



आईएफटीएम विश्वविद्यालय, मुरादाबाद, उत्तर प्रदेश

IFTM University, Moradabad, Uttar Pradesh

NAAC ACCREDITED

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**Structure & Evaluation Scheme of
B.Ed.**

(2 Years Bachelor of Education Programme)

[w.e.f Session 2022-23]

[As per N.C.T.E Regulation 2014]

Programme	B.Ed. (Bachelor of Education)
Course Level	UG Degree
Duration	Two years (Four semesters) Full Time
Medium of Instruction	English/Hindi
Minimum Required Attendance	75%
Maximum Credits	56

	Evaluation Scheme		
	Internal	External	Total
Theory	30	70	100
Practical	30	70	100
Seminar/Training	100	--	100
Project/ Dissertation	30	70	100

PROGRAMME OUTCOME FOR B. Ed.

On successful completion of the two-year B.Ed. programme, pupil teachers will be able to develop-

PO1. Teaching competency: Know, select and use of learner-centred teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences, select and use of appropriate assessment strategies for facilitating learning.

PO2. Pedagogical skills: Applying teaching skills and dealing with classroom problems.

PO3. Teaching through Non-conventional Modes: Evolving a system of education which enhances the potential of every learner to acquire, retain and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning.

PO4. Integration of Artificial Intelligence in Education: Transform the educational landscape by providing open access to quality, value based and socially relevant education to all by harnessing the disruptive potential of AI.

PO5. Critical Thinking: Analysis of Curriculum, construction of blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.

PO6. Effective Communication: Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.

PO7. Sensitivity towards Inclusion: Identifying the diversities and dealing it in inclusive classrooms environment, guidance and counselling programmes for disabled students.

PO8. Content Analysis and Self-directed Learning: Analyse the text-books and syllabus. Preparing scripts for seminars, lesson plans and online content.

PO9. Effective Citizen Ethics: Understand different values, morality, social-service and accept responsibility for the society.

PO10. Social Resilience: Understand about social entities and enable to tolerate absorb, cope up with adverse conditions of life.

PO11. Physical Development: Practice yoga, self-defence, sports and scouting-guiding

PO12. Team Work: Enable to work as a member or leader in diverse teams and in multi-disciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.

Programme Specific Outcomes (B.Ed.):

1. Curriculum and Planning: Students will apply their knowledge of core content and pedagogy to set goals and objectives for learning based on state and national standards and local curriculum, and design instruction that engages students in meaningful learning.

2. The Learner and the Learning Environment: Students will demonstrate their understanding of cognitive, affective, and psychomotor domains, and other characteristics of their diverse learners, and create an environment of respect, rapport, collaboration and a culture for learning.

3. Teaching: Students will design and deliver meaningful learning experiences for all students by integrating their knowledge of content, pedagogy, the learner and the learning environment by engaging in the reflective instructional cycle of planning, instruction, feedback and assessment.

4. Professional Responsibilities for Self-Renewal: Students will demonstrate their commitment to continuous self-improvement by engaging in collaboration, reflective practice, and research to enhance their teaching skills.

5. Professional Responsibilities for School and Community: Students will demonstrate leadership by participating in the implementation of the vision and mission of the institute, strategic planning/continuous improvement, curriculum initiatives, student support and management systems; and demonstrate a commitment to ethical and equitable behaviour.

6. Professional Responsibilities for Technology in Education: Students will model and apply the National Educational Technology Standards for Teachers (NETS-T) as they design, implement, and assess learning experiences by engaging students through creative and innovative endeavours.

7. Culturally Responsive Teaching Practice: Students will engage in culturally responsive and inclusive teaching practice to help all students regardless of their language, culture, race,

geographic location, special needs, or poverty and facilitate learning through collaboration among teachers and students, developing students' competence and potential.

8. Effective Communication: Students use effective and appropriate verbal, nonverbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.

9. Professional Dispositions: Students will demonstrate a disposition of professionalism, efficiency, and integrity in their teaching and interactions with students, colleagues, parents, and the community.

Evaluation of theory Papers:

	Internal	External	Total
Full Course	30	70	100
Half Course	15	35	50

Internal Evaluation of theory:

	Class Test I	Class Test II	Class Test III	Assignment(s)	Others activities (including attendance)	Total
	Best two out of the three					
Full Course	10	10	10	05	05	30
Half Course	05	05	05	02.5	02.5	15

Duration of Examination:

Internal	External	Practical
1hr	3 hrs	3 hrs

Course Structure:

S. N.	Courses	Course Code	Name of the Course	Maximum Marks		Total
				Internal	External	
Semester –I						
1	I	BEdTC-111	Childhood and Growing Up	30	70	100
2	II	BEdTC-112	Contemporary India & Education	30	70	100
3	III	BEdTC-113	Language across the Curriculum	15	35	50
4	IV	BEdTC-114	Understanding Discipline & Subject	15	35	50
Practicum						
5		EPC-1	Reading and Reflecting on Texts	50	--	50
			Total			350

Semester- II						
6	V	BEdTC-211 to BEdTC-220	Pedagogy of School Subject-1	15	35	50
7	VI		Pedagogy of School Subject-2	15	35	50
			Pedagogy of school subjects (select any Two)			
		BEdTC-211	Pedagogy of Hindi-I			
		BEdTC-212	Pedagogy of English-I			
		BEdTC-213	Pedagogy of Sanskrit-I			
		BEdTC-214	Pedagogy of Commerce-I			
		BEdTC-215	Pedagogy of Computer-I			
		BEdTC-216	Pedagogy of Home Science-I			
		BEdTC-217	Pedagogy of Social Science-I			

		BEdTC-218	Pedagogy of Physical Science-I			
		BEdTC-219	Pedagogy of Biological Science-I			
		BEdTC-220	Pedagogy of Mathematics-I			
8	VII	BEdTC-221	Learning and Teaching	30	70	100
9	VIII	BEdTC-222	Assessment for Learning	30	70	100
10	IX	BEdTC-223	Knowledge and Curriculum Part-1	15	35	50
			Total			350
Total First Year						700

SEMESTER - I

Course-I: BEdTC111; Childhood and Growing Up

Course-II: BEdTC112; Contemporary India & Education

Course-III: BEdTC113; Language across the Curriculum

Course-IV: BEdTC114; Understanding Discipline & Subject

EPCI: Reading and Reflecting on Texts

**Bachelor of Education (B.Ed.)
Programme
Semester - I
BEdTC111; Childhood and Growing Up**

Course Objectives :

Objectives of this course are to:

- Understand the meaning of Psychology
- Identify the importance of educational psychology to inculcate skill and provide employability.
- Explain the human development process
- Discuss the cognitive development factors
- Provide information to find the answer of following questions:
- What is theory of childhood development?
- Why should one be educated?
- Where education should be given?
- What are the difference between growth and development?

Course Content:

Unit- I: Introduction to Concept and Process of Childhood Development:

- Meaning of Childhood development, Principle of development to develop skills of understanding child and thus employability.
- Study of development during Infancy, Childhood, Adolescence and adulthood period.
- Procedure for study the Children-Observation, Interview, PLATechnique, Case Study, Anthropometric measurement, and Sociometry to develop the skill for measuring children and develop employability.

Unit- II: Theories of Childhood Development and their Significance:

- Erikson's Psychosocial Theory to develop skills of understanding child and their development and thus employability.
- Piaget's Cognitive Theory
- Bandura's social Learning Theory

Unit- III: Childhood and Adolescence:

- Defining Childhood and Adolescence as a distinct stage.
- Adolescence special feature and significance for developing skills to deal with adolescence.
- Characteristics and developmental task of Childhood and Adolescence.

- Socialization of Childhood and Adolescence in different culture for developing skills and employability.
- Role of media in the lives of adolescents with special reference to use of internet (Social networking sites, emails, browsing).

Unit -IV: Family School and Community:

- The Family-Meaning, function of the family, the family as a social system. Cultural Influences of family to understand and consequently develop skills and employability.
- School –Meaning and Function of school, Teacher student interaction to develop skills and employability, peer relation and its importance. Cultural value of peer groups family to understand and consequently develop cultural and social skills for school.
- Community- Meaning and Function of Community, case study of a community-linked programme local/national/international

Field Work/Assignments: (Opt any one):

- Case profile of a child or a adolescent with behaviour difficulties.
- Interview with children/parent/community(any one)
- Visit and survey of delinquent centre(Bal SudharGhar)

Course Outcomes:

After completing this course students will be able to:

- CO1: Understand concept and process of childhood development for the development of skills and further employability.
- CO2: Develop understanding about theories of childhood development and their significance for skill development and employability.
- CO3: Aware about childhood and adolescence in developing of skills and employability.
- CO4: Gain knowledge about the functions of family, school and community for the skill development in terms of family, school and community thus aiding in developing employability.

Mapping course outcomes leading to the achievement of Programme outcomes:**(Please write 3,2,1 wherever required)****(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)**

	PO 1	PO 2	PO 3	PO 4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	1	2	1	1	1	2	2	3	1
CO2	3	3	2	1	1	1	3	2	1	2	1	1
CO3	3	3	3	1	1	2	3	2	1	2	3	1
CO4	3	2	3	2	1	1	1	1	2	3	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)**(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	2	2	1
CO3	3	3	1
CO4	2	3	1

References:

- Bhatnagar, S.: ShikshaManovigyan, Agra, Legal Book Depart.
- Gupta, S.P: UchchtarShikshaManovigyan, Allahabad, ShardaPustakBhavan.
- Jayaswal, S.R.: ShikshaManovigyan, Applied Publishars.
- Mathur, S.S.:ShikshaManovigyan, Agra, Vinod PustakMandir.
- Pathak, P.D.: ShikshaManovigyan, Agra, Vinod PustakMandir.
- Saraswat, Malti: ShikshaManovigyan, AlokPublisharas.
- Saraswathi,T. S.: Culture, Socialization and Human Development, New Delhi,SagePublication,1993
- Sharma, N. (1999). Understanding Adolescence. New Delhi: National Book Trust.
- Yadav, C.P.(2008).Policies and Legislation for Children in India.New Delhi: Anmol PublicationsPvt. Ltd.

Websites:

- www.learningclassesonline.com
- <http://www.ignouhelp.in/ignou-bed-study-material-in-hindi>
- <https://www.ncertbooks.guru/b-ed-books/>

- <https://onlinecourses.swayam2.ac.in/>

Bachelor of Education (B.Ed.)
Programme
Semester - I
BEdTC112: Contemporary India & Education

Course Objectives:

Objectives of this course are to:

- Understand concept of education.
- Understand the national goals according to Indian Constitution.
- Understand the history of education according time and place.
- Explain the diversity of Indian society.
- Develop understanding of classroom in social context.
- Develop understanding of policy frameworks for public educationfor skill development and employability.
- Understand issues of contemporary Indian society.

Course Content:

Unit I: Education in India:

- Vedic Period, Buddhist Period and Medieval Period for skill development and employability.

Unit- II: Education for Transformation:

- Different forms of diversity and inequality and implication for education - Religion, caste and tribe; sex, class and others
- Education and economic development, education and scientific development, education and socialism, education and secularism, Role of equality in social change to develop skills andemployabilityto bring about transformation.

Unit- III: Policy Frameworks for Public Education:

- Language policy: Colonial debates on school language, Constitutional provisions, three language formula, multilingual education
- Commission and policies: Recommendations of Indian Education Commission, Education 1986 and its review (G.O.I., 1992), National curriculum framework for school education 2005to develop skillsandemployabilityfor framing of policies for public education.

Unit -IV: Issues and concerns in education:

- Right to Education, Sarva Shiksha Abhiyan, Integrated child development scheme, Mid-day meal, Role of National Commission on Protection of Child Right
- Meaning and Concept of liberalization, globalization and privatization and its impact on education, national and social integration, vocationalization of education and skill development and employability.

Practicum/Field work: (Any one of the following):

- (i) Survey report on marginalized group
- (ii) Observe mid-day meal of a school and assess its nutritive and social integrative value
- (iii) Conduct an awareness programme for Child's Rights with community

Course Outcomes:

After completing this course students will be able to:

CO1: Understand and develop skills of education system of ancient India for develop employability.

CO2: Develop understanding about role of education for transformation for development of skills and employability.

CO3: Gain understanding and develop skills about policy frameworks for public education for employability development.

CO4: Highlight issues and concerns in education and develop skills to solve the and develop employability.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	3	1	2	2	1	2	2	2	3	2
CO2	3	3	2	1	2	1	2	1	2	3	1	3
CO3	3	2	3	2	1	2	1	1	2	2	1	3
CO4	3	2	3	3	2	1	1	2	1	2	1	1

**Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)
(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	3	2	1
CO3	2	3	1
CO4	3	3	1

References:

- Agnihotri, R. (1994): *Adhunik Bhartiya Shikha Samasya ya or Samadhan*, Jaipur Rajasthan Hindi Growth Academy.
- Anand, C.L. *et al* (1983). *The teacher and education in emerging Indian society*, New Delhi : NCERT.
- Chaube S.P. & Akhilesh: *Landmark in modern Indian Education*, New Delhi, Vikas publishing house.
- Mohan, J (1994): *Indian education in the emerging society*, New Delhi, sterling publishers.
- Pandey, R. (2014-15) : *Teacher in Emerging Indian Society*, Alok Prakashan, Allahabad.
- Pathak, P.D. & Tyagi, G.S.D. (1994) : *Principle of Education*, Vinod Pustak Mandir, Agra.
- Saxena, N.R.S. (2010). *Principles of education*, Meerut: International Publishing House.
- Sharma, R.A. (2013) : *Philosophical and Sociological Foundation of Education*, Lal Book Depot, Meerut.

