (Theory) +1(Practicum)	
Total Hours: 30 (Theory) + 30 (Practicum)				
Category: Core				
Theory / Practical / Composite: Composite				
No of Modules: 1				
<p>Course Overview: This course provides a foundational understanding of physical science teaching by focusing on its aims, objectives, curriculum, values, and interdisciplinary correlations. It introduces various strategies and methods of physical science teaching, along with psychological perspectives on the teaching–learning process. The course also emphasizes the role of the physical science teacher, development of teaching skills, and management of diverse learners. Additionally, it familiarizes student teachers with learning resources in physical science, including textbooks, teaching aids, and the planning and organization of physical science laboratories for effective classroom and laboratory instruction.</p>				
Course Outcome:				
1. Write about, explain, examine, analyse, discuss and compose a write-up about the foundation of teaching physical science.				
2. State, describe, classify, explain, discuss, organise the strategies of physical science teaching.				
3. Tell, summarise, investigate, explain, appraise, compose a write-up on the teaching-learning process in physical science from the view-point of the eminent psychologists.				
4. Write about, summarise, examine, analyse, discuss or compose a write-up on the qualification and qualities and professional growth of physical science teacher, application of different teaching skills and management of learning of slow and gifted learners.				
5. State, describe, classify, explain, discuss and compose a write -up on the learning resources in physical science teaching and perform activity followed by report writing.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	<p>FOUNDATION OF SCIENCE TEACHING:</p> <ul style="list-style-type: none"> ● Aims and objectives of science teaching ● Science curriculum, values of science teaching ● Correlation of science with other subjects of the curriculum 	7 hrs.	CO1	K1, K2, K3, K4, K5, K6

	<ul style="list-style-type: none"> ● Science aptitude and attitude ● Importance of innovation in science teaching 			
II.	STRATEGIES OF SCIENCE TEACHING: <ul style="list-style-type: none"> ● Features and limitations of different methods. ● Lecture Method ● Demonstration method ● Heuristic method ● Laboratory method ● Project method ● CAI ● Problem solving method ● Teaching learning process in science from the viewpoint of Skinner, Piaget, Bruner, Vygotsky 	10 hrs.	CO2 CO3	K1, K2, K3, K4, K5, K6
III.	TEACHER AND TEACHING SKILLS: <ul style="list-style-type: none"> ● Qualifications and qualities of science teachers ● Professional growth of science teachers ● Micro-teaching ● Simulated teaching ● Teaching in classroom situation- integrated teaching ● Laboratory practical- based demonstration skills ● Management of learning of slow and gifted learners 	9 hrs.	CO4	K1, K2, K3, K4, K5, K6
IV.	LEARNING RESOURCES IN SCIENCE TEACHING: <ul style="list-style-type: none"> ● Meaning, types and importance of learning resources ● Quality of good science textbook ● Teaching aids in science including improvisation of teaching aids ● Planning and organisation of science laboratory 	4 hrs.	CO5	K1, K2, K3, K4, K5, K6
Engagement with the	Student activity followed by report writing	30 hrs.	CO1 to CO5	K1, K2, K3, K4, K5, K6

Field/ Practicum				
Text Books				
1. Pedagogy of Physical Science Part 1 by Jubrai Khamari and Asish Pati				
2. Pedagogy of Physical Science Part 1 by N Rajeswari				
3. B.Ed. First year Pedagogy of Physical Science by Payal Bhola Jain				
Suggested readings				
1. Pedagogy of Physical Science-1 by Dr. R. Jayakumar and Dr. D. Sivakumar				
2. Pedagogy of Science- Part 1, Textbook for B.Ed, NCERT				
3. Pedagogy of physical science by N. Venkat Rao and Dr. Ch. A. Ramulu				
Web Resources				
1. https://www.youtube.com/watch?v=yJiSVsN6_rl&t=8s [Measuring of Air Pressure]				
2. https://www.youtube.com/watch?v=vrU6YJle6O4&t=308s [What makes a good teacher great?]				
3. https://www.youtube.com/watch?v=8LJIFaMRg-M [Micro Teaching - How to introduce a chapter - Skill of Introduction]				
4. https://www.youtube.com/watch?v=07DPETgOkNE [Teaching skills: Achieving Closure]				
Evaluation				
Theory: 50 marks				
<ul style="list-style-type: none"> • End Semester Examination- 35 marks • CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] 				
Practicum: 50 marks				
Paper Structure for End Semester Theory Examination of 35 marks				
3 very short type questions × 2 marks (out of 5 questions) = 6 marks				
2 short type questions × 4 marks (out of 3 questions) = 8 marks				
3 essay type questions × 7 marks (out of 5 questions) = 21 marks				

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write about, explain, examine, analyse, discuss and compose a write-up about the foundation of teaching physical science.	K1, K2, K3, K4, K5, K6
CO2	State, describe, classify, explain, discuss, organise the strategies of physical science teaching.	K1, K2, K3, K4, K5, K6
CO3	Tell, summarise, investigate, explain, appraise, compose a write-up on the teaching- learning process in science from the view-point of the eminent psychologists.	K1, K2, K3, K4, K5, K6
CO4	Write about, summarise, examine, analyse, discuss or compose a write-up on the qualification and qualities and professional growth of physical science teacher, application of different teaching skills and management of learning of slow and gifted learners.	K1, K2, K3, K4, K5, K6
CO5	State, describe, classify, explain, discuss and compose a write-up on the learning resources in physical science teaching and perform activity followed by report writing.	K1, K2, K3, K4, K5, K6

Semester: II				
Programme: B.Ed.				
Course: Pedagogy of a School Subject Part - I [Mathematics]				
Paper code: PS420412T/ PS420412P			Credits: 2 (Theory) +1(Practicum)	
Total Hours: 30 (Theory) + 30 (Practicum)				
Category: Core				
Theory / Practical / Composite: Composite				
No of Modules: 1				
<p>Course Overview: This course provides a foundational understanding of Mathematics teaching by focusing on its aims, objectives, curriculum, values, and interdisciplinary correlations. It introduces various strategies and methods of Mathematics teaching, along with psychological perspectives on the teaching–learning process. The course also emphasizes the role of the mathematics teacher, development of teaching skills, and management of diverse learners. Additionally, it familiarizes student teachers with learning resources in Mathematics, including textbooks, teaching aids, and the planning and organization of mathematics laboratories for effective classroom and laboratory instruction.</p>				
Course Outcome: The students will be able to				
1. Write about, explain, examine, analyse, discuss and compose a write-up about the foundation of Mathematics teaching.				
2. State, describe, classify, explain, discuss, organise the strategies of Mathematics teaching.				
3. Tell, summarise, investigate, explain, appraise, compose a write-up on the teaching-learning process in Mathematics from the view-point of the eminent psychologists.				
4. Write about, summarise, examine, analyse, discuss or compose a write-up on the qualification and qualities and professional growth of Mathematics teacher, application of different teaching skills and management of learning of slow and gifted learners.				
5. State, describe, classify, explain, discuss and compose a write -up on the learning resources in Mathematics teaching, including quality of Mathematics textbook, teaching aids, the planning and organization of mathematics laboratory and perform activity followed by report writing.				
Prerequisites: Basic knowledge about any prior course				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	<p>FOUNDATION OF MATHEMATICS TEACHING:</p> <ul style="list-style-type: none"> ● Aims and objectives of Mathematics teaching ● Mathematics curriculum, values of Mathematics teaching 	7 hrs	CO1	K1, K2, K3, K4, K5, K6

	<ul style="list-style-type: none"> ● Correlation of Mathematics with other subjects of the curriculum ● Mathematical aptitude and attitude ● Importance of innovation in Mathematics teaching 			
II.	<p>STRATEGIES OF MATHEMATICS TEACHING: Features and limitations of different methods.</p> <ul style="list-style-type: none"> ● Lecture Method ● Inductive & deductive Method ● Method of Analysis & Synthesis ● Heuristic method ● Laboratory method ● Project method ● Topical Method ● Concentric Method ● CAI ● Problem solving method ● Teaching learning process in Mathematics from the viewpoint of Skinner, Piaget, Bruner, and Vygotsky 	10 hrs	CO2 CO3	K1, K2, K3, K4, K5, K6
III.	<p>TEACHER AND TEACHING SKILLS:</p> <ul style="list-style-type: none"> ● Qualifications and qualities of Mathematics teachers ● Professional growth of Mathematics teachers ● Micro-teaching ● Simulated teaching ● Teaching in classroom situation- integrated teaching ● Management of learning of slow and gifted learners 	9 hrs	CO4	K1, K2, K3, K4, K5, K6
IV.	<p>LEARNING RESOURCES IN SCIENCE TEACHING:</p> <ul style="list-style-type: none"> ● Meaning, types and importance of learning resources ● Quality of good Mathematics textbook 	4 hrs	CO5	K1, K2, K3, K4, K5, K6

	<ul style="list-style-type: none"> Teaching aids in Mathematics (improvisation of teaching aids) Planning and organisation of Mathematics laboratory 			
Engagement with the Field/ Practicum	Student activity followed by report writing	30 hrs	CO1 to CO5	K1, K2, K3, K4, K5, K6
Text Books				
1. Sahni, M. (2019). <i>Pedagogy of mathematics</i> . Vikas Publishing House.				
2. Sharma, A. K. (2010). <i>Content-cum-methodology of teaching mathematics</i> . Surjeet Publications.				
3. Pólya, G. (2014). <i>How to solve it: A new aspect of mathematical method</i> (Expanded ed.). Princeton University Press.				
Suggested readings				
1. National Council of Educational Research and Training. (2006). <i>Teaching of mathematics: Position paper (NCF 2005)</i> . NCERT.				
2. Indira Gandhi National Open University. (2023). <i>Curriculum and pedagogy of mathematics</i> . IGNOU.				
3. Sidhu, K. S. (1967). <i>The teaching of mathematics</i> . Sterling Publishers.				
Web Resources				
1. https://egvankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf [UNIT 4 EVALUATION IN MATHEMATICS]				
2. https://www.youtube.com/watch?v=vrU6YJle6O4&t=308s [What makes a good teacher great?]				
3. https://www.youtube.com/watch?v=8LJIFaMRg-M [Micro Teaching - How to introduce a chapter - Skill of Introduction]				
4. https://www.youtube.com/watch?v=07DPETgOkNE [Teaching skills: Achieving Closure]				
5. https://www.ijera.com/papers/Vol7_issue11/Part-2/C0711021922.pdf				
Evaluation				
Theory: 50 marks				
<ul style="list-style-type: none"> End Semester Examination- 35 marks CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] 				
Practicum: 50 marks				
Paper Structure for end semester theory examination of 35 marks				
3 very short type questions × 2 marks (out of 5 questions) = 6 marks				
2 short type questions × 4 marks (out of 3 questions) = 8 marks				
3 essay type questions × 7 marks (out of 5 questions) = 21 marks				

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write about, explain, examine, analyse, discuss and compose a write-up about the foundation of Mathematics teaching.	K1, K2, K3, K4, K5, K6
CO2	State, describe, classify, explain, discuss, organise the strategies of Mathematics teaching.	K1, K2, K3, K4, K5, K6
CO3	Tell, summarise, investigate, explain, appraise, compose a write-up on the teaching- learning process in Mathematics from the view-point of the eminent psychologists.	K1, K2, K3, K4, K5, K6
CO4	Write about, summarise, examine, analyse, discuss or compose a write-up on the qualification and qualities and professional growth of Mathematics teacher, application of different teaching skills and management of learning of slow and gifted learners.	K1, K2, K3, K4, K5, K6
CO5	State, describe, classify, explain, discuss and compose a write-up on the learning resources in Mathematics teaching and perform activity followed by report writing.	K1, K2, K3, K4, K5, K6

Semester: II		
Programme: B.Ed.		
Course: School Internship - I	Paper code: SI42511P	
Credits: 4		
Total Hours: 120		
Category: Core/MDC/SEC/VAC: Core		
Theory / Practical / Composite: Practicum		
No. of Modules: NA		
<p>Course Overview: The School Internship (first phase) provides student teachers with practical exposure to classroom teaching and school management. They participate in various school activities such as observing classes by subject teachers, participating in assemblies, mid-day meals, co-curricular programs, preparing timetables, and maintaining registers etc. The internship equips them with pedagogical skills, administrative awareness, and professional orientation to function effectively as future educators.</p>		
Course Outcome:		
1. Identify the components of school administration, explain and demonstrate the mechanism of functioning of daily schedule, analyse, assess and prepare a write up on the effectiveness of school management practices.		
2. Recall, discuss, apply, analyse, appraise and formulate strategies to be followed while teaching on the basis of prior observation of classes taken by subject teachers.		
3. List, explain and exhibit the educational significance of co-curricular activities and examine and judge teamwork, leadership, and organizational skills while activities of the school.		
4. Identify professional roles and responsibilities of a teacher, discuss the ethical standards and discipline required in school setting, demonstrate appropriate professional behaviour during internship activities, assess, appraise and formulate a plan of action for professional improvement.		
5. Recall experiences during internship and apply, justify and reorient those for subsequent teaching practices in the next internship.		
Prerequisites: Basic knowledge about any prior course		
SYLLABUS		
Content	CO Mapping	Cognitive Level
<ul style="list-style-type: none"> ● During School Internship-I the student-teachers are acquainted with the overall conduct of the school activities and record keeping. It includes observing classes taken by school teachers, taking substitution classes, giving invigilation duty, conducting morning assembly, maintaining attendance register and assisting school teachers in organising curricular and co-curricular activities. ● Internship, orients and acquaints the student teachers with the overall working of the school. 	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
Evaluation: 50 Marks		
1. Review and analysis of syllabus:10 Marks		
2. Participation in one co-curricular activity followed by report writing: 10 Marks		
3. Attendance: 30 Marks		

Semester: II				
Programme: B.Ed.				
Course: Knowledge and Curriculum Part – I				
Paper code: KC42032T/ KC42032P			Credits: 2 (Theory) + 2 (Practicum)	
Total Hours: 30 (Theory) + 60 (Practicum)				
Category: Core/MDC/SEC/VAC: Core				
Theory / Practical / Composite: Composite				
No of Modules: 1				
<p>Course Overview: The course explains the meaning of epistemology and its relevance to educational practice. It also examines key conceptual distinctions and relationships—between knowledge and skill, teaching and training, knowledge and information, and reason and belief—to develop clarity in educational thinking. This course introduces the philosophical foundations of education and highlights the significance of philosophy in shaping educational aims, curriculum, and teaching–learning processes. This course introduces the sociological foundations of education with special reference to the constitutional goals of Indian education and the role of schooling in social transformation. It examines major contemporary social issues influencing education, including globalization, multiculturalism, secularism, and education for sustainable development. This course introduces the fundamental concepts and broad scope of education in contemporary society. It examines the Four Pillars of Education and analyses major aims of education—personal, social, economic, and national development—in shaping holistic human growth. Further, the course explains the types of education—formal, non-formal, and informal—and the complementary roles of their respective agencies. By the end of the course, learners will be able to understand principles of curriculum planning, evaluate curriculum changes, and apply stage-appropriate perspectives in educational practice.</p>				
Course Outcome:				
1. Write, explain, examine, analyse, and discuss about the perspectives in education with special focus on the epistemological, philosophical, and sociological bases of education and design a reflective project.				
2. Recall, describe, investigate, analyse, discuss, and distinguish between knowledge and skill, teaching and training, knowledge and information, and reason and belief and design a reflective project.				
3. State, interpret, examine, explain, discuss, and compose the relationship among constitutional goals, social issues, and modern values and design a reflective project.				
4. Recall and explain the concepts and scope of education, its aims, agencies, and types; apply and analyze their interrelationships; evaluate their role in knowledge generation and development; and design a reflective project.				
5. Recall and explain the determinants and theories of curriculum development, stage-specific curricula, curriculum reforms in India, and National Curriculum Frameworks; apply and analyze their contextual relevance; evaluate their impact on educational practice; and design a reflective project.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
Unit	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	<p>Epistemological bases of Education:</p> <ul style="list-style-type: none"> · Meaning of epistemology with reference to the process of knowledge building and generation. · Distinction and relationship between: 	6 Hours	CO1, CO2	K1, K2, K4, K5, K6

	Knowledge and skill; Teaching and training; Knowledge and information; Reason and belief.			
II.	Philosophical Foundation of Education: · Significance of Philosophy in Education. · Brief account of the tenets of the following philosophers of education –Swami Vivekananda, Gandhi, Tagore, Aurobindo, Dewey, Dr. Sarvapalli Radhakrishnan and Sir Asutosh Mookherjee. · Relevance of the philosophy of the aforesaid philosophers in Indian education with regard to activity, discovery and dialogue.	6 Hours	CO1	K1, K2, K3, K4, K5, K6
III.	Sociological bases of education: · Constitutional goal for Indian Education. · Social issues in education –globalization, multiculturalism, secularism, education for sustainable development. · Nationalism, universalism and secularism – their interrelationship with education. · Illiteracy, poverty, socially disadvantaged groups gender inequality.	6 Hours	CO1, CO3	K1, K2, K3, K4, K5, K6
IV.	Concepts and scope of education: · Four pillars of education. · Aims of education: Personal, Social, Economic and National Development. · Education for generation, conservation and transmission of knowledge. · Agencies of education: home, school, community and media. · Types of education: formal, non-formal, informal and role of their agencies.	6 Hours	CO4	K1, K2, K4, K5, K6
V.	Dynamics of Curriculum Development: · Determinants of curriculum development · Theories of curriculum development · Stage Specific Curriculum-Pre-primary, Primary, Secondary, Higher Secondary · Curriculum reforms in India; National Curriculum Frameworks	6 Hours	CO5	K1, K2, K3, K4, K5, K6
Engagem ent with the Field/ Practicu m	Project	60 Hours	CO1 to CO5	K1, K2, K3, K4, K5, K6

Text Books

1. **Theories of Knowledge and Curriculum** by Shashi Prabha Sharma
2. **Knowledge and Curriculum** by NCERT (for B.Ed. courses)
3. **Curriculum: Foundations, Principles, and Issues** by Allan C. Ornstein & Francis P. Hunkins
4. **Curriculum Development and Evaluation** by Dr. Arora G.L

Suggested readings

1. **Knowledge and Curriculum** – Dr. Bhavna Shukla

2. Knowledge & Curriculum – <i>M.S. Sachdeva & K.K. Sharma</i>
3. Education and the Curriculum – M. S. Yadav & M. Read
Web Resources
1. https://openlibrary.org/
2. https://jobshints.com/
Evaluation Theory: 50 marks <ul style="list-style-type: none"> ● End Semester Examination- 35 marks ● CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] Practicum: 50 marks
Paper Structure for End Semester Theory Examination of 35 marks 3 very short type questions × 2 marks (out of 5 questions) = 6 marks 2 short type questions × 4 marks (out of 3 questions) = 8 marks 3 essay type questions × 7 marks (out of 5 questions) = 21 marks

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write, explain, examine, analyse, and discuss about the perspectives in education with special focus on the epistemological, philosophical, and sociological bases of education and design a reflective project.	K1, K2, K4, K5, K6
CO2	Recall, describe, investigate, analyse, discuss, and distinguish between knowledge and skill, teaching and training, knowledge and information, and reason and belief and design a reflective project.	K1, K2, K3, K4, K5, K6
CO3	State, interpret, examine, explain, discuss, and compose the relationship among constitutional goals, social issues, and modern values and design a reflective project.	K1, K2, K3, K4, K5, K6
CO4	Recall and explain the concepts and scope of education, its aims, agencies, and types; apply and analyze their interrelationships; evaluate their role in knowledge generation and development; and design a reflective project.	K1, K2, K4, K5, K6
CO5	Recall and explain the determinants and theories of curriculum development, stage-specific curricula, curriculum reforms in India, and National Curriculum Frameworks; apply and analyze their contextual relevance; evaluate their impact on educational practice; and design a reflective project.	K1, K2, K3, K4, K5, K6

Semester: II	
Programme: B.Ed.	
Course: Contemporary India and Education	
Paper code: CI42042T/CI42042P	Credits: 4(Theory)+1(Practicum)
Total Hours: 60 (Module 1 and 2, Theory) + 30 (Practicum)	
Category: Core/MDC/SEC/VAC: Core	
Theory / Practical / Composite: Composite.	
No. of Modules: 2	
<p>Course Overview: Contemporary India and Education involve the recognizing educational provisions in the constitution of India and also know contemporary issues (unemployment, Poverty, student's unrest) in education. By understanding the theoretical aspect of different commission's recommendations and policies made on education. The course also emphasized on challenges for starting equalisation and universalization at primary and secondary level and also focused on community participation and their educational development. The course provided the information about the practice of discrimination and marginalization, inequality in education and how to overcome these problems in this respect different educational agencies functions and monitory system related information also given. This course delivers clear ideas about relevance of contemporary issues and describes the process of fostering National values and offering the knowledge of educational planning and management. The course also gives importance to conducting action research about the different challenges faced by educational institutions.</p>	
Course Outcome: Module 1	
1. Write, explain, construct, analyse, discuss, about educational provision in the constitution of India: Define the term fundamental rights, give examples of directive principles, and examine the significance of centre and state relationship, compose a write-up about the importance of educational provision in the constitution in India.	
2. Recall, describe, demonstrate, compare, support, and develop the knowledge about the recommendations of different education commissions.	
3. State, explain, analyse, and evaluate the challenges for applying universalization and equalization ideology in elementary and secondary level of education and compose an action research project on different obstacles face by the educational institution.	
4. Tell, explain, give opinion, critique the causes and formulate a plan about the solutions of inequality, marginalisation and discrimination in education.	
5. Define, describe, illustrate with example, analyze, judge, develop the knowledge about issues of contemporary and relevance of National Values and Swami Vivekananda's views on mass education, women education, technical education and culture and Education.	
Course Outcome: Module 2	
6. Define, Interpret, compare, contrast, analyze, justify and formulate a write up on contemporary issues of education.	
7. Recall, describe, differentiate, explain, implement, and develop an understanding of the nature and types of educational policies.	
8. Explain the concept and types of monitoring agencies, examine their differences, and analyze and design suitable monitoring mechanisms in educational contexts.	
9. Explain the concept, nature, and characteristics of variables related to community participation; analyze the factors influencing participation and development; and apply this understanding to foster collaborative relationships among different groups for effective teaching, instruction, and training.	
10. Recall and explain the concepts of educational planning, institutional planning, leadership, administrative structure of secondary education, and quality management; apply and analyze these components in educational contexts; evaluate their effectiveness; and design innovative strategies for effective educational planning and management.	

Prerequisites: *Basic knowledge about any prior course*

SYLLABUS

Module	Unit	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
1	I	Educational provision in the Constitution of India: Fundamental Rights. Directive Principles of State Policy. Fundamental Duties. Centre-State Relationship. Language Issues.	7 Hours	CO1	K1,K2,K3, K4,K5,K6
	II	Recommendations of various commissions after independence: Indian University Commission(1948-49) • Secondary Education Commission(1952-53) • Indian Education Commission(1964-66) • National Policy of Education(1986,1992)	8 Hours	CO2	K1,K2,K3, K4,K5,K6
	III	Equalization and universalization of Elementary and Secondary Education: Concept • Problems • Probable solutions • Views of Swami Vivekananda.	4 Hours	CO3	K1, K2, K3. K4,K5,K6
	IV	Inequality, Discrimination and Marginalization in education: Concept Causes Probable solutions.	5 Hours	CO4	K1,K2,K3, K4,K5,K6
	V	Issues of Contemporary Relevance and National Values: • Concept • Characteristics • Relevance in education • Relation with international understanding. • Views of Swami Vivekananda in case of the followings: a) Mass Education b) Women Education c) Technical	6 Hours	CO5	K1,K2,K3, K4,K5,K6

		and Vocational Education d) Culture and Education			
2	I	Contemporary issues of Education: <ul style="list-style-type: none"> • Unemployment • Poverty • Population explosion • Student unrest 	6 Hours	CO6	K1,K2,K3, K4,K5,K6
	II	Policies on Education: <ul style="list-style-type: none"> • SSA • RTE (2009) • NCF (2005) • NKC(2009) • RMSA • NCF-TE (2009) 	7 Hours	CO7	K1,K2,K3 K4,K5,K6
	III	Monitoring Agencies: <ul style="list-style-type: none"> • UGC • NAAC • NCTE • NUEPA • NCERT • IASE • CTE • SCERT • DIET 	6 Hours	CO8	K1,K2,K3 K4,K5,K6
	IV	Community participation and Development: Women education Dalit education Tribal education Adult and Continuing Education Distance and Open Education	6 Hours	CO9	K1,K2,K3 K4,K5,K6
	V	Educational Planning and Management: Educational Planning Institutional Planning Leadership Administrative structure of Secondary Education Quality Management.	5 Hours	CO10	K1,K2,K3 K4,K5,K6
Engagement with the Field/Practicum		ACTION RESEARCH	30 Hours	CO1 to CO10	K1,K2,K3, K4,K5, K6
Text Books					
1. CONTEMPORARY INDIA & EDUCATION (CC-2) by Dr. Subir Nag (Author), Ms. Shinjini Nag (Author), Mr. Pranay Pandey (Author) Rita Publication. January-1. 2022.					

2. Contemporary India and Education by Dr. Birbal Saha (Author). AAHELI Publishers. 1 January 2021.

3. Contemporary India and Education by Dr. Birbal Saha, Dr. Mita Banerje Supernova Publishers & Dist Pvt Ltd, 2021.

Suggested readings

1. Contemporary India and Education by Bhavna Shukla (Author). Agrawal Publication. 1 January 2019.

2. Contemporary India And Education by DR. VIJAY KUMAR SHARMA (Author)Laxmi Publication, January 2019.

3. Education in contemporary India by dr. Y. Jeyanthi Kingslin , Sri Krishna Publications, 2022.

Web Resources:

1. https://www.wbnsou.ac.in/online_services/SLM/BED/SEM-01_A2.pdf
2. https://www.msuniv.ac.in/images/academic/departments/dddce/curriculum/india_education.pdf
3. <http://sadbhavanapublications.org/show-notes.php?id=41>
4. https://ciet.ncert.gov.in/storage/app/public/files/13/Repository/Action%20Research/AR_Module_2.pdf
5. <https://share.google/D1OhlfgepR1wWI2rh>
6. <https://share.google/Can7UuXOeMT0CZG7I>
7. <https://share.google/2Q1uhpJI3d8OVJkF4>

Evaluation:

Theory: 100 marks (50 marks from each module)

Module 1 and 2: [70 Marks (35 + 35=70) and CIA 30 Marks (15+15=30)] = 100 Marks.