Websites:

- www.learningclassesonline.com
- <http://www.ignouhelp.in/ignou-bed-study-material-in-hindi>
- <https://www.ncertbooks.guru/b-ed-books>
- <https://onlinecourses.swayam2.ac.in>

Bachelor of Education (B.Ed.)

Programme

Semester - I

BEdTC113: Language across the Curriculum

Course Objectives:

The objectives of this course are to enable the students to:

- Develop sensitivity to the language diversity existing in the classroom.
- Understand nature of classroom discourse and develop strategies for using oral language in the classroom for skill development and employability.
- Develop listening and speaking ability for skill development and employability.
- Understand interplay of language and society.
- Prepare background for sound reading.
- Understand multilingualism in the class.

Course Content:

Unit -I: Language and Society:

Relationship between language and society: identity, power and discrimination. Multilingualism. Differential status of Indian classroom language, dialects v/s standard language in developing skills and employability.

Unit -II: Language Development and Acquisition:

Theories of language development and its implementation in teaching, psychological basis of language. Language acquisition: stages, language and thought, Language acquisition and cognitive development for skill development and employability.

Unit- III: Classroom Discourse:

Classroom discourse: meaning, nature and medium, Importance and elements of oral language. Strategies for using oral language: Discussion and questioning as tools for learning, Role of teacher in classroom discourse in developing of skills of language and communication and thus developing employability.

Unit -IV: Reading, Listening and Speaking:

Need and importance, Types of reading: Skimming and scanning, strategies for effective reading: loud and silent reading, listening skills, articulation of different sounds, stress, rhythm, tonal variations and intonation for developing communication skills, Speech

defects – lisping, slurring, stuttering and stammering and role of teacher in their resolution for skill development and employability.

Practicum/Assignment: Any one of the following:

- i. Identification of speech defects of primary level students and making a remedial strategy for its resolution
- ii. Critical analysis of any book written for children

Course Outcomes:

After learning it student teachers will be able to:

CO1: Explain the relationship between language and society in educational perspectives and develop skills and employability.

CO2: Identify the attributes of language development and acquisition so as to develop skills and employability.

CO3: Understand concept, importance and strategies of classroom discourse and to develop skills and employability of the same.

CO4: Develop understanding of listening, reading and speaking for skill development and employability.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	1	2	3	1	2	3	2	1	3
CO2	3	2	3	1	2	3	1	1	3	2	1	2
CO3	3	2	1	1	2	2	1	2	3	3	1	2
CO4	3	2	3	2	1	2	1	2	3	2	1	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	2	2	1
CO3	3	3	1
CO4	3	3	1

References:

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K.Heugh, A. Seigruhn&P.Pluddemann (Eds.) *Multilingual education for South Africa*, Heinemann Educational Books.
- Anderson, R.C. (1984). Role of reader's schema in comprehension, learning and memory. In R.C. Anderson *et al. (eds) Learning to read in American schools: Basal readers and content texts*. Psychology Press.
- Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of deficit theory in classrooms, - *The Reading Teacher*, 670-674.
- Grellet, F. (1981). *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge University Press.
- NCERT (2006). Position paper: National Focus Group on teaching of Indian language (NCF-2005). New Delhi: NCERT.
- Sinha, S. (2000). Acquiring literacy in schools. *Seminar*, 38-42.
- Thwaite, A. and Rivalland, J. (2009). How can analysis of classroom talk help teachers reflect on their practices? *Australian Journal of Language and Literacy*, 32(1), 38.

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- <https://www.ncertbooks.guru/b-ed-books>
- <https://onlinecourses.swayam2.ac.in>
- <https://rm.coe.int/16805a31b0>
- <http://www.uou.ac.in/sites/default/files/bed17/CPS>

Bachelor of Education (B.Ed.)

Programme

Semester - I

BEEdTC114; Understanding Discipline & Subjects

Course Objectives:

Objectives of this course are to:

- Enable student-teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum.
- Enable the student-teachers to know the paradigm shifts in the nature of disciplines.
- Know the history of the teaching of different disciplinary areas like Language, Math, Social Science and Science.
- Enable student-teacher to critically evaluate the knowledge from a broad range of disciplines for skill development and employability.

Course Content:

Unit- I: Disciplinary Knowledge:

- Meaning, definition and nature of discipline. Role of disciplinary knowledge in overall scheme of school curriculum and develop skills and employability for the same.
- History of the teaching of different disciplinary areas like Language, Math, Social Science and Science.
- Paradigm shift in the nature of discipline.

Unit- II: Syllabus and Content in Disciplinary Areas:

- Meaning, definition and nature of Syllabus in different disciplinary areas.
- **Theory of content**

- Selection criteria of contents in the syllabus, Sequencing and transformation of the contents in the syllabus for construction of learners own knowledge through it.
- Criteria of inclusion and exclusion of subject area from the school curriculum for the development of skills and employability.

Unit- III: Notion of the Disciplinary Doctrine:

- Discipline oriented vs. learner- oriented school subject, School subject as the tool in developing skills and employability of social reconstruction and national development.

Unit -IV: Designing of Discipline and Subject:

- Concept of curriculum, syllabus and text book, designing of curriculum, syllabus and text book, criteria of selection of good text books, magazine and journals, importance of practical, community and intuitive knowledge for skill development and employability in the design of school subject as

Practicum/ Field Work (anyone from the following) :

- Criticism of the syllabus of any one subject of secondary level in respect to the ideal principles of syllabus designing.
- Debate on criteria of inclusion or exclusion of subject area in school curriculum.

Course Outcomes:

After completing this course student will be able to:

- CO1: Explain the concept and develop skills and subsequently employability of disciplinary knowledge
- CO2: Understand and develop skills leading to employability regarding syllabus and content in disciplinary areas
- CO3: Develop understanding about notion of disciplinary doctrine so as to develop skills and employability.
- CO4: Gain understanding and develop skills about designing of discipline and subject so as to develop employability.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3, 2, 1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	1	1	2	1	2	2	1	1	1
CO2	3	3	3	1	2	1	1	3	1	1	2	1
CO3	3	3	3	1	2	1	2	1	2	1	2	1
CO4	3	3	2	1	3	1	1	1	2	1	1	2

Co Curriculum Enrichment Mapping (Please write 3, 2, 1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	1	1	1
CO3	3	3	1
CO4	2	3	1

References:

- Agarwal, J.C.: Essentials of educational technology: Teaching learning
- Apple, M.W. (2008). Can schooling contribute to a more just society? Education, Citizenship and Social Justice, 3(3), 239–261.
- Apple, M.W., & Beane, J.A. (2006). Democratic schools: Lessons in powerful education. Eklavya. Retrieved from <http://www.arvindguptatoys.com/>
- Apple, M.W., Au, W., & Gandin, L.A. (2011). The Routledge international handbook of critical education. Taylor & Francis.
- Armstrong, M. (1980). The practice of art and the growth of understanding. In Closely observed children: The diary of a primary classroom (pp. 131–170). Writers & Readers
- Kamla Bhatia and B.D. Bhatia: The principles and method of teaching.
- Kulshrestha, S. P. :ShaikshikTaknikikemuladhar.
- Naik, J.P., & Nurullah, S. (1974). A students' history of education in India (1800-1973). Macmillan.
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- S.S. Chauhan: Innovation in teaching and learning.
- Sharma, R.A. Education teaching.
- Sharma, R.A.: ShakshaTakniki.

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- <https://onlinecourses.swayam2.ac.in>
- <http://egyankosh.ac.in/bitstream/123456789/46622/1/BES-125B1E.pdf>

**Bachelor of Education (B.Ed.)
Programme
Semester – I
EPCI: Reading and Reflecting on Texts**

Course Objective:

This course will serve as a foundation to enable student-teachers to read and respond to a variety of texts in different ways depending on the purposes of reading, like-personal or creative or critical or all of these for the development of skills and employability.

Course Activities:

Student-teachers are expected to sit in the library regularly and to review at least 03-books of different categories in about 500 words each. These may be as follows for development of skills and employability.

- Review of text books related to core courses
- Review of reference Book related to core courses
- Review of Text Books related to Pedagogy courses
- Review of Reference to Book related to Pedagogy courses.
- Review of Policy Documents, Autobiography, Commission Reports, etc.
- Review of studies about school, historical books and other educational miscellaneous books.

Course Outcomes:

After completing this course students will be able to :

CO1: Develop study-habits, reading capacity and note-taking of reading & writing, summarization for developing skills and employability.

CO2: Develop the creative ability, logical ability, analytical power, thinking skill and reading skill for development of skills and employability.

CO3: Know the measurement and evaluation of reading as well as know the diagnostic and remedial of reading for skill development and employability.

CO4: Understand the co-relation among different subject for skill development and employability.

CO5: Develop the interest in reading and writing and motivated to write on different topic for skill development and employability.

CO6: Be motivate for discussion in small groups by reading and writing for skill development and employability.

CO7: Learn to use reading and writing work done in classroom for development of skills and employability.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	1	1	3	2	3	2	2	1	2
CO2	2	2	3	1	1	2	1	3	2	2	1	2
CO3	3	2	3	1	1	2	1	1	2	3	2	1
CO4	2	1	2	1	2	3	1	2	2	1	1	2
CO5	3	2	3	2	1	2	1	2	1	2	1	2
CO6	2	2	3	1	1	2	1	3	2	2	1	1
CO7	3	2	1	1	1	3	1	2	2	1	1	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	3	2	1
CO3	3	3	1
CO4	3	2	1
CO5	3	2	1
CO6	3	2	1
CO7	3	2	1

References:

- Hue, Emund B. (1908): The psychology and pedagogy of Reading, The Macmillon co. New York.
- Ross D. Bondy, E. & Kyle D. (1993): Reflective teaching for student empowerment: Elementary curriculum and methods New York: Macmullan.
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SEMESTER - II

Course-V & VI: **BEdTC-211- 220**; Pedagogy of School SubjectPart-1
[1and 2]

Course-VII: **BEdTC-221**; Learning and Teaching

Course-VIII: **BEdTC-222**; Assessment for Learning

Course-IX: **BEdTC-223**; Knowledge and Curriculum Part-1

IFTM University, Moradabad
Bachelor of Education (B.Ed.)
Programme
Semester –II
BEdTC-211: fgUnhf" k{k.k&ikVZ&1

fo'k; mn~ns"; %

- 1- Hkk'kkvkSjmlsfofo/k :iksa ls Nk=k/;kidksadksvoxr djuk
- 2- Hkk'kk;hdkS"ky ,oaizd`fr ls mUgsavoxrdjuk
- 3- ekr`Hkk'kk dk egRo] mn~ns";ksa ,oaikB~;ØeesamldsLFkku
ls voxr
djuk
- 4- fgUnhHkk'kkf" k{k.k dh uohui)fr;ksa ls Nk=ksadksvoxr djuk
- 5- okpu ,oays[kuf" k{k.kfof/k;ksa ls Nk=ksadksvoxr djuk
- 6- ewY;kadu dh fofHkUu fof/k;ksa ls voxr djuk dkS"ky vkSj
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- Hkk"kk dk vFkZ] izd`fÜk ,oaHkk"kkvf/kxe ds fl}kUrA
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- ekr`Hkk"kk] jk"V^aHkk"kk ,oa fons'kh Hkk"kk ds :l esa fgUnh
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- fgUnh /ofufoKku] mlds fofHkUuvaxA
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jkstxkjij izfØ;k dks fodflr djukA
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- Jo.kdkS"ky&vFkZ] mn~ns"; ,o af"k{k.k fØ;kvksa ds dkS"ky vkSj jkstxkjij dks fodflr djukA
 - OkpudkS"ky&vFkZ] mn~ns"; ,oa f"k{k.k fØ;k,saA
 - iBudkS"ky&vFkZ] mn~ns"; ,oa fodkl gsrq mik;A
 - ys[kudkS"ky&vFkZ] mn~ns"; ,o af"k{k.k fØ;k,saA
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 - c- iz"udkS"kyA
 - l- O;k;k dkS"kyA
 - n- mn~nhiuifjorZu dkS"kyA

Course Outcomes:

After completing this course students will be able to:

CO1: Hkk"kk dkLo:i] izd`fÜk ,oafgUnhHkk"kk ds dkS"ky vkSj jkstxkjij dks fodflr djukA

CO2: fgUnh dk Hkk"kkfoKku dkS"ky vkSj jkstxkjij dks fodflr djukA

CO3: Hkk"kk;hdkS'ky&f'k{k.k] mn~ns"; ,oaizfØ;k dkS"ky vkSj jkstxkjij dks fodflr djukA

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	1	1	2	1	1	2	2	1	1
CO2	3	3	3	1	1	1	2	1	1	2	1	2
CO3	3	3	3	1	2	1	1	2	1	1	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability.	Entrepreneurship Dvelopment
CO1	1	2	1

CO2	2	2	1
CO3	3	3	1

IUnHkZlwph %

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- Lal, R.B. (2003) :*Hindi Teaching*, Rastogi Publication, Meerut
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IFTM University, Moradabad
Bachelor of Education (B.Ed.)
Programme
Semester –II
BEdTC-212: Pedagogy of English- Part-1

COURSE OBJECTIVES:

The objectives of this course are to enable the student teacher to understand:

- The nature and characteristics of a language and its use.
- The required skills for mastering a language.
- The various approaches to successful language teaching.
- Approaches/Methods of teaching different aspects of language to develop skills and employability.
- The importance teaching aids and other technological devices used for language teaching for the development of skills and employability.
- Evaluation and testing techniques for obtaining feedback for the development of skills and employability.

•

COURSE CONTENT:

UNIT – I: Teaching of English as a Second Language:

- General characteristics of a language.
- Understand Principles of language teaching and develop skills to use it as a second language for development of employability.
- Nature of English language.

UNIT – II: Role of English as second language in India:

- Its place in the school curriculum.
- Aims and objectives of teaching English as a second language.
- Teaching of English Vocabulary necessary for a second language learner.
- Developing skills of Aural Comprehension and Speaking for developing employability.
- Teaching the mechanics of Reading and Writing.

UNIT –III: Methods of teaching English as a second language:

- Translation Method.
- Direct Method.

- Structural Approach.
- Bilingual Method.
- Developing skills and consequently employability of Communicative Approach.

Course Outcomes:

After completing this course students will be able to:

CO1: Develop understanding about principle and nature of English language leading to skill development and employability.

CO2: Understand of the role of English as second language in Indian context so to develop skills and employability.

CO3: Develop skills of methods of teaching English as a second language thus developing employability.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	1	1	2	2	1	2	3	1	3
CO2	3	3	2	1	2	3	2	1	3	3	1	3
CO3	3	3	3	2	1	2	3	2	3	3	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	2	1
CO2	2	2	1
CO3	3	3	1

Websites

- http://www.scert.cg.gov.in/pdf/bedmedstudy2015/bed/pedagogyof_english.pdf
- <https://www.youtube.com/watch?v=Zksyv-lltPo>
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- Pandey, K.P. &Amita: The Teaching of English in India, Vishwavidyalaya Prakashan, Varanasi, (1998).

IFTM University, Moradabad
Bachelor of Education (B.Ed.)
Programme
Semester –II
BEEdTC-213: laLd`r f`k{k.k- I

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- 2- laLd`rHkk"kkf`k{k.k ds mls';ksa dk KkufodflrgkxkA
- 3- laLd`rf`k{k.k dh fof/k;ksa dh tkudkjhfodflrgksxhA

laLd`rHkk"kk ds ewY;kadu dh {kerk dk fodklgksxkA dkS"ky vkSj jkstxkjij dks fodflr djukA

fo`k; dh :ijs[kk %

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- Hkk'kk dh mRifÙk] fodkl ,oaifjuf`BrifjHkk'kkA
- Hkk'kk ds fof/k :iA
- Hkkjrh; Hkk'kkvksaesalaLd`r dk LFkku ,oa f=Hkk'kklw= dh O;k[;kA
- Hkk'kk dh izd`frA

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- dkS"kyksaesa n{krkizkflrgsrqikB~;sUkjfØ;k,saA

;wfuV 3% laLd`rlkfgR; dh fo/kk,sa ,oamudkf"r{k.k.kA

- lkfgR; dh fofHkUufo/kk,sa] voj ek;/fed ,oamPp ek;/fed Lrjij muds f"r{k.k.k&mn~ns";] Cywe }kjkn;kx;koxhZdj.kA
- laLd`rf"r{k.k.k dh lkekU; fof/k;kjA
- laLd`r&x[] ij] O;kdj.k] jpuk] ukVd] nzzqrikB ,oafucU/k&f"r{k.k.k dh fof/k;kj ,oamn~ns"; dkS"ky vkSj jkstxkjij dks fodflr djukA
- ikB ;kstuk ds fofHkUuizdkj ,oamudhfuekZ.k&izfØ;kA
- laLd`r] orZuh ls IEcfU/krNk=ksa dh lkekU; =qfV;kj] muds dkj.k ,oafujkdj.kA

Course Outcomes:

After completing this course students will be able to:

CO1:Hkk"kk&Lo:i] izd`fr ,oaegRo dkS"ky vkSj jkstxkjij dks fodflr djukA

CO2:laLd`resaHkk"kkxrdkS"ky ,oaf"r{k.k.kmn~ns"; ds dkS"ky vkSj jkstxkjij dks fodflr djukA

CO3:laLd`rlkfgR; dh fo/kk,sa ,oamudkf" k{k.k dkS"ky vkSj jkstxkjij
dks fodflr djukA

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	1	1	2	1	1	2	2	1	1
CO2	3	3	2	1	1	2	1	1	2	1	2	1
CO3	3	3	3	1	2	2	1	2	1	1	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	3	1
CO2	3	1	1
CO3	3	3	1

lanHkZiqLrdsa

- Apte, D.G. & Dongre, P. K.: Teaching of Sanskrit in Secondary Schools.
- Report of the Sanskrit Commission: Govt. of India, 1955.
- dq'kokgk] ds0,l0 % laLd`rf{k.k] xksfoUnizdk'ku] y[kheiqj [khjh
- ik.Ms;] vkj0,l0 % laLd`rf{k.k] fouksniqLrdeafnjvkxj
- pkScs] ch0,u0 % laLd`rf{k.k] fof/k] m0iz0 fgUnhlaLFkku] y[kuÅ
- feÙky] larks"k % laLd`rf{k.k] vkj0 ykycqdfMiks] esjB

Websites:

- <https://www.learningclassesonline.com/2019/09/teaching-of-sanskrit-book.html>
- <https://www.ncertbooks.guru/b-ed-books/>

IFTM University, Moradabad
Bachelor of Education (B.Ed.)
Programme
Semester – II
BEdTC-214: Pedagogy of Commerce- Part-1

COURSE OBJECTIVES:

The objectives of this course are to enable the pupil teacher to:

- Appreciate the need for learning Commerce.
- Develop the understanding of principles of developing commerce curriculum.
- Develop the skills needed for classroom teaching of commerce and using its teaching methodology for the development of skills and employability.
- Acquire the ability to prepare and teach the lesson plans for classroom instructions for skill development and employability.
- Develop the ability to organize co-curricular activities and use community resources for promoting commerce learning.
- Acquire the ability to develop instructional support material for commerce teaching for skill development and employability.

COURSE CONTENT:

UNIT – I

- Concept and nature of commerce teaching.
- Need and significance of teaching commerce.
- Developing understanding and skills of Correlation and differentiation of commerce with other subjects like economics, statistics and accountancy leading to development of employability and entrepreneurship development.
- Aims and objectives of teaching commerce at different levels.

UNIT – II

- Principles of curriculum construction in commerce.
- Develop skills and Approaches to organize commerce curriculum in terms of concentric correlation and integration approaches.

UNIT – III

- Importance of instructional strategies in teaching commerce.
- Strategies of teaching commerce.
- Development of skills of methods of teaching commerce – Lecture, Lecture cum Discussion, Project method and Team teaching for development of employability and entrepreneurship.

Course Outcomes:

After completing this course, the student teacher will be able to:

CO1: Acquire knowledge of concept, need and objectives of teaching commerce at different levels for developing of skills and consequently developing employability and entrepreneurship.

CO2: Understand principles and developing skills of approaches of curriculum construction in commerce

CO3: Develop skills of teaching commerce and thus developing employability and entrepreneurship.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	2	2	3	2	3	2	2	1	3
CO2	3	3	3	2	2	1	2	3	1	2	1	1
CO3	3	3	3	1	3	2	1	1	1	2	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	2
CO2	3	1	1
CO3	3	3	2

References:

- Dame, J.F. & A.R. Brinknan: Guidance in Business Education, South Western Pub. Co.
- NCERT: Teacher's Guide in Book Keeping and Accounting, New Delhi.
- Rai, B.C.: Commerce Teaching, Lucknow Prakashan Kendra.
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- Rao, S.: Teaching of Commerce, New Delhi: Anmol Publications.
- Tyagi, G.D.: *VanijyaShikshan*, Agra, Agarwal Publications.
- Singh, Y.K.: Teaching of Commerce, New Delhi: A.P.H. Publishing House

Websites:

- <https://www.ncertbooks.guru/b-ed-books>
- https://www.youtube.com/watch?v=B4vGPK_imtE
- <https://www.learningclassesonline.com/2019/07/pedagogy-teaching-of-commerce-syllabus.html>

IFTM University, Moradabad
Bachelor of Education (B.Ed.)
Programme
Semester – II
BEdTC-215: Pedagogy of Computer Science- Part-1

Course Objective:

The objective of this course are to enable the student-teacher to:

1. Develop a broad understanding of the principles and procedures used in computer science education.
2. Develop their skills necessary for preparing international accessories for developing employability.
3. Know the methods of planning instruction for the classroom for skill development and employability.
4. Learn successfully various methods of teaching computer science and use them judiciously for skill development and employability.
5. Manage introduction activity in such a way that the vast majority of the learner attain most of the objectives.

Course Content :

Unit I

- Need and importance of computer in education, significance of teaching
- Computer in secondary/senior secondary schools.
- Developing skills of objectives based teaching of computer science leading to develop employability and entrepreneurship
 - General objectives of teaching computer science.
 - Classification of educational objectives (bloom's taxonomy).
 - Statement of specific objectives in behavior terms.

Unit II

- Developing skills of Co-operative Learning Approach, Demonstration-cum-Discussion Method.
- Personalized Instruction
- System Approach
- Multimedia Approach.

Unit III

- Importance of lesson planning.
- Importance, Preparation and use of Teaching Aids.
- Developing skills of organizing a computer Laboratory thus developing employability and entrepreneurship.
- Based assignment given by subject teacher.

Course Outcomes:

After completing this course, the student teacher will be able to:

CO1:Acquire knowledge of Fundamentals of Computer to develop skills of computer, to develop employability and entrepreneurship.

CO2: Understand and develop skills of different computer-based teaching strategies

CO3:Develop skills of preparing lesson plans and using teaching aids so as to develop employability and entrepreneurship.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	1	1	2	1	1	3	2	1	1
CO2	3	3	2	1	1	2	1	2	2	1	1	2
CO3	3	3	3	2	1	1	1	2	1	3	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	2	1
CO2	3	1	1
CO3	3	3	2

References:

- Agarwal V.B.: Computer Science for Class XII
- Sharma, A.H.: Computer Science for Class XI and XII.
- Hunt, Jaggi, Raja Raman, V.: (1986) "Computer Science for class XII' fundamentals of computer : PHI Publications.
- Goel, Hemant Kumar "Teaching of Computer Science" R.Lal Book Depot, Meerut.
- xks;y] gseUrdqekj] ^dEI;wVjfoKkuf'k{k.k* vkjykycqdfMiks] esjBA
- xks;y] gseUrdqekj] dEI;wVjf'k{kk] vkjykycqdfMiks] esjB
- ;kno] ds0ds0] ^dEI;wVjf'k{kk** vxzokyifCyds'kUI] vkxjKA
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Websites

- <https://www.learningclassesonline.com/2019/08/pedagogy-of-computer-science-pdf.html>

- <http://www.senthilcollegeedu.com/Pedagogy%20of%20Computer%20science.pdf>
- https://www.youtube.com/watch?v=KIEQ9_O83PU

IFTM University, Moradabad

Bachelor of Education (B.Ed.)

Programme

Semester – II

BEdTC-216: Pedagogy of Home Science- Part-1

Course Objectives: The objectives of this course are to enable student - teachers to:

1. Understand the nature and scope of Home Science.
2. Acquaint with the objectives of teaching Home Science in secondary and higher secondary schools.
3. Acquire skills in planning a lesson with reference to methods and instructional materials and processing it effectively for skill development and employability.
4. Understand the various methods and techniques that can be employed in the teaching of Home Science.
5. Develop a practical understanding of the technology of teaching Home Science and giving them practice in the use of various aids relating to the technology of teaching for skill development and employability.
6. Get an insight into the organization of co-curricular activities like Home Science clubs and home science exhibition.

Course Contents:

Unit I: Concepts

- The concept of home science: meaning and components; place of home science in secondary education
- Job opportunities in home science
- Aims and objectives of teaching of home Science
- Developing skills of correlation of home science with other school subjects for developing employability.

Unit II: Pedagogical Analysis

- Foods, nutrition and health
- Child care
- Fiber and fabric
- Developing skills of home management-importance of planning, principles of budget making for developing employability.
- Hygiene and sanitation

Unit III: Methods of Teaching

- Developing skills of method of teaching as applied to home science for developing employability.
- Teacher centered methods-lecture, demonstration
- Child centered method-laboratory, project, assignment, discussion
- Developing Micro-teaching skills-Introduction, Explaining, Probing Questioning, Illustration, Stimulus variation, Blackboard writing, etc. thus generating employability.
- Use of ICT in teaching-learning process of home science with computer-aided methods like-Power Point, Multimedia, Simulation, Software's, Webinars etc.

Course Outcomes:

After completing this course, the student teacher will be able to:

CO1:Develop understanding and skillsof concept and objectives of teaching home science for employability.

CO2: Gain understanding and developing skills of pedagogic analysis of home science thus generating employability.

CO3:Develop skills of teaching home sciences and use of teaching aid thus developing employability.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	1	1	2	1	2	2	3	1	2
CO2	3	3	3	1	2	1	1	1	2	3	2	2
CO3	3	3	3	1	3	2	3	1	2	1	2	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	2	1
CO2	3	3	1
CO3	3	3	1

References:

- Sherry, G.P. Grah Vigyan Shikshak, Vinod Pustak Mandir, Agra
- Sukhia, S.P. & Mehrotra, P.B. Grah Vigyan Shikshan, Haryana Sahitya Academy, Chandigarh.
- Sharma, Shakuntala, Grah Vigyan Shikshan, Apollo Prakashan, Jaipur
- Yadav, Seema, Teaching of Home Science, Anmol Publications Pvt. Ltd., New Delhi
- Sharma, B.L. & Saxena, B.M., Teaching of Home Science, R.Lal Book Depot, Meerut
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Websites:

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IFTM University, Moradabad
Bachelor of Education (B.Ed.)
Programme
Semester II
BEdTC-217: Pedagogy of Social Science-Part-1

Course Objectives:

The objectives of this course are to:

- Understand the concept, meaning and scope of social sciences.
- Get acquainted with appropriate methodology as applicable to social sciences.
- Prepare unit plan and lesson plan.
- Acquire skill in teaching social sciences for skill development and employability.
- Acquire knowledge of various evaluation procedures and to device effective evaluation tools for skill development and employability.
- Acquire the ability to develop instructional support materials for the development of skills and employability.