- **End Semester Examination-** 70 Marks (35 marks from each Module).
- **CIA- 30 Marks**2x [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)], Total 15 marks from each Module.

Practicum: 25 marks

Paper Structure for end semester theory examination for each Module of 35 marks

3 very short type questions × 2 marks (out of 5 questions) = 6 marks

2 short type questions × 4 marks (out of 3 questions) = 8 marks

3 essay type questions × 7 marks (out of 5 questions) = 21 marks

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write, explain, construct, analyse, discuss, about educational provision in the constitution of India: Define the term fundamental rights, give examples of directive principles, and examine the significance of centre and state relationship, compose a write-up about the importance of educational provision in the constitution in India.	K1,K2,K3,K4,K5,K6
CO2	Recall, describe, demonstrate, compare, support, and develop the knowledge about the recommendations of different education commissions.	K1,K2,K3,K4,K5,K6
CO3	State, explain, analyse, and evaluate the challenges for applying universalization and equalization ideology in elementary and secondary level of education and compose an action research project on different obstacles face by the educational institution.	K1,K2,K3,K4,K5,K6
CO4	Tell, explain, give opinion, critique the causes and formulate a plan about the solutions of inequality, marginalisation and discrimination in education.	K1,K2,K3,K4,K5,K6
CO5	Define, describe, illustrate with example, analyze, judge, develop the knowledge about issues of contemporary and relevance of National Values and Swami Vivekananda's views on mass education, women education, technical education and culture and Education.	K1,K2,K3,K4,K5,K6
CO6	Define, Interpret, compare, contrast, analyze, justify and formulate a write up on contemporary issues of education.	K1,K2,K3,K4,K5,K6
CO7	Recall, describe, differentiate, explain, implement, and develop an understanding of the nature and types of educational policies.	K1,K2,K3,K4,K5,K6
CO8	Explain the concept and types of monitoring agencies, examine their differences, and analyze and design suitable monitoring mechanisms in educational contexts.	K1,K2,K3,K4,K5,K6
CO9	Explain the concept, nature, and characteristics of variables related to community participation; analyze the factors influencing participation and development; and apply this understanding to foster collaborative relationships among different groups for effective teaching, instruction, and training.	K1,K2,K3,K4,K5,K6
CO10	Recall and explain the concepts of educational planning, institutional planning, leadership, administrative structure of secondary education, and quality management; apply and analyze these components in educational contexts; evaluate their effectiveness; and design innovative strategies for effective educational planning and management.	K1,K2,K4,K5,K6

Semester: II				
Programme : B.Ed.				
Course: Reading and Reflecting on Texts				
Paper code: RR42052T/ RR42052P			Credits: 2 (Theory) +1(Practicum)	
Total Hours: 30 (Theory) + 30 (Practicum)				
Category(Core/MDC/SEC/VAC) : Core				
Theory / Practical / Composite: Composite				
No of Modules : 1				
<p>Course Overview: This course focuses on the meaning, process, and importance of reading across the curriculum. It introduces levels, types, and techniques of reading, along with effective methodologies. Students engage with diverse texts—narrative, descriptive, expository, empirical, and conceptual—while exploring their curricular significance. Emphasis is placed on developing critical, reflective, and metacognitive reading skills. The course also addresses strategies for enhancing comprehension, vocabulary building, and overcoming reading-related challenges to strengthen overall literacy.</p>				
Course Outcome:				
1. recall, explain, examine, appraise, critique and schematize the meaning, process, and importance of reading				
2. define, estimate, establish, compare, defend & adapt in activities and write ups the levels, types, and techniques and methods of reading				
3. state, illustrate, manipulate, distinguish, assess and validate the different types of texts and their importance				
4. recognise, discuss, determine, correlate, criticise and adapt different reading skills and their various aspects				
5. enumerate, express, develop, deduce, evaluate and design different strategies related to the different aspects of reading comprehension, vocabulary and problems of reading				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO MAPPING	COGNITIVE LEVEL
I.	<p>Introduction to Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading – Meaning and Process <input type="checkbox"/> Importance of Reading across Curriculum 	4 Hrs.	CO1	K1, K2, K3, K4, K5, K6

	□ Characteristics of Reading			
II.	Reading Skills: □ Levels of Reading- literal, interpretative, critical and creative □ Types of Reading – intensive and extensive reading, Oral & Silent Reading □ Reading Techniques – Skimming and Scanning. □ Methodology of Reading	6 Hrs.	CO2	K1, K2, K3, K4, K5, K6
III.	Reading the Text: □ Types of Texts – Narrative, Expository, Descriptive, Suggestive, Empirical, Conceptual, Ethnography, Policy Documents, Field Notes □ Importance of Different Texts in Curriculum	9 Hrs.	CO3	K1, K2, K3, K4, K5, K6
IV.	Developing Reading Skills: □ Developing Critical Reading Skills □ Developing Reflective Skills □ Activities for Developing Reading Skills □ Developing Metacognition for Reading	6 Hrs.	CO4	K1, K2, K3, K4, K5, K6
V.	Reading Comprehension: □ Developing Reading Comprehension □ Developing Vocabulary for Reading □ Problems of Reading	5 Hrs.	CO5	K1, K2, K3, K4, K5, K6
Engagement with the Field/ Practicum	Student Activity Followed by Report Writing	30 Hrs.	CO1 to CO5	K1, K2, K3, K4, K5, K6
Text Books				
1. Reading And Reflecting On Texts by Deep Shikha				
2. Reading And Reflecting On Texts by Dr.D.S.Srivastava				
Suggested readings				
1. https://www.researchgate.net/publication/383294652_READING_AND_REFLECTING_ON_TEXT				
Web Resources				

1. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.wbnsou.ac.in/online_services/SLM/BED/D-17.pdf
2. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.egyankosh.ac.in/bitstream/123456789/53429/1/Block-1.pdf
<p>Evaluation</p> <p>Theory: 25 marks End Semester Examination- 20 marks (<i>reduced to 17</i>) CIA- 8 marks = [(5 marks for written examination), (2 Marks for Assignment), (1 Mark for Attendance)]</p> <p>Practicum: 25 marks</p>
<p>Paper Structure for Theory End Semester Examination (20 marks):</p> <p>4 very short type questions × 2 marks (out of 7 questions) = 8 marks</p> <p>3 short type questions × 4 marks (out of 5 questions) = 12 marks</p>

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Recall, explain, examine, appraise, critique and schematize the meaning, process, and importance of reading.	K1, K2, K3, K4, K5, K6
CO2	Define, estimate, establish, compare, defend & adapt in activities and write ups the levels, types, and techniques and methods of reading.	K1, K2, K3, K4, K5, K6
CO3	State, illustrate, manipulate, distinguish, assess and validate the different types of texts and their importance.	K1, K2, K3, K4, K5, K6
CO4	Recognise, discuss, determine, correlate, criticise and adapt different reading skills and their various aspects.	K1, K2, K3, K4, K5, K6
CO5	Enumerate, express, develop, deduce, evaluate and design different strategies related to the different aspects of reading comprehension, vocabulary problems of reading.	K1, K2, K3, K4, K5, K6

Semester: 2	
Programme: B.Ed.	
Course: Jeevan Kaushal 2.0	
Paper code: FDNC1212	Credits: 1
Hours/week: 1 class per week	
Category: Core/MDC/SEC/VAC: VAC	
Theory / Practical / Composite: Theory	
No of Modules/Units: 15 Units	
<p>Course Overview: This course is designed to develop learners' professional competencies, interpersonal effectiveness, and ethical awareness essential for success in both personal and professional life. It integrates key skill areas such as presentation, résumé writing, interview techniques, teamwork, listening, leadership, and digital literacy. Emphasis is placed on cultivating collaboration, trust, and respect through effective communication, social and cultural etiquette, and non-verbal expression. Learners are also introduced to contemporary digital tools, responsible social media use, and the principles of cyber security and digital ethics. Beyond professional skills, the course fosters value-based learning through modules on non-violence (Ahimsa), service (Seva), righteousness (Dharma), and justice and human rights. By blending technical, communicative, and moral dimensions, the course aims to nurture well-rounded individuals capable of leading with empathy, integrity, and a sense of social responsibility in an increasingly interconnected and digital world.</p>	
<p>Course Outcome:</p> <p>By the end of this course, students will be able to:</p>	
1. Recall and define key concepts related to communication, leadership, ethics, digital literacy, presentation, résumé, interview, trust, non-violence, service, righteousness, and justice.	
2. Explain the principles and importance of interpersonal, social, and cultural etiquette; non-verbal and digital communication; and the ethical foundations of ahimsa (non-violence), seva (service), and dharma (righteousness).	
3. Demonstrate effective presentation, interview, listening, and teamwork skills in professional and community contexts by applying appropriate strategies and techniques.	
4. Differentiate between types of communication, leadership models, and digital tools; examine the role of trust, collaboration, and brainstorming in problem-solving and team performance.	
5. Critically assess real-life situations and case studies involving ethical dilemmas, human rights issues, or digital ethics to propose justified and responsible courses of action	
6. Design and present integrated personal or team projects (e.g., digital presentations, social media campaigns, or service-learning reflections) that embody effective communication, ethical conduct, leadership, and value-based decision-making	
<p>Prerequisites: <i>Basic knowledge about any prior course</i></p>	

SYLLABUS

UNIT	CONTENT	HOURS or NUMBER OF CLASSES	CO Mapping	COGNITIVE LEVEL
	Professional Skill			
1.	<u>Presentation Skills:</u> Meaning of Presentation; Types of Presentations; Presentation for Internal and External Communication; Presentation Strategies; Ways to Improve Presentation Skills over Time	1	CO1	K1
2.	<u>Resume Skills:</u> Introduction of Résumé and Related Terms; Importance of preparing a Good Résumé; Difference between a CV, Résumé, and Biodata; Essential Components of a Good Résumé; Guidelines for Résumé Preparation.	1		
3.	<u>Interview Skills:</u> Meaning of Interview; Types of Interviews; STAR Approach for Facing an Interview; Interview Procedure: Do's and Don'ts; Important Questions Generally Asked in a Job Interview; Interview Skills: Common Errors.	1		
4.	<u>Brainstorming:</u> Brainstorming: The Meaning and Process; Procedure for Conducting Brainstorming; Importance of Using the Brainstorming Technique; Types of Brainstorming	1		
5.	<u>Trust and Collaboration:</u> Definition of Trust; Importance of Trust in Creating a Collaborative Team; Strategies to Build Trust; Criteria for Evaluation of Trust and Collaboration in Teams; Agree to Disagree and Disagree to Agree – Spirit of Teamwork	1	CO2	K2
6.	<u>Listening As a Team Skill:</u> listening skill; advantages of effective listening skills; types of listening. listening as a team member and team leader: listening as a team leader; listening as a team member; improving listening skills; strategies for improving active listening skills to encourage sharing of ideas	1		
7.	<u>Social and Cultural Etiquette:</u> Etiquette: Meaning; Need for Effective Interpersonal Relationships, Aspects of Social and Cultural/Corporate Etiquette in Promoting Teamwork; Social Etiquette, Cultural Etiquette and its role in promoting teamwork; Corporate/Professional Etiquette	1		
	Leadership and Management Skills			
8.	<u>Leadership Skills:</u> Understanding Leadership and Its Importance; Models of Leadership; Basic Leadership Skills	1		

	Communication Skill			
9.	<u>Non-Verbal Communication:</u> Meaning of nonverbal communication; Advantages of using nonverbal communication; Introduction to modes of nonverbal communication; Open and Closed body language; Eye contact and Facial expression; Hand gestures; Do's and Don'ts in NVC	1	CO3	K3
10.	<u>Digital Literacy and Social Media:</u> Open Educational Resources; Basic Virtual Platforms; Trending Technologies: Machine Learning, Artificial Intelligence (AI), Internet of Things (IoT) Social Media: Introduction to Social Media Websites; Advantages of Social Media; Ethics and Etiquettes of Social Media; Effective Ways of Using Social Media	1		
11.	<u>Digital Ethics and Cyber Security</u> Digital Ethics: Digital Etiquette, Digital Life Skills Cyber Security: Understanding and introducing the environment of security, Types of attacks and attackers, the art of protecting secrets	1		
	Universal Human Values			
12.	<u>Non-Violence (Ahimsa)</u> Introduction to Non-Violence: Define non-violence (Ahimsa), Brief discussion on the relevance and need for non-violence today Foundations of Non-Violence: Key values: Love, compassion, empathy, and sympathy; How these values underpin non-violent actions Real-Life Examples: Short narratives/ anecdotes from history (such as Gandhi, Martin Luther King Jr.), Local folklore/story emphasizing non-violence, Brief mention of individuals/organizations known for non-violence	1	CO4	K4
13.	<u>Service (Seva)</u> Introduction to Service: Definition of service (Seva) and its philosophical basis; Different forms of service: self, family, community, nation, environment; Relationship of service with values like love (prem), truth (satya), and compassion (karuna).	1		

	<p>Historical and Cultural Examples: Narratives and anecdotes from history and literature illustrating service, Individuals remembered for their selfless service (e.g., Mother Teresa, Mahatma Gandhi, Rabindranath Thakur)</p> <p>Practical Understanding and Reflection: Discussion: Benefits of practicing service and what is lost by not serving.</p>			
14.	<p>Righteousness (Dharma):</p> <p>Introduction:</p> <ul style="list-style-type: none"> • What is righteousness? • Righteousness and <i>dharma</i>, righteousness and propriety. • Individuals who are remembered in history for practising righteousness. • Narratives and anecdotes from history and literature, including local folklore. <p>Practicing Righteousness:</p> <ul style="list-style-type: none"> • What will learners learn/gain if they practice righteousness? What will learners lose if they don't practice it? • Sharing learners' individual and/or group experience(s). 	1	CO5	K5
15.	<p>Justice & Human Rights:</p> <p>Introduction to Justice and Human Rights</p> <ul style="list-style-type: none"> • Overview of the Universal Declaration of Human Rights (UDHR) - key rights and freedoms. • Fundamental rights guaranteed by the Indian Constitution. • Importance of justice in protecting human rights. <p>Key Concepts and Case Examples</p> <ul style="list-style-type: none"> • core principles through case studies or historical incidents relating to human rights issues. • challenges in protecting rights and ensuring justice. 	1	CO6	K6
TOTAL		15		

Text Books	
1.	Osborn, A. F. (1963). <i>Applied imagination: Principles and procedures of creative thinking (3rd ed.)</i> . New York, NY: Charles Scribner's Sons.
2.	Martin, R. (2007). <i>How successful leaders think</i> . Harvard Business Review 85(6), 60.
3.	Rao, K. R. (2018). <i>Satya and Ahimsa</i> . Oxford University Press. https://doi.org/10.1093/oso/9780199477548.003.0003
Suggested readings	
1.	Virginia Tech. (n.d.). <i>Interviewing Dos & Don'ts</i> . Virginia Tech. https://career.vt.edu/job-search/presenting_yourself/interviewing/do-dont.html
2.	Cohn, M. (n.d.). <i>How to Use Social Media Effectively</i> . Compukol. https://www.compukol.com/how-to-use-social-media-effectively/
3.	Bhattacharya, S. (2020, April 15). Seva in times of crisis: How communities are stepping up to help others. <i>The Hindu</i> . https://www.thehindu.com/news/national/seva-in-times-of-crisis/article31361909.ece
Web Resources	
1.	The Urban Fight. (2018, October 23). How to Write a Resume[For Freshers & Experienced People (Step-by-Step Tutorial). [Video]. YouTube. https://www.youtube.com/watch?v=y8YH0Qbu5h4
2.	Benjamin's English.engVid. (2014, May 17). <i>Conversation skills: How to agree or disagree in English</i> . [Video]. YouTube. https://www.youtube.com/watch?v=amJ7ApXR0tw .
3.	SkillActz. (2019, August 7). <i>Modern Social Etiquette You Should Follow skillActz Personality Development Training</i> . [Video]. YouTube. https://www.youtube.com/watch?v=2nEvKZ4SG2c .
4.	Damon Cart. (2017, September 9). <i>Power of Non-verbal Communication</i> . [Video]. Lifemasterygym. https://www.lifemasterygym.com/blog/power-of-non-verbal-communication

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Recall and define key concepts related to communication, leadership, ethics, digital literacy, presentation, résumé, interview, trust, non-violence, service, righteousness, and justice.	K1
CO2	Explain the principles and importance of interpersonal, social, and cultural etiquette; non-verbal and digital communication; and the ethical foundations of ahimsa (non-violence), seva (service), and dharma (righteousness).	K2
CO3	Demonstrate effective presentation, interview, listening, and teamwork skills in professional and community contexts by applying appropriate strategies and techniques.	K3

CO4	Differentiate between types of communication, leadership models, and digital tools; examine the role of trust, collaboration, and brainstorming in problem-solving and team performance.	K4
CO5	Critically assess real-life situations and case studies involving ethical dilemmas, human rights issues, or digital ethics to propose justified and responsible courses of action	K5
CO6	Design and present integrated personal or team projects (e.g., digital presentations, social media campaigns, or service-learning reflections) that embody effective communication, ethical conduct, leadership, and value-based decision-making	K6

Semester: II	
Programme : B.Ed.	
Course : Indian Knowledge System	
Paper code: IK42011T	Credits: 1
Hours/week : 1 hour per week	
Category: Core/MDC/SEC/VAC : VAC	
Theory / Practical / Composite : Theory	
No of Modules/Units : 13 Units	
<p>Course Overview:</p> <p>The course on Indian Knowledge Systems (IKS) introduces students to the rich intellectual traditions of India and their continuing relevance in the modern world. It provides a multidisciplinary perspective on how knowledge was created, preserved, and applied across diverse fields such as philosophy, logic, linguistics, literature, mathematics, astronomy, medicine, architecture, agriculture, metallurgy, ecology, governance, and the arts.</p> <p>Through this course, students will explore the epistemological foundations of IKS, emphasizing holistic approaches, sustainability, and interconnectedness between humans, society, and nature. The curriculum blends classical texts, oral traditions, and indigenous practices with contemporary research, encouraging critical reflection and comparative understanding with modern scientific paradigms.</p> <p>The course also aims to highlight the practical applications of IKS in addressing present-day challenges such as environmental conservation, health and well-being, community-based resource management, and social harmony. By engaging with both theoretical concepts and field-based knowledge, students will develop an appreciation of India's knowledge heritage, while cultivating skills to integrate indigenous insights with global knowledge systems for innovation and sustainable development.</p>	
<p>Course Outcome:</p> <p>By the end of this course, students will be able to:</p>	
<p>1. Recall and define the fundamental concepts, definitions, and characteristics of Indian Knowledge Systems, including major disciplines such as mathematics, logic, astronomy, medicine, and governance from ancient to pre-colonial times.</p>	
<p>2. Explain the historical evolution of IKS from ancient periods to the 18th century CE and summarize how traditional institutions like Gurukuls, Pathshalas, Takshashila, and Nalanda contributed to holistic education and knowledge transmission.</p>	
<p>3. Demonstrate the application of ancient Indian mathematical and logical systems, astronomical instruments (Yantras), and Ayurvedic principles in explaining natural phenomena and solving contemporary scientific or health-related problems.</p>	
<p>4. Analyze the impact of colonial education policies on the decline of indigenous systems and differentiate between traditional and modern educational and epistemological approaches to identify their underlying assumptions and value frameworks.</p>	
<p>5. Critically evaluate the relevance and effectiveness of IKS perspectives—such as those in Arthashastra, Ayurveda, and environmental ethics—in addressing modern challenges related to governance, economy, health, and sustainability.</p>	
<p>6. Integrate and design innovative models or educational practices that combine insights from Indian Knowledge Systems with contemporary scientific and pedagogical approaches to promote cultural heritage, sustainable living, and holistic development.</p>	
<p>Prerequisites: <i>Basic knowledge about any prior course</i></p>	

SYLLABUS				
UNIT/ Module	CONTENT	HOURS or NUMBER OF CLASSES	CO Mapping	COGNITIVE LEVEL
1	Definition and characteristics of Indian Knowledge Systems.	2	CO1	K1
2	Historical evolution from ancient times to the 18th century CE.	1		
3	Impact of colonial education policies and the need for revisiting traditional knowledge.	1		
4	Traditional educational institutions: Gurukuls, Pathshalas, Takshashila, and Nalanda.	1	CO2	K2
5	Mathematics: Ancient numeral systems and mathematical concepts.	1	CO3	K3
6	Logic: Indian logic systems and epistemology.	1		
7	Astronomical Instruments (Yantras)- Application of Physics and Chemistry	1		
8	Understanding the holistic approach to health encompassing physical, mental, and spiritual well-being.	2	CO4	K4
9	Ayurvedic perspectives on health and disease management, —and their intersections with botany and medical science	1	CO5	K5
10	Insights from texts like Arthashastra on statecraft and economics.	1		
11	Three-tier political system: Dharmadanda, Rajdanda, Nyāyadanda	1		
12	Promotion of cultural heritage through education and practice.	1	CO6	K6
13	Integration of IKS in contemporary environmental conservation efforts.	1		
Text Books				
1. Introduction to Indian Knowledge System: Concepts and Applications by B. Mahadevan et al.				
2. Indian Knowledge System by Kapil Kapoor and Avadhesh Kumar Sing				
3. Traditional Knowledge System in India by Amit Jha				
Suggested readings				
1. Ministry of Education (MoE). (2022). Introduction to Indian Knowledge Systems: Concepts and Applications. AICTE.				
2. Balakrishnan, R. (2019). *Education and Learning in Ancient India. Bharatiya Kala Prakashan.				
3. Kak, S. (2003). The Astronomical Code of the R̥gveda. Aditya Prakashan.				
Web Resources				
1. Introduction to Indian Knowledge Systems by Bharat Vidya				
2. IKS Concepts and Applications in Engineering by CESE, IIT Roorkee				
3. IKS – Humanities and Social Sciences by Bhaktivedanta Research Center				

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Recall and define the fundamental concepts, definitions, and characteristics of Indian Knowledge Systems, including major disciplines such as mathematics, logic, astronomy, medicine, and governance from ancient to pre-colonial times.	K1
CO2	Explain the historical evolution of IKS from ancient periods to the 18th century CE and summarize how traditional institutions like Gurukuls, Pathshalas, Takshashila, and Nalanda contributed to holistic education and knowledge transmission.	K2
CO3	Demonstrate the application of ancient Indian mathematical and logical systems, astronomical instruments (Yantras), and Ayurvedic principles in explaining natural phenomena and solving contemporary scientific or health-related problems.	K3
CO4	Analyze the impact of colonial education policies on the decline of indigenous systems and differentiate between traditional and modern educational and epistemological approaches to identify their underlying assumptions and value frameworks.	K4
CO5	Critically evaluate the relevance and effectiveness of IKS perspectives—such as those in Arthashastra, Ayurveda, and environmental ethics—in addressing modern challenges related to governance, economy, health, and sustainability.	K5
CO6	Integrate and design innovative models or educational practices that combine insights from Indian Knowledge Systems with contemporary scientific and pedagogical approaches to promote cultural heritage, sustainable living, and holistic development.	K6

Semester: III				
Programme: B.Ed.				
Course: Pedagogy of a School Subject - Part II [Bengali]				
Paper code: PS43012T/ PS43012P/ CA43611P*			Credits: 2 (Theory) +1 (Practicum) + 2*(Community-based Activities)	
Total Hours: 30 (Theory) + 30 (Practicum) + 60* (Community-based Activities)				
Category: Core/MDC/SEC/VAC: Core				
Theory / Practical / Composite: Composite				
No of Modules: 1				
<p>Course Overview: This course is designed to provide student teachers with a comprehensive understanding of pedagogical analysis in Bengali. The course also focuses on learning design by explaining its meaning, importance, essential qualities, and systematic steps involved in planning meaningful learning experiences. Further, the course familiarizes learners with various types of science-based activities that promote active learning, inquiry, and scientific thinking among students. Emphasis is also placed on different methods of evaluation in Bengali, enabling prospective teachers to assess learning outcomes effectively using both formative and summative approaches. Overall, the course aims to develop the professional competencies required for planning, implementing, and evaluating Bengali teaching at the school level.</p>				
Course Outcome:				
1. Write, explain, construct, analyse and discuss about pedagogical analysis: its concept and method.				
2. Write, describe, examine, construct, analyse and discuss about the concept of learning design: its importance, qualities and steps.				
3. Recall, interpret, examine, explain, appraise the different activities in Bengali and their importance, planning and organisation.				
4. Write, describe, examine, explain and discuss about the concept of assessment and evaluation- different types of evaluation, evaluation devices, evaluation programme in Bengali.				
5. Write, describe, construct, analyse and discuss about the construction of assessment tool like achievement test and concept mapping.				
Prerequisites: Basic knowledge about any prior course				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	<p>Pedagogical Analysis:</p> <ul style="list-style-type: none"> ● Concepts and Methods of Pedagogical Analysis. ● The Pedagogical Knowledge of the content from various classes (Class VI to VIII, IX to X, XI to XII) on the following items: 	10 hrs	CO1	K1, K2, K3, K4, K5, K6

	<ol style="list-style-type: none"> 1. Content analysis (breaking up of a unit into subunits with no. of periods for each sub unit as well as for re-teaching and evaluation). 2. Breaking up of the chosen subunit into concepts along with summary of each concept 3. Previous knowledge 4. Instructional objectives in behavioural terms 5. Teaching- learning strategies. 6. Use of teaching aids and use of blackboard 7. Probing questions and worksheet 8. Blue print for criterion referenced test items 9. Criterion referenced test. 10. Scoring key and marking scheme 			
II.	Learning Design: <ul style="list-style-type: none"> ● Concept and importance ● Qualities of good learning design ● Steps of learning design 	7hrs	CO2	K1, K2, K3, K4, K5, K6
III.	Activities in Language Importance Planning & Organisation <ul style="list-style-type: none"> ● Fair and Exhibition, ● Field Trips /Excursion, ● Debate, ● Wall & Annual Magazine, ● Subject Club./Sahitya Sabha ● Workshop & Project ● Language games/quiz 	7hrs	CO3	K1, K2, K3, K4, K5, K6
IV.	Evaluation in Language Education: <ul style="list-style-type: none"> ● Concept of Assessment and Evaluation ● Evaluation devices ● Competency based evaluation ● CCE ● Formative and summative evaluation ● Diagnose and remediation ● Construction of assessment tools like achievement test 	6 hrs	CO4, CO5	K1, K2, K3, K4, K5, K6
Engagement with the	Concept mapping & one pedagogical analysis on either class IX/X/XI/XII	30 hrs	CO1 to CO5	K1, K2, K3, K4, K5, K6