Course Contents:

Unit I: Nature and Scope of Social Sciences

- Social sciences and social studies: Course subjects of social sciences - History, Civics, Geography and Economics, inter-relationship between them
- Rational for including these areas in school curriculum and developing skills for the same.
- Instructional objectives of teaching social sciences at secondary level

Unit II: Curriculum of Social Sciences:

- Curriculum its meaning and definitions
- Evolution of Social Science Curriculum in the context of independent India,
- Developing skills and understand the process of curriculum development in social science for development of employability.
- Critical appraisal of existing social science curriculum at secondary level of education.

Unit III: Principles, Maxims, Methods and Techniques of Teaching Social Science:

- Principles and maxims of class-room teaching of social science.
- Teaching methods: meaning, definition
- Modern and traditional Methods of teaching social science
- Techniques of teaching : meaning, definition
- Different techniques of teaching social science and developing skills and employability.

Course Outcomes:

After completing this course, the student teacher will be able to:

CO1: Develop understanding and skills of nature and scope of social sciences.

CO2: Gain knowledge and developing skills about curriculum of social sciences.

CO3: Develop ideas and skills on principles, maxims, methods and techniques of teaching social science.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	1	1	2	1	2	1	1	3	1
CO2	3	3	3	1	3	1	1	2	1	2	1	3
CO3	3	3	3	1	1	2	1	1	2	3	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	3	3	1
CO3	3	3	1

References:

- Gurmeet Singh: Teaching of Social Science.
- Uma Mangal: Teaching of Social Studies.
- Tripathi, S.: Teaching Methods, Radha Publications, New Delhi.

- Chauhan, S.S.: Innovations in Teaching Learning Process, Vikash Publication House, New Delhi.
- Siddiqui, M.H.: Excellence of Teaching, Ashish Publication House, New Delhi.

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- <http://egyankosh.ac.in/bitstream/123456789/46748/1/BES-142B3E.pdf>
- [youtube.com/watch?v=bHtb1RvOkL0](https://www.youtube.com/watch?v=bHtb1RvOkL0)
- <https://www.youtube.com/watch?v=1aogtdrdJ0>

IFTM University, Moradabad

Bachelor of Education (B.Ed.)

Programme

Semester – II

BEEdTC-218: Pedagogy of Physical Science- Part-1

Course Objectives: The objectives of this course are to enable student-teachers to:

- Develop a broad understanding of the principles and procedures used in modern physical science education.
- Develop their essential skill for practicing modern physical science education for the skill development and employability.
- Develop their skills necessary for preparing instructional accessories for the skill development and employability.
- Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs for lesson for the skill development and employability.
- Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

Course Content:

Unit I: Nature of Science :

- Science as a domain of enquiry, as a process of constructing knowledge, developing skills and employability of Science as a interdisciplinary area of learning of science. Facts, concepts, principles, law and theories – their characteristics in content of Science (Citing example of each). Contribution of Eminent Scientist; Issac Newton, Dalton, Albert Einestien, Graham Bell, J.C. Bose, C.V. Raman, Vikram Sarabhai, H.J. Bhabha, D.S. Kothari for skill development and employability.

Unit II: Aims and Objectives of Teaching Physical Science

- General aims and objectives of teaching physical science at secondary and senior secondary school stage, Developing skills and employability instructional objectives with special emphasis on Bloom's taxonomy

- Concept of entering and terminal behaviour, defining desired outcomes (statements of objectives) for different levels of education like primary, upper primary, secondary and senior secondary.

Unit III: Methodology of Teaching Physical Science

- Methods - Lecture, Demonstration, Lecture-cum Demonstration, Heuristic, project, Laboratory, Problem Solving
- Techniques – Team-Teaching, Computer Assistance Teaching
- Excursion, science – museums, science – club, science – fair, science projects
- Developing Micro teaching skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board-Writing etc thus developing employability.
- Use of ICT in teaching-learning process of physical sciences with computer-aided methods like-Power Point, Multimedia, Simulation, Softwares, Webinars etc.

Course Outcomes:

After completing this course students will be able to:

CO1:Understand the nature and characteristics of science and developing skills for the same and consequently employability.

CO2:Gain understanding and develop skills about aims and objectives of teaching physical science to develop employability.

CO3:Develop skills and employability of teaching physical sciences and use of teaching aids

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	1	1	2	1	1	2	1	1	3
CO2	3	3	3	1	1	3	1	1	2	1	1	2
CO3	3	3	3	1	1	2	1	2	1	3	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	2	1
CO2	2	3	1
CO3	3	3	1

References:

- Kulshrestha, S.P. : Teaching of Physical Science, R.Lal Book Depot, Meerut
- Sood, J.K. : Teaching of Physical Science, Agarwal Publication, Agra
- Pandey, Shashi Kiran : Science teaching, Vani Prakashan, New Delhi
- Rawat, D.C. : Teaching of Science, Vinod Pustak, Agra
- Das, R.C. : Science teaching in schools, Steerling Publication, New Delhi
- Bennett, Jeffrey : on teaching Science (print/e-book) Big Kid Science Publication
- Singh, R. : Teaching methods in schools, Commonwealth Publication, Delhi.
- Norman Herr : The source book for teaching Science (e-book/print) Wiley Publication
- Pathak, R.P. : Teaching skills, Pearson Publication, New Delhi
- Yadav, M.S. : Objective Science, Anmol Publication, New Delhi
- Siddiqui, N.N. & Siddiqui, M.N. : Teaching of Science, Doaba House, New Delhi
- Chauhan S.S. : Innovation in teaching, Vikas Publication, New Delhi

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- <http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf>
- <https://www.learningclassesonline.com/2019/09/pedagogy-of-mathematics-in-hindi.html>
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IFTM University, Moradabad
Bachelor of Education (B.Ed.)
Programme
Semester – II
BEEdTC219: Pedagogy of Biological Science-Part-1

Course Objectives:

The objectives of this course are to enable student-teachers to:

- Develop broad understanding of principles and knowledge used in biology science.
- Develop their essential skills for practicing biological science for skill development and employability.
- Know various approaches and methods of teaching life science for skill development and employability.
- Lesson planning of biological science properly.

Prepare tools for evaluation in biological sciences.

Course Contents:

Unit I: Nature, Concepts and Importance

- History and nature of biological sciences
- Importance of biological science for environment, health and peace
- Developing skills and employability of interdisciplinary linkage of biological science and other school subjects
- Value of biological sciences in our lives
- Four Indian eminent biologists and their discoveries

Unit II: Objectives of Teaching Biological Sciences

- General aims and objectives of teaching biology difference between aims and objectives, Bloom's taxonomy of educational objectives
- Development of skills of writing objectives in terms of learning outcomes (Behavioural term) for different levels of school teaching VIII, IX and X classes- RCEM approach of writing objectives to develop employability.

Unit III: Exploring learning

- Inductive and deductive approach, different methods and techniques of teaching biological sciences
- Teacher centered approaches-lecture, demonstration, lecture cum demonstration
- Child centered approach-project method, heuristic problem solving, assignment
- Use of ICT in teaching-learning process of biological sciences with computer-aided methods like-Power Point, Simulation, Softwares, Webinars etc.
- Developing Micro-teaching skills- Introduction, Explaining, Probing questioning, Illustration, Stimulus variation, Blackboard writing etc. to develop employability.
- Analysis of content, preparing unit plan, lesson plan

Course Outcomes:

After completing this course students will be able to:

CO1: Understand concept and importance of biological science and develop skills and employability of same.

CO2: Develop understanding and skills about objectives of teaching biological science to develop employability.

CO3: Develop skills of teaching biological science to develop employability.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	3	1	1	1	1	2	1	2	1	2
CO2	3	3	3	1	2	1	1	1	2	1	1	2
CO3	3	3	2	1	1	2	1	2	2	1	2	2

Co- Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability.	Entrepreneurship Development
CO1	3	3	1
CO2	2	2	1
CO3	3	3	1

References:

- Agarwal D.D.: *Modern Methods of Teaching Biology*, New Delhi: Sorup and Sons, 2002
- Mangal S. K.: *Teaching of science*, New Delhi: Arya Book Depot, 1992
- Yadav Seema and Singh A.K.: *Teaching of Life Science*, New Delhi: Dominant Publications
- Aggarwal, D. D. (2008). *Modern Method of Teaching Biology*, Karanpaper Books. New Delhi
- Sharma, R.C. (2006). *Modern Science Teaching*. New Delhi: Dhanpat Rai Publications.
- Yadav, M.S. (2003) *Teaching of Science*. New Delhi: Anmol Publications
- K.Yadav "Teaching of Life Sciences."
- Dr. S.C. Kulshreshtha; *Teaching of biology*.
- Dr. S.C. Shukla; *Teaching of biology*.

Websites:

- <https://www.learningclassesonline.com/2019/09/teaching-of-biological-science-in-hindi.html>
- <http://assets.vmou.ac.in/BED125.pdf>

IFTM University, Moradabad
Bachelor of Education (B.Ed.)
Programme
Semester – II
BEdTC-220: Pedagogy of Mathematics -Part-1

COURSE OBJECTIVES:

The objectives of this course are to enable the pupil and teacher to:

- Understand and appreciate the uses and significance of mathematics in daily life.
- Learn successfully various approaches to mathematics and to use them judiciously.
- Know the methods of planning instruction for the classroom so as to develop skills and employability.
- Prepare curricular activities and organize the library in it as per the needs for skill development and employability.
- Appreciate and organize activities to develop aesthetics of mathematics.
- Obtain feedback both about teaching as well as student's learning.

COURSE CONTENT

Unit I: Entering into the Discipline

- Meaning and nature of mathematics, use and significance of mathematics
- Contribution of some great mathematicians - Aryabhata, Bhaskaracharya, Ramanujam, Euclid, Pythagorus, Rene Decarte.
- Aims and objectives of teaching mathematics at secondary and senior secondary levels
- Developing skills and objectives of teaching mathematics in terms of behaviour of outcomes to develop employability.

Unit II: Methodology for Mathematics Teaching

- Methods of teaching: Inductive- Deductive, Analytic- Synthetic, Problem solving, Heuristics, Project & Laboratory Method.

- Techniques of teaching: Oral, Written, Drill, Home-Assignment, Supervised study, and programmed learning technique.
- Developing Micro teaching skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Blackboard Writing etcso as to develop employability.
- Use of ICT in teaching-learning process of mathematics with computer-aided methods like-Power Point, Multimedia, Simulation, Software’s, Webinars etc.

Unit III: Developing Lesson Plan, Unit Plan and Material Aids

- Lesson plan - meaning, purpose and developing skills of preparing performa of lesson plan and its rationality to develop employability.
- Unit plan – meaning and purpose of unit plan
- Teaching –aids importance and classification
- Developing skills of Developing/preparing low cost improvised teaching aids, relevant to local ethos to develop employability.
- Application of computer in teaching of mathematics

Course Outcomes:

After completing this course students will be able to:

CO1:Understand and developing skills of concept of mathematics and contributions of mathematicians to develop employability.

CO2:Develop understanding and skills of methodology for mathematics teaching to develop employability.

CO3:Develop skills of preparing lesson plan and use of teaching aids in Mathematicsto develop employability.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	1	2	1	1	2	1	2	1	2
CO2	3	3	3	1	1	2	1	2	1	2	1	3
CO3	3	3	2	1	2	1	1	3	1	3	1	2

Co- Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1

CO2	3	3	1
CO3	3	3	1

References:

Maheshwari, B.K.: Teaching of Mathematics.

- Shukla, S.C. :Teaching of Mathematics .
- Kulshrestha, A. K.,Teaching of Mathematics.

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- <https://hi.wikipedia.org/wiki>
- www.vkmaheshwari.com

IFTM University, Moradabad
Bachelor of Education (B.Ed.)
Programme
Semester – II
BEdTC-221; Learning and Teaching

Course Objectives:

The objectives of this course are to:

- Acquire knowledge and understanding about the learner and the teaching-learning process to bring effectiveness in the learning outcomes and developing skills and employability.
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social constructivist theories
- Understand the individual differences in cognitive abilities among the learners and decide the teaching-learning strategies appropriate to the needs of the learners
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers
- Be acquainted with group dynamics and various roles of the teachers in teaching learning process
- Understand the nuances of professionalism and be encouraged to develop competencies to act as professionals to develop skills and employability.
- Comprehend the parameters of effective teaching so as to demonstrate his/her skills at different phases of instruction for skill development and employability.

Course Content:

Unit- I: Process of Learning:

- Nature of Learning: Meaning, Definitions, Characteristics
- Developing skills of types of Learning: Facts, concepts, skills, generalizations, principles, rules, values, beliefs, attitudes to develop employability and entrepreneurship.
- Factors affecting Teaching and Learning: maturation, attention, interest, fatigue, rewards and punishment.

Unit -II: Approaches to Learning:

- Introduction to learning – concept and importance
- Behavioural: trial and error, conditioning (classical and operant) and social learning
- Cognitive (insightful and information processing model)
- Constructivism: concept, planning and development of learning experiences (Vygostky, Piaget and Bruner, etc.) and developing skills for the same.

Unit III: Nature of Learner

- Intelligence meaning nature and theories of intelligence (two factor theory group factor theory), Emotional intelligence, measurement of intelligence and application of intelligence tests
- Personality: meaning, nature, types and trait theories of personality, assessment of personality.
- Learning styles: concept, types and implication for learning and developing skills for the same and thus developing employability and entrepreneurship.
- Thinking, Imagination, Remembering, forgetting: meaning, concept, types and factors, influencing to learning.

Unit -IV: Teaching as a Complex Activity:

- Concept of Teaching: meaning, definition, characteristics, forms
- Phases of Teaching: pre active, inter active, post active
- Levels of Teaching: memory, understanding, reflective
- Develop Basic teaching skills and competencies to develop employability.
- Strategies and techniques of teaching and developing skills of these techniques to develop employability and entrepreneurship.

Course Outcomes:

After completing this course students will be able to:

CO1: Understand the nature, process and skill development of factors of learning to develop employability and entrepreneurship.

CO2: Develop understanding and skills of approaches to learning to develop employability.

CO3: Gain understanding and develop skills of intelligence, personality and learning styles to develop employability and entrepreneurship.

CO4: Know and developing skills basic components, steps, and levels of teaching to develop employability and entrepreneurship.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	1	2	1	1	1	2	2	1	3
CO2	3	3	3	1	2	1	1	1	2	1	1	1
CO3	3	3	3	1	2	2	1	2	3	2	1	1
CO4	3	3	2	1	1	2	2	1	1	1	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	2	1	1
CO3	3	3	3
CO4	3	3	3

References:

- Bhatnagar, S: Educational Psychology, Agra, Legal Book Depot.
- Mathur, S.S.: Educational Psychology, Agra, Vinod PustakMandir.
- Pathak, P.D.: ShikshaManovigyan, Agra, Vinod PustakMandir.
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- <http://www.tnteu.ac.in/pdf/assesment.pdf>
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IFTM University, Moradabad
Bachelor of Education (B.Ed.)
Programme
Semester – II
BEdTC-222; Assessment for Learning

Course Objective:

The objectives of this course are to:

- Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm).
- Become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination; be exposed to different kinds and forms of assessment that aid student learning for the development of skills and employability.
- Become the use of a wide range of assessment tools, and learn to select and construct these appropriately for the development of skills and employability.
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

Course Content:

Unit -I: Concepts, meaning and overview of assessment & evaluation:

Concepts and meaning of assessment, examination, Testing, Measurement and Evaluation, Need and importance of Assessment, Perspective on assessment and evaluation of learning in a constructivist paradigm, critical review and develop skills of current evaluation practices and their assumptions about learning and development, commercialization of assessment to develop employability and entrepreneurship.

Unit -II: Approaches to assessment:

Formative, summative, grading, continuous and comprehensive evaluation. Realistic, comprehensive and dynamic assessment procedures. Kinds of tasks: projects, assignments, performances. Observation of learning processes by self, by peers, by teacher. Self-assessment and peer –assessment, constructing portfolios and develop skills of these approaches.

Unit -III: Assessment Tools:

Assessment tools and their characteristics, Develop skills of constructions of assessment tools; *achievement test, diagnostic test & its application*. Quantitative and qualitative aspects of assessment: appropriate tools for each. Procedures for measurement of non-cognitive aspects to develop employability and entrepreneurship.

Unit IV: Elementary Statistics:

Statistics- meaning and its use in education. Collection, Classification and tabulation of data. Developing skills of Calculation and uses- Central tendencies (mean, median and mode) and variability (quartile deviation and standard deviation).Correlation (rank difference; meaning, use and calculation).

Course Outcomes:

After completing this course students will be able to:

CO1:Understand concept and difference and develop skills of assessment and evaluation to develop employability and entrepreneurship.

CO2:Develop understanding and skills of different approaches to assessment

CO3:Develop skills to use different assessment tools to develop employability and entrepreneurship.

CO4: Gain understanding and develop skills about elementary statistics

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	1	1	1	1	2	1	1	1	2
CO2	3	2	3	1	2	1	1	2	1	2	1	2
CO3	3	3	2	1	2	2	1	1	1	1	1	2
CO4	2	3	3	1	1	1	1	1	2	1	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	1	1
CO3	3	3	1
CO4	3	1	1

References:

- Bloom & Krathwohl: Taxonomy of Educational Objectives Handbook II, 1964
- Columbus, Ohio: Charles E. Merrill, 1960
- Dick & Hagerty: Topics in Measurement, Reliability and Validity; McGraw Hill, 1971
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IFTM University, Moradabad
Bachelor of Education (B.Ed.)
Programme
Semester – II
BEEdTC-223; Knowledge and Curriculum- Part-1

Course Objectives:

The objectives of this course are to:

- Explain determinants of curriculum.
- Explain the contribution of great educators in the field of education.
- Understand epistemological and social basis of education.
- Understand the concept of curriculum and knowledge for skill development and employability.
- Able to differentiate curriculum framework, curriculum and syllabus for skill development, employability and entrepreneurship.

Course Content:

Unit -I: Knowledge Generation and Child-centred Education:

- Chronological review of knowledge generation : Myth based, faith based, logic based and scientific concepts of : Knowledge and skill, teaching and training, reason and belief and develop skill of the same and further employability and entrepreneurship.
- Forms of knowledge : Concrete and abstract, local and universal, theoretical and practical, school and out of school
- Concept of child centered education : Activity, discovery, dialogue with reference to Gandhi and Tagore, Dewey, Plato, Freire, Bubar and develop skills of child centred education.

Unit- II: Concept of Curriculum:

- Meaning and Nature of curriculum, its need in schools, competency based curriculum
- Concept and develop skills of curriculum framework, curriculum and syllabus to develop employability.
- Significance of core curriculum in Indian context, meaning and concerns of hidden curriculum
- How the syllabus is translated into textbooks
- Curriculum visualized at national, state, school and class level.

Unit -III: Curriculum Determinants and Curriculum Development:

- Broad determinants of curriculum making (at the nation and state level) : national priorities, socio-political-cultural-geographical-economic diversities, international contexts

- Considerations in curriculum development: (at the school level) – structure at disciplines, socio cultural context of students (multicultural and multilingual) learner characteristics, relevance and teachers’ experiences, specificity of educational objectives, issue like gender differences and inclusiveness.
- Process of curriculum making and developing skills of the same to develop employability and entrepreneurship, formulating aims and objectives, criteria for selecting knowledge, organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects, selecting and organizing learning situations.

Practicum/Field work : Select Any one of the following :

- (ii) Critical evaluation of textbooks at secondary level of the subject concerned of student teacher
- (iii) Preparation of list of social issues in the nearby area of the school and its representation in school curriculum

Course Outcomes:

After completing this course students will be able to:

CO1: Acquaint with knowledge and develop skills of generation and child centred education to develop employability and entrepreneurship.

CO2: Develop understanding and skills of significance of curriculum in Indian context

CO3: Gain idea and develop skills of curriculum determinants and development to develop employability and entrepreneurship.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	2	1	1	2	1	2	1	2
CO2	3	3	2	1	2	1	1	1	1	2	1	1
CO3	2	2	3	1	2	3	1	1	2	1	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	2	1
CO2	3	2	1
CO3	3	2	1

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- ;kno] fl;kjke ¼2011½ *ikB~;ØefoU;kIAvkxjk% vxzokyizdk”ku*
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- <http://www.uou.ac.in/sites/default/files/bed17/PE-3.pdf>

Semester- III

1	X	BEdTC-311	Pedagogy of School Subject-1	15	35	50
2	XI	to BEdTC-320	Pedagogy of School Subject-2	15	35	50
		Pedagogy of school subjects (same subject as chosen under course VIII & IX)				
		BEdTC-311	Pedagogy of Hindi-II			
		BEdTC-312	Pedagogy of English-II			
		BEdTC-313	Pedagogy of Sanskrit-II			
		BEdTC-314	Pedagogy of Commerce-II			
		BEdTC-315	Pedagogy of Computer-II			
		BEdTC-316	Pedagogy of Home Science-II			
		BEdTC-317	Pedagogy of Social Science-II			
		BEdTC-318	Pedagogy of Physical Science-II			
		BEdTC-319	Pedagogy of Biological Science-II			
		BEdTC-320	Pedagogy of Mathematics-II			
Practicum						
3		BEdPC321	Engagement with the Field (School)	50	--	50
4		BEdPC322	School Internship and Assessment of Practice Teaching in Selected Subjects.	100	100	200
			Total			350

Semester- IV

5	XII	BEdTC-411	Gender, School and Society	15	35	50
6	XIII	BEdTC-412	Knowledge and Curriculum Part-2	15	35	50

7	XIV	BEdTC-413	Creating an Inclusive School	15	35	50
8	XV		Optional Papers (Select any One)	15	35	50
		BEdTC-414	Educational Administration and Management			
		BEdTC-415	Health and Physical Education			
		BEdTC-416	Guidance and Counselling			
		BEdTC-417	Environmental Education			
		BEdTC-418	Value Education			
9		EPC-2	Drama and Art in Education	50	--	50
10		EPC-3	Critical Understanding of ICT	50	--	50
11		EPC-4	Understanding the Self	50	--	50
			Total			350
		First Year				700
		Second Year				700
		Grand Total				1400

SEMESTER - III

Course-X & XI: **BEdTC311–320**; Pedagogy of School Subject Part- II
[1and 2]

Practicum

1. Engagement with the Field (School).
2. School Internship Report.
3. Assessment of Practice Teaching in Selected Subjects.

Bachelor of Education (B.Ed.)

**Programme
Semester – III**

BEEdTC311;fgUnhf''k{k.k–Hkkx-II

Course Objectives:

The objectives of this course are to:

- Hkk'kkvkSjmlsfofo/k :iksa ls Nk=k/;kidksadksvoxdjkukA
- Hkk'kk;hdkS''ky ,oaizd`fr ls mUgsavoxrdjkukA
- ekr`Hkk'kk dk egRo] mn~ns'';ksa ,oaikB~;ØeesamlDsLFkku ls voxrdjukA
- fgUnhHkk'kkf''k{k.k dh uohui)fr;ksa ls Nk=ksadksvoxdjkukA
- okpu ,oays[kuf''k{k.kfof/k;ksa ls Nk=ksadksvoxdjkukA
- ewY;kadu dh fofHkUufof/k;ksa ls voxrdjukdkS''kyvkSjjkstxkjiidfodflrdjuk

fo'k; dh :ijs[kk %

;wfuV 4 % fgUnhlfkgR; dh fo/kk,sa ,oamudkf''k{k.k

- ikB;kstuk dk vFkZ ,oami;ksfxrk] bdkbZ ;kstuk dk fuekZ.k ,oamn~ns''; ds ek/;e ls dkS''kyvkSjjkstxkjiidfodflrdjuk A
- fgUnh dh fuEufo/kkvksa ds f''k{k.k dk mn~ns'';] fof/k;kj ,oaikBfu;kstu&
- v- x| &xguikB ,oanzqrikB
- c- i|A
- l- O;kdj.k
- n- jpukf''k{k.k

- fgUnhf" k{k.kgsrqlajpukRedfof/k dh mi;ksfxrkA

;wfuV 5 % fgUnhesa n{krkfodflrdjusokys ?kVd

- fgUnhf" k{k.kesalgk;d "kSf{kdrduhdh] vkbZ0lh0Vh0 ,oavU; midj.kksa ds iz;ksx }kjdkkS"kyvkSjjkstxkijjd dh tkudkjhfodflrdjuk A
- if=dk,sa] v[kckj] iqLrdky;] Hkk"kkiz;ksx"kkkyk] dEl;wVjlgk;dvuqns"ku] ikojikWbUV] izLrqfrdj.k] e`nqmikxevkfnA
- fuEuikB~;Øelgxkehfo;k,a ,oamudkegRo&
- ifjppkZ] okn&fookn] [ksy] dk;Z"kkkyk] xks"Bh] fucU/k ys[ku] Lofjpdfork o dgkuhizfr;ksfxrkvkfnA

;wfuV 6 % ijh{k.k ,oaewY;kadu

- fgUnhesaewY;kadu*lrr ,oalexzdkS"kyvkSjjkstxkijjdcukuk A
- fgUnhesavPNsijh{k.k dh fo"ks"krk,sa ,oaijh{k.kinksa dk fodkl ¼oLrqfu"B] y?qkÙkjh;] fucU/kkRed½dkS"ky dksfodflrdjuk A
- fgUnhesafu"ifÙkijh{k.kgsrqiz'u&i= dk fuekZ.k
- mipkjkRed ,oafunkukRedf" k{k.k

Course Outcomes:

After completing this course students will be able to:

CO1: *fgUnhlfgr; dh fo/kk,sa ,oamudsf'k{k.k ds ek;/e ls dkS"kyvkSjjkstxkjjddksfodflrdjldsaxsa A*

CO2: *fgUnhesa n{krk ,aodkS"kyvkSjjkstxkjjdfodflrdjusokys ?kVddks le>us ;ksX; gksxsA*

CO-3: *ijh{k.k ,oaewY;kaduds ek;/e ls dkS"kyvkSjjkstxkjjdfodflrdjldsaxsa A*

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	1	1	2	1	1	1	1	1	2
CO2	3	3	3	1	2	2	1	1	1	1	1	2
CO3	3	2	3	1	1	2	1	2	1	1	1	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	1	1
CO2	2	2	1
CO3	3	3	1

IUnHkZlwph %

- Chandra, J. (1996) : *Teaching of Hindi*, Modern Publisher, Meerut.
- Chaturvedi, S. (2001) : *Hindi Teaching*, R.Lal Book Depot, Meerut.
- Kumar, Y. (2004) : *Modern Hindi Teaching*, A.P.H. Publishing Corporation, New Delhi.
- Lal, R.B. (2003) : *Hindi Teaching*, Rastogi Publication, Meerut.
- Mittal, M.L. (2012) : *Hindi Teaching*, Loyal Book Depot, Meerut.
- Pandey, R.S. (2013-14) : *Hindi Teaching*, Agrawal Publication, Agra.
- Sharma, K. & B. (2013-14) : *Hindi Teaching*, Agrawal Publication, Agra.
- Sharma, P.P. & Gupta, M. (2007): *Hindi Teaching*, SahityagarPrakashak, Jaipur.
- Singh, A.K. (2007) : *Hindi Teaching*, ApoloPrakashan, Jaipur.
- Singh, S. (2004) : *Hindi Teaching*, International Publishing House, Meerut.