Field/ Practicum				
Text Books				
<ul style="list-style-type: none"> Bhasha Sikkhner Poddhoti O Proyog (Bangla)- S.Raha. And B. Basu. Aaheli Publishers 				
<ul style="list-style-type: none"> Bhasha Sikkhn Poddhoti- S. Mishra. And S. Medya Biswas. Rita Publication 				
Suggested readings				
Web Resources				
Evaluation				
Theory: 50 marks				
<ul style="list-style-type: none"> End Semester Examination- 35 marks CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] 				
Practicum: 25 marks				
*Community Based Activities: 75 marks				
Paper Structure for End Semester Theory Examination of 35 Marks				
1. PEDAGOGICAL ANALYSIS OF CONTENT [25]				
Three topics/units from class IX-XII are listed below. Select any one topic/unit and divide the topic of your choice into suitable subunits. Then select any one subunit and analyse it pedagogically as per the instructions given below.				
i)				
ii)				
iii)				
INSTRUCTION FOR PEDAGOGICAL ANALYSIS				
A. Divide the content of the topic/unit into suitable subunits mentioning the no of periods for each subunit. Mention the class for the selected topic/unit. [2]				
B. Divide the subunit into contents/concepts and write brief summary of the contents/concepts. [2]				
C. Write down any six instructional objectives for the selected subunit according to the Revised Bloom's Taxonomy. [3]				
D. Select broad methods of teaching and write any method in particular with example.[2]				
E. Mention appropriate teaching aids for the selected subunit. [1]				
F. Mention the necessary black-board work for the selected subunit. [2]				
G. Write one probing question with answer. [2]				
H. Prepare a table of specification for the test items. [3]				
I. Write 8 criterion- referenced questions mentioning the criterion against each question. [8]				
2. Answer ANY TWO questions within 150 words from the following: [2×5=10]				
i. [5]				
ii. [5]				
iii. [5]				

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write, explain, construct, analyse and discuss about pedagogical analysis: its concept and method	K1, K2, K3, K4, K5, K6
CO2	Write, describe, examine, construct, analyse and discuss about the concept of learning design: its importance, qualities and steps.	K1, K2, K3, K4, K5, K6

CO3	Recall, interpret, examine, explain, appraise the different activities in Bengali and their importance, planning and organisation.	K1, K2, K3, K4, K5, K6
CO4	Write, describe, examine, explain and discuss about the concept of assessment and evaluation- different types of evaluation, evaluation devices, evaluation programme in Bengali.	K1, K2, K3, K4, K5, K6
CO5	Write, describe, construct, analyse and discuss about the construction of assessment tool like achievement test and concept mapping	K1, K2, K3, K4, K5, K6

Semester: III	
Programme: B.Ed.	
Course: Community-based Activities*	
Paper code: CA43611P*	Credits: 2*
Total Hours: 60	
Category: Core/MDC/SEC/VAC: Core	
Theory / Practical / Composite: Practicum	
No of Modules: NA	
Course Overview: This course engages student-teachers in community-based practicum activities that foster social responsibility, creativity, and organizational skills. Through rallies, cultural programmes, campus cleanliness, and aesthetic development, participants actively contribute to school and community life. Each activity is followed by reflective report writing, ensuring experiential learning and academic credit.	
Course Outcome:	
6. Demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.	
7. Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.	
8. Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.	
9. Internalize values of unity, respect, and national identity through celebration of festivals, Teacher's Day, and cultural programmes.	
10. Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources and produce structured reports that critically analyse activities, outcomes, and personal learning experiences.	
Prerequisites: Basic knowledge about any prior course	
SYLLABUS	

CONTENT	HOURS or NUMBER OF CLASSES	CO Mapping	COGNITIVE LEVEL
<p><i>The following activities are to be undertaken at the time of School Internship (*Community –based activities shall consist of the following)</i></p> <p><u>Practicum: - Student Activity Followed by Report Writing (2 activities):</u></p> <ul style="list-style-type: none"> ● Organization of a rally or campaign on any social issue e.g., Polio, HIV, Electoral Rights, Gender sensitization, etc. ● Gardening. ● Cleanliness of the campus and beautification. ● Cleaning of furniture ● Assembly. ● Community Games. ● Cultural Programmes. ● SUPW. ● Scout & Guide ● Celebration of National Festivals, Teacher’s Day, etc. ● First Aid. ● Aesthetic development activities - decoration of classroom etc. 	60 hrs.	CO6 to CO10	K1, K2, K3, K4, K5, K6
Evaluation: 75 marks on <u>2 activities followed by report writing</u>			

COs	CO Description	Cognitive levels
CO6	Identify and demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.	K1, K3, K4, K5
CO7	Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.	K3, K5, K6
CO8	Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.	K3, K4, K5
CO9	Internalize values of unity, respect, and national identity through celebration of festivals, Teacher’s Day, and cultural programmes.	K2, K3, K5
CO10	Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources.	K3, K4, K6

Semester: III				
Programme: B.Ed.				
Course: Pedagogy of a School Subject- Part II (English)				
Paper code: PS43022T & PS43022P & CA43611P*			Credits: 2 (Theory) +1 (Practicum) + 2*(Community-based Activities)	
Total Hours: 30 (Theory) + 30 (Practicum) + 60* (Community-based Activities)				
Category: Core/MDC/SEC/VAC: Core				
Theory / Practical / Composite: Composite				
No of Modules: 1				
<p>Course Overview: This course is designed to provide student teachers with a comprehensive understanding of pedagogical analysis in English. The course also focuses on learning design by explaining its meaning, importance, essential qualities, and systematic steps involved in planning meaningful learning experiences. Further, the course familiarizes learners with various types of science-based activities that promote active learning, inquiry, and scientific thinking among students. Emphasis is also placed on different methods of evaluation in English, enabling prospective teachers to assess learning outcomes effectively using both formative and summative approaches. Overall, the course aims to develop the professional competencies required for planning, implementing, and evaluating English teaching at the school level.</p>				
Course Outcome:				
1. Write, explain, construct, analyse and discuss about pedagogical analysis: its concept and method.				
2. Write, describe, examine, construct, analyse and discuss about the concept of learning design: its importance, qualities and steps.				
3. Recall, interpret, examine, explain, appraise the different activities in English and their importance, planning and organisation.				
4. write, describe, examine, explain and discuss about the concept of assessment and evaluation- different types of evaluation, evaluation devices, evaluation programme in English				
5. write, describe, construct, analyse and discuss about the construction of assessment tool like achievement test and concept mapping.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO MAPPING	COGNITIVE LEVEL
I.	<p>Pedagogical Analysis:</p> <ul style="list-style-type: none"> • Concepts and Methods of Pedagogical Analysis. • The Pedagogical Knowledge of the content from various classes (Class VI to VIII, IX to X, XI to XII) on the following items: <ol style="list-style-type: none"> 1. Content analysis (breaking up of a unit into subunits with no. of periods for each sub unit as well as for re-teaching and evaluation). 2. Breaking up of the chosen subunit into concepts along with summary of each concept 3. Previous knowledge 4. Instructional objectives in 	10 hrs	CO1	K1, K2, K3, K4, K5, K6

	behavioural terms 5. Teaching- learning strategies. 6. Use of teaching aids and use of blackboard 7. Probing questions and worksheet 8. Blue print for criterion referenced test items 9. Criterion referenced test. 10. Scoring key and marking scheme			
II.	Learning Design: <ul style="list-style-type: none"> • Concept and importance • Qualities of good learning design • Steps of learning design 	7 hrs	CO2	K1, K2, K3, K4, K5, K6
III.	Activities in Language: Importance Planning & Organisation <input type="checkbox"/> Fair and Exhibition, <input type="checkbox"/> Field Trips /Excursion, <input type="checkbox"/> Debate, <input type="checkbox"/> Wall & Annual Magazine, <input type="checkbox"/> Subject Club./Sahitya Sabha <input type="checkbox"/> Workshop & Project <input type="checkbox"/> Language games/quiz	7 hrs	CO3	K1, K2, K3, K4, K5, K6
IV.	Evaluation: <ul style="list-style-type: none"> • Concept of assessment and evaluation • Evaluation devices, evaluation programme in science • Competency based evaluation, continuous and comprehensive evaluation, formative and summative evaluation, diagnose and remediation. • Construction of an assessment tool like achievement test 	6 hrs	CO4, CO5	K1, K2, K3, K4, K5, K6
Engagement with the Field/ Practicum	Concept mapping & one pedagogical analysis on either class IX/X/XI/XII	30 Hrs	CO1 to CO5	K1, K2, K3, K4, K5, K6
Text Books				
<ul style="list-style-type: none"> • PEDAGOGY OF ENGLISH -M.S Sachdeva 				
<ul style="list-style-type: none"> • Pedagogy Of English -Dr. R.V. Anuradha and Dr. D. Vijaya Bharathi 				
<ul style="list-style-type: none"> • ENGLISH LANGUAGE TEACHING - Geetha Nagaraj 				
Web Resources				
<ul style="list-style-type: none"> • https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf 				
<ul style="list-style-type: none"> • https://egyankosh.ac.in/bitstream/123456789/46834/1/BES-144B1E.pdf 				
Evaluation				
Theory: 50 marks				
<ul style="list-style-type: none"> • End Semester Examination- 35 marks • CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] 				
Practicum: 25 marks				
*Community Based Activities: 75 marks				

Paper Structure for End Semester Theory Examination of 35 Marks**1. PEDAGOGICAL ANALYSIS OF CONTENT [25]**

Three topics/units from class IX-XII are listed below. Select any one topic/unit and divide the topic of your choice into suitable subunits. Then select any one subunit and analyse it pedagogically as per the instructions given below.

- i)
- ii)
- iii)

INSTRUCTION FOR PEDAGOGICAL ANALYSIS

A. Divide the content of the topic/unit into suitable subunits mentioning the no. of periods for each subunit. Mention the class for the selected topic/unit. [2]

B. Divide the subunit into contents/concepts and write brief summary of the contents/concepts. [2]

C. Write down any six instructional objectives for the selected subunit according to the Revised Bloom's Taxonomy. [3]

D. Select broad methods of teaching and write any method in particular with example.[2]

E. Mention appropriate teaching aids for the selected subunit. [1]

F. Mention the necessary black-board work for the selected subunit. [2]

G. Write one probing question with answer. [2]

H. Prepare a table of specification for the test items. [3]

I. Write 8 criterion- referenced questions mentioning the criterion against each question. [8]

2. Answer ANY TWO questions within 150 words from the following: [2×5=10]

- i. [5]
- ii. [5]
- iii. [5]

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write, explain, construct, analyse and discuss about pedagogical analysis: its concept and method	K1, K2, K3, K4, K5, K6
CO2	Write, describe, examine, construct, analyse and discuss about the concept of learning design: its importance, qualities and steps.	K1, K2, K3, K4, K5, K6
CO3	Recall, interpret, examine, explain, appraise the different activities in physical science and their importance, planning and organisation.	K1, K2, K3, K4, K5, K6
CO4	Write, describe, examine, explain and discuss about the concept of assessment and evaluation- different types of evaluation, evaluation devices, evaluation programme in science	K1, K2, K3, K4, K5, K6
CO5	Write, describe, construct, analyse and discuss about the construction of assessment tool like achievement test and concept mapping	K1, K2, K3, K4, K5, K6

Semester: III			
Programme: B.Ed.			
Course: Community-based Activities*			
Paper code: CA43611P*		Credits: 2*	
Total Hours: 60			
Category: Core/MDC/SEC/VAC: Core			
Theory / Practical / Composite: Practicum			
No of Modules: NA			
<p>Course Overview: This course engages student-teachers in community-based practicum activities that foster social responsibility, creativity, and organizational skills. Through rallies, cultural programmes, campus cleanliness, and aesthetic development, participants actively contribute to school and community life. Each activity is followed by reflective report writing, ensuring experiential learning and academic credit.</p>			
Course Outcome:			
6. Demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.			
7. Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.			
8. Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.			
9. Internalize values of unity, respect, and national identity through celebration of festivals, Teacher's Day, and cultural programmes.			
10. Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources and produce structured reports that critically analyse activities, outcomes, and personal learning experiences.			
Prerequisites: <i>Basic knowledge about any prior course</i>			
SYLLABUS			
CONTENT	HOURS or NUMBER OF CLASSES	CO MAPPING	COGNITIVE LEVEL
<i>The following activities are to be undertaken at the time of School Internship (*Community – based activities shall consist of the following)</i>			

<p><u>Practicum: - Student Activity Followed by Report Writing (2 activities):</u></p> <ul style="list-style-type: none"> • Organization of a rally or campaign on any social issue e.g., Polio, HIV, Electoral Rights, Gendersensitization, etc. • Gardening. • Cleanliness of the campus and beautification. • Cleaning of furniture 	60 hrs.	CO6 to CO10	K1, K2, K3, K4, K5, K6
<ul style="list-style-type: none"> • Assembly. • Community Games. • Cultural Programmes. • SUPW. • Scout & Guide • Celebration of National Festivals, Teacher’s Day, etc. • First Aid. • Aesthetic development activities - decoration of classroom etc. 			
<p>Evaluation: 75 marks on <u>2 activities followed by report writing</u></p>			

COs	CO Description	Cognitive levels
CO6	Identify and demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.	K1, K3, K4, K5
CO7	Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.	K3, K5, K6
CO8	Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.	K3, K4, K5
CO9	Internalize values of unity, respect, and national identity through celebration of festivals, Teacher’s Day, and cultural programmes.	K2, K3, K5
CO10	Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources.	K3, K4, K6

Semester: III				
Programme: B.Ed.				
Course: Pedagogy of a School Subject- Part II [Geography]				
Paper code: PS43032T/ PS43032P / CA43611P*			Credits: 2(Theory) +1 (Practicum) + 2*(Community-based Activities)	
Total Hours: 30 (Theory) + 30 (Practicum) + 60*(Community-based Activities)				
Category: Core/MDC/SEC/VAC: Core				
Theory / Practical / Composite: Composite				
No. of Module: 1				
<p>Course Overview: This course provides a detailed exploration of pedagogical analysis and its application in social science teaching. It covers breakdown of chapter into manageable units/Content/Concept, the formulation of behavioural instructional objectives and the selection of appropriate teaching-learning strategies and aids. The course also encompasses the concept and significance of learning design, outlining its key qualities and steps involved in designing one. Additionally, it delves into the importance and organization of various social science activities such as exhibitions, field trips, debates, and project work that promote active learning, inquiry, and development of scientific temper among students. Further, the curriculum emphasises an in-depth study of the different types of assessment and evaluation strategies and their effective construction to develop required professional skill among the trainee teachers.</p>				
Course Outcome:				
1. Write, explain, construct, analyse and discuss about pedagogical analysis: its concept and method.				
2. Write, describe, examine, construct, analyse and discuss about the concept of learning design: its importance, qualities and steps.				
3. Recall, interpret, examine, explain, appraise the different activities in social science and their importance, planning and organisation.				
4. Write, describe, examine, explain and discuss about the concept of assessment and evaluation- different types of evaluation, evaluation devices, evaluation programme in social science.				
5. Write, describe, construct, analyse and discuss about the construction of assessment tool like achievement test and concept mapping.				
Prerequisites: Basic knowledge about any prior course				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	<p>Pedagogical Analysis:</p> <ul style="list-style-type: none"> • Concepts and Methods of Pedagogical Analysis. • The Pedagogical Knowledge of the content from various classes (Class 	10 hrs	CO1	K1, K2, K3, K4, K5, K6

	<p>VI to VIII, IX to X, XI to XII) on the following items:</p> <ol style="list-style-type: none"> 1. Content analysis (breaking up of a unit into subunits with no. of periods for each sub unit as well as for re-teaching and evaluation). 2. Breaking up of the chosen subunit into concepts along with summary of each concept 3. Previous knowledge 4. Instructional objectives in behavioural terms 5. Teaching- learning strategies. 6. Use of teaching aids and use of blackboard 7. Probing questions and worksheet 8. Blue print for criterion referenced test items 9. Criterion referenced test. 10. Scoring key and marking scheme 			
II.	<p>Learning Design:</p> <ul style="list-style-type: none"> ● Concept and importance ● Qualities of good learning design ● Steps of learning design 	7 hrs	CO2	K1, K2, K3, K4, K5, K6
III.	<p>Activities in Social science Importance, planning and organisation of</p> <ul style="list-style-type: none"> ● Exhibition and fair ● Field trip and excursion ● Debate and quiz ● Project work ● Workshop ● Wall and annual magazine ● Social science club in school 	7 hrs	CO3	K1, K2, K3, K4, K5, K6
IV.	<p>Evaluation:</p> <ul style="list-style-type: none"> ● Concept of assessment and evaluation ● Evaluation devices ● Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation. ● Construction of an assessment tool like achievement test 	6 hrs	CO4, CO5	K1, K2, K3, K4, K5, K6

Engagement with the Field/Practicum	Concept mapping & one pedagogical analysis on either class IX/X/XI/XII	30 Hrs	CO1 to CO5	K1, K2, K3, K4, K5, K6
Text Books				
<ul style="list-style-type: none"> ● Pedagogy of Social Sciences (2nd edition) by S.K. Mangal; Uma Mangal (PHI Learning) 				
<ul style="list-style-type: none"> ● Teaching of Geography : Fundamental Principles and Methods- Rafiq Ahmed Hajam; Shahnawaz Ahmed Baba 				
<ul style="list-style-type: none"> ● Teaching Of Geography- Bhuvan Garg 				
Suggested readings				
<ul style="list-style-type: none"> ● Pedagogy of Social Science by Dr Nandita Deb; Kamalika Banerjee (Rita Publication) 				
<ul style="list-style-type: none"> ● Pedagogy of Social Science Teaching (Geography) by Dr. Abhishek Bhattacharyya (Aaheli Publishers) 				
Web Resources				
<ul style="list-style-type: none"> ● https://itpd.ncert.gov.in/pluginfile.php/10327/mod_page/content/42/PEDAGOGY%20OF%20SOCIAL%20SCIENCES.pdf 				
<ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=_z_Jy_YBxdo&pp=ygUpcGVkYWdvZ3kgb2YgdGVhY2hpbmcgc29jaWFsIHNjaWVuY2UgdmNlcuQ%3D 				
Evaluation				
Theory: 50 marks				
<ul style="list-style-type: none"> ● End Semester Examination- 35 marks ● CIA- 15 marks =[(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] 				
Practicum: 25 marks				
*Community Based Activities: 75 marks				

Paper Structure for End Semester Theory Examination of 35 Marks

1. PEDAGOGICAL ANALYSIS OF CONTENT [25]

Three topics/units from class IX-XII are listed below. Select any one topic/unit and divide the topic of your choice into suitable subunits. Then select any one subunit and analyse it pedagogically as per the instructions given below.

- i)
- ii)
- iii)

INSTRUCTION FOR PEDAGOGICAL ANALYSIS

A. Divide the content of the topic/unit into suitable subunits mentioning the no of periods for each subunit. Mention the class for the selected topic/unit. [2]

B. Divide the subunit into contents/concepts and write brief summary of the contents/concepts. [2]

C. Write down any six instructional objectives for the selected subunit according to the Revised Bloom's Taxonomy. [3]

D. Select broad methods of teaching and write any method in particular with example.[2]

E. Mention appropriate teaching aids for the selected subunit. [1]

F. Mention the necessary black-board work for the selected subunit. [2]

G. Write one probing question with answer. [2]

H. Prepare a table of specification for the test items. [3]

I. Write 8 criterion- referenced questions mentioning the criterion against each question. [8]

2. Answer ANY TWO questions within 150 words from the following: [2×5=10]

- i. [5]
- ii. [5]
- iii. [5]

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write, explain, construct, analyse and discuss about pedagogical analysis: its concept and method	K1, K2, K3, K4, K5, K6
CO2	Write, describe, examine, construct, analyse and discuss about the concept of learning design: its importance, qualities and steps.	K1, K2, K3, K4, K5, K6
CO3	Recall, interpret, examine, explain, appraise the different activities in social science and their importance, planning and organisation.	K1, K2, K3, K4, K5, K6
CO4	Write, describe, examine, explain and discuss about the concept of assessment and evaluation- different types of evaluation, evaluation devices, evaluation programme in science	K1, K2, K3, K4, K5, K6
CO5	Write, describe, construct, analyse and discuss about the construction of assessment tool like achievement test and concept mapping	K1, K2, K3, K4, K5, K6

Semester: III			
Programme: B.Ed.			
Course: Community-based Activities*			
Paper code: CA43611P*		Credits: 2*	
Total Hours: 60			
Category: Core/MDC/SEC/VAC: Core			
Theory / Practical / Composite: Practicum			
No of Modules: NA			
<p>Course Overview: This course engages student-teachers in community-based practicum activities that foster social responsibility, creativity, and organizational skills. Through rallies, cultural programmes, campus cleanliness, and aesthetic development, participants actively contribute to school and community life. Each activity is followed by reflective report writing, ensuring experiential learning and academic credit.</p>			
Course Outcome:			
6. Demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.			
7. Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.			
8. Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.			
9. Internalize values of unity, respect, and national identity through celebration of festivals, Teacher's Day, and cultural programmes.			
10. Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources and produce structured reports that critically analyse activities, outcomes, and personal learning experiences.			
Prerequisites: <i>Basic knowledge about any prior course</i>			
SYLLABUS			
CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL

<p><i>The following activities are to be undertaken at the time of School Internship(*Community-based activities shall consist of the following)</i></p> <p><u>Practicum:</u> <u>-Student Activity Followed by Report Writing(2 activities):</u></p> <ul style="list-style-type: none"> ● Organization of a rally or campaign on any social issue e.g., Polio, HIV, Electoral Rights, Gender sensitization, etc. ● Gardening. ● Cleanliness of the campus and beautification. ● Cleaning of furniture ● Assembly. 	60hrs.	CO6 to CO10	K1, K2, K3, K4, K5, K6
<ul style="list-style-type: none"> ● Community Games. ● Cultural Programmes. ● SUPW. ● Scout & Guide ● Celebration of National Festivals, Teacher's Day, etc. ● First Aid. ● Aesthetic development activities-decoration of classroom etc. 			
<p>Evaluation: 75 marks on <u>2 activities followed by report writing</u></p>			

COs	CO Description	Cognitive levels
CO6	Identify and demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.	K1, K3, K4, K5
CO7	Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.	K3, K5, K6
CO8	Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.	K3, K4, K5
CO9	Internalize values of unity, respect, and national identity through celebration of festivals, Teacher's Day, and cultural programmes.	K2, K3, K5
CO10	Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources.	K3, K4, K6

Semester: III				
Programme: B.Ed.				
Course: Pedagogy of a School Subject- Part II (Hindi)				
Paper code: PS43042T/ PS43042P& CA43611P*			Credits: 2 (Theory) + 1 (Practicum) + 2* (Community-based Activities)	
Total Hours: 30 (Theory) + 30 (Practicum) + 60* (Community-based Activities)				
Category: Core/MDC/SEC/VAC: Core				
Theory / Practical / Composite: Composite				
No of Modules: 1				
Course Overview: This course is designed to provide student teachers with a comprehensive understanding of pedagogical analysis in Hindi. The course also focuses on learning design by explaining its meaning, importance, essential qualities, and systematic steps involved in planning meaningful learning experiences. Further, the course familiarizes learners with various types of science-based activities that promote active learning, inquiry, and scientific thinking among students. Emphasis is also placed on different methods of evaluation in Hindi, enabling prospective teachers to assess learning outcomes effectively using both formative and summative approaches. Overall, the course aims to develop the professional competencies required for planning, implementing, and evaluating Hindi teaching at the school level.				
Course Outcome:				
1. Write, explain, construct, analyse and discuss about pedagogical analysis: its concept and method.				
2. Write, describe, examine, construct, analyse and discuss about the concept of learning design: its importance, qualities and steps.				
3. Recall, interpret, examine, explain, appraise the different activities in physical science and their importance, planning and organisation.				
4. Write, describe, examine, explain and discuss about the concept of assessment and evaluation- different types of evaluation, evaluation devices, evaluation programme in physical science.				
5. Write, describe, construct, analyse and discuss about the construction of assessment tool like achievement test and concept mapping.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO MAPPING	COGNITIVE LEVEL
I.	Pedagogical Analysis: <ul style="list-style-type: none"> • Concepts and Methods of Pedagogical Analysis. • The Pedagogical Knowledge of the content from various classes (Class VI to VIII, IX to X, XI to XII) on the following items: <ol style="list-style-type: none"> 1. Content analysis (breaking up of a unit into subunits with no. of periods for each sub unit as well as for re-teaching and evaluation). 2. Breaking up of the chosen subunit into concepts along with summary of each concept 3. Previous knowledge 4. Instructional objectives in behavioural terms 	10 hrs	CO1	K1, K2, K3, K4, K5, K6

	5. Teaching- learning strategies. 6. Use of teaching aids and use of blackboard 7. Probing questions and worksheet 8. Blue print for criterion referenced test items 9. Criterion referenced test. 10. Scoring key and marking scheme			
II.	Learning Design: <ul style="list-style-type: none"> • Concept and importance • Qualities of good learning design • Steps of learning design 	7 hrs	CO2	K1, K2, K3, K4, K5, K6
III.	Activities in Language: Importance Planning & Organisation <input type="checkbox"/> Fair and Exhibition, <input type="checkbox"/> Field Trips /Excursion, <input type="checkbox"/> Debate, <input type="checkbox"/> Wall & Annual Magazine, <input type="checkbox"/> Subject Club./Sahitya Sabha <input type="checkbox"/> Workshop & Project <input type="checkbox"/> Language games/quiz	7 hrs	CO3	K1, K2, K3, K4, K5, K6
IV.	Evaluation: <ul style="list-style-type: none"> • Concept of assessment and evaluation • Evaluation devices, evaluation programme in science • Competency based evaluation, continuous and comprehensive evaluation, formative and summative evaluation, diagnose and remediation. • Construction of an assessment tool like achievement test 	6 hrs	CO4, CO5	K1, K2, K3, K4, K5, K6
Engagement with the Field/ Practicum	Concept mapping & one pedagogical analysis on either class IX-X or XI-XII	30 Hrs	CO1 to CO5	K1, K2, K3, K4, K5, K6