Websites

- <https://www.learningclassesonline.com/2019/09/teaching-of-hindi-pdf-book.htm>

- <https://www.youtube.com/watch?v=wKioTGNDhAw>
- http://www.scert.cg.gov.in/pdf/bedmedstudy2015/bed/pedagogyof_hindi.pdf

**Bachelor of Education (B.Ed.)
Programme
Semester – III
BEdTC312:Pedagogy of English -Part-II**

Course Objectives:

The objectives of this course are to:

- The nature and characteristics of a language and its use.
- The required skills for mastering a language.
- The various approaches to successful language teaching.
- Approaches/Methods of teaching different aspects of language.
- The importance teaching aids and other technological devices used for language teaching for skill development and employability.
- Evaluation and testing techniques for obtaining feedback.

Course Content

UNIT – IV:Teaching and Lesson-Planning of various Aspects of English:

- Prose.
- Poetry.
- Grammar.
- Composition.
- Structures for developing skills to develop lesson plan and teaching for development of employability.

UNIT – V:Audio - Visual and Technological Aids:

- Need and importance.
- Types and purpose.
- Technological aids as Language Laboratory, CAI to develop skills to use these aids for teaching for development of employment.

UNIT – VI: Testing and evaluation:

- Concept of Testing and evaluation.
- Need and Importance of testing in English.
- Learn Types of Tests - oral, Written for skill development and employability.

Course Outcomes:

After completing this course students will be able to:

CO1:Understand teaching and lesson planning of various aspects of English for skills development and employability.

CO2: Gain deeper understanding of audio, visual and technological aids for development of skills and employability.

CO3: Comprehend testing and evaluation in English for skill development and employability.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	2	2	1	1	3	2	1	1	2
CO2	3	3	3	2	1	1	1	2	1	1	1	2
CO3	3	2	2	3	1	1	1	1	2	1	1	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	2	2	1
CO3	3	3	1

References:

- Bindra,R.:Teaching of English.
- Chadha, Dr.S.C.:Teaching of English.
- Pandey, K.P. &Amita,(1998): The Teaching of English in India, Vishwavidyalaya Prakashan, Varanasi,.
- Singh,Dr.M.K.:Teaching of English.

Websites:

- www.wikipedia.com
- www.britannica.com
- www.grammarly.com
- http://www.scert.cg.gov.in/pdf/bedmedstudy2015/bed/pedagogyof_english.pdf
- <https://www.youtube.com/watch?v=Zksyv-lltPo>
- http://www.manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf

Bachelor of Education (B.Ed.)

Programme

Semester – III

BEdTC-313: laLd`rf`k{k.k&Hkkx-II

Course Objectives:

The objectives of this course are to:

- laLd`rHkk"kk dh egÙkk dk KkufodflrgksxA
- laLd`rHkk"kkf`k{k.k ds mls';ksa dk KkufodflrgksxA
- laLd`rf`k{k.k dh fof/k;ksa dh tkudkjhfodflrgksxA
- laLd`rHkk"kk ds ewY;kadu dh {kerk dk fodklgksxkdS"kyvkSjjkstxkjijdfodflrdjuka

fo`k; dh :ijs[kk%

;wfuV 4 % laLd`rikB~;Øe ,oaikB~; iqLrdsaA

- ikB~;Øe ls rkRi;Zmldhvko";drk] vk/kkj] ikB~;ØefuekZ.k ds fl}kUr] ikB~;ØefuekZ.k ds le; /;ku j[kus ;ksX; lko/kkfu;kj ,aodkS"kyvkSjjkstxkjijdfodflrdjuka
- mÙkjizns"kesavoj ,oamPp ek;/fed Lrj ds laLd`rf`k{k.k.ikB~;Øe dh leh{kk ,oaewY;kaduA
- ikB~; iqLrd dk ewyizR;;] ikB~; iqLrdfuekZ.k ds fl}kUr] ikB~; iqLrd ds ewY;kadu ,oap;u dh izfØ;kA
- mÙkjizns"k ds fo|ky;hlaLd`rikB~;Øeof`k{k.k.kgsrqp;furikB~; iqLrdksa dk ewY;kaduA
- vPNhlaLd`rikB~; iqLrd dh fo"ks'krk,saA

;wfuV 5 % laLd`rHkk"kkesaewY;kaduA

- ewY;kadu dk izR;;] vko";drk ,oaijEijkxr ,oavk/kqfudewY;kaduA
- ijh{k.kksa@ewY;kadu dh izkphu ,oauohufof/k;kj dkS"kyvkSjjkstxkjijddksfodflrdjuka
- mn~ns"; dsfUnzr ¼Objective Centred½ ijh{k.kksa dh fuekZ.kizfØ;k;krFkkijh{k.k.kjpuk ds le; /;ku j[kus ;ksX; lko/kkfu;kjA
- vPNsijh{k.kksa dh fo"ks'krk,saA

- fofHkUulaLd`rfo|kvksa ds ewY;kadugsrqijh{k.k ,oa muds izdkjksa ds dkS”kydksfodflrdjukA

;wfuV 6 % laLd`rf”k{k.k.kesa n{krk ds izHkkoh ?kVdA

- laLd`r v/;kid dh fo”ks’krk,saA
- laLd`r&d{k} f”k{k.k.klkexzh ds izdkj] rduhdhmidj.kA
- laLd`rf”k{k.k.kesaikB~; lgxkehfo;k,saA
- laLd`resafunkukRed ,oamipjkRedf”k{k.k.kdkS”kyvkSjjkstxkijddksfodflrdjukA
- laLd`rf”k{k.k&x`gdk;Z ds izdkj ,oaegRoA
- fØ;kRedvuqlU/kku ,oalaLd`rf”k{k.k.kesamldhmi;ksfxrkA

Course Outcomes:

After completing this course students will be able to:

CO1:laLd`rikB~;Øe ,oaikB~; iqLrd Is

IEcfU/krdkS”kyvkSjjkstxkijddksfodflrdjldsaxsA

CO2:laLd`rHkk"kesaewY;kadu dk dkS”kyvkSjjkstxkijddksfodflrdjldsxsA

CO3:laLd`rf”k{k.k.kesa n{krk,aodkS”kyvkSjjkstxkijdds izHkkoh ?kVddks le>djfodflrdjldsxsA

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	2	3	1	3	1	1	3	2	1	1	2
CO2	3	3	3	1	2	1	2	2	1	1	1	1
CO3	3	3	1	2	3	1	2	3	1	1	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1

References:

- Apte, D.G. & Dongre, P.K.: Teaching of Sanskrit in Secondary Schools.
- Report of the Sanskrit Commission: Govt. of India, 1955.
- dq'kokgk] ds0,l0 % laLd`rf'k{k.k] xksfoUnizdk'ku] y[kheiqj [khjh
- feÜky] larks"k % laLd`rf'k{k.k] vkj0 ykycqdfMiks] esjBA
- ik.Ms;] vkj0,l0 % laLd`rf'k{k.k] fouksniqLrdeafnjvkxjkA
- pkScs] ch0,u0 % laLd`rf'k{k.k] fof/k] m0iz0 fgUnhlaLFkku] y[kuÅÅ

Websites:

- <https://www.learningclassesonline.com/2019/09/teaching-of-sanskrit-book.html>
- <https://www.ncertbooks.guru/b-ed-books/>

**Bachelor of Education (B.Ed.)
Programme
Semester – III
BEdTC314: Pedagogy of Commerce -Part-II**

Course Objectives:

The objectives of this course are to:

- Appreciate the need for learning Commerce.
- Develop the understanding of principles of developing commerce curriculum.
- Develop the skills needed for classroom teaching of commerce and using its teaching methodology for skill development and employability.
- Acquire the ability to prepare and teach the lesson plans for classroom instructions for skill development and employability.
- Develop the ability to organize co-curricular activities and use community resources for promoting commerce learning.
- Acquire the ability to develop instructional support material for commerce teaching.

Course Content:

UNIT – IV:

- Teaching commerce with reference to lesson planning.
 - ✚ Lesson planning.
 - ✚ Unit planning.
- Microteaching of developing the skills of Introduction, Explanation, Questioning, Stimulus variation and providing illustration with examples for skill development and employability.

UNIT – V:

- Arranging, organizing, planning, executing and reporting of field trips in commerce teaching in developing skills of teaching.
- Organizing commerce clubs and thought provoking programmes like quizzes for skill development and employability.

UNIT – VI:

- Purpose of Evaluation in Commerce.
- Salient feature of summative and formative evaluation.
- Question preparation and objectivity in essay type examinations of commerce.
- Developing skills of Preparation of unit tests for skill development and employability.

Course Outcomes:

After completing this course students will be able to:

CO1: Understand teaching of commerce and develop micro teaching skills for skill development and employability.

CO2: Develop understanding about field trips in commerce teaching for skill development and employability.

CO3: Gain understanding of assessment and evaluation in commerce teaching for skill development and employability.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	1	1	1	1	2	2	1	1	2
CO2	3	3	3	2	1	1	1	1	2	3	1	2
CO3	3	2	2	1	1	1	1	1	2	1	1	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	3	2	1
CO3	2	3	1

References:

- Dame, J.F. & A.R. Brinknan : Guidance in Business Education, South Western Pub. Co.
- NCERT: Teacher's Guide in Book Keeping and Accounting, New Delhi.
- Rai, B.C.: Commerce Teaching, Lucknow Prakashan Kendra.
- Rao, S.: Teaching of Commerce, New Delhi: Anmol Publications.
- Siddiqui, M.H.: Excellence of Teaching, Asia Publication House, New Delhi.
- Singh, R.P. & Singh, and P.: VanijyaShikshan, Agra: Vinod Pustak Mandir.
- Singh, Rampal & Prithvi Singh: VanijyaShikshan, Agra: Vinod Pustak Mandir.
- Singh, Y.K: Teaching of Commerce, New Delhi: A.P.H. Publishing House
- Tripathi, S.: Teaching Methods, New Delhi: Radha Publications.
- Tyagi, G.D.: VanijyaShikshan, Agra, Agarwal Publications.

Websites:

- <https://www.ncertbooks.guru/b-ed-books>
- https://www.youtube.com/watch?v=B4vGPK_imtE

- <https://www.learningclassesonline.com/2019/07/pedagogy-teaching-of-commerce-syllabus.html>

**Bachelor of Education (B.Ed.)
Programme
Semester – III
BEdTC315: Pedagogy of Computer Science- Part-II**

Course Objectives:

The objectives of this course are to:

- Develop a broad understanding of the principles and procedures used in computer science education.
- Develop their skills necessary for preparing international accessories.
- Know the methods of planning instruction for the classroom for skill development and employability.
- Learn successfully various methods of teaching computer science and use them judiciously.
- Manage introduction activity in such a way that the vast majority of the learner attains most of the objectives.

Course Content:

Unit- IV: Unit Planning, Lesson Planning and Teaching Aids

- Meaning and definition of unit plan and lesson plan
- Importance and steps of planning a lesson.
- Need, Importance, preparation and using of teaching aids in computer science
- Developing skills of organization of computer laboratory for development of employability.

Unit -V: Basic Processes in Computer Science

- Basic programming
- Developing skill of Data representation for development of employability.
- Computer organization
- Operating environment
- Computer network

Unit- VI: Evaluation in Computer Science

- Meaning and importance of evaluation.
- Comprehensive and continuous evaluation (CCE) in computer science
- Developing skill of development of test items objective type, short answer type, essay type
- Preparation of an achievement test for skill development and employability.
- Analysis and interpretation of test results
- Diagnostic testing and remedial teaching

Course Outcomes:

After completing this course students will be able to:

CO1: Develop understanding of unit planning, and use of teaching aids in computer science for skill development and employability.

CO2: Gain knowledge of basic processes in computer science for development of skill and employability.