Text Books

1. ह॑न्दी ह॑क्षण िास्त्र भाग 1&2- प्रमोद कुमर यादव/ रीता बुक ए॑र्जेसी
2. भाषा ह॑क्षण- डॉ रहवि॑द्र नाथ श्रीवास्तव/ वाणी प्रका॑िन
3. तकनीकी उपकरण और भाषा प्रयोगाला- डॉ रहवि॑द्र नाथ श्रीवास्तव

Suggested readings

1. कौहिक, जयनारायण (2006), ह॑न्दी ह॑क्षण, 5ररयाणा साह॑त्य अकादमी, पि॑चकूला।
2. िेहक्षक प्रौद्योहगकी ए॑वि क्मि॑पूटर स॑अनुदे॑िन- डॉ. सत्यवीर ह॑सि॑
3. िमाा, गिगाराम ए॑वि भारद्वाज, सुधीर कुमर (2012), ह॑न्दी भाषा ह॑क्षण, रावी प्रका॑िन, आगरा।
4. चौ॑ान, गीता (2016), ह॑न्दी ह॑क्षण, अग्रवाल पब्लिके॑न्स, आगरा।
5. श्रीवास्तव, रहवन्द्रनाथ (1978), ह॑न्दी ह॑क्षण, ह॑द मैकहमलन क्मि॑पनी ऑफ इ॑हडया हलहमटेड, नई ह॑दल्ली।
6. रा्॑ट्रीय पाठ्यचया की रू॑परेखा (2005), (2006), एन.सी.ई.आर.टी. प्रका॑िन हवभाग, नई ह॑दल्ली।
7. भागाव, लक्ष्मी (2009), ह॑न्दी ह॑क्षण, हवजय प्रका॑िन मि॑हदर, वाराणसी।
8. रस्तोगी, कृष्णगोपाल (2001), मातृभाषा ह॑क्षण: ि॑बो॑ि का अथा हवश्लेषण, एन.सी.ई.आर.टी., नई ह॑दल्ली-110013।

9. लाल, रमन हब5ारी (2007), ह5न्दी हिक्षण, रस्तोगी पब्लिकेन्स, हिवाजी रोड, मेरठ।
10. चोपडा, रहवकािंता व व्यास आनन्द प्रकाि (1998). मातृभाषा ह5न्दी हिक्षण. हदल्ली: राष्ट्रीय िैहक्षक अनुसिंधान और प्रहिक्षण पररषद।
11. हसिं5, साहवत्री (2007). ह5न्दी हिक्षण. मेरठ: इिटरनेिनल पब्लिहििंग 5ाउस।
12. राष्ट्रीय फोकस समू5 का आधार पत्र (2008). पाठ्यचया, पाठ्यक्रम और पाठ्यपुस्तकें, हदल्ली: राष्ट्रीय िैहक्षक अनुसिंधान और प्रहिक्षण पररषद।
13. िमा, खेमराज व िमा, ब्रजराज (2011). ह5न्दी हिक्षण. आगरा: अग्रवाल पब्लिकेिन।
14. पाण्डेय, रामिकल (2014). ह5न्दी हिक्षण. आगरा: अग्रवाल पब्लिकेन्स।
15. लाल, रमन हब5ारी (2017). ह5न्दी हिक्षण, ह5न्दी हिक्षण हवज्ञान. मेरठ: आर० लाल बुक हडपो।

Web Resources

1. **भारतीय भाषाओं का शिक्षण (ncert)**
https://ncert.nic.in/pdf/h_focus_group/Bhartiya%20Bhasaon%20Ka%20Sikshan.pdf
2. [Pedagogy of Hindi \(Part II\).pdf - Google Drive](#)
3. [National Council for Teacher Education](#)
4. https://ncert.nic.in/pdf/h_focus_group/Shekshik%20Takniki.pdf
5. [EDU- 219 Pedagogy of HindiSanskrit.docx - Google Drive](#)
6. [courses.docx - Google Drive](#)
7. [शिक्षक, शिक्षण एवं आईसीटी | शवकासपीशिया - English - शिक्षा](#)

Evaluation

Theory: 50 marks

- **End Semester Examination-** 35 marks
- **CIA-** 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)]

Practicum: 25 marks

*Community Based Activities: 75 marks

Paper Structure for End Semester Theory Examination of 35 Marks

1. PEDAGOGICAL ANALYSIS OF CONTENT [25]

Three topics/units from class IX-XII are listed below. Select any one topic/unit and divide the topic of your choice into suitable subunits. Then select any one subunit and analyse it pedagogically as per the instructions given below.

- i)
- ii)
- iii)

INSTRUCTION FOR PEDAGOGICAL ANALYSIS

A. Divide the content of the topic/unit into suitable subunits mentioning the no of periods for each subunit. Mention the class for the selected topic/unit. [2]

B. Divide the subunit into contents/concepts and write brief summary of content/concept. [2]

C. Write down any six instructional objectives for the selected subunit according to the Revised Bloom's Taxonomy. [3]

D. Select broad methods of teaching and write any method in particular with example.[2]

E. Mention appropriate teaching aids for the selected subunit. [1]

F. Mention the necessary black-board work for the selected subunit. [2]

G. Write one probing question with answer. [2]

H. Prepare a table of specification for the test items. [3]

I. Write 8 criterion- referenced questions mentioning the criterion against each question. [8]

2. Answer ANY TWO questions within 150 words from the following: [2×5=10]

- i. [5]

ii.	[5]
iii.	[5]

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write, explain, construct, analyse and discuss about pedagogical analysis: its concept and method	K1, K2, K3, K4, K5, K6
CO2	Write, describe, examine, construct, analyse and discuss about the concept of learning design: its importance, qualities and steps.	K1, K2, K3, K4, K5, K6
CO3	Recall, interpret, examine, explain, appraise the different activities in physical science and their importance, planning and organisation.	K1, K2, K3, K4, K5, K6
CO4	Write, describe, examine, explain and discuss about the concept of assessment and evaluation- different types of evaluation, evaluation devices, evaluation programme in science	K1, K2, K3, K4, K5, K6
CO5	Write, describe, construct, analyse and discuss about the construction of assessment tool like achievement test and concept mapping	K1, K2, K3, K4, K5, K6

Semester: III	
Programme: B.Ed.	
Course: Community-based Activities*	
Paper code: CA43611P*	Credits: 2*
Total Hours: 60	
Category: Core/MDC/SEC/VAC: Core	
Theory / Practical / Composite: Practicum	
No of Modules: NA	
Course Overview: This course engages student-teachers in community-based practicum activities that foster social responsibility, creativity, and organizational skills. Through rallies, cultural programmes, campus cleanliness, and aesthetic development, participants actively contribute to school and community life. Each activity is followed by reflective report writing, ensuring experiential learning and academic credit.	
Course Outcome:	
6. Demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.	
7. Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.	
8. Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.	
9. Internalize values of unity, respect, and national identity through celebration of festivals, Teacher's Day, and cultural programmes.	

10. Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources and produce structured reports that critically analyse activities, outcomes, and personal learning experiences.

Prerequisites: *Basic knowledge about any prior course*

SYLLABUS

CONTENT	HOURS	CO MAPPING	COGNITIVE LEVEL
<p><i>The following activities are to be undertaken at the time of School Internship (*Community – based activities shall consist of the following)</i></p> <p><u>Practicum: - Student Activity Followed by Report Writing (2 activities):</u></p> <ul style="list-style-type: none"> • Organization of a rally or campaign on any social issue e.g., Polio, HIV, Electoral Rights, Gendersensitization, etc. • Gardening. • Cleanliness of the campus and beautification. • Cleaning of furniture • Assembly. • Community Games. • Cultural Programmes. • SUPW. • Scout & Guide • Celebration of National Festivals, Teacher’s Day, etc. • First Aid. • Aesthetic development activities - decoration of classroom etc. 	60 hrs.	CO6 to CO10	K1, K2, K3, K4, K5, K6
<p>Evaluation: 75 marks on <u>2 activities followed by report writing</u></p>			

COs	CO Description	Cognitive levels
CO6	Identify and demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.	K1, K3, K4, K5
CO7	Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.	K3, K5, K6
CO8	Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.	K3, K4, K5
CO9	Internalize values of unity, respect, and national identity through celebration of festivals, Teacher’s Day, and cultural programmes.	K2, K3, K5
CO10	Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources.	K3, K4, K6

Semester: III				
Programme: B.Ed.				
Course: Pedagogy of a School Subject Part – II [History]				
Paper code: PS43052T/ PS43052P / CA43611P *			Credits: 2 (Theory) +1 (Practicum) + 2*(Community-based Activities)	
Total Hours: 30 (Theory) + 30 (Practicum) + 60* (Community-based Activities)				
Category: Core/MDC/SEC/VAC: Core				
Theory / Practical / Composite: Composite				
No of Modules: 1				
<p>Course Overview: This course is designed to provide student teachers with a comprehensive understanding of pedagogical analysis in history. The course also focuses on learning design by explaining its meaning, importance, essential qualities, and systematic steps involved in planning meaningful learning experiences. Further, the course familiarizes learners with various types of history -based activities that promote active learning, inquiry, and scientific thinking among students. Emphasis is also placed on different methods of evaluation in history, enabling prospective teachers to assess learning outcomes effectively using both formative and summative approaches. Overall, the course aims to develop the professional competencies required for planning, implementing, and evaluating history teaching at the school level.</p>				
Course Outcome:				
1. Write, explain, construct, analyse and discuss about pedagogical analysis: its concept and method.				
2. Write, describe, examine, construct, analyse and discuss about the concept of learning design: its importance, qualities and steps.				
3. Recall, interpret, examine, explain, appraise the different activities in history and their importance, planning and organisation.				
4. Write, describe, examine, explain and discuss about the concept of assessment and evaluation- different types of evaluation, evaluation devices, evaluation programme in history.				
5. Write, describe, construct, analyse and discuss about the construction of assessment tool like achievement test and concept mapping.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	<p>Pedagogical Analysis:</p> <ul style="list-style-type: none"> ● Concepts and Methods of Pedagogical Analysis. ● The Pedagogical Knowledge of the content from various classes (Class VI to VIII, IX to X, XI to XII) on the following items: 	10 hrs	CO1	K1, K2, K3, K4, K5, K6

	<ol style="list-style-type: none"> 1. Content analysis (breaking up of a unit into subunits with no. of periods for each sub unit as well as for re-teaching and evaluation). 2. Breaking up of the chosen subunit into concepts along with summary of each concept 3. Previous knowledge 4. Instructional objectives in behavioural terms 5. Teaching- learning strategies. 6. Use of teaching aids and use of blackboard 7. Probing questions and worksheet 8. Blue print for criterion referenced test items 9. Criterion referenced test. 10. Scoring key and marking scheme 			
II.	Learning Design: <ul style="list-style-type: none"> ● Concept and importance ● Qualities of good learning design ● Steps of learning design 	7 hrs	CO2	K1, K2, K3, K4, K5, K6
III.	Activities in social science Importance, planning and organisation of <ul style="list-style-type: none"> ● Exhibition and fair ● Field trip and excursion ● Debate and quiz ● Project work ● Workshop ● Wall and annual magazine ● Social Science club in school 	7 hrs	CO3	K1, K2, K3, K4, K5, K6
IV.	Evaluation: <ul style="list-style-type: none"> ● Concept of assessment and evaluation ● Evaluation devices ● Competency based evaluation, continuous and comprehensive evaluation, formative and summative evaluation, diagnose and remediation. ● Construction of an assessment tool like achievement test 	6 hrs	CO4, CO5	K1, K2, K3, K4, K5, K6
Engagement with the Field/ Practicum	Concept mapping & one pedagogical analysis on either class IX/X/XI/XII	30 Hrs	CO1 to CO5	K1, K2, K3, K4, K5, K6

Text Books
<ul style="list-style-type: none"> • Teaching of Social Studies- S.K. Kochar
<ul style="list-style-type: none"> • Teaching of Social Science- R.P. Pathak
<ul style="list-style-type: none"> • Methodology of Teaching Social Science- M. Dash
Suggested readings
<ul style="list-style-type: none"> • Teaching of Social Science in Schools- NCERT (National Council of Educational Research and Training, India)
<ul style="list-style-type: none"> • Essentials of Social Studies- Thomas L. Dynneson and Richard E. Gross
<ul style="list-style-type: none"> • Constructing the Social Sciences in the Classroom
Web Resources
<ul style="list-style-type: none"> • https://ncert.nic.in
<ul style="list-style-type: none"> • https://cbseacademic.nic.in
<ul style="list-style-type: none"> • https://teachinghistory.org
<ul style="list-style-type: none"> • https://www.tes.com/teaching-resources
Evaluation
Theory: 50 marks
<ul style="list-style-type: none"> • End Semester Examination- 35 marks • CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)]
Practicum: 25 marks
*Community Based Activities: 75 marks
Paper Structure for End Semester Theory Examination of 35 Marks
1. PEDAGOGICAL ANALYSIS OF CONTENT [25]
Three topics/units from class IX-XII are listed below. Select any one topic/unit and divide the topic of your choice into suitable subunits. Then select any one subunit and analyse it pedagogically as per the instructions given below.
<ul style="list-style-type: none"> i) ii) iii)
INSTRUCTION FOR PEDAGOGICAL ANALYSIS
A. Divide the content of the topic/unit into suitable subunits mentioning the no. of periods for each subunit. Mention the class for the selected topic/unit. [2]
B. Divide the subunit into contents/concepts and write brief summary of the contents/concepts. [2]
C. Write down any six instructional objectives for the selected subunit according to the Revised Bloom's Taxonomy. [3]
D. Select broad methods of teaching and write any method in particular with example.[2]
E. Mention appropriate teaching aids for the selected subunit. [1]
F. Mention the necessary black-board work for the selected subunit. [2]
G. Write one probing question with answer. [2]
H. Prepare a table of specification for the test items. [3]
I. Write 8 criterion- referenced questions mentioning the criterion against each question. [8]
2. Answer ANY TWO questions within 150 words from the following: [2×5=10]
<ul style="list-style-type: none"> i. [5] ii. [5] iii. [5]

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write, explain, construct, analyse and discuss about pedagogical analysis: its concept and method.	K1, K2, K3, K4, K5, K6
CO2	Write, describe, examine, construct, analyse and discuss about the concept of learning design: its importance, qualities and steps.	K1, K2, K3, K4, K5, K6
CO3	Recall, interpret, examine, explain, appraise the different activities in history and their importance, planning and organisation.	K1, K2, K3, K4, K5, K6
CO4	Write, describe, examine, explain and discuss about the concept of assessment and evaluation- different types of evaluation, evaluation devices, evaluation programme in history.	K1, K2, K3, K4, K5, K6
CO5	Write, describe, construct, analyse and discuss about the construction of assessment tool like achievement test and concept mapping.	K1, K2, K3, K4, K5, K6

Semester: III	
Programme: B.Ed.	
Course: Community-based Activities*	
Paper code: CA43611P*	Credits: 2*
Total Hours: 60	
Category: Core/MDC/SEC/VAC: Core	
Theory / Practical / Composite: Practicum	
No of Modules: NA	
<p>Course Overview: This course engages student-teachers in community-based practicum activities that foster social responsibility, creativity, and organizational skills. Through rallies, cultural programmes, campus cleanliness, and aesthetic development, participants actively contribute to school and community life. Each activity is followed by reflective report writing, ensuring experiential learning and academic credit.</p>	
Course Outcome:	
6. Demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.	
7. Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.	
8. Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.	
9. Internalize values of unity, respect, and national identity through celebration of festivals, Teacher's Day, and cultural programmes.	

10. Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources and produce structured reports that critically analyse activities, outcomes, and personal learning experiences.

Prerequisites: *Basic knowledge about any prior course*

SYLLABUS

CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
<p><i>The following activities are to be undertaken at the time of School Internship (*Community –based activities shall consist of the following)</i></p> <p>Practicum: - Student Activity Followed by Report Writing (2 activities):</p> <ul style="list-style-type: none"> ● Organization of a rally or campaign on any social issue e.g., Polio, HIV, Electoral Rights, Gender sensitization, etc. ● Gardening. ● Cleanliness of the campus and beautification. ● Cleaning of furniture ● Assembly. ● Community Games. ● Cultural Programmes. ● SUPW. ● Scout & Guide ● Celebration of National Festivals, Teacher’s Day, etc. ● First Aid. ● Aesthetic development activities - decoration of classroom etc. 	60 hrs.	CO6 to CO10	K1, K2, K3, K4, K5, K6

Evaluation: 75 marks on 2 activities followed by report writing

COs	CO Description	Cognitive levels
CO6	Identify and demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.	K1, K3, K4, K5
CO7	Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.	K3, K5, K6
CO8	Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.	K3, K4, K5
CO9	Internalize values of unity, respect, and national identity through celebration of festivals, Teacher’s Day, and cultural programmes.	K2, K3, K5
CO10	Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources.	K3, K4, K6

Semester: III				
Programme: B.Ed.				
Course: Pedagogy of a School Subject- Part II (Life Science)				
Paper code: PS43062T/ PS43062P / CA43611P*			Credits: 2 (Theory) +1 (Practicum) + 2*(Community-based Activities)	
Total Hours: 30 (Theory) + 30 (Practicum) + 60* (Community-based Activities)				
Category: Core/MDC/SEC/VAC: Core				
Theory / Practical / Composite: Composite				
No. of Modules: 1				
<p>Course Overview: This course is designed to provide student teachers with a comprehensive understanding of pedagogical analysis in Life Science. The course also focuses on learning design by explaining its meaning, importance, essential qualities, and systematic steps involved in planning meaningful learning experiences. Further, the course familiarizes learners with various types of Life Science-based activities that promote active learning, inquiry, and scientific thinking among students. Emphasis is also placed on different methods of evaluation in Life Science, enabling prospective teachers to assess learning outcomes effectively using both formative and summative approaches. Overall, the course aims to develop the professional competencies required for planning, implementing, and evaluating Life Science teaching at the school level.</p>				
Course Outcome:				
1. Write, explain, construct, analyse and discuss about pedagogical analysis: its concept and method.				
2. Write, describe, examine, construct, analyse and discuss about the concept of learning design: its importance, qualities and steps.				
3. Recall, interpret, examine, explain, appraise the different activities in Life Science and their importance, planning and organisation.				
4. Write, describe, examine, explain and discuss about the concept of assessment and evaluation- different types of evaluation, evaluation devices, evaluation programme in science.				
5. Write, describe, construct, analyse and discuss about the construction of assessment tool like achievement test and concept mapping.				
Prerequisites: Basic knowledge about any prior course				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	<p>Pedagogical Analysis:</p> <ul style="list-style-type: none"> ● Concepts and Methods of Pedagogical Analysis. ● The Pedagogical Knowledge of the content from various classes (Class VI to VIII, IX to X, XI to XII) on the following items: 	10 Hrs.	CO1	K1, K2, K3, K4, K5, K6

	<ol style="list-style-type: none"> 1. Content analysis (breaking up of a unit into subunits with no. of periods for each sub unit as well as for re-teaching and evaluation). 2. Breaking up of the chosen subunit into concepts along with summary of each concept. 3. Previous knowledge. 4. Instructional objectives in behavioural terms. 5. Teaching- learning strategies. 6. Use of teaching aids and use of blackboard. 7. Probing questions and worksheet 8. Blue print for criterion referenced test items. 9. Criterion referenced test. 10. Scoring key and marking scheme. 			
II.	Learning Design: <ul style="list-style-type: none"> ● Concept and importance. ● Qualities of good learning design. ● Steps of learning design. 	7 Hrs.	CO2	K1, K2, K3, K4, K5, K6
III.	Activities in science Importance, planning and organisation of <ul style="list-style-type: none"> ● Science exhibition and science fair. ● Field trip and excursion. ● Debate and quiz. ● Project work. ● Workshop. ● Wall and annual magazine. ● Science club in school. 	7 Hrs.	CO3	K1, K2, K3, K4, K5, K6
IV.	Evaluation: <ul style="list-style-type: none"> ● Concept of assessment and evaluation. ● Evaluation devices, evaluation programme in science. ● Competency based evaluation, continuous and comprehensive evaluation, formative and summative evaluation, diagnose and remediation. ● Construction of an assessment tool like achievement test. 	6 Hrs.	CO4, CO5	K1, K2, K3, K4, K5, K6
Engagement with the	Concept mapping & one pedagogical analysis on either class IX/X/XI/XII	30 Hrs.	CO1 to CO5	K1, K2, K3, K4, K5, K6

Field/ Practicum				
Text Books				
<ul style="list-style-type: none"> ● Pedagogy of Life Science part 2 by N. Rajeswari (2022) Shanta Publications 				
<ul style="list-style-type: none"> ● Methodology of Teaching Science by Sonica Rajan (Pearson) 				
<ul style="list-style-type: none"> ● Pedagogy of Science: Life Science Part I, by NCERT 				
<ul style="list-style-type: none"> ● Pedagogy of Science: Life Science Part II by NCERT 				
Suggested readings				
<ul style="list-style-type: none"> ● Pedagogy of Science Teaching part 2 by Dr Amal Kanti Sarkar (Rita Publication) 				
<ul style="list-style-type: none"> ● Pedagogy of Science Teaching (Life Science) part 2 by Dr. M. Jamaluddin and Prof. P.C. Agarwal (Aaheli Publishers) 				
Web Resources				
<ul style="list-style-type: none"> ● https://www.hpuniv.ac.in/hpuniv/upload/uploadfiles/files/Teaching%20of%20Life%20Sci%202.pdf 				
<ul style="list-style-type: none"> ● https://youtu.be/K1wBwBIDI2Y 				
<ul style="list-style-type: none"> ● https://youtu.be/bFNGiz8Z_Go 				
Evaluation				
Theory: 50 marks				
<ul style="list-style-type: none"> ● End Semester Examination- 35 marks ● CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] 				
Practicum: 25 marks				
*Community Based Activities: 75 marks				

Paper Structure for End Semester Theory Examination of 35 Marks**1. PEDAGOGICAL ANALYSIS OF CONTENT [25]**

Three topics/units from class IX-XII are listed below. Select any one topic/unit and divide the topic of your choice into suitable subunits. Then select any one subunit and analyse it pedagogically as per the instructions given below.

- i)
- ii)
- iii)

INSTRUCTION FOR PEDAGOGICAL ANALYSIS

- A.** Divide the content of the topic/unit into suitable subunits mentioning the no of periods for each subunit. Mention the class for the selected topic/unit. [2]
- B.** Divide the subunit into contents/concepts and write brief summary of the contents/concepts. [2]
- C.** Write down any six instructional objectives for the selected subunit according to the Revised Bloom's Taxonomy. [3]
- D.** Select broad methods of teaching and write any method in particular with example. [2]
- E.** Mention appropriate teaching aids for the selected subunit. [1]
- F.** Mention the necessary black-board work for the selected subunit. [2]
- G.** Write one probing question with answer. [2]
- H.** Prepare a table of specification for the test items. [3]
- I.** Write 8 criterion- referenced questions mentioning the criterion against each question. [8]
- 2. Answer ANY TWO questions within 150 words from the following: [2×5=10]**
- i. [5]
 - ii. [5]
 - iii. [5]

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write, explain, construct, analyse and discuss about pedagogical analysis: its concept and method	K1, K2, K3, K4, K5, K6
CO2	Write, describe, examine, construct, analyse and discuss about the concept of learning design: its importance, qualities and steps.	K1, K2, K3, K4, K5, K6
CO3	Recall, interpret, examine, explain, appraise the different activities in physical science and their importance, planning and organisation.	K1, K2, K3, K4, K5, K6
CO4	Write, describe, examine, explain and discuss about the concept of assessment and evaluation- different types of evaluation, evaluation devices, evaluation programme in science	K1, K2, K3, K4, K5, K6
CO5	Write, describe, construct, analyse and discuss about the construction of assessment tool like achievement test and concept mapping	K1, K2, K3, K4, K5, K6

Semester: III	
Programme: B.Ed.	
Course: Community-based Activities*	
Paper code: CA43611P*	Credits: 2*
Total Hours: 60	

Category: Core/MDC/SEC/VAC: Core			
Theory / Practical / Composite: Practicum			
No of Modules: NA			
Course Overview: This course engages student-teachers in community-based practicum activities that foster social responsibility, creativity, and organizational skills. Through rallies, cultural programmes, campus cleanliness, and aesthetic development, participants actively contribute to school and community life. Each activity is followed by reflective report writing, ensuring experiential learning and academic credit.			
Course Outcome:			
6. Demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.			
7. Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.			
8. Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.			
9. Internalize values of unity, respect, and national identity through celebration of festivals, Teacher's Day, and cultural programmes.			
10. Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources and produce structured reports that critically analyse activities, outcomes, and personal learning experiences.			
Prerequisites: Basic knowledge about any prior course			
SYLLABUS			
CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
<p><i>The following activities are to be undertaken at the time of School Internship (*Community-based activities shall consist of the following)</i></p> <p><u>Practicum: - Student Activity Followed by Report Writing (2 activities):</u></p> <ul style="list-style-type: none"> ● Organization of a rally or campaign on any social issue e.g., Polio, HIV, Electoral Rights, Gender sensitization, etc. ● Gardening. ● Cleanliness of the campus and beautification. ● Cleaning of furniture ● Assembly. ● Community Games. ● Cultural Programmes. ● SUPW. 	60 hrs.	CO6 to CO10	K1, K2, K3, K4, K5, K6

<ul style="list-style-type: none"> ● Scout & Guide ● Celebration of National Festivals, Teacher's Day, etc. ● First Aid. ● Aesthetic development activities - decoration of classroom etc. 			
Evaluation: 75 marks on <u>2 activities followed by report writing</u>			

COs	CO Description	Cognitive levels
CO6	Identify and demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.	K1, K3, K4, K5
CO7	Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.	K3, K5, K6
CO8	Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.	K3, K4, K5
CO9	Internalize values of unity, respect, and national identity through celebration of festivals, Teacher's Day, and cultural programmes.	K2, K3, K5
CO10	Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources.	K3, K4, K6

Semester: III				
Programme: B.Ed.				
Course: Pedagogy of a School Subject- Part II [Mathematics]				
Paper code: PS43072T/ PS43072P / CA43611P*			Credits: 2 (Theory) +1 (Practicum) + 2*(Community-based Activities)	
Total Hours: 30 (Theory) + 30 (Practicum) + 60* (Community-based Activities)				
Category: Core/MDC/SEC/VAC: Core				
Theory / Practical / Composite: Composite				
No. of Modules: 1				
<p>Course Overview: This course is designed to provide student teachers with a comprehensive understanding of pedagogical analysis in Mathematics. The course also focuses on learning design by explaining its meaning, importance, essential qualities, and systematic steps involved in planning meaningful learning experiences. Further, the course familiarizes learners with various types of science-based activities that promote active learning, inquiry, and scientific thinking among students. Emphasis is also placed on different methods of evaluation in Mathematics, enabling prospective teachers to assess learning outcomes effectively using both formative and summative approaches. Overall, the course aims to develop the professional competencies required for planning, implementing, and evaluating Mathematics teaching at the school level.</p>				
Course Outcome: The students will be able to				
1. Write, explain, construct, analyse and discuss about pedagogical analysis: its concept and method.				
2. Write, describe, examine, construct, analyse and discuss about the concept of learning design: its importance, qualities and steps.				
3. Recall, interpret, examine, explain, appraise the different activities in Mathematics and their importance, planning and organisation.				
4. Write, describe, examine, explain and discuss about the concept of assessment and evaluation- different types of evaluation, evaluation devices, evaluation programme in Mathematics.				
5. Write, describe, construct, analyse and discuss about the construction of assessment tool like achievement test and concept mapping.				
<p>Prerequisites: <i>Basic knowledge about any prior course</i></p>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	<p>Pedagogical Analysis:</p> <ul style="list-style-type: none"> • Concepts and Methods of Pedagogical Analysis. • The Pedagogical Knowledge of the content from various classes (Class VI to VIII, IX to X, XI to XII) on the following items: <ol style="list-style-type: none"> 1. Content analysis (breaking up of a unit into subunits with no. of periods for each sub unit as well as for re-teaching and evaluation). 	10 hrs	CO1	K1, K2, K3, K4, K5, K6

	<ol style="list-style-type: none"> 2. Breaking up of the chosen subunit into concepts along with summary of each concept 3. Previous knowledge 4. Instructional objectives in behavioural terms 5. Teaching- learning strategies. 6. Use of teaching aids and use of blackboard 7. Probing questions and worksheet 8. Blue print for criterion referenced test items 9. Criterion referenced test. 10. Scoring key and marking scheme 			
II.	Learning Design: <ul style="list-style-type: none"> • Concept and importance • Qualities of good learning design • Steps of learning design 	7 hrs	CO2	K1, K2, K3, K4, K5, K6
III.	Activities in Mathematics Importance, planning and organisation of <ul style="list-style-type: none"> • Mathematics exhibition and mathematics fair • Field trip and excursion • Debate and quiz • Project work • Workshop • Wall and annual magazine • Mathematics club in school 	7 hrs	CO3	K1, K2, K3, K4, K5, K6
IV.	Evaluation: <ul style="list-style-type: none"> • Concept of assessment and evaluation • Evaluation devices in Mathematics (Tools & Techniques) • Competency based evaluation, continuous and comprehensive evaluation, formative and summative evaluation, diagnose and remediation. • Construction of an assessment tool like achievement test 	6 hrs	CO4, CO5	K1, K2, K3, K4, K5, K6
Engagement with the Field/ Practicum	Concept mapping & one pedagogical analysis on either class IX/X/XI/XII	30 Hrs	CO1 to CO5	K1, K2, K3, K4, K5, K6
Text Books				
<ul style="list-style-type: none"> • Sahni, M. (2019). <i>Pedagogy of mathematics</i>. Vikas Publishing House. • Sharma, A. K. (2010). <i>Content-cum-methodology of teaching mathematics</i>. Surjeet Publications. • Pólya, G. (2014). <i>How to solve it: A new aspect of mathematical method</i> (Expanded ed.). Princeton University Press. 				

<ul style="list-style-type: none"> Sidhu, K. S. (1967). <i>The teaching of mathematics</i>. Sterling Publishers.
Suggested readings
<ul style="list-style-type: none"> National Council of Educational Research and Training. (2006). <i>Teaching of mathematics: Position paper (NCF 2005)</i>. NCERT. Indira Gandhi National Open University. (2023). <i>Curriculum and pedagogy of mathematics</i>. IGNOU.
Web Resources
<ul style="list-style-type: none"> https://ncert.nic.in/pdf/focus-group/math.pdf https://papers.ssrn.com/sol3/papers.cfm?abstract_id=5981194 https://dx.doi.org/10.2139/ssrn.5981194 https://papers.ssrn.com/sol3/papers.cfm?abstract_id=5981194
Evaluation
Theory: 50 marks
<ul style="list-style-type: none"> End Semester Examination- 35 marks CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)]
Practicum: 25 marks
*Community Based Activities: 75 marks
Paper Structure for End Semester Theory Examination of 35 Marks
1. PEDAGOGICAL ANALYSIS OF CONTENT [25]
Three topics/units from class IX-XII are listed below. Select any one topic/unit and divide the topic of your choice into suitable subunits. Then select any one subunit and analyse it pedagogically as per the instructions given below.
<ul style="list-style-type: none"> i) ii) iii)
INSTRUCTION FOR PEDAGOGICAL ANALYSIS
A. Divide the content of the topic/unit into suitable subunits mentioning the no of periods for each subunit. Mention the class for the selected topic/unit. [2]
B. Divide the subunit into contents/concepts and write brief summary of the contents/concepts. [2]
C. Write down any six instructional objectives for the selected subunit according to the Revised Bloom's Taxonomy. [3]
D. Select broad methods of teaching and write any method in particular with example.[2]
E. Mention appropriate teaching aids for the selected subunit. [1]
F. Mention the necessary black-board work for the selected subunit. [2]
G. Write one probing question with answer. [2]
H. Prepare a table of specification for the test items. [3]
I. Write 8 criterion- referenced questions mentioning the criterion against each question. [8]
2. Answer ANY TWO questions within 150 words from the following: [2×5=10]
<ul style="list-style-type: none"> i. [5] ii. [5] iii. [5]

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write, explain, construct, analyse and discuss about pedagogical analysis: its concept and method	K1, K2, K3, K4, K5, K6
CO2	Write, describe, examine, construct, analyse and discuss about	K1, K2, K3, K4, K5, K6

	the concept of learning design: its importance, qualities and steps.	
CO3	Recall, interpret, examine, explain, appraise the different activities in Mathematics and their importance, planning and organisation.	K1, K2, K3, K4, K5, K6
CO4	Write, describe, examine, explain and discuss about the concept of assessment and evaluation- different types of evaluation, evaluation devices, evaluation programme in science	K1, K2, K3, K4, K5, K6
CO5	Write, describe, construct, analyse and discuss about the construction of assessment tool like achievement test and concept mapping	K1, K2, K3, K4, K5, K6

Semester: III			
Programme: B.Ed.			
Course: Community-based Activities*			
Paper code: CA43611P*		Credits: 2*	
Total Hours: 60			
Category: Core/MDC/SEC/VAC: Core			
Theory / Practical / Composite: Practicum			
No of Modules: NA			
Course Overview: This course engages student-teachers in community-based practicum activities that foster social responsibility, creativity, and organizational skills. Through rallies, cultural programmes, campus cleanliness, and aesthetic development, participants actively contribute to school and community life. Each activity is followed by reflective report writing, ensuring experiential learning and academic credit.			
Course Outcome:			
6. Demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.			
7. Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.			
8. Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.			
9. Internalize values of unity, respect, and national identity through celebration of festivals, Teacher's Day, and cultural programmes.			
10. Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources and produce structured reports that critically analyse activities, outcomes, and personal learning experiences.			
Prerequisites: Basic knowledge about any prior course			
SYLLABUS			
CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL

<p><i>The following activities are to be undertaken at the time of School Internship (*Community –based activities shall consist of the following)</i></p> <p><u>Practicum: - Student Activity Followed by Report Writing (2 activities):</u></p> <ul style="list-style-type: none"> • Organization of a rally or campaign on any social issue e.g., Polio, HIV, Electoral Rights, Gendersensitization, etc. • Gardening. • Cleanliness of the campus and beautification. • Cleaning of furniture • Assembly. • Community Games. • Cultural Programmes. • SUPW. • Scout & Guide • Celebration of National Festivals, Teacher’s Day, etc. • First Aid. • Aesthetic development activities - decoration of classroom etc. 	60 hrs.	CO6 to CO10	K1, K2, K3, K4, K5, K6
<p>Evaluation: 75 marks on <u>2 activities followed by report writing</u></p>			

COs	CO Description	Cognitive levels
CO6	Identify and demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.	K1, K3, K4, K5
CO7	Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.	K3, K5, K6
CO8	Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.	K3, K4, K5
CO9	Internalize values of unity, respect, and national identity through celebration of festivals, Teacher’s Day, and cultural programmes.	K2, K3, K5
CO10	Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources.	K3, K4, K6

Semester: III				
Programme: B.Ed.				
Course: Pedagogy of a School Subject- Part 2 [Physical Science]				
Paper code: PS43082T/ PS43082P / CA43611P*			Credits: 2 (Theory) +1 (Practicum) + 2*(Community-based Activities)	
Total Hours: 30 (Theory) + 30 (Practicum) + 60* (Community-based Activities)				
Category: Core/MDC/SEC/VAC: Core				
Theory / Practical / Composite: Composite				
No of Modules: 1				
<p>Course Overview: This course is designed to provide student teachers with a comprehensive understanding of pedagogical analysis in Physical Science. The course also focuses on learning design by explaining its meaning, importance, essential qualities, and systematic steps involved in planning meaningful learning experiences. Further, the course familiarizes learners with various types of science-based activities that promote active learning, inquiry, and scientific thinking among students. Emphasis is also placed on different methods of evaluation in Physical Science, enabling prospective teachers to assess learning outcomes effectively using both formative and summative approaches. Overall, the course aims to develop the professional competencies required for planning, implementing, and evaluating Physical Science teaching at the school level.</p>				
Course Outcome:				
1. Write, explain, construct, analyse and discuss about pedagogical analysis: its concept and method.				
2. Write, describe, examine, construct, analyse and discuss about the concept of learning design: its importance, qualities and steps.				
3. Recall, interpret, examine, explain, appraise the different activities in physical science and their importance, planning and organisation.				
4. Write, describe, examine, explain and discuss about the concept of assessment and evaluation- different types of evaluation, evaluation devices, evaluation programme in physical science.				
5. Write, describe, construct, analyse and discuss about the construction of assessment tool like achievement test and concept mapping.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	Pedagogical Analysis: <ul style="list-style-type: none"> ● Concepts and Methods of Pedagogical Analysis. ● The Pedagogical Knowledge of the content from various classes 	10 hrs	CO1	K1, K2, K3, K4, K5, K6

	<p>(Class VI to VIII, IX to X, XI to XII) on the following items:</p> <ol style="list-style-type: none"> 1. Content analysis (breaking up of a unit into subunits with no. of periods for each sub unit as well as for re-teaching and evaluation). 2. Breaking up of the chosen subunit into concepts along with summary of each concept 3. Previous knowledge 4. Instructional objectives in behavioural terms 5. Teaching- learning strategies. 6. Use of teaching aids and use of blackboard 7. Probing questions and worksheet 8. Blue print for criterion referenced test items 9. Criterion referenced test. 10. Scoring key and marking scheme 			
II.	<p>Learning Design:</p> <ul style="list-style-type: none"> ● Concept and importance ● Qualities of good learning design ● Steps of learning design 	7 hrs	CO2	K1, K2, K3, K4, K5, K6
III.	<p>Activities in science Importance, planning and organisation of</p> <ul style="list-style-type: none"> ● Science exhibition and science fair ● Field trip and excursion ● Debate and quiz ● Project work ● Workshop ● Wall and annual magazine ● Science club in school 	7 hrs	CO3	K1, K2, K3, K4, K5, K6
IV.	<p>Evaluation:</p> <ul style="list-style-type: none"> ● Concept of assessment and evaluation ● Evaluation devices, evaluation programme in science ● Competency based evaluation, continuous and comprehensive evaluation, formative and summative evaluation, diagnose and remediation. ● Construction of an assessment tool like achievement test 	6 hrs	CO4, CO5	K1, K2, K3, K4, K5, K6

Engagement with the Field/ Practicum	Concept mapping & one pedagogical analysis on either class IX/X/XI/XII	30 Hrs	CO1 to CO5	K1, K2, K3, K4, K5, K6
Text Books				
<ul style="list-style-type: none"> ● Pedagogy of physical science part 2 by N. Rajeswari (2022) Shanta Publications 				
<ul style="list-style-type: none"> ● Methodology of Teaching Science by Sonica Rajan (Pearson) 				
<ul style="list-style-type: none"> ● Pedagogy of Science: Physical Science Part I, by NCERT 				
<ul style="list-style-type: none"> ● Pedagogy of Science: Physical Science Part II by NCERT 				
Suggested readings				
<ul style="list-style-type: none"> ● Pedagogy of Science Teaching part 2 by Dr Amal Kanti Sarkar (Rita Publication) 				
<ul style="list-style-type: none"> ● Pedagogy of Science Teaching (physical science) part 2 by Dr. M. Jamaluddin and Prof. P.C. Agarwal (Aaheli Publishers) 				
Web Resources				
<ul style="list-style-type: none"> ● https://smcedn.edu.in/LMS/docs/3.%20Methods%20of%20Teaching%20Physical%20Science.pdf 				
<ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=_xCqMw_6_2k 				
<ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=fDXXPesv1k4 				
Evaluation				
Theory: 50 marks				
<ul style="list-style-type: none"> ● End Semester Examination- 35 marks ● CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] 				
Practicum: 25 marks				
*Community Based Activities: 75 marks				

Paper Structure for End Semester Theory Examination of 35 Marks**1. PEDAGOGICAL ANALYSIS OF CONTENT [25]**

Three topics/units from class IX-XII are listed below. Select any one topic/unit and divide the topic of your choice into suitable subunits. Then select any one subunit and analyse it pedagogically as per the instructions given below.

- i)
- ii)
- iii)

INSTRUCTION FOR PEDAGOGICAL ANALYSIS

A. Divide the content of the topic/unit into suitable subunits mentioning the no. of periods for each subunit. Mention the class for the selected topic/unit. [2]

B. Divide the subunit into contents/concepts and write brief summary of the contents/concepts. [2]

C. Write down any six instructional objectives for the selected subunit according to the Revised Bloom's Taxonomy. [3]

D. Select broad methods of teaching and write any method in particular with example.[2]

E. Mention appropriate teaching aids for the selected subunit. [1]

F. Mention the necessary black-board work for the selected subunit. [2]

G. Write one probing question with answer. [2]

H. Prepare a table of specification for the test items. [3]

I. Write 8 criterion- referenced questions mentioning the criterion against each question. [8]

2. Answer ANY TWO questions within 150 words from the following: [2×5=10]

- i. [5]
- ii. [5]
- iii. [5]

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write, explain, construct, analyse and discuss about pedagogical analysis: its concept and method	K1, K2, K3, K4, K5, K6
CO2	Write, describe, examine, construct, analyse and discuss about the concept of learning design: its importance, qualities and steps.	K1, K2, K3, K4, K5, K6
CO3	Recall, interpret, examine, explain, appraise the different activities in physical science and their importance, planning and organisation.	K1, K2, K3, K4, K5, K6
CO4	Write, describe, examine, explain and discuss about the concept of assessment and evaluation- different types of evaluation, evaluation devices, evaluation programme in science	K1, K2, K3, K4, K5, K6
CO5	Write, describe, construct, analyse and discuss about the construction of assessment tool like achievement test and concept mapping	K1, K2, K3, K4, K5, K6

Semester: III			
Programme: B.Ed.			
Course: Community-based Activities*			
Paper code: CA43611P*		Credits: 2*	
Total Hours: 60			
Category: Core/MDC/SEC/VAC: Core			
Theory / Practical / Composite: Practicum			
No of Modules: NA			
<p>Course Overview: This course engages student-teachers in community-based practicum activities that foster social responsibility, creativity, and organizational skills. Through rallies, cultural programmes, campus cleanliness, and aesthetic development, participants actively contribute to school and community life. Each activity is followed by reflective report writing, ensuring experiential learning and academic credit.</p>			
Course Outcome:			
6. Demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.			
7. Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.			
8. Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.			
9. Internalize values of unity, respect, and national identity through celebration of festivals, Teacher's Day, and cultural programmes.			
10. Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources and produce structured reports that critically analyse activities, outcomes, and personal learning experiences.			
Prerequisites: <i>Basic knowledge about any prior course</i>			
SYLLABUS			
CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL

<p><i>The following activities are to be undertaken at the time of School Internship (*Community –based activities shall consist of the following)</i></p> <p><u>Practicum: - Student Activity Followed by Report Writing (2 activities):</u></p> <ul style="list-style-type: none"> ● Organization of a rally or campaign on any social issue e.g., Polio, HIV, Electoral Rights, Gender sensitization, etc. ● Gardening. ● Cleanliness of the campus and beautification. ● Cleaning of furniture ● Assembly. ● Community Games. ● Cultural Programmes. ● SUPW. 	60 hrs.	CO6 to CO10	K1, K2, K3, K4, K5, K6
<ul style="list-style-type: none"> ● Scout & Guide ● Celebration of National Festivals, Teacher’s Day, etc. ● First Aid. ● Aesthetic development activities - decoration of classroom etc. 			
<p>Evaluation: 75 marks on <u>2 activities followed by report writing</u></p>			

COs	CO Description	Cognitive levels
CO6	Identify and demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.	K1, K3, K4, K5
CO7	Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.	K3, K5, K6
CO8	Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.	K3, K4, K5
CO9	Internalize values of unity, respect, and national identity through celebration of festivals, Teacher’s Day, and cultural programmes.	K2, K3, K5
CO10	Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources.	K3, K4, K6

Semester: III				
Programme: B.Ed.				
Course: Pedagogy of School Subject Part-II [Political Science]				
Paper code: PS43092T/ PS43092P/ CA43611P*		Credits: 2(Theory)+1 (Practicum) + 2*(Community-based Activities)		
Total Hours: 30 (Theory) + 30 (Practicum)+60* (Community-based Activities)				
Category (Core/MDC/SEC/VAC): Core				
Theory / Practical / Composite: Composite.				
No of Modules: 1				
Course Overview: This course is designed to provide student teachers with a comprehensive understanding of pedagogical analysis in Political Science. The course also focuses on learning design by explaining its meaning, importance, essential qualities, and systematic steps involved in planning meaningful learning experiences. Further, the course familiarizes learners with various types of political science-based activities that promote active learning, inquiry, and scientific thinking among students. Emphasis is also placed on different methods of evaluation in political science, enabling prospective teachers to assess learning outcomes effectively using both formative and summative approaches. Overall, the course aims to develop the professional competencies required for planning, implementing, and evaluating political science teaching at the school level.				
Course Outcome:				
1. Write, explain, implement, analyse and evaluate the pedagogical analysis: its concept and method.				
2. Define, describe, execute, examine, analyse the concept of learning design: its importance, qualities and steps and create learning design.				
3. Recall, interpret, demonstrate, organize, justify, create different activities of political science and their importance, planning and organization.				
4. Write, examine, explain, use, evaluate and develop the knowledge about the concept of assessment and evaluation- different types of evaluation, evaluation devices, evaluation programme in political science.				
5. Write, describe, construct, analyse and discuss about the assessment tool like achievement test and concept mapping.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
Unit	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I	Pedagogical Analysis: ● Concepts and Methods of Pedagogical Analysis: ● The Pedagogical knowledge of the content from various classes (Class -XI- XII) on the following items: • Breaking of Unit into Sub-unit with no. of Periods; • Previous knowledge; • Sub-unit wise concepts; Instructional Objectives in behavioral terms; • Teaching- Learning Strategies;	10 Hours	CO1	K1,K2,K3, K4,K5,K6

	<ul style="list-style-type: none"> • Use of teaching aids and use of black boards. Probing Questions and worksheet Blueprint for criterion reference test Items. Questionnaire Scoring Key 			
II	Learning Design: <ul style="list-style-type: none"> • Concept and importance • Qualities of good Learning Design Steps of Learning Design 	7Hours	CO2	K1,K2,K3, K4,K5,K6
III	Activities in Social Science Importance, Planning & Organization <ul style="list-style-type: none"> • Exhibition and fair • Field trip and Excursion • Debate and Quiz • Project work • Workshop • Wall & Annual Magazine • Social Science Club in school 	7 Hours	CO3	K1,K2,K3, K4,K5,K6
IV	Evaluation: <ul style="list-style-type: none"> • Concept of assessment and evaluation • Evaluation devices • Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; • Construction of assessment tools like achievement test. 	6 Hours	CO4, CO5	K1,K2,K3 K4,K5,K6
Engagement with the Field/Practicum	Concept mapping & one pedagogical analysis on either class IX/X/XI/XII	30 Hours	CO1 to CO5	K1,K2,K3, K4,K5,K6
Text Books				
1) Teaching of Civics and Political Science by Nirmal Yadav (Author), Anmol Publisher				
Suggested readings				
1) Teaching Of Political Science by Jaskiran Vir kaur (Author) Tandon Publications Ludhiana. 1 January 2016. 2) Pedagogy of political science by Pankaj arora (author),shipra publications.1 January 2018. 3) Pedagogy Of Social Science Teaching: Political Science by Sukanya Ghosh. Rita Publications. 2020.				
Web Resources				
1. http://sadbhavnpublications.org/images/notes-pdffiles/pedagogy-of-political-science-0.pdf				
2. https://sites.tufts.edu/teaching/files/2018/07/GSI_Guidebook_37-39.pdf				
3. http://mooc.nios.ac.in/mooc/pluginfile.php?file=/11958/course/summary/UNIT6-TEACHING AND LEARNING.pdf				
4. http://sadbhavnpublications.org/show-notes.php?id=89				
Evaluation: Theory: 50 marks				
<ul style="list-style-type: none"> • End Semester Examination- 35 marks • CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] 				

Practicum: 25 marks.

***Community Based Activities: 75 marks**

Paper Structure for End Semester Theory Examination of 35 Marks

1. PEDAGOGICAL ANALYSIS OF CONTENT [25]

Three topics/units from class IX-XII are listed below. Select any one topic/unit and divide the topic of your choice into suitable subunits. Then select any one subunit and analyse it pedagogically as per the instructions given below.