CO3: Comprehend evaluation processes in computer science for skill development and employability.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	2	1	1	1	1	2	1	1	2
CO2	3	2	2	1	1	1	1	3	1	1	1	1
CO3	3	2	3	1	1	1	1	2	1	1	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	3	2	1
CO3	2	3	1

References:

- Agarwal V.B.: Computer Science for Class XII
- Goel, Hemant Kumar: "Teaching of Computer Science" R.Lal Book Depot, Meerut.
- Hunt, Jaggi, Raja Raman V: (1986) "Computer Science for class XII' fundamentals of computer: PHI Publications.
- Sharma, A.H.: Computer Science for Class XI and XII.
- vjksjk] jatuk] ^f'k{kk es dEl;wVj ,oalapkjdkS'kyksa dk iz0 ,oafodkl**]vxzokyifCyds'ku] vkxjka
- xks;y] gseUrdqekj] ^dEl;wVjfoKkuf'k{k.k* vkjykycdfMiks] esjBA
- xks;y] gseUrdqekj] dEl;wVjf'k{kk] vkjykycdfMiks] esjBA
- ;kno] ds0ds0] ^dEl;wVjf'k{kk** vxzokyifCyds'kUI] vkxjka

Websites

- <https://www.learningclassesonline.com/2019/08/pedagogy-of-computer-science-pdf.html>
- <http://www.senthilcollegeedu.com/Pedagogy%20of%20Computer%20science.pdf>
- https://www.youtube.com/watch?v=KIEQ9_O83PU

Bachelor of Education (B.Ed.)
Programme
Semester – III
BEdTC316: Pedagogy of Home Science-Part-II

Course Objectives:

The objectives of this course are to:

- Understand the nature and scope of Home Science.
- Acquaint with the objectives of teaching Home Science in secondary and higher secondary schools.
- Acquire skills in planning a lesson with reference to methods and instructional materials and processing it effectively for skill development and employability.
- Understand the various methods and techniques that can be employed in the teaching of Home Science.
- Develop a practical understanding of the technology of teaching Home Science and giving them practice in the use of various aids relating to the technology of teaching.
- Get an insight into the organization of co-curricular activities like Home Science clubs and home science exhibition.

Course Contents:

Unit -IV: Home Science Curriculum

- Characteristics of learner.
- Principles of development of curriculum for Home Science.
- Important points for developing skills of curriculum construction in Home Science for developing employability.
- Status of Home Science curriculum in secondary education

Unit -V: Equipment of Teaching

- Developing skills of Developing and designing of curriculum for developing employability.
- Teaching aids-classification and importance
- Concept of Unit and lesson plan, preparation of unit and lesson plan
- Development of text books
- Planning of space and equipment for home science laboratory

Unit-VI: Evaluation

- Evaluation in home science-meaning and importance of evaluation
- Characteristics of a good evaluation device
- Comprehensive and continuous evaluation

- Evaluation devices-written, oral, observation, practical work, assignment for skill development and employability.
- Diagnostic testing and remedial teaching for skills development of effective teaching

Course Outcomes:

After completing this course students will be able to:

CO1:Develop deeper understanding of home science curriculumfor skill development and employability.

CO2:Comprehend use of equipment of teaching home science for skill development and employability.

CO3:Understand evaluation process in home sciencefor development of skills and employability.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	1	1	1	1	1	2	2	1	1
CO2	3	2	3	2	2	1	1	1	2	1	1	2
CO3	3	3	3	1	1	1	1	1	1	2	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	2	1
CO2	3	3	1
CO3	3	3	1

References:

- Bloom, B.S.: Taxonomy of Educational objectives, Mckay Co. New York.
- Chandra, A.: Introduction to Home Science (2nd revised edition) Metropolitan, New Delhi.
- Das, R.R. & Ray, B.: Teaching of Home Science, Sterling Publications Pvt. Ltd., New Delhi.
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- Sharma, Shakuntala:Grah Vigyan Shikshan, Apollo Prakashan, Jaipur

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- Sukhia, S.P. & Mehrotra, P.B.:Grah Vigyan Shikshan, Haryana Sahitya Academy, Chandigarh.
- Yadav, Seema: Teaching of Home Science, Anmol Publications Pvt. Ltd., New Delhi.

Websites

- <https://www.youtube.com/watch?v=E3WH7yK0X9o>
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Bachelor of Education (B.Ed.)
Programme
Semester – III
BEdTC317: Pedagogy of Social Science-Part-II

Course Objectives:

The objectives of this course are to:

- Understand the concept, meaning and scope of social sciences.
- Get acquainted with appropriate methodology as applicable to social sciences.
- Prepare unit plan and lesson plan.
- Acquire skill in teaching social sciences.
- Acquire knowledge of various evaluation procedures and to device effective evaluation tools for skill development and employability.
- Acquire the ability to develop instructional support materials for skill development and employability.

Course Contents:

Unit -IV: Teaching Aids in the Teaching of Social Science

- Importance of teaching aids,
- Different kinds of teaching aids: Traditional and modern teaching aids of teaching of social science
- Preparation of teaching aids
- Developing skills of use of teaching aids in the class room situations for developing employability.
- Application of ICT in the Social Science Classroom.

Unit -V: Lesson Planning in Social Science

- Meaning, needs, importance of lesson planning in social science
- Different approaches of lesson planning in social science
- Development of skills of preparation of lesson planning social science for developing employability.

Unit -VI: Transaction mode and Evaluation

- Objectives of evaluation in social science, developing a blueprint – objective, content, items
- Essay type, short answer type and objective type question in social sciences, their advantages and limitations, learning skills of framing different types of questions.

- Construction of achievement test in social science for skill development and employability.
- Continuous evaluation using feedback for improvement of teaching and learning in social science
- Diagnostic testing and remedial teaching.

Course Outcomes:

After completing this course students will be able to:

CO1: Deeper understanding and develop skills of teaching aids in the teaching of social science for developing employability.

CO2: Developing skills of developing of lesson planning in social science for developing employability.

CO3: Development of skill to comprehend mode of transaction and evaluation in social science for employability development.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	1	1	1	1	2	2	2	1	2
CO2	3	3	3	1	1	1	1	3	1	1	1	2
CO3	3	2	3	1	1	1	2	1	1	1	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1

References:

- Chauhan, S.S.: Innovations in Teaching Learning Process, Vikash Publication House, New Delhi.
- Gurmeet Singh: Teaching of Social Science.
- Siddiqui, M.H.: Excellence of Teaching, Ashish Publication House, New Delhi.
- Tripathi, S.: Teaching Methods, Radha Publications, New Delhi.
- Uma Mangal: Teaching of Social Studies.

Websites:

- <http://spidernotes.in/social-science-study-notes-in-hindi-pdf-download/>
- <http://egyankosh.ac.in/bitstream/123456789/46748/1/BES-142B3E.pdf>
- [youtube.com/watch?v=bHtb1RvOkL0](https://www.youtube.com/watch?v=bHtb1RvOkL0)
- <https://www.youtube.com/watch?v=1aogtdrdJ0>

**Bachelor of Education (B.Ed.)
Programme
Semester – III
BEdTC318: Pedagogy of Physical Science-Part-II**

Course Objectives:

The objectives of this course are to:

- Develop a broad understanding of the principles and procedures used in modern physical science education.
- Develop their essential skill for practicing modern physical science education for skill development and employability.
- Develop their skills necessary for preparing instructional accessories for skill development and employability.
- Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs for lesson.
- Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

Course Content:

Unit -IV: Curriculum and Instructional Material Development

- Meaning, definition and principles of curriculum construction and its types
- Curriculum organization using procedure like concentric, topical, process and integrated approaches, adaptation of the curriculum according to the local needs and the availability of local resources for skill development and employability.
- Skill development of developing of physical science curriculum at different stages of school education e.g. primary, upper primary, secondary and senior secondary
- Current trends in science curriculum for developing employability.
- Preparation, selection and use of teaching aids
- Curriculum accessories and support material - text books, journals, hand books, student's workbook, display slide, laboratory materials.

Unit -V: Content Analysis and Lesson Planning

- Content analysis, pedagogical analysis of content (Taking an example of any one topic of physical science). Following points should be followed for pedagogical analysis –
- Identification of minor and major concepts
- Listing behavioral outcomes
- Listing activity and experiments
- Listing evaluation procedure
- Developing unit plans and lesson plans for skill development and employability.

Unit -VI: Evaluation in Physical Science Teaching

- Evaluation: meaning and needs, formative and summative evaluation
- Process of development of tests for measuring specific outcomes - cognitive outcomes, affective outcomes and psychomotor outcomes.
- Diagnostic testing and remedial teaching for skill development and employability.
- Developing Skills of preparation of achievement test, development of improvised apparatus for developing employability.

Course Outcomes:

After completing this course students will be able to:

CO1: Understand the curriculum and instructional material development in physical science for skill development and employability.

CO2: Gain deeper understanding of content analysis and lesson planning in physical science for skill development and employability.

CO3: Comprehend evaluation skills in physical science teaching for skill development and employability.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	1	3	1	1	1	2	1	1	1
CO2	3	3	3	1	1	1	1	3	1	2	1	2
CO3	3	2	3	2	1	1	1	2	1	1	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	2	3	1
CO3	3	3	1

References:

- Bennett, Jeffrey : on teaching Science (print/e-book) Big Kid Science Publication
- Chauhan S.S. : Innovation in teaching, Vikas Publication, New Delhi
- Das, R.C. : Science teaching in schools, Sterling Publication, New Delhi
- Kulshrestha, S.P. : Teaching of Physical Science, R.Lal Book Depot, Meerut
- Norman Herr : The source book for teaching Science (e-book/print) Wiley Publication

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- Rawat, D.C. : Teaching of Science, Vinod Pustak, Agra
- Siddiqui, N.N. & Siddiqui, M.N. : Teaching of Science, Doaba House, New Delhi
- Singh, R. : Teaching methods in schools, Commonwealth Publication, Delhi.
- Sood, J.K. : Teaching of Physical Science, Agarwal Publication, Agra
- Yadav, M.S. : Objective Science, Anmol Publication, New Delhi

Websites:

- <http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf>
- <https://www.learningclassesonline.com/2019/09/pedagogy-of-mathematics-in-hindi.html>
- <https://www.youtube.com/watch?v=d4oi-Q28wbs>

**Bachelor of Education (B.Ed.)
Programme
Semester – III
BEEdTC319: Pedagogy of Biological Science-Part-II**

Course Objectives:

The objectives of this course are to:

- Develop broad understanding of principles and knowledge used in biological science.
- Develop their essential skills for practicing biological science for the development of skills and employability.
- Know various approaches and methods of teaching life science for skill development and employability.
- Lesson planning of biological science properly.
- Prepare tools for evaluation in biological sciences.

Course Contents:

UNIT – IV:

Curriculum and resource utilization: Principles for designing a Biology curriculum. Developing skills for Approaches to curriculum organization using procedures like concentric, topical, process and integrated approaches. Adapting the curriculum to local needs and requirements and the availability of local resource. Practical work in Biology; record writing for Biology projects for developing employability.

UNIT – V:

Curricular accessories and support material – Textbooks, Journals, Handbooks, student's work books, display slides, laboratory materials, skills of using audio-video support material, etc. – their critical evaluation from the point of view of teaching biology for skill development and employability.

UNIT – VI:

Evaluating outcomes of biology teaching: Merits and limitations of different item formats for assessing learning outcomes of biology teaching. Writing items in different formats for evaluating learning outcomes at various levels of cognitive, affective and psychomotor domain. Try-out, item analysis and selection of items suitable for formative and summative evaluation. Diagnostic testing and remedial teaching; developing skills of formative evaluation instruments for developing employability.

Course Outcomes:

After completing this course students will be able to:

CO1: Develop skills of curriculum and resource utilization in biological science for developing employability.

CO2: Gain knowledge and skills enhancement of using teaching aids of biological science for skill development and employability.

CO3: Comprehend and developing skills of evaluation process in biological science and developing employability.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	1	3	1	1	2	1	1	1	2
CO2	3	3	3	2	1	1	1	2	1	2	1	1
CO3	3	3	3	1	1	1	1	1	2	2	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	2	3	1
CO3	3	3	1

References:

- Agarwal D.D. (2002): *Modern Methods of Teaching Biology*, New Delhi: Sorup and Sons.
- Agarwal, D. D. (2008): *Modern Method of Teaching Biology*, Karan paper Books. New Delhi.
- K.Yadav: *Teaching of Life Sciences*.
- Kulshreshtha, Dr. S.C.: *Teaching of biology*.
- Mangal S. K.: *Teaching of science*, New Delhi: Arya Book Depot, 1992.
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- Shukla, Dr. S.C.: *Teaching of biology*.
- Yadav Seema and Singh A.K.: *Teaching of Life Science*, New Delhi: Dominant Publications.
- Yadav, M.S. (2003) *Teaching of Science*. New Delhi: Anmol Publications.

Websites:

- <https://www.learningclassesonline.com/2019/09/teaching-of-biological-science-in-hindi.html>
- <http://assets.vmou.ac.in/BED125.pdf>

**Bachelor of Education (B.Ed.)
Programme
Semester – III
BEdTC320:Pedagogy of Mathematics-Part-II**

Course Objectives:

The objectives of this course are to:

- Understand and appreciate the uses and significance of mathematics in daily life.
- Learn successfully various approaches to mathematics and to use them judiciously.
- Know the methods of planning instruction for the classroom for skill development and employability.
- Prepare curricular activities and organize the library in it as per the needs.
- Appreciate and organize activities to develop aesthetics of mathematics for skill development and employability.
- Obtain feedback both about teaching as well as student's learning.

Course Content

UNIT – IV:

- Developing skills of using mathematics as a game for recreation, organizing Quiz programmes, skill development in answering puzzles, magic squares, word search etc., developing a math's laboratory for developing employability.
- Learning about the short cuts mentioned in Vedic mathematics.