- i)
- ii)
- iii)

INSTRUCTION FOR PEDAGOGICAL ANALYSIS

A. Divide the content of the topic/unit into suitable subunits mentioning the no. of periods for each subunit. Mention the class for the selected topic/unit. [2]

B. Divide the subunit into contents/concepts and write brief summary of the contents/concepts. [2]

C. Write down any six instructional objectives for the selected subunit according to the Revised Bloom's Taxonomy. [3]

D. Select broad methods of teaching and write any method in particular with example.[2]

E. Mention appropriate teaching aids for the selected subunit. [1]

F. Mention the necessary black-board work for the selected subunit. [2]

G. Write one probing question with answer. [2]

H. Prepare a table of specification for the test items. [3]

I. Write 8 criterion- referenced questions mentioning the criterion against each question. [8]

2. Answer ANY TWO questions within 150 words from the following: [2×5=10]

- i. [5]
- ii. [5]
- iii. [5]

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write, explain, Implement, analyse and evaluate the pedagogical analysis: its concept and method.	K1, K2, K3, K4, K5, K6
CO2	Define, describe, execute, examine, analyse the concept of learning design: its importance, qualities and steps and create learning design.	K1, K2, K3, K4, K5, K6
CO3	Recall, interpret, demonstrate, organize, justify, create different activities of political science and their importance, planning and organization.	K1, K2, K3, K4, K5, K6
CO4	Write, examine, explain, use, evaluate and develop the knowledge about the concept of assessment and evaluation- different types of evaluation, evaluation devices, evaluation programme in political science.	K1, K2, K3, K4, K5, K6
CO5	Write, describe, construct, analyse and discuss about the assessment tool like achievement test and concept mapping.	K1, K2, K3, K4, K5, K6

Semester: III			
Programme: B.Ed.			
Course: Community-based Activities*			
Paper code: CA43611P*		Credits: 2*	
Total Hours: 60			
Category: Core/MDC/SEC/VAC: Core			
Theory / Practical / Composite: Practicum			
No of Modules: NA			
<p>Course Overview: This course engages student-teachers in community-based practicum activities that foster social responsibility, creativity, and organizational skills. Through rallies, cultural programmes, campus cleanliness, and aesthetic development, participants actively contribute to school and community life. Each activity is followed by reflective report writing, ensuring experiential learning and academic credit.</p>			
Course Outcome:			
6. Demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.			
7. Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.			
8. Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.			
9. Internalize values of unity, respect, and national identity through celebration of festivals, Teacher's Day, and cultural programmes.			
10. Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources and produce structured reports that critically analyse activities, outcomes, and personal learning experiences.			
Prerequisites: <i>Basic knowledge about any prior course</i>			
SYLLABUS			
CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL

<p><i>The following activities are to be undertaken at the time of School Internship(*Community-based activities shall consist of the following)</i></p> <p><u>Practicum: -Student Activity Followed by Report Writing (2activities):</u></p> <ul style="list-style-type: none"> • Organization of a rally or campaign on any social issue e.g., Polio, HIV, Electoral Rights, Gender sensitization, etc. 	60hrs	CO6 to CO10	K1, K2, K3, K4, K5, K6
<ul style="list-style-type: none"> • Gardening. • Cleanliness of the campus and beautification. • Cleaning of urniture • Assembly. • Community Games. • Cultural Programmes. • SUPW. • Scout & Guide • Celebration of National Festivals, Teacher's Day, etc. • First Aid. • Aesthetic development activities-decoration of class room etc. 			
<p>Evaluation: 75 marks on <u>2activities followed by report writing</u></p>			

COs	CO Description	Cognitive levels
CO6	Identify and demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.	K1, K3, K4, K5
CO7	Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.	K3, K5, K6
CO8	Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.	K3, K4, K5
CO9	Internalize values of unity, respect, and national identity through celebration of festivals, Teacher's Day, and cultural programmes.	K2, K3, K5
CO10	Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources.	K3, K4, K6

Semester: III				
Programme : B.Ed.				
Course: Pedagogy of a School Subject Part-II (Economics)				
Paper code: PS43102T/ PS43102P/ CA43611P*			Credits: 2 (Theory) +1 (Practicum) + 2*(Community-based Activities)	
Total Hours : 30 (Theory) + 30 (Practicum) + 60* (Community-based Activities)				
Category: Core/MDC/SEC/VAC : Core				
Theory / Practical / Composite : Composite				
No. of Modules : 1				
Course Overview: This course is designed to provide student teachers with a comprehensive understanding of pedagogical analysis in Economics. The course also focuses on learning design by explaining its meaning, importance, essential qualities, and systematic steps involved in planning meaningful learning experiences. Further, the course familiarizes learners with various types of social science-based activities that promote active learning, inquiry, and scientific thinking among students. Emphasis is also placed on different methods of evaluation in Economics, enabling prospective teachers to assess learning outcomes effectively using both formative and summative approaches. Overall, the course aims to develop the professional competencies required for planning, implementing, and evaluating Economics teaching at the school level.				
Course Outcome:				
1. Write, explain, construct, analyse and discuss about pedagogical analysis: its concept and method				
2. Write, describe, examine, construct, analyse and discuss about the concept of learning design: its importance, qualities and steps.				
3. Recall, interpret, examine, explain, appraise the different activities in Economics and their importance, planning and organisation.				
4. Write, describe, examine, explain and discuss about the concept of assessment and evaluation-different types of evaluation, evaluation devices, evaluation programme in Economics.				
5. Write, describe, construct, analyse and discuss about the construction of assessment tool like achievement test and concept mapping				
Prerequisites: Basic knowledge about any prior course				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	PEDAGOGICAL ANALYSIS: <ul style="list-style-type: none"> ● Concepts and Methods of Pedagogical Analysis; ● The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items: ● Breaking of Unit into Sub-unit with no. of Periods; 	10 hrs.	CO1	K1, K2, K3, K4, K5, K6

	<ul style="list-style-type: none"> • Previous knowledge; • Instructional Objectives in behavioural terms; • Sub-unit wise concepts; • Teaching- Learning Strategies; • Use of teaching aids; • Blueprint for criterion reference test Items. 			
II.	LEARNING DESIGN: <ul style="list-style-type: none"> • Concept and importance • Qualities of good Learning Design • Steps of Learning Design 	7 hrs.	CO2	K1, K2, K3, K4, K5, K6
III.	ACTIVITIES IN SOCIAL SCIENCE IMPORTANCE, PLANNING & ORGANIZATION <ul style="list-style-type: none"> • Exhibition and fair • Field trip and Excursion • Debate and Quiz • Project work • Workshop • Wall & Annual Magazine • Social Science Club in school 	7 hrs.	CO3	K1, K2, K3, K4, K5, K6
IV.	EVALUATION: <ul style="list-style-type: none"> • Concept of assessment and evaluation • Evaluation devices • Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; • Construction of assessment tools like achievement test. 	6 hrs.	CO4, CO5	K1, K2, K3, K4, K5, K6
Engagement with the Field/ Practicum	Concept Mapping & One Pedagogical Analysis on either Class IX/X/XI/XII	30 hrs.	CO1 to CO5	K1, K2, K3, K4, K5, K6
Text Books				
1. Teaching of Social Science, S.K. Mangal and Uma Mangal, PHI Learning Pvt. Ltd				
Suggested readings				
1. Higher Secondary Economics, Jaydeb Sarkhel and Debjani Sarkhel, New Book Syndicate				
Web Resources				
1. https://www.socialstudies.org/standards/national-curriculum-standards-social-studies				
2. https://yoursmartclass.com/aims-objectives-and-values-of-teaching-social-science-a-complete-guide/				
Evaluation				
Theory: 50 marks				
<ul style="list-style-type: none"> • End Semester Examination- 35 marks • CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] 				
Practicum: 25 marks				
*Community Based Activities: 75 marks				

Paper Structure for End Semester Theory Examination of 35 Marks**1. PEDAGOGICAL ANALYSIS OF CONTENT [25]**

Three topics/units from class IX-XII are listed below. Select any one topic/unit and divide the topic of your choice into suitable subunits. Then select any one subunit and analyse it pedagogically as per the instructions given below.

- i)
- ii)
- iii)

INSTRUCTION FOR PEDAGOGICAL ANALYSIS

A. Divide the content of the topic/unit into suitable subunits mentioning the no. of periods for each subunit. Mention the class for the selected topic/unit. [2]

B. Divide the subunit into contents/concepts and write brief summary of the contents/concepts. [2]

C. Write down any six instructional objectives for the selected subunit according to the Revised Bloom's Taxonomy. [3]

D. Select broad methods of teaching and write any method in particular with example.[2]

E. Mention appropriate teaching aids for the selected subunit. [1]

F. Mention the necessary black-board work for the selected subunit. [2]

G. Write one probing question with answer. [2]

H. Prepare a table of specification for the test items. [3]

I. Write 8 criterion- referenced questions mentioning the criterion against each question. [8]

2. Answer ANY TWO questions within 150 words from the following: [2×5=10]

- i. [5]
- ii. [5]
- iii. [5]

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write, explain, construct, analyse and discuss about pedagogical analysis: its concept and method	K1, K2, K3, K4, K5, K6
CO2	Write, describe, examine, construct, analyse and discuss about the concept of learning design: its importance, qualities and steps.	K1, K2, K3, K4, K5, K6
CO3	Recall, interpret, examine, explain, appraise the different activities in physical science and their importance, planning and organisation.	K1, K2, K3, K4, K5, K6
CO4	Write, describe, examine, explain and discuss about the concept of assessment and evaluation- different types of evaluation, evaluation devices, evaluation programme in science	K1, K2, K3, K4, K5, K6
CO5	Write, describe, construct, analyse and discuss about the construction of assessment tool like achievement test and concept mapping	K1, K2, K3, K4, K5, K6

Semester: III			
Programme: B.Ed.			
Course: Community-based Activities*			
Paper code: CA43611P*		Credits: 2*	
Total Hours: 60			
Category: Core/MDC/SEC/VAC: Core			
Theory / Practical / Composite: Practicum			
No of Modules: NA			
<p>Course Overview: This course engages student-teachers in community-based practicum activities that foster social responsibility, creativity, and organizational skills. Through rallies, cultural programmes, campus cleanliness, and aesthetic development, participants actively contribute to school and community life. Each activity is followed by reflective report writing, ensuring experiential learning and academic credit.</p>			
Course Outcome:			
6. Demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.			
7. Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.			
8. Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.			
9. Internalize values of unity, respect, and national identity through celebration of festivals, Teacher's Day, and cultural programmes.			
10. Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources and produce structured reports that critically analyse activities, outcomes, and personal learning experiences.			
Prerequisites: Basic knowledge about any prior course			
SYLLABUS			
CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
<p><i>The following activities are to be undertaken at the time of School Internship (*Community –based activities shall consist of the following)</i></p> <p><u>Practicum: - Student Activity Followed by Report Writing (2 activities):</u></p> <ul style="list-style-type: none"> • Organization of a rally or campaign on any social issue e.g., Polio, HIV, Electoral Rights, Gendersensitization, etc. • Gardening. • Cleanliness of the campus and beautification. 	60 hrs.	CO1 CO2 CO3	K1 K2 K3
<ul style="list-style-type: none"> • Cleaning of furniture 			

<ul style="list-style-type: none"> • Assembly. • Community Games. • Cultural Programmes. • SUPW. • Scout & Guide • Celebration of National Festivals, Teacher’s Day, etc. • First Aid. • Aesthetic development activities - decoration of classroom etc. 	CO4	K4
	CO5	K5
	CO6	K6
Evaluation: 75 marks on <u>2 activities followed by report writing</u>		

COs	CO Description	Cognitive levels
CO6	Identify and demonstrate awareness of social issues and civic responsibilities by organizing and participating in rallies, campaigns, and community-based activities.	K1, K3, K4, K5
CO7	Apply principles of environmental care and aesthetic development through gardening, campus cleanliness, and classroom decoration.	K3, K5, K6
CO8	Exhibit teamwork, leadership, and organizational skills in assemblies, community games, cultural programmes, and Scout & Guide activities.	K3, K4, K5
CO9	Internalize values of unity, respect, and national identity through celebration of festivals, Teacher’s Day, and cultural programmes.	K2, K3, K5
CO10	Demonstrate practical life skills such as First Aid, SUPW (Socially Useful Productive Work), and maintenance of school resources.	K3, K4, K6

Semester: III	
Programme: B.Ed.	
Course	Paper code
School Internship [Bengali]	SI43511P
School Internship [English]	SI43521P
School Internship [Geography]	SI43531P
School Internship [Hindi]	SI43541P
School Internship [History]	SI43551P
School Internship [Life Science]	SI43561P
School Internship [Mathematics]	SI43571P
School Internship [Physical Science]	SI43581P
School Internship [Political Science]	SI43591P
School Internship [Economics]	SI43601P
Credits: 14	
Total Hours: 420	
Category: Core/MDC/SEC/VAC: Core	
Theory / Practical / Composite: Practicum	
No. of Modules: NA	
<p>Course Overview: The School Internship provides student teachers with practical exposure to classroom teaching and school management. They prepare and deliver at least 60 approved learning designs, participate in school activities such as assemblies, timetables, registers, mid-day meals, and co-curricular programs, and gain insight into in-service teacher education. The internship equips them with pedagogical skills, administrative awareness, and professional orientation to function effectively as future educators.</p>	
Course Outcome: The students will be able to	
1. Identify the components of school administration, explain and demonstrate the mechanism of functioning of daily schedule, analyse and assess the effectiveness of school management practices and design a model for effective school administration during internship.	
2. Recall essential components of learning design, implement and interpret the learning objectives of the prepared learning design, examine the responses to identify the strengths and weaknesses in teaching methodology, appraise the effectiveness of the lesson delivered and develop innovative learner-centred instructional materials and lesson plans.	
3. List, explain and exhibit the educational significance of co-curricular activities and examine and judge teamwork, leadership, and organizational skills while organizing assemblies, community games and cultural programmes.	
4. Identify professional roles and responsibilities of a teacher, discuss the ethical standards and discipline required in school setting, demonstrate appropriate professional behaviour during internship activities, assess and appraise personal teaching practices and professional growth and formulate a plan of action for professional improvement	
5. Recall experiences during internship to summarize key learning from classroom and apply, justify and reorient those for subsequent teaching practices.	

Prerequisites: *Basic knowledge about any prior course*

SYLLABUS

Content	CO Mapping	Cognitive Level
<ul style="list-style-type: none">● At least 60 learning designs should be delivered (duly prepared and approved learning designs by the Teacher Educators)● During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class timetable, attendance register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and co-curricular activities.● Student teachers will be able to recognize the needs of In-Service programme.● Internship, as such, orients and acquaints the student teachers with the overall working of the school to make him/her fit to conduct himself / herself in all activities of the school.	CO1 to CO5	K1, K2, K3, K4, K5, K6

Evaluation:

Final teaching -100 marks

60 learning designs (1mark/learning design) - 60 marks

Achievement Test - 20 marks

Internal Assessment - (15 marks for 4 evaluation) 15x4= 60 marks

Attendance -30 marks

Teaching Aids - 10 marks

External Assessment (Evaluation by 2 school subject teachers) -10x2=20 marks

Semester: IV				
Programme: B.Ed.				
Course: Gender School and Society				
Paper code: GS44012T/GS44012P				Credits: 2(Theory)+1(Practicum)
Total Hours: 30 Hours (Theory) + 30 hours (Practicum)				
Category: Core/MDC/SEC/VAC: CORE				
Theory / Practical / Composite: COMPOSITE				
No of Modules: 1				
<p>Course Overview: This course, Gender School and Society, is regarding gender issues, gender and sex difference, transgender, 3rd gender, patriarchy, gender bias, gender stereotype, women empowerment, equity and equality in relation to different aspects, paradigm shift from women studies to gender studies, historical backdrop, commissions and committees on women education, policy initiatives, gender identity and socialization practices in family, schools, other formal and informal organisations, gender issues in curriculum, hidden curriculum, teacher as an agent of change, gender in textbooks, gender sexuality, sexual harassment and abuse.</p>				
Course Outcome:				
1. Recall, explain, construct, analyse, discuss, write in their own words about the key concepts related to sex and gender, gender issues and equity and equality in relation to caste, class, ethnicity and disability.				
2. Recall, describe, examine, analyse, discuss, plan about the paradigm shift related to gender and social reform movement of the 19 th and 20 th century, commissions and committees formed after independence on women education and empowerment, policy initiatives for the recognition of transgender and third gender.				
3. Recall, explain, examine, analyse, discuss, discover facts about gender, power and education- gender identity and socialization, schooling of girls and women empowerment.				
4. Write, explain, examine, analyse, discuss, generalise about gender issues in curriculum, curriculum framework, hidden curriculum, gender in text and context, teacher as agent of change.				
5. Recall, describe, examine, analyse, discuss about gender, sexuality, body image, role model, conflict-social and emotional, importance of addressing sexual harassment and abuse, agencies perpetuating violence, institutions redressing sexual harassment and abuse.				
Prerequisites: Basic knowledge about any prior course				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	GENDER ISSUES: KEY CONCEPTS: <ul style="list-style-type: none"> ● Definition of gender ● Difference between gender and sex 	6hrs	CO1	K1, K2, K3, K4, K5, K6

	<ul style="list-style-type: none"> • Social construct of gender • Gender including transgender and third gender, sex, patriarchy • Gender bias, gender stereotyping and empowerment • Equity and equality in relation with caste, class, religion, ethnicity, disability and region 			
II.	GENDER STUDIES: PARADIGM SHIFTS: <ul style="list-style-type: none"> • Paradigm shift from women studies • Historical backdrop: some landmarks on social reform movement of the 19th and 20th centuries with focus on women's experiences of education (with special reference to Raja Rammohan Roy, Pandit Ishwar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tagore and Begum Rokeya.) <ul style="list-style-type: none"> A. Commissions and committees on women education and empowerment. B. Policy initiatives for the recognition of transgender and third gender. 	7hrs	CO2	K1, K2, K3, K4, K5, K6
III.	GENDER, POWER AND EDUCATION: <ul style="list-style-type: none"> • Gender identities and socialization practices in: <ul style="list-style-type: none"> o Family o Schools o Other formal and informal organisations • Schooling of girls and women empowerment 	5hrs	CO3	K1, K2, K3, K4, K5, K6
IV.	GENDER ISSUES IN CURRICULUM: <ul style="list-style-type: none"> • Curriculum and gender question • Construction of gender in curriculum framework since independence: an analysis • Gender and hidden curriculum • Gender in text and context 	6hrs	CO4	K1, K2, K3, K4, K5, K6

	<ul style="list-style-type: none"> Teacher as an agent of change 			
V.	<p>GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE:</p> <ul style="list-style-type: none"> Development of sexuality including primary influences in the lives of children (gender, body image, role models) Sites of conflict: social and emotional Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions Agencies perpetuating violence: family, school, work place and media (print and electronic) Institutions redressing sexual harassment and abuse 	6hrs	CO5	K1, K2, K3, K4, K5
Engagement with the Field/ Practicum	Presentation	30 hrs	CO1 to CO5	K1, K2, K3, K4, K5
Text Books				
1. Gender School and Society by Dr. Jayanta Mete, Prarthita Biswas, Pronoy Pandey				
2. Overcoming barrier to Girls' education by Roshan Chitrakar, UNICEF				
3. Bhuiyan, S. (2007) Shaping a Child's Gender Identity				
Suggested readings				
1. Indian Women Education- a historical perspective by Dr. Indra Bir Singh Yadav				
2. Gender, Equity and Human Right's Framework prepared by WHO				
3. Promoting Gender Equity through textbooks- a methodological guide prepared by UNESCO				
Web Resources				
1. http://www.culturalindia.net.reformers/				
2. http://www.thefampospeople.com/profiles/				
3. http://www.nedc.com.au/body-image				
4. http://www.sociologyguide.com/gender/gender-socialization.php				
Evaluation:				
Theory: 50 marks = [35+15] Marks				
<ul style="list-style-type: none"> End Semester Examination- 35 marks CIA-15 marks for one module [10 marks for written examination+ 3 marks for assignment + 2 marks for attendance] 				
Practicum: 25 marks				

Paper Structure for End Semester Theory Examination (35 Marks)

3 very short type questions × 2 marks (out of 5 questions) = 6marks

2 short type questions × 4 marks (out of 3 questions) = 8 marks

3 essay type questions × 7 marks (out of 5 questions) = 21 marks

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Recall, explain, construct, analyse, discuss, write in their own words about the key concepts related to sex and gender, gender issues and equity and equality in relation to caste, class, ethnicity and disability	K1, K2, K3, K4, K5, K6
CO2	Recall, describe, examine, analyse, discuss, plan about the paradigm shift related to gender and social reform movement of the 19 th and 20 th century, commissions and committees formed after independence on women education and empowerment, policy initiatives for the recognition of transgender and third gender.	K1, K2, K3, K4, K5, K6
CO3	Recall, explain, examine, analyse, discuss, discover facts about gender, power and education- gender identity and socialization, schooling of girls and women empowerment.	K1, K2, K3, K4, K5, K6
CO4	Write, explain, examine, analyse, discuss, generalise about gender issues in curriculum, curriculum framework, hidden curriculum, gender in text and context, teacher as agent of change.	K1, K2, K3, K4, K5, K6
CO5	Recall, describe, examine, analyse, discuss about gender, sexuality, body image, role model, conflict-social and emotional, importance of addressing sexual harassment and abuse, agencies perpetuating violence, institutions redressing sexual harassment and abuse.	K1, K2, K3, K4, K5

Semester: IV				
Programme: B.Ed.				
Course: Knowledge and Curriculum Part-II				
Paper code: KC44022T/ KC 44022P				Credits:2 (Theory) +1(Practicum)
Total Hours: 30 (Theory) + 30 (Practicum)				
Category: Core/MDC/SEC/VAC: Core				
Theory / Practical / Composite: Composite				
No. of Modules: 1				
<p>Course Overview: This course offers a comprehensive look at the concept and design of curriculum, its relationship with the syllabus, and its practical application. It begins by exploring the meaning, characteristics, and principles of curriculum development, highlighting the role of the state and constitutional values. The course then distinguishes between curriculum and syllabus, and examines the process of translating a syllabus into textbooks. It also addresses the power, ideology, and social representation within curriculum, including concepts like meritocracy and the 'hidden curriculum'. Finally, the course covers the practical aspects of curriculum, such as time-table construction and the critical analysis of educational materials.</p>				
Course Outcome:				
1. Write about, explain, examine, analyse, discuss and compose a write-up about the meaning, characteristics, necessity, framing principles and importance of curriculum and role of state in forming curriculum.				
2. State, describe, examine, analyse, discuss and compose a write-up about the interrelationship between curriculum and syllabi, process of translating syllabus into text books and representation and non-representation of social groups in curriculum framing.				
3. Recall and explain principles of curriculum design, apply stage specific objectives and evaluation methods, analyse curriculum transaction processes, evaluate formative and summative practices and design context appropriate curriculum framework aligned with NCF-TE 2009				
4. Identify and interpret the relationship between power, ideology and knowledge in curriculum, apply these concepts to educational contexts, critically analyse meritocracy vs elitism, appraise their implications for equity and construct an inclusive curriculum perspective				
5. Describe curriculum as a social process, explain hidden curriculum and value inculcation, apply principles of framing time table, analyse textbooks and children's literature for ideological content, evaluate their societal impact and develop reflective curriculum practices promoting resilience and equity.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO MAPPING	COGNITIVE LEVEL
I.	Concept of Curriculum: <ul style="list-style-type: none"> • Meaning, Characteristics & Types of Curriculum 	6 hours	CO1	K1, K2, K3, K4, K5, K6

	<ul style="list-style-type: none"> ● Nature & Scope of Curriculum ● Necessity of curriculum. ● Principles of framing curriculum. ● Role of State in curriculum. ● Constitutional values and National culture in curriculum. 			
II.	Relationship between curriculum and syllabi: <ul style="list-style-type: none"> ● Relationship between curriculum framework and syllabi. ● Process of translating syllabus into text books. ● Representation and non-representation of various social groups in curriculum framing. 	6 hours	CO2	K1, K2, K3, K4, K5, K6
III.	Designing curriculum, school Experiences and Evaluation: <ul style="list-style-type: none"> ● Principles of selecting curriculum content. ● Principles of curriculum development, Highlights of NCFTE 2009-stage-specific and subject-specific objectives of curriculum. ● Methodology of curriculum transaction. ● Curriculum evaluation (formative, summative, Micro and Macro). 	7 hours	CO3	K1, K2, K3, K4, K5, K6
IV.	Power, Ideology and Curriculum: <ul style="list-style-type: none"> ● Relationship between powers, structures of society and knowledge. ● Meritocracy versus elitism in curriculum. 	5 hours	CO4	K1, K2, K3, K4, K5, K6
V.	Curriculum as process and practice: <ul style="list-style-type: none"> ● Inculcation of values, disciplines, rules and reproduction of norms in the society. ● Necessity and construction of Time-Table 	6 hours	CO5	K1, K2, K3, K4, K5, K6

	<ul style="list-style-type: none"> • Hidden curriculum and children's resilience. • Critical Analysis of text books, teachers' handbooks, children's literature. 			
Engagement with the Field/Practicum	Student Activity followed by Report Writing	30 hours	CO1 to CO5	K1, K2, K3, K4, K5, K6
Text Books				
1. Curriculum: Foundations, Principles, and Issues - Allan C. Ornstein & Francis P. Hunkins				
2. Curriculum and the Specialization of Knowledge - Micheal Young & Johan Muller				
3. Knowledge and Curriculum- Amrita J. Marshall				
Suggested readings				
1. Knowledge and Curriculum- Dr. Rajib Sarkar (Rita Publishers)				
2. Knowledge and Curriculum- Dr. Kaushiki Chakrabarti and Rakheebrita Biswas (Aaheli Publishers)				
Web Resources				
1. https://www.bdu.ac.in/cde/docs/ebooks/BEd/II/KNOWLEDGE%20AND%20CURRICULUM.pdf				
2. https://www.wbnsou.ac.in/online_services/SLM/MED/A4.pdf				
Evaluation				
Theory: 50 marks				
<ul style="list-style-type: none"> • End Semester Examination- 35 marks • CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] 				
Practicum: 25 marks				
Paper Structure for End Semester Theory Examination of 35 marks				
3 very short type questions × 2 marks (out of 5 questions) = 6 marks				
2 short type questions × 4 marks (out of 3 questions) = 8 marks				
3 essay type questions × 7 marks (out of 5 questions) = 21 marks				

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write about, explain, examine, analyse, discuss and compose a write-up about the meaning, characteristics, necessity, framing principles and importance of curriculum and role of state in forming curriculum.	K1, K2, K3, K4, K5, K6
CO2	State, describe, examine, analyse, discuss and compose a write-up about the interrelationship between curriculum and syllabi, process of translating syllabus into text books and non-representation and representation of social groups in curriculum framing.	K1, K2, K3, K4, K5, K6
CO3	Recall and explain principles of curriculum design, apply stage specific objectives and evaluation methods, analyse	K1, K2, K3, K4, K5, K6

	curriculum transaction processes, evaluate formative and summative practices and design context appropriate curriculum framework aligned with NCF-TE 2009	
CO4	Identify and interpret the relationship between power, ideology and knowledge in curriculum, apply these concepts to educational contexts, critically analyse meritocracy vs elitism, appraise their implications for equity and construct an inclusive curriculum perspective	K1, K2, K3, K4, K5, K6
CO5	Describe curriculum as a social process, explain hidden curriculum and value inculcation, apply principles of framing time table, analyse textbooks and children's literature for ideological content, evaluate their societal impact and develop reflective curriculum practices promoting resilience and equity.	K1, K2, K3, K4, K5, K6

Semester: IV	
Programme: B.Ed.	
Course: Creating an Inclusive School	
Paper code: IS44032T / IS44032P	Credits: 2 (Theory) 1 (Practicum)
Total Hours: 30 (Theory) + 30 (Practicum)	
Category: Core/MDC/SEC/VAC: Core	
Theory / Practical / Composite: Composite	
No of Modules: 1	
<p>Course Overview: This course provides a foundational understanding of inclusive education by tracing the concept and historical development of special education, integrated education, and inclusive education, along with their interrelationship. It highlights the philosophical, sociological, economic, and humanitarian dimensions that justify the need for inclusive practices in modern education systems. It examines key global initiatives such as the Biwako Millennium Framework (1993–2012), the Salamanca Statement and Framework for Action (1994), and the UN Convention on the Rights of Persons with Disabilities (2006), highlighting their implications for inclusive practices. The course also reviews major national initiatives, including the National Policy on Education (1968, 1986), the Education provisions in the National Policy on Disability (2006), and the Right to Education Act (2009), with emphasis on their role in promoting educational access and equity. This course provides a foundational understanding of learners with special needs, focusing on concepts, definitions, characteristics, classification, causes, and preventive measures related to visual impairment (VI), hearing impairment (HI), specific learning disabilities (SLD), and locomotor impairment (LI). It prepares learners to recognize diverse learning needs in inclusive classrooms. This course focuses on operationalizing inclusion through effective classroom management, curricular adaptations, learner-centred design, and development of appropriate TLM using cooperative, peer-supported, reflective, and multisensory pedagogies. It also highlights the role of ICT and adaptive/assistive technologies in addressing diverse learner needs and promoting meaningful participation. This course prepares teachers to address real classroom inclusion challenges by reviewing programmes, developing essential competencies, and aligning inclusive school practices with NCF-2005 guidelines.</p>	
Course Outcome:	
1. Write, explain, examine, analyse, discuss about the concept of inclusive education and social inclusion	
2. Recall, describe, investigate, analyse, discuss and familiarize with the legal and policy perspectives behind inclusion in education.	
3. State, interpret, examine, explain, discuss, compose the types, probable causes, preventive measures and characteristics of different types of disability.	
4. Write, explain, examine, analyse, discuss, compose a write-up the on inclusive classrooms through appropriate management strategies, curricular adaptations, and development of suitable TLM and learning, peer tutoring, buddy system, social learning, reflective teaching, and multisensory approaches to address diverse needs and utilize ICT and select appropriate adaptive and assistive devices, aids, and appliances to support learners with diverse needs.	
5. Recall, describe, examine, analyse, discuss, create write-up on inclusion can be practiced in mainstream class and essential skills and competencies required of teachers and teacher educators for effective inclusive practices	
Prerequisites: <i>Basic knowledge about any prior course</i>	

SYLLABUS				
Unit	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I	<p>Introduction to inclusive Education:</p> <ul style="list-style-type: none"> • Concept & history of special education, integrated education and inclusive Education & their relation • Philosophical, Sociological, Economical & Humanitarian dimensions of inclusive education • Advantages of inclusive education for the individual and society. • Factors affecting inclusion. 	5 Hours	CO1	K1, K2, K4, K5
II	<p>Legal and policy perspectives:</p> <ul style="list-style-type: none"> • Important international declarations / conventions / proclamations- BMF (1993-2012), recommendations of the Salamanca Statement and Framework of Action (1994), UNCRPD (2006). • National initiatives for inclusive education – National Policy on Education (1968, 1986), Education in the National Policy on Disability (2006), RTE Act (2009). • Special role of institutions for the education of children with disabilities- RCI, National Institute of Different Disabilities. 	7 Hours	CO2	K1, K2, K3, K4, K5
III	<p>Defining learners with special needs:</p> <ul style="list-style-type: none"> • Understanding differently abled learners – concepts, definitions, characteristics, classification, causes and preventive measures of V.I, H.I, SLD, LI • Preparation for inclusive education – School's readiness for addressing learner with diverse needs • Case history taking, Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP / ITP) • Identification and overcoming barriers for educational and social inclusion 	7 Hours	CO3	K1, K2, K3, K4, K5, K6
IV	<p>Inclusion in operation:</p> <ul style="list-style-type: none"> • Class room management and organizations, curricular adaptations, learning designing and development of suitable TLM • Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc. • Technological Advancement and its applications – ICT, Adaptive and Assistive devices, equipment, aids and appliances 	6 Hours	CO4	K1, K2, K4, K5, K6

V	Teacher preparation for inclusive school: <ul style="list-style-type: none"> • Problems in inclusion in the real class room situations; ways for overcoming the problems in inclusions. • Review of existing educational programmes offered in secondary school (General and Special School). • Skills and competencies of teachers and teacher educators for secondary education in inclusive settings. • Teacher preparation for inclusive education in the light of NCF, 2005. • Characteristics of inclusive school. 	5 Hours	CO5	K1, K2, K3, K4, K5, K6
Engagement with the Field/ Practicum	Case Study	30 Hours	CO1 to CO5	K1, K2, K3, K4, K5, K6
Text Books				
1. Inclusive Education for Children with Special Needs <i>by Neena Dash</i>				
2. NCERT Textbook: Creating an Inclusive School				
3. Fundamentals of Inclusive Education <i>by R. Kumar</i>				
4. Educating Exceptional Children: An Introduction to Special Education – Samuel A. Kirk et al				
5. Inclusive Education – K. C. Panda				
6. Special Education – Mangal & Mangal				
Suggested readings				
1. Inclusive Education in India – J. P. Das & B. C. Das				
2. Children with Special Needs – S. K. Mangal				
3. Inclusive Education: Issues and Perspectives – Usha & Ram Nath Sharma				
Web Resources				
1. https://ncert.nic.in/				
2. https://rehabcouncil.nic.in/				
3. https://niepvd.nic.in/				
Evaluation				
Theory: 50 marks				
<ul style="list-style-type: none"> • End Semester Examination- 35 marks • CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] 				
Practicum: 25 marks				
Paper Structure for End Semester Theory Examination of 35 marks				
3 very short type questions × 2 marks (out of 5 questions) = 6 marks				
2 short type questions × 4 marks (out of 3 questions) = 8 marks				
3 essay type questions × 7 marks (out of 5 questions) = 21 marks				

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write, explain, examine, analyse, discuss about the concept of inclusive education and social inclusion.	K1, K2, K4, K5
CO2	Recall, describe, investigate, analyse, discuss Familiarize with the legal and policy perspectives behind inclusion in education.	K1, K2, K3, K4, K5
CO3	State, interpret, examine, explain, discuss, compose the types, probable causes, preventive measures and characteristics of different types of disability.	K1, K2, K3, K4, K5, K6
CO4	Write, explain, examine, analyse, discuss, compose a write-up the on inclusive classrooms through appropriate management strategies, curricular adaptations, and development of suitable TLM and learning, peer tutoring, buddy system, social learning, reflective teaching, and multisensory approaches to address diverse needs and utilize ICT and select appropriate adaptive and assistive devices, aids, and appliances to support learners with diverse needs.	K1, K2, K4, K5, K6
CO5	Recall, describe, examine, analyse, discuss, create write-up on inclusion can be practiced in mainstream class and essential skills and competencies required of teachers and teacher educators for effective inclusive practices	K1, K2, K3, K4, K5, K6

Semester: IV				
Programme: B.Ed.				
Course: Health and Physical Education				
Paper code: HP44042T / HP44042P				Credits: 2 (Theory) + 2(Practicum)
Total Hours: 30 hours (Theory) + 60 hours (Practical)				
Category: Core/MDC/SEC/VAC: Core				
Theory / Practical / Composite: Composite				
No of Modules: 1				
Course Overview: This course introduces the concept, scope, and significance of Health and Physical Education in India, emphasizing its role in holistic human development. It examines the health education scenario from pre-natal stages through higher education, including institutional infrastructure, hygiene, environmental quality, and total health management within educational settings. The course explores major communicable, non-communicable, genetic, mental, and lifestyle diseases prevalent in India, along with their diagnosis, prevention, and prognosis. It addresses technology-related health hazards and evolving regulatory mechanisms to manage modern techno-health risks. The course further analyses contemporary health issues related to nutrition, water, stress, psycho-spiritual well-being, and national health policies. Emphasis is also placed on games, sports, athletics, yoga education, and first aid principles to promote physical fitness, emergency preparedness, and preventive health awareness.				
Course Outcome:				
1. Explain, describe, write, recall, analyse, discuss and define the concept, scope, and significance of Health Education and analyse the health infrastructure and quality management systems in educational institutions.				
2. Examine, explain, discuss and analyse major communicable, non-communicable, genetic, lifestyle, and mental health disorders prevalent in India and evaluate their diagnosis, prevention, and prognosis.				
3. Recognise, discuss, identify and analyse technology-related health risks and propose preventive and regulatory mechanisms to address modern techno-health hazards.				
4. Analyse, describe, explain and assess major health issues related to nutrition, water, lifestyle, psycho-spiritual well-being, and national health policies in promoting holistic health.				
5. Discuss, analyse, recognise and demonstrate practical knowledge and skills in first aid, emergency care, games, sports, athletics, and yoga education for overall physical and community health development.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	Health Education Scenario in India: <ul style="list-style-type: none"> • Introduction to the concept of health, significance and importance • Identity of Educational Institutional Plants: Structure, Infra-Structure and Environment, 	5 hrs.	CO1	K1, K2, K3, K4, K5, K6

	<ul style="list-style-type: none"> • Emerging Health & Total Quality of the Educational Institutions, • Status of Health Education in India from Pre-Natal Education through Higher Education, • Health & Hygiene, Mess & Toilets, Disease & Dispensary, Work & Leisure, • Total Health Quality of Educational Governors, Administrators, Teachers, Students, Supporters, Libraries, Laboratories, Classrooms, Halls, Play Fields, Water Tanks, Swimming Pools, Community Pools, Roads 			
II.	<p>Most Common & Uncommon diseases in India:</p> <ul style="list-style-type: none"> • The most common diseases during the previous decade- • Heart Diseases, Cancer, HIV/AIDs, Swine Flu, Reproductive Helpless Health, Osteoporosis, Depression, • Intentional & Unintentional Injuries, Diabetes, and Obesity, Uncommon Diseases- Autistic, Cerebral Palsied, Blood Borne Diseases • Beta Thal Major, Sickle Cell Anemia, Hemophilia, Diagnosis, Prevention & Prognosis. 	6 hrs.	CO2	K1, K2, K3, K4, K5, K6
III.	<p>Tech-Related Health Risks & How to Fix Them:</p> <ul style="list-style-type: none"> • Identification of the technological health hazards- Smartphone Stress, Acne caused by the Cell Phones, Blackberry Stress Injuries to the Thumb, Radiation from the cell phones, Cell Phone Sickness, Cell Phone & Car Accidents, Allergies & Phones, Crazy Phones, • Computers Causing Wrist Pain, Back & Neck Pain, Decreased Sperm Count from the WIFI, Laptop Burns, Laptop Headaches, Sleeping Problems from the Laptops, Decreased attention span from using Face-book, • The Internet Causing Anxiety, Headphone Use leading to Accidents, Hearing Loss from Headphones, Visual Impairment, • Death from Social Networking, Environmental Degradation, Aggression, Social Crimes--- Evolving Controlling & Regulatory 	6 hrs.	CO3	K1, K2, K3, K4, K5, K6

	Mechanisms.			
IV.	Health Issues & Health Education: Vision & Mission: <ul style="list-style-type: none"> ● Fast Food Problems, Drinking Water Problems, ● Falling Heart & Brain Entrainment Ratio, Inflated Height Weight Index, ● High & Low Blood Pressure, Depression & Aggression, ● Adhyatmik Troubles, Adhi- bhoutik Troubles, Adhidaivik Troubles, along with these all sorts of Medical Practices ● Vision & Mission of Medical Council of India, Health Education Priorities, and immediate need of Health Education Policy of India. ● Games, Sports & Athletics, Yoga Education. 	7 hrs.	CO4, CO5	K1, K2, K3, K4, K5, K6
V.	First Aid- Principles and Uses: <ul style="list-style-type: none"> • Structure and function of human body and the principles of first aid • First aid equipment • Fractures-causes and symptoms and the first aid related to them • Muscular sprains causes, symptoms and remedies • First aid related to haemorrhage, respiratory discomfort • First aid related to Natural and artificial carriage of sick and wounded person • Treatment of unconsciousness • Treatment of heat stroke • General disease affecting in the local area and measures to prevent them 	6 hr	CO5	K1, K2, K3, K4, K5, K6
Engagement with the Field/ Practicum	Preparation of One Inventory and One Student Activity Followed by Report Writing	60 hrs	CO1 to CO5	K1, K2, K3, K4, K5, K6
Text Books				
<ul style="list-style-type: none"> ● Health and Physical Education by Dr. Ajit Das 				
<ul style="list-style-type: none"> ● Health And Physical Education by Sajeev C Nair 				
<ul style="list-style-type: none"> ● HEALTH AND PHYSICAL EDUCATION A Teachers' Guide by NCERT 				
Suggested readings				

<ul style="list-style-type: none"> Essentials of Physical Education" by Ajmer Singh, Jagdish Bains, and Jagtar Singh Gill
<ul style="list-style-type: none"> B.Ed. Book (E) Teaching of Health and Physical Education by Nimisha Sharma
<ul style="list-style-type: none"> Physical Fitness & Wellness by Dr. Shyam Sundar Rath
Web Resources
<ul style="list-style-type: none"> https://www.pragyabikash.in/2025/06/Bed-4th-semester-health-and-physical-education-english-version-suggestion-and-answer.html?m=1
<ul style="list-style-type: none"> https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/HEALTH%20AND%20PHYSICAL%20EDUCATION.pdf
<ul style="list-style-type: none"> https://www.tnteu.ac.in/pdf/yoga.pdf
<ul style="list-style-type: none"> https://www.scribd.com/document/671737595/Physical-and-health-education#:~:text=Health%20and%20physical%20education%20provides,school%20but%20for%20a%20lifetime.
Evaluation
Theory: 50 marks
<ul style="list-style-type: none"> End Semester Examination- 35 marks CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)]
Practicum: 25 marks
Paper Structure for End Semester Theory Examination of 35 marks
3 very short type questions × 2 marks (out of 5 questions) = 6 marks
2 short type questions × 4 marks (out of 3 questions) = 8 marks
3 essay type questions × 7 marks (out of 5 questions) = 21 marks

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Explain, describe, write, recall, analyse, discuss and define the concept, scope, and significance of Health Education and analyse the health infrastructure and quality management systems in educational institutions.	K1, K2, K3, K4, K5, K6
CO2	Examine, explain, discuss and analyse major communicable, non-communicable, genetic, lifestyle, and mental health disorders prevalent in India and evaluate their diagnosis, prevention, and prognosis.	K1, K2, K3, K4, K5, K6
CO3	Recognise, discuss, identify and analyse technology-related health risks and propose preventive and regulatory mechanisms to address modern techno-health hazards.	K1, K2, K3, K4, K5, K6
CO4	Analyse, describe, explain and assess major health issues related to nutrition, water, lifestyle, psycho-spiritual well-being, and national health policies in promoting holistic health.	K1, K2, K3, K4, K5, K6
CO5	Discuss, analyse, recognise and demonstrate practical knowledge and skills in first aid, emergency care, games, sports, athletics, and yoga education for overall physical and community health development.	K1, K2, K3, K4, K5, K6

Semester: IV				
Programme: B.Ed.				
Course: Peace Education				
Paper code: PE44042T / PE44042P			Credits: 2 (Theory) +2 (Practicum)	
Total Hours: 30 (Theory) + 60 (Practicum)				
Category: Core/MDC/SEC/VAC: Core				
Theory / Practical / Composite: Composite				
No of Modules: 1				
Course Overview: The student teachers will be able to understand the concept of peace education and value education, their components, different perspectives and be acquainted with the methods and evaluation of value education.				
Course Outcome:				
1. Recall and explain the aims, objectives, values, curriculum structure, and role of Peace Education in promoting national and global integration and interdisciplinary learning and Peace values.				
2. Apply various teaching methods to understand and plan the social perspectives of Peace Education.				
3. Demonstrate and analyse practices and strategies of Peace Education and Value Education.				
4. Select, improvise, and utilize appropriate learning resources including textbooks, teaching aids, laboratories, and ICT tools for enhancing learning experiences related to the hierarchy of personal and Social values related to value education and peace Education.				
5. Critically evaluate practical and traditional methods, teacher competencies, professional growth practices and resource effectiveness for improving instructional outcomes related to the Evaluation of Value Education and Peace Education.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	PEACE EDUCATION: <ul style="list-style-type: none"> ● Peace Education – Meaning, Concept, Aims, Objectives, Nature, Scope and Importance. ● Barriers of Peace Education – Psychological, Cultural, Political. ● Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes. ● Violence in School, home and society. ● Role of Peace Education in present context. 	5 Hrs.	CO1, CO2	K1, K2, K4, K5
II.	SOCIAL PERSPECTIVE OF PEACE EDUCATION: <ul style="list-style-type: none"> ● Justice – Social economics, Cultural and religions 	6 Hrs.	CO2, CO3	K2, K3, K4, K5

	<ul style="list-style-type: none"> ● Equality – Egalitarianism, Education for all, equal opportunity ● Critical thinking: Reasoning and applying wisdom cooperation ● Learning to be and learning to live together ● Peace Education in Secondary Education curriculum. 			
III.	VALUE EDUCATION: <ul style="list-style-type: none"> ● Meaning, Concept, Nature and Sources of values. ● Meaning, Concept, Nature and scope of Value Education. ● Philosophical perspective, psychological perspective and sociological perspectives of Value Education. ● Values in Indian Constitution and Fundamental Duties of citizens. 	7 Hrs.	CO1, CO4	K1, K2, K3, K6
IV.	GENERAL IDEA ABOUT VALUES: <ul style="list-style-type: none"> ● Classification of Values Personal and social values <ol style="list-style-type: none"> a) Intrinsic and extrinsic values on the basis of personal interest & social good. b) Social, moral, spiritual and democratic values on the basis of expectation of society & one's self inspiration ● Identification of Analysis of emerging issues involving value conflicts ● Design and develop of instructional material for nurturing values ● Characteristics of Instructional material for values. 	6 Hrs.	CO4, CO5	K2, K3, K4, K6
V.	METHODS & EVALUATION OF VALUE EDUCATION <ul style="list-style-type: none"> ● Methods & Evaluation of Value Education <ol style="list-style-type: none"> a. Traditional Methods: Story Telling, Ramleela, Tamasha street play & folk songs. b. Practical Methods: Survey, role play, value clarification, Intellectual discussions ● Causes of value crisis : material, social, economic, religion evils and their peaceful solution ● Role of School Every teacher as teacher of values, School curriculum as value laden 	6 Hrs.	CO3, CO5	K3, K4, K5

	<ul style="list-style-type: none"> • Moral Dilemma (Dharmasankat) and one's duty towards self and society 			
Engagement with the Field/ Practicum	Preparation of One Inventory and One Student Activity Followed by Report Writing	60 Hrs.	CO1 to CO5	K1, K2, K3, K4, K5, K6
Text Books				
1. Johan Galtung's "Peace by Peaceful Means"				
2. John Paul Lederach's "Preparing For Peace" and "The Little Book of Conflict Transformation",				
3. Kaur, Balvinder. (2006). Peace Education: New Trends and Innovations. New Delhi: Deep & Deep Publications Private Limited				
Suggested readings				
1. Journal for the Study of Peace and Conflict. ...				
2. Journal of Aggression, Conflict and Peace Psychology. ...				
3. Journal of Peacebuilding and Development. ...				
4. Mohakud, L.L. & Mukhopadhyay, A. (2021). Pedagogy of Peace Education: Theories and Practices. Bhubaneswar: Divya Publication				
Web Resources				
1. https://www.tandfonline.com/toc/cjpe20/current				
2. https://mimtfoundation.wordpress.com/wp-content/uploads/2020/08/peace-education-1.pdf				
3. https://www.usip.org/public-education-new/peacebuilding-toolkit-educators				
4. https://www.usip.org/public-education-new/peacebuilding-toolkit-educators				
5. https://everydaypeacebuilding.com/100-free-education-for-peace-and-justice-resources-online/				
Evaluation				
Theory: 50 marks				
<ul style="list-style-type: none"> • End Semester Examination- 35 marks • CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] 				
Practicum: 25 marks				
Paper Structure for End Semester Theory Examination of 35 marks				
3 very short type questions × 2 marks (out of 5 questions) = 6 marks				
2 short type questions × 4 marks (out of 3 questions) = 8 marks				
3 essay type questions × 7 marks (out of 5 questions) = 21 marks				

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Recall and explain the aims, objectives, values, curriculum structure, and role of Peace Education in promoting national and global integration and interdisciplinary learning and Peace values.	K1, K2, K3
CO2	Apply various teaching methods to understand and plan the Social perspectives of Peace Education.	K2, K3, K4

CO3	Demonstrate and analyse practices and strategies of Peace Education and Value Education.	K3, K4, K5
CO4	Select, improvise, and utilize appropriate learning resources including textbooks, teaching aids, laboratories, and ICT tools for enhancing learning experiences related to the hierarchy of personal and Social values related to value education and peace Education.	K2, K3, K6
CO5	Critically evaluate practical and traditional methods, teacher competencies, professional growth practices and resource effectiveness for improving instructional outcomes related to the Evaluation of Value Education and Peace Education.	K4, K5

Semester: IV				
Programme : B.Ed.				
Course: Guidance and Counselling				
Paper code: GC44042T / GC44042P				Credits: 2(Theory)+2(Practicum)
Total Hours: 30(Theory)+60(Practicum)				
Category: Core				
Theory / Practical / Composite: Composite				
No of Modules : 1				
<p>Course Overview: Guidance and counselling involve recognizing the diverse educational, emotional, and social needs of learners and supporting their overall development. By understanding the concepts, functions, and scope of guidance and counselling, educators can provide appropriate assistance for academic, personal, and career-related concerns. Effective counselling also requires promoting mental health, facilitating adjustment, and addressing maladaptive behaviours through preventive and remedial measures. Developing competence in psychological tools and techniques, along with an awareness of normality, abnormality, and mental illness classification, equips teachers to create supportive, inclusive, and learner-centred environments that foster well-being, responsible decision-making, and holistic growth.</p>				
Course Outcome:				
1. Define and describe guidance and counselling concepts and functions, explain and interpret their nature and scope, differentiate and compare guidance and counselling, list and classify types of guidance, use and implement career and vocational guidance, and identify, examine, and evaluate the qualities of a good counsellor.				
2. Define and explain mental health, list and describe its characteristics, explain, analyse, and examine the role of home and school in mental health, and identify, analyse, and evaluate factors related to the mental health of a teacher, design strategies for promoting mental well-being in school settings.				
3. Identify and recognize maladjusted behaviours, describe and classify the characteristics and symptoms of disorders, analyse behavioural patterns, evaluate educational responses, and formulate appropriate guidance-based interventions for learner adjustment.				
4. Define and explain testing and non-testing tools, differentiate and compare them, use, demonstrate, and implement appropriate tests and techniques, evaluate learner assessment information, and construct guidance profiles using suitable tools such as ARC and CRC.				
5. Define and describe concepts of normality and abnormality, identify and explain biological and psychological causal factors of abnormal behaviour, analyse and examine their influence on mental illness, classify mental disorders using DSM-IV, evaluate perspectives on abnormal behaviour, and develop an informed understanding of mental illness for educational guidance purposes.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	Overview of Guidance and Counselling: <ul style="list-style-type: none"> • Definition & Functions, • Nature & Scope of Guidance and Counselling, • Difference between Guidance & Counselling, 	5	CO1	K1, K2, K3, K4, K5

	<ul style="list-style-type: none"> Types of guidance and counselling, Career & Vocational guidance, Quality of a good counsellor 			
II.	Mental Health: <ul style="list-style-type: none"> Concept, Characteristics, Role of home & School, Mental health of a teacher. 	5	CO2	K1, K2, K4, K5, K6
III.	Adjustment & Maladjustment <ul style="list-style-type: none"> Concept Purpose Techniques Criteria of good adjustment Causes, Prevention & Remedies of Maladjustment behaviours- Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Antisocial Behaviour. 	7	CO3	K1, K2, K3, K4, K5, K6
IV.	Tools & Techniques: <ul style="list-style-type: none"> Concept of Testing & Non-testing tools Tests to measure- Personality, Attitude, Aptitude, Interest, Intelligence, Case study, Questionnaire, Opinionnaire, Interview, Observation, ARC & CRC. 	7	CO4	K1, K2, K3, K4, K5, K6
V.	Abnormal Behavior and Mental illness: <ul style="list-style-type: none"> Meaning & Concept of normality and abnormality Causal factors of Abnormal Behaviour – Biological & Psychological. Classification of mental illness(DSM-IV) 	6	CO5	K1, K2, K3, K4, K5, K6
Engagement with the Field/ Practicum	Project	60	CO1 to CO5	K1, K2, K3, K4, K5, K6
Text Books				
1. Anastasi, A., & Urbina, S. (1997). <i>Psychological testing</i> (7th ed.). Prentice Hall.				
2. Butcher, J. N., Hooley, J. M., & Kendall, P. C. (Eds.). (2018). <i>APA Handbook of Psychopathology, Volume 1 & Volume 2</i> (Understanding, Assessing, and Treating Adult Mental Disorders; Child & Adolescent Psychopathology). American Psychological Association				

3. Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2019). <i>Abnormal Psychology: An Integrative Approach</i> (8th ed.). Cengage Learning
Suggested readings
1. Lemma, A. (2015). <i>Introduction to Psychopathology</i> . Sage.
2. Singh, A. K. (2019). <i>Tests, measurements and research methods in behavioural sciences</i> (6th ed.). Bharati Bhawan
3. Weis, R. (2021). <i>Introduction to Child and Adolescent Psychopathology</i> (5th ed.). Sage
Web Resources
1. https://tripurauniv.ac.in/site/images/pdf/StudyMaterialsDetail/EDCN-805E-Guidance%20 %20Counselling%20in%20Education.pdf
2. https://lead-academy.org/blog/importance-of-guidance-and-counselling/
Evaluation: Theory: 50 marks End Semester Examination- 35 marks CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] Practicum: 25 marks
Paper Structure for End Semester Theory Exam of 35 Marks 3 very short type questions X 2 marks (out of 5 questions) = 6 marks 2 short type questions X 4 marks (out of 3 questions) = 8 marks 3 essay type questions X 7 marks (out of 5 questions) = 21 marks

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Define and describe guidance and counselling concepts and functions, explain and interpret their nature and scope, differentiate and compare guidance and counselling, list and classify types of guidance, use and implement career and vocational guidance, and identify, examine, and evaluate the qualities of a good counsellor.	K1, K2, K3, K4, K5
CO2	Define and explain mental health, list and describe its characteristics, explain, analyse, and examine the role of home and school in mental health, and identify, analyse, and evaluate factors related to the mental health of a teacher, design strategies for promoting mental well-being in school settings.	K1, K2, K4, K5, K6
CO3	Identify and recognize maladjusted behaviours describe and classify the characteristics and symptoms of disorders, analyse behavioural patterns, evaluate educational responses, apply and formulate appropriate guidance-based interventions for learner adjustment.	K1, K2, K3, K4, K5, K6
CO4	Define and explain testing and non-testing tools, differentiate and compare them, use, demonstrate, and implement appropriate tests and techniques, evaluate learner assessment information, and construct guidance profiles using suitable tools such as ARC and CRC.	K1, K2, K3, K4, K5, K6
CO5	Define and describe concepts of normality and abnormality, identify and explain biological and psychological causal factors of abnormal behaviour, analyze and examine their influence on mental illness, classify mental disorders using DSM-IV, evaluate perspectives on abnormal behaviour, and develop an informed understanding of mental illness for educational guidance purposes.	K1, K2, K3, 4, K5, K6

Semester: IV				
Programme: B.Ed.				
Course: Environmental and Population Education				
Paper code: EP44042T/ EP44042P				Credits: 2 (Theory) +2(Practicum)
Total Hours: 30 (Theory) + 60 (Practicum)				
Category: Core/MDC/SEC/VAC: Core				
Theory / Practical / Composite: Composite				
No. of Modules: 1				
<p>Course Overview: This course provides an integrated study of population and environmental education, examining their core concepts, importance, and interconnectedness. It begins by defining population education, its characteristics, scope, and methodology, before moving to a similar analysis of environmental education, focusing on objectives, awareness, and values. The curriculum then delves into specific policies, such as India's Population Policy of 2000, and explores population dynamics, including urbanization and migration. The course also introduces the concept of sustainable development, highlighting key global initiatives like Agenda 21. Finally, it addresses contemporary issues, including the impact of population explosion on the environment, the quality of life, and the role of women's empowerment.</p>				
Course Outcome:				
1. Write about, explain, examine, analyse, appraise and design action research about the characteristics, methodology and importance of population education.				
2. State, describe, examine, analyse, evaluate and design action research about the different concepts, objectives and importance of environmental education and awareness programmes related to environment				
3. Mention, interpret, examine, analyse, appraise and design action research about NPP 2000 and its implementation, concepts of population dynamics and its control and patterns of population distribution, migration and urbanisation				
4. State, interpret, examine, analyse, appraise and design action research about Sustainable Development, Education for Sustainable Development, Agenda 21, UN Decade of Education for Sustainable Development and its implementation and Programmes on environmental management.				
5. State, explain, generalize, infer, assess and design action research on key issues related to women empowerment, adolescent reproductive health, ecofeminism, quality of life, pollution, sustainable lifestyle and population explosion.				
Prerequisites: Basic knowledge about any prior course				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	<p>Concept of population education:</p> <ul style="list-style-type: none"> • The characteristics and scope • Methodology of population education • Importance of population education 	5 hours	CO1	K1, K2, K3, K4, K5, K6
II.	<p>Concept of environmental education:</p> <ul style="list-style-type: none"> • Objectives and 	6 hours	CO2	K1, K2, K3, K4, K5, K6

	<p>importance</p> <ul style="list-style-type: none"> • Developing environmental awareness • Environmental attitude, values & pro-environmental behaviour. 			
III.	<p>Population education policies:</p> <ul style="list-style-type: none"> • Population policy of the Government of India (2000) • Implementation programmes, population control • Population dynamics in the context of India • Population distribution, urbanization and migration. 	7 hours	CO3	K1, K2, K3, K4, K5, K6
IV.	<p>Sustainable development:</p> <ul style="list-style-type: none"> • Concept of Sustainable Development and Education for Sustainable Development • Agenda 21 • United Nations Decade of Education for Sustainable Development • Programmes on environmental management 	5 hours	CO4	K1, K2, K3, K4, K5, K6
V.	<p>Issues related to population and environmental education:</p> <ul style="list-style-type: none"> • Quality of life • Sustainable life style • Ecofeminism • Empowerment of women • Environmental and social Pollution • Effect of population explosion on environment • Adolescent reproductive health. 	7 hours	CO5	K1, K2, K3, K4, K5, K6
Engagement with the Field/Practicum	Action Research	60 hours	CO1-CO5	K1, K2, K3, K4, K5, K6
Text Books				
1. Population, Environment and Development- Dr. P.R. Trivedi				
2. Environmental Education and Population Education- Dr. Lokman Ali				
Suggested readings				
1. Environmental and Population Education- Dr. Rajib Sarkar (Rita Publication)				
2. Environmental and Population Education- Sanjoy Dutta (Aaheli Publication)				
Web Resources				
1. https://www.bdu.ac.in/cde/docs/ebooks/BEd/II/ENVIRONMENTAL%20EDUCATION.pdf				

2. https://gucdoe.in/sites/default/files/EDU_403.pdf
3. https://www.slideshare.net/slideshow/population-educationpdf/252027751
Evaluation Theory: 50 marks <ul style="list-style-type: none"> • End Semester Examination- 35 marks • CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] Practicum: 25 marks
Paper Structure for end semester theory examination for each Module of 35 marks 3 very short type questions × 2 marks (out of 5 questions) = 6 marks 2 short type questions × 4 marks (out of 3 questions) = 8 marks 3 essay type questions × 7 marks (out of 5 questions) = 21 marks

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Write about, explain, examine, analyse, appraise and design an action research about the characteristics, methodology and importance of population education.	K1, K2, K3, K4, K5, K6
CO2	State, describe, examine, analyse, evaluate and design an action research about the different concepts, objectives and importance of environmental education and awareness programmes related to environment	K1, K2, K3, K4, K5, K6
CO3	Mention, interpret, examine, analyse, appraise and design an action research about NPP 2000 and its implementation, concepts of population dynamics and its control and patterns of population distribution, migration and urbanisation	K1, K2, K3, K4, K5, K6
CO4	State, interpret, examine, analyse, appraise and design an action research about Sustainable Development, Education for Sustainable Development, Agenda 21, UN Decade of Education for Sustainable Development and its implementation and Programmes on environmental management.	K1, K2, K3, K4, K5, K6
CO5	State, explain, generalize, infer, assess and design an action research on key issues related to women empowerment, adolescent reproductive health, ecofeminism, quality of life, pollution, sustainable lifestyle and population explosion.	K1, K2, K3, K4, K5, K6

Semester: IV				
Programme: B.Ed.				
Course: Yoga Education				
Paper code: YE44042T / YE44042P			Credits: 2 (Theory) + 2 (Practical)	
Total Hours: 30 hours (Theory) + 60 hours (Practical)				
Category: Core/MDC/SEC/VAC: Core				
Theory / Practical / Composite: Composite				
No. of Modules: 1				
Course Overview:				
<p>This course introduces Yoga as a classical Indian system of self-development, integrating its philosophical foundations and practical applications. It covers core concepts and practices—Kriyas, Yama, Niyama, Asana, Pranayama, Bandha, Mudra, and Dhyana—based on classical texts and research perspectives, along with general guidelines for safe practice. Learners explore ancient Indian philosophical systems, the Yoga–Sankhya relationship, the Bhagavad Gita, and the historical evolution of yogic thought. The course examines major texts including the Patanjali Yoga Shastra (Ashtanga and Kriya Yoga), the Yoga Sutras’ meditational processes, and key Hatha Yoga works such as Hatha Pradipika and Gheranda Samhita, highlighting their complementarities and selected advanced practices. It also discusses yogic and medical views of health and disease through the Pancha kosha model, emphasizing Yoga’s contemporary relevance for integrated and holistic health.</p>				
Course Outcome:				
1. Explain, recall, describe, analyse and define the fundamental concepts, principles, philosophical foundations, and historical development of Yoga as a classical Indian system of self-development.				
2. Describe, discuss, explain and apply traditional yogic practices—Kriyas, Yama, Niyama, Asana, Pranayama, Bandha, Mudra, and Dhyana—with appropriate safety guidelines.				
3. Analyse, recognise, discuss, identify and interpret major yogic texts (Yoga Sutras, Bhagavad Gita, Hatha Yoga texts) and compare the philosophical relationship between Yoga and Sankhya traditions.				
4. Examine, analyse, discuss, explain and assess yogic and medical perspectives on health and disease and explain the concept of Pancha kosha for integrated and positive health.				
5. Create, discuss, recognise and demonstrate selected yogic practices and assess the contemporary relevance and utilitarian value of Yoga in promoting holistic well-being in modern life. Assess the importance of yoga in promoting integrated and positive health in the modern world.				
Prerequisites: <i>Basic knowledge about any prior course</i>				
SYLLABUS				
UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL

I.	Introduction to Yoga and Yogic Practices: <ul style="list-style-type: none"> • Introduction to yoga: concept & principles • Classical approach to yoga practices viz. Kriyas, Yama, Niyama, Asana, Pranayama, • Bandha, Mudra & Dhyana as per yogic texts and research based principles of Yoga, • General guidelines for performing Yoga practices. 	6 hrs.	CO1, CO2	K1, K2, K3, K4, K5, K6
II.	Ancient Systems of Indian Philosophy and Yoga System: <ul style="list-style-type: none"> • Ancient systems of Indian Philosophy • Yoga & Sankhya philosophy & their relationship 	5 hrs.	CO1, CO2, CO3	K1, K2, K3, K4, K5, K6
III.	Historical aspects of Yoga: <ul style="list-style-type: none"> • Historical aspect of the Yoga Philosophy • Yoga as reflected in Bhagwat Gita 	5 hrs.	CO1, CO3	K1, K2, K3, K4, K5, K6
IV.	Introduction to Yogic texts: <ul style="list-style-type: none"> • Significance to Yogic texts in the context of schools of yoga • Patanjali Yoga Shastra: Ashtanga Yoga and Kriya Yoga in Sadhna Pada • Hatha Yoga c texts (Hatha Pradipika and Gheranda Samhita) • Complementarities between Patanjali Yoga and Hatha yoga • Meditational Processes in Patanjali yoga sutras • Hatha Yoga practices: a List of selected Asana, Pranayama, Bandha, Mudra from Hatha Yoga texts for practical yoga sessions for advanced yoga practitioners 	7 hrs.	CO3, CO5	K1, K2, K3, K4, K5, K6
V.	Yoga and Health: <ul style="list-style-type: none"> • Need of yoga for a positive health for the modern man • Concept of health and disease: medical & Yogic perspectives • Concept of Pancha Kosa for an Integrated & positive health • Utilitarian Value of Yoga in Modern Age 	7 hrs.	CO4, CO5	K1, K2, K3, K4, K5, K6
Engagement with the	Student Activity Followed by Report Writing	60 hrs.	CO1 to CO5	K1, K2, K3, K4, K5, K6

Field/ Practicum				
Text Books				
<ul style="list-style-type: none"> • Health, Physical and Yoga Education by Prof. S. S. Chahal 				
<ul style="list-style-type: none"> • Yoga Education CC-11, Rita Publication by Dr. Ajit Das 				
<ul style="list-style-type: none"> • Yoga Education Dr. Tapas Pal, Dr. Sanat Kumar Rath, Prof. Sambhu Charan Roy 				
Suggested readings				
<ul style="list-style-type: none"> • The Yoga Sutras of Patanjali 				
<ul style="list-style-type: none"> • The Hatha Yoga Pradipika 				
<ul style="list-style-type: none"> • The Yamas & Niyamas by Deborah Adele 				
Web Resources				
<ul style="list-style-type: none"> • ncte.gov.in 				
<ul style="list-style-type: none"> • www.scribd.com 				
<ul style="list-style-type: none"> • irsc.libguides.com 				
<ul style="list-style-type: none"> • eujournal.org 				
Evaluation				
Theory: 50 marks				
<ul style="list-style-type: none"> • End Semester Examination- 35 marks • CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] 				
Practicum: 25 marks				
Paper Structure for End Semester Theory Examination of 35 marks				
3 very short type questions × 2 marks (out of 5 questions) = 6 marks				
2 short type questions × 4 marks (out of 3 questions) = 8 marks				
3 essay type questions × 7 marks (out of 5 questions) = 21 marks				

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Explain, recall, describe, analyse and define the fundamental concepts, principles, philosophical foundations, and historical development of Yoga as a classical Indian system of self-development.	K1, K2, K3, K4, K5, K6
CO2	Describe, discuss, explain and apply traditional yogic practices—Kriyas, Yama, Niyama, Asana, Pranayama, Bandha, Mudra, and Dhyana—with appropriate safety guidelines.	K1, K2, K3, K4, K5, K6
CO3	Analyse, recognise, discuss, identify and interpret major yogic texts (Yoga Sutras, Bhagavad Gita, Hatha Yoga texts) and compare the philosophical relationship between Yoga and Sankhya traditions.	K1, K2, K3, K4, K5, K6
CO4	Examine, analyse, discuss, explain and assess yogic and medical perspectives on health and disease and explain	K1, K2, K3, K4, K5, K6
	the concept of Pancha kosha for integrated and positive health.	

CO5	Create, discuss, recognise and demonstrate selected yogic practices and assess the contemporary relevance and utilitarian value of Yoga in promoting holistic well-being in modern life. Assess the importance of yoga in promoting integrated and positive health in the modern world.	K1, K2, K3, K4, K5, K6
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Semester: IV	
Programme: B.Ed.	
Course: Critical Understanding of ICT	
Paper code: IC44052T/ IC44052P	Credits: 2(Theory) +2(Practicum)
Total Hours: 30 (Theory) + 60 (Practicum)	
Category: Core/MDC/SEC/VAC: Core	
Theory / Practical / Composite: Composite	
No of Modules: 1	
<p>Course Overview: This course provides a holistic understanding of the integration of digital technology in education within its socio-economic context. It introduces the fundamental concepts of Information and Communication Technology (ICT), highlighting issues of universal access, the digital divide, and challenges in ICT integration in schools. The course familiarizes learners with national policies and major initiatives that promote ICT-enabled school education, along with emerging technologies such as virtual laboratories and haptic systems. Practical competency is developed through hands-on training in MS Office applications—MS Word, PowerPoint, Excel, Access, and Publisher—enabling learners to create documents, presentations, databases, and instructional materials. The course also explores Internet fundamentals, e-mail, search engines, info-savvy skills, digital age skills, and safe surfing practices. Learners engage with online educational resources across disciplines and gain exposure to e-learning, mobile learning, distance learning, online learning, virtual universities, and MOOCs. Further, it builds techno-pedagogic skills focusing on media-message compatibility, credibility, communication control, and message design principles. Field engagement and practicum projects provide opportunities to apply ICT tools in real educational settings, fostering reflective and effective technology integration in teaching and learning.</p>	
Course Outcome:	
1. Recall, describe, and explain the concepts of Information and Communication Technology (ICT) and examine its socio-economic context; differentiate between universal access and digital divide; analyze major issues and initiatives related to ICT integration in education; and interpret the aims and objectives of national ICT policies and projects in school education.	
2. Recall/write, describe and explain the challenges of integrating ICT in schools; explain the components and objectives of major national ICT initiatives and educational broadcast projects; and examine the role of virtual learning platforms, digital repositories, virtual laboratories, and emerging technologies such as haptic technology in enhancing teaching–learning processes	
3. Write, describe, examine, analyse, discuss, Recall, identify, and demonstrate interface/screen components and functional knowledge of MS Office applications—MS Word, PowerPoint, Excel, Access, and Publisher; and develop educational materials using appropriate software tools.	
4. Recall/Write, describe, examine, construct, analyse , discuss and explain the fundamentals of the Internet and educational resources; explain number systems and network topology; discuss and demonstrate the use of e-mail, search engines, and info-savvy skills; analyze safe surfing practices and digital age skills; describe and evaluate online educational resources across disciplines; and interpret the role of e-learning, mobile learning, distance learning, virtual universities, Wikipedia, and MOOCs in contemporary education.	
5. Recall, explain, apply and analyze the concept of techno-pedagogic skills; analyze principles of media message compatibility, contiguity, credibility, and fidelity; examine communication factors such as message currency, speed, and control; analyze and compute communication speed; and define, design and draw learner-centered instructional strategies ensuring effective sender–message–medium–receiver correspondence (e.g., communication types and models).	
Prerequisites: <i>Basic knowledge about any prior course</i>	
SYLLABUS	

UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	<p>Digital Technology and Socio-economic Context:</p> <ul style="list-style-type: none"> • Concepts of information and communication technology; Universal access VS Digital Divide - issues and initiatives; • Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project; • Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, e Gyan Kosh; Virtual laboratory and Haptic technology. 	7 hrs.	CO1, CO2	K1, K2, K3, K4, K5, K6
II.	<p>MS office:</p> <ul style="list-style-type: none"> • MS Word • MS Power Point • MS Excel • MS Access • MS Publisher 	10 hrs.	CO3	K1, K2, K3, K4, K5, K6
III.	<p>Internet and Educational Resources:</p> <ul style="list-style-type: none"> • Introduction to Internet • E-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode; • Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics. • General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, • Virtual University, Wikipedia, Massive Open Online Courses (MOOCs); 	6 hrs.	CO4	K1, K2, K3, K4, K5, K6

	• Social Networking			
IV.	Techno-Pedagogic Skills: <ul style="list-style-type: none"> • Media Message Compatibility • Contiguity of Various Message Forms • Message Credibility & Media Fidelity • Message Currency, Communication Speed & Control • Sender-Message-Medium-Receiver Correspondence 	7 hrs.	CO5	K1, K2, K3, K4, K5, K6
Engagement with the Field/ Practicum	Project	60 hrs.	CO1 to CO5	K1, K2, K3, K4, K5, K6
Text Books				
1. Khvilon, E., & Patru, M. (2002). <i>Information and communication technology in education: A curriculum for schools and programme of teacher development (ED/HED/TED/1)</i> . UNESCO.				
2. Rosenberg, M. J. (2001). <i>E-learning: Strategies for delivering knowledge in the digital age</i> . McGraw-Hill.				
3. Kumar, K. L. (2018). <i>Educational technology</i> (4th ed.). New Age International.				
Suggested readings				
1. Government of India, Ministry of Education. (2012). <i>National policy on information and communication technology (ICT) in school education</i>				
2. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. <i>Teachers College Record</i> , 108(6), 1017–1054.				
3. Moore, M. G., & Kearsley, G. (2012). <i>Distance education: A systems view of online learning</i> (3rd ed.). Wadsworth.				
4. Singh, Y. K., & Nath, R. (2013). <i>Information and communication technology in education</i> . APH Publishing.				
Web Resources				
1. https://www.education.gov.in/en/technology-enabled-learning-0				
2. https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/revised_policy%20document%20ofICT.pdf				
3. https://egyankosh.ac.in/handle/123456789/46293				
4. https://www.education.gov.in/ict_overview				
Evaluation				
Theory: 50 marks				
<ul style="list-style-type: none"> • End Semester Examination- 35 marks • CIA- 15 marks = [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)] 				
Practicum: 50 marks				
Paper Structure for end semester theory examination of 35 marks				
3 very short type questions × 2 marks (out of 5 questions) = 6 marks				
2 short type questions × 4 marks (out of 3 questions) = 8 marks				
3 essay type questions × 7 marks (out of 5 questions) = 21 marks				

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Recall, describe, and explain the concepts of Information and Communication Technology (ICT) and examine its socio-economic context; differentiate between universal access and digital divide; analyze major issues and initiatives related to ICT integration in education; and interpret the aims and objectives of national ICT policies and projects in school education.	K1, K2, K3, K4, K5, K6
CO2	Recall/write, describe and explain the challenges of integrating ICT in schools; explain the components and objectives of major national ICT initiatives and educational broadcast projects; and examine the role of virtual learning platforms, digital repositories, virtual laboratories, and emerging technologies such as haptic technology in enhancing teaching–learning processes	K1, K2, K3, K4, K5
CO3	Write, describe, examine, analyse, discuss, Recall, identify, and demonstrate interface/screen components and functional knowledge of MS Office applications—MS Word, PowerPoint, Excel, Access, and Publisher; and develop educational materials using appropriate software tools.	K1, K2, K3, K4, K5, K6
CO4	Recall/Write, describe, examine, construct, analyse , discuss and explain the fundamentals of the Internet and educational resources; explain number systems and network topology; discuss and demonstrate the use of e-mail, search engines, and info-savvy skills; analyze safe surfing practices and digital age skills; describe and evaluate online educational resources across disciplines; and interpret the role of e-learning, mobile learning, distance learning, virtual universities, Wikipedia, and MOOCs in contemporary education.	K1, K2, K3, K4, K5, K6
CO5	Recall, explain, apply and analyze the concept of technopedagogic skills; analyze principles of media message compatibility, contiguity, credibility, and fidelity; examine communication factors such as message currency, speed, and control; analyze and compute communication speed; and define, design and draw learner-centered instructional strategies ensuring effective sender–message–medium–receiver correspondence (e.g., communication types and models).	K1, K2, K3, K4, K5, K6

Semester: IV	
Programme: B.Ed.	
Course: Understanding Discipline and Subjects	
Paper code: UD44062T/ UD44062P	Credits: 2 (Theory) +2 (Practicum)
Total Hours: 30 (Theory) + 60 (Practicum)	
Category: Core/MDC/SEC/VAC: Core	
Theory / Practical / Composite: Composite	
No of Module: 1	
Course Overview: Understanding discipline and subject involves various aspects of emerging knowledge and recognition of various branches of knowledge and their emerging outcomes. The trainee teachers will be able to develop the cognition of emergence of various disciplines viz. Science, Mathematics, Language and Social science. It deals with the understanding abilities to develop holistic disciplinary approach in Science, Mathematics, Language and Social science. The course also involves building up Project writing skills.	
Course Outcome:	
1. Recall, explain, execute, analyse, evaluate and compose a write up on the Education as an inter-disciplinary field of study, the nature and characteristics of a discipline, emergence of various disciplines from education, merger of various disciplines into education and also interrelation and interdependence amongst various school subjects.	
2. Recall and explain the nature and historical evolution of science; analyze and evaluate the scientific method, socio-cultural and ethical dimensions, and the relationship between knowledge and understanding; examine the development of school science in its social and historical contexts; and design or reconstruct science curriculum, syllabus, and textbooks in response to paradigm shifts and the changing nature of scientific knowledge.	
3. Recall, explain, execute, analyse, evaluate and compose a write up on the centrality of language in education, the role of language in children's intellectual development and learning, language in school curriculum, aims issues and debates on the same, the policy issues and language at school, language as a medium of communication and also the phases of language development.	
4. Recall and explain the nature and historical development of mathematics as a discipline; describe and analyse its place and significance in the school curriculum; examine the application of mathematics in day-to-day life; and discuss and interpret the relationship of mathematics with other school subjects in fostering interdisciplinary understanding.	
5. Recall, explain, execute, analyse, evaluate and compose a write up on the role of nature and philosophy of Social science, Social Science as an area of study, need of studying Social Science through interdisciplinary perspectives, place and relevance of Social Science in school curriculum and design a project on the basis of interdisciplinary subject knowledge.	
Prerequisites: Basic knowledge about any prior course	
SYLLABUS	

UNIT	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
I.	Discipline and Subject: <ul style="list-style-type: none"> ● Education as Inter-disciplinary Field of Study ● Nature and Characteristics of a Discipline ● Emergence of Various Disciplines from Education ● Merger of Various Disciplines into Education ● Interrelation and Interdependence amongst Various School Subjects 	6 hrs	CO1	K1, K2, K3, K4, K5, K6
II.	Science as a Subject and Discipline: <ul style="list-style-type: none"> ● Nature and history of science ● Scientific method; a critical view ● Knowledge, understanding and science ● The socio-cultural perspective and the ethical consideration ● Science as a discipline, place of scientific knowledge in the schema of school curriculum ● Study of emergence of school science in relation to the social political and intellectual and historical context. ● Curriculum syllabus and textbooks ; the paradigm shifts in the discipline , the changing notion of scientific knowledge and the need to redefine school science 	6 hrs	CO2	K1, K2, K3, K4, K5, K6
III.	Language as a Subject and Discipline: <ul style="list-style-type: none"> ● Centrality of language in education ● Role of language in children's intellectual development and learning ● Language in the school curriculum; aims issues and debates ● Policy issues and language at school ● Language as a Medium of Communication ● Phases of Language Development 	6 hrs	CO3	K1, K2, K3, K4, K5, K6
IV.	Mathematics as a Subject and Discipline: <ul style="list-style-type: none"> ● Nature and History of Mathematics ● Place of Mathematics in School Curriculum 	6 hrs	CO4	K1, K2, K3, K4, K5

	<ul style="list-style-type: none"> ● Mathematics in Day-to-day life ● Relationship of Mathematics with Other Subjects 			
V.	Social Science as a Subject and Discipline: <ul style="list-style-type: none"> ● Nature and Philosophy of Social Science ● Social Science as an Area of Study ● Need of Studying Social Science through Interdisciplinary Perspectives ● Place and Relevance of Social Science in School Curriculum 	6 hrs	CO5	K1, K2, K3, K4, K5, K6
Engagement with the Field/ Practicum	Project	60 hrs.	CO1 to CO5	K1, K2, K3, K4, K5, K6
Text Books				
1. Understanding Discipline And Subjects- M.Sengupta Et.Al.Rita Publishers				
2. Understanding Discipline And Subject- K.Chattopadhyay , P. Upadhyay. Aaheli Publishers				
3. Kuhn, T. S. (2012). The Structure of Scientific Revolutions (4th ed.). University of Chicago Press.				
4. Artstein, Z. (2014). Mathematics and the Real World: The Remarkable Role of Evolution in the Making of Mathematics. Springer.				
Suggested readings				
1. Understanding Discipline And Subjects By Bhavna Shukla, Educart				
2. Ernest, P. (1991). The Philosophy of Mathematics Education. Falmer Press.				
Web Resources				
1. https://share.google/qFnM4nn0djEeWS0u1				
2. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=6129326 ; https://dx.doi.org/10.2139/ssrn.6129326				
3. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=6083727				
4. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=5977654 https://dx.doi.org/10.2139/ssrn.5977654				
Evaluation:				
Theory: 50 marks				
[35 Marks and CIA 15 Marks] = 50 Marks.				
<ul style="list-style-type: none"> • End Semester Examination- 35 Marks. • CIA- 15 Marks [(10 marks for written examination), (3 Marks for Assignment), (2 Marks for Attendance)], Total 15 marks. 				
Practicum: 50 marks				
Paper Structure for End Semester Theory Examination of 35 marks				

3 very short type questions × 2 marks (out of 5 questions) = 6 marks
 2 short type questions × 4 marks (out of 3 questions) = 8 marks
 3 essay type questions × 7 marks (out of 5 questions) = 21 marks

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Recall, explain, execute, analyse, evaluate and compose a write up on the education as an inter-disciplinary field of study, the nature and characteristics of a discipline, emergence of various disciplines from education, merger of various disciplines into education and also interrelation and interdependence amongst various school subjects.	K1, K2, K3, K4, K5, K6
CO2	Recall and explain the nature and historical evolution of science; analyze and evaluate the scientific method, socio-cultural and ethical dimensions, and the relationship between knowledge and understanding; examine the development of school science in its social and historical contexts; and design or reconstruct science curriculum, syllabus, and textbooks in response to paradigm shifts and the changing nature of scientific knowledge.	K1, K2, K3, K4, K5, K6
CO3	Recall, explain, execute, analyse, evaluate and compose a write up on the centrality of language in education, the role of language in children's intellectual development and learning, language in school curriculum, aims issues and debates on the same, the policy issues and language at school, language as a medium of communication and also the phases of language development.	K1, K2, K3, K4, K5, K6
CO4	Recall and explain the nature and historical development of mathematics as a discipline; describe and analyse its place and significance in the school curriculum; examine the application of mathematics in day-to-day life; and discuss and interpret the relationship of mathematics with other school subjects in fostering interdisciplinary understanding.	K1, K2, K3, K4, K5
CO5	Recall, explain, execute, analyse, evaluate and compose a write up on the role of nature and philosophy of Social science, Social Science as an area of study, develop the need of studying Social Science through interdisciplinary perspectives, importance of place and relevance of Social Science in school curriculum and design a project on the basis of interdisciplinary subject knowledge.	K1, K2, K3, K4, K5, K6