Unit - V:

- Principles and rationale of curriculum development, developing skill of organizing the syllabi both logically and psychologically according to the age groups of children
- Planning activities and methods of developing the substitute/ alternative material to the prescribed syllabus for completing it in due course of time.
- Organization of mathematics laboratory for skill development and employability.
- Text book of mathematics- qualities of a good text book of mathematics
- Using mathematics as a game for recreation; organizing quiz programmes, skill-development in answering puzzles riddles, magic squares, word search etc.
- Learning about the short cuts mentioned in Vedic mathematics.
- Development of maths laboratory

Unit -VI:

- Meaning and needs of evaluation.
- Process of obtaining feedback and evaluation in mathematics in terms of cognitive affective and psychomotor behavioral development
- Comprehensive and continuous evaluation (C.C.E.) in mathematics
- Development of test item (short answer and objective type) for skill development and employability.

- Diagnostic testing and remedial teaching skills development
- Preparation of an achievement test

Course Outcomes:

After completing this course students will be able to:

CO1:Analyse the use of mathematics as game creation and allied skills development and employability.

CO2:Developskills of deeper understanding of curriculum development of mathematicsfor developing employability.

CO3:Gain deeper knowledge ofdevelopment of skills of evaluation strategy in mathematics for developing employability.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	1	2	1	1	2	2	2	1	2
CO2	3	2	2	1	3	1	1	2	1	1	1	1
CO3	3	2	3	1	1	1	1	1	2	1	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	2	3	1
CO3	3	3	1

References:

- Kulshrestha, A.K. :Teaching of mathematics.
- Maheshwari, B.K.:Teaching of mathematics.
- Shukla, S.C. :Teaching of mathematics.

Websites:

- <https://www.youtube.com/watch?v=3xWDOUIILWs>
- <https://hi.wikipedia.org/wiki>
- www.vkmaheshwari.com
- www.pinterest.com>pin

**Bachelor of Education (B.Ed.)
Programme
Semester – III
Practicum:**

There shall be field work of 16 weeks in the Third semester out of which:-

1. Engagement with field 01 week (School) [will be engaged with school according to their time table.]
2. Observation of school teaching in the school 01 week.
3. Teaching of Subjects Lessons with daily Lesson Plan- 06 weeks (25 Lessons will be taught in each subjects.
4. Will carry out the school duties as a normal teacher- 06 weeks.
5. Post teaching activities in the school- 02 weeks.

Engagement with the Field (BEdPC321)

Course Objectives:

The objectives of this course are to:

- Developing social and personal skills for skill development and employability.
- Developing observation and perception skills.
- Adding relevance and meaning to learning.
- Providing first-hand real-world experiences.
- Enhancing motivation and interest in the subject.

School Internship and Practice Teaching Assessment (BEdPC322)

Course Objectives:

The objectives of this course are to:

- Understanding the Internship School and the community around.
- Analysis of school syllabus and textbooks.
- Observing the classroom teaching of regular teachers.
- Observation of classroom teaching of peer student-teachers.
- Preparation of case study of the internship school and the innovative activities that the school undertakes.
- Preparation of Lesson Plans and Unit Plans.
- Teaching the units of the prescribed syllabus in two subjects currently being taught in the school.

- Teaching as a substitute teacher.
- Mobilisation and development of teaching-learning resources.
- Preparation of a question papers and other assessment tools.
- Preparation of a diagnostic tests and organisation of remedial teaching.
- Undertake case study of a child.
- Undertake action research project on at least one problem area of schooling.
- Community work, community survey etc.
- Maintenance of a reflective diary or journal to record day to day happenings and reflections thereon.
- Writing a term paper on a selected theme.

Course Outcomes:

After completing this course students will be able to:

1. Develop a comprehensive and critical understanding on diversities, disabilities, marginalization and inclusive education.
2. Understand obstacles to learning due to discriminatory practices with respect to curriculum, teaching approaches, school organization, and various social and cultural factors.
3. Implicit and explicit structures in our schools that act as a hindrance in including all students.
4. Deliver pedagogies, curricula and assessments suitable to various inequalities, diversities and disabilities in Indian classroom.
5. Develop an understanding of Technicality of Teaching roles.
6. Curriculum Analysis helped in planning for classes.
7. Involve and interact with the school activities and were accountable for the same.
8. Understand the psycho-social needs of children.

SEMESTER – IV

BEdTC411 : Gender, School and Society

BEdTC412 : Knowledge and Curriculum Part- II

BEdTC413 : Creating an Inclusive School

BEdTC414 : Educational Administration and Management

BEdTC415 : Health and Physical Education

BEdTC416 : Guidance and Counselling

BEdTC417 : Environmental Education

BEdTC418 : Value Education

EPC2 : Drama and Art in Education

EPC3 : Critical Understanding of ICT

EPC4 : Understanding the Self

**Bachelor of Education (B.Ed.)
Programme
Semester – IV
BEdTC411; Gender, School and Society**

Course Objectives:

The objectives of this course are to:

- Understand the basic terms, concepts used gender study.
- Understand the gender discrimination in construction and dissemination of knowledge.
- Develop and awareness and sensitivity for skill development.
- Learn about gender issues in school, curriculum, textual material across disciplines, pedagogical process and gender for skill development.
- Understand to gradual paradigm shift from women studies to gender studies.

Course Content:

UNIT I: Gender Issues: Key Concepts

- Gender, patriarchy, masculinity and feminism – in cross cultural perspectives
- Gender bias, gender stereotyping and empowerment
- Develop skills of creating equity and equality in relation with caste, class, religion, ethnicity, disability and region

UNIT II: Gender Inequality in the Schools

- In the structure of knowledge.
- In the development of curriculum, gender and hidden curriculum.
- Gender in text and context (text books inter sectionlity with other disciplines, classroom processes including pedagogy)
- In the class room
- In the management of school
- Developing skills of teachers as agent of change

UNIT III: Theories on Gender and Education: In Indian Context

- Socialization theory and develop skills for the same.
- Gender difference theory
- Structural theory
- Deconstructive theory

Course Outcomes:

After completing the course students will be able to:

CO1:Understand key and develop skills of gender issues and its basic concepts

CO2: Develop understanding and skills of gender inequality in the schools

CO3: Comprehend theories and develop skills on gender and education in Indian context

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	1	1	1	1	2	3	3	3	2
CO2	2	3	2	1	3	3	2	1	3	3	3	2
CO3	3	3	3	1	2	1	1	2	3	3	3	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	3	1	1
CO3	2	1	1

References:

- Chandra, Karuna: Structures and Idologies, Sociolization and education of the girl.
- Kumar, K.: Political agenda of education, New Delhi.

Websites:

- <http://egyankosh.ac.in/handle/123456789/46084>
- <http://www.bdu.ac.in/cde/docs/ebooks/BEd/II/GENDER,%20SCHOOL,%20SOCIETY%20AND%20INCLUSIVE%20SCHOOL.pdf>

**Bachelor of Education (B.Ed.)
Programme
Semester – IV
BEdTC412; Knowledge and Curriculum Part- II**

Course Objectives:

The objectives of this course are to:

- Explain determinants of curriculum.
- Explain the contribution of great educators in the field of education.
- Understand epistemological and social basis of education.
- Understand the concept of curriculum and knowledge.
- Able to differentiate curriculum framework, curriculum and syllabus for skill development and employability.

Course Content:

Unit- IV: School: The site of curriculum engagement

- Role of school administration (organisation) in developing skills of development of curriculum
- Available infrastructure, curricular sets and resources
- Library, laboratory, school playground, neighbourhood etc.
- Role of external agencies in providing curriculum supports to teachers within schools, local regional and national level

Unit -V: Curriculum implementation and renewal

- Developing skills of operationalizing curriculum into learning situations to develop employability.
 - Teacher's role in generating dynamic curricular experiences through:
 - a. Flexible interpretation of curricular aims
 - b. Varied learning experiences
 - Selection and development of learning resources
 - a. Textbooks
 - b. Teaching learning materials
 - c. Resources outside the school (local environment, community and media)
- Appropriate review and renewal of aims and process.
- Process of curriculum evaluation and revision.
- Feedback from learners, teachers, community and administration.

- Observable incongruence's and correspondence between expectations and actual achievements.

Unit-VI: Sociological Bases of Education:

- Developing skills of Social bases of education in the context of society, culture and modernity with reference to historical changes by industrialization and democracy
- Education in relation to modern values like equity and equality, opportunity and social justice and dignity with reference to Ambedkar. Critical multiculturalism and democratic education.
- Interrelationship of nationalism, universalism and secularism with education with reference to Tagore and Krishnamurti.

Course Outcomes:

After completing the course students will be able to:

CO1: Explain role of school as a site and develop skills of curriculum engagement

CO2: Gain deeper understanding and developing skillsof curriculum implementation and renewal

CO3: Comprehend and develop the skills of sociological approach to education in Indian context

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	1	3	2	2	2	3	3	1	1
CO2	3	2	2	1	3	1	1	3	3	3	1	2
CO3	2	2	3	1	2	2	1	1	3	3	3	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	1	1
CO2	3	3	1
CO3	2	1	1

References:

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- JhokLro] ,l0,l0 ,oaprqosZnh] ,e0th0 ¼2010½ ikB~;p;kZvkSjf”k{k.kfof/k;kWaAt;iqj % f”k{k izdk”ku

- Chandra, Anil: (2003):*Basic Curriculum Theory: Research and Reform*. Book Enclave, Jaipur
- Letha, Ram Mohan: (2009):*Curriculum, instruction and evaluation*, Agra : Agarwal 33Publication
- Sharma, R.A.: (2002):*Managing Curriculum*. Surya Publication, Agra
- Srivastava, N.: (1998): Competency based vocational Curriculum. Creche and Preschool Management, NCERT, Nerw Delhi.

Websites:

- <http://egyankosh.ac.in/handle/123456789/46084>
- <http://www.bdu.ac.in/cde/docs/ebooks/BEd/II/>

**Bachelor of Education (B.Ed.)
Programme
Semester – IV
BEdTC413; Creating an Inclusive School**

Course Objectives:

The objectives of this course are to:

- Understand the concept and nature of inclusive education
- Understand the global and national commitments towards the education of children with diverse needs.
- Prepare conducive teaching learning environment in inclusive schools for skill development and employability.
- Identify and utilize existing resources for promoting inclusive practices.

Course Contents:

Unit- I: Introduction to Inclusive Education

- Definition, concept need and importance of inclusive education so as to develop skills and employability.
- Historical perspectives on education of children with diverse needs
- Difference between special education, integrated education and inclusive education
- Policies and legislations for inclusive education and rehabilitation, government scheme and provisions

Unit- II: Children with Diverse Needs

- Definition and characteristics of children with diverse needs
- Sensory (hearing, visual and physically challenged)
- Intellectual (gifted, talented and mentally challenged)
- Developmental disabilities (autism, cerebral palsy, learning disabilities)
- Social and emotional problems
- Scholastic backwardness, under achievement, slow learners
- Children with special health problems
- Environmental / ecological difficulties
- Children belonging to other marginal groups
- Role of teachers for meeting the diverse needs of learners and develop skills to meet those needs and develop employability.

Unit -III: Inclusive Education and its Practices

- Develop skills of Inclusive instructional design and collaborative instruction for inclusion to develop employability.

- Differentiating instruction – peer tutoring and peer mediated instruction and interventions, co-operative learning and co-operative teaching assignments, self-regulated learning
- Inclusive instruction strategies at school level- remedial help, team teaching, co-teaching, student assistance teams, buddy system, circle of friends, Parent involvement
- E-learning, web based learning and inclusive education.

Course Outcomes:

After completing the course students will be able to:

CO1:Develop understanding and skills of concept, historical perspective and policies of inclusive education so as to develop employability.

CO2:Analyze characteristics and develop skills to deal different children with diverse needs and to develop employability

CO3:Develop knowledge and skills about inclusive instructional strategies so to develop employability

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	1	2	1	3	1	2	1	1	2
CO2	2	3	3	1	1	1	3	1	2	1	2	2
CO3	3	3	3	1	2	1	3	1	1	1	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	3	3	1
CO3	3	3	1

References:

- Bist, Abha Rani: VishishthaBalak, Agra, Vinod PustakMandir.
- Bhargava, Mahesh: Vishishthabalak– Unkishikshaevampunarvash, Lucknow, Vedant Publisher.
- Das, M.: Education of Exceptional Children, New Delhi, Atlantic Publishers.
- Kundu, C.L.(2000): Status Of Disability In India, New Delhi.

Websites:<https://www.mgkvp.ac.in/Uploads/Lectures/15/696.pdf>

- <http://egyankosh.ac.in/handle/123456789/46059>

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

Semester – IV

BEEdTC414: Educational Administration and Management

Course Objectives:

The objectives of this course are to:

- To understand the concept and concerns of educational administration.
- To understand the role of the headmaster and the teacher in school management for skill development and employability.
- To understand the concept and importance of communication and its possible barriers in educational administration for skill development and employability.
- To critically analyze the administrative scenario in relation to the functioning of the other secondary schools of the area.
- To explain the scientific practices of educational management and keep him/her to apply it in work situation.

Course Content:

Unit- 1:

- Conceptual framework: concept of educational administration
- Concept of educational management, human beings as inputs, process and products
- Develop skills of total quality management- concept and its significance to school to develop employability.

Unit -2:

- Role and functions of headmaster/teacher: basic functions of administration planning, organizing directing and controlling and develop these skills.
- Developing skills of Maintenance of disciplines, control management to develop employability.

- Supervision and inspection, defects in the present supervision and inspection
- Scope of educational supervision
- Types of supervision
- Providing guidance, leadership function

Unit -3:

- Management of schools: role of headmaster in planning of school activities, approaches to management manpower approach, cost benefit approach, social demand approach, social justice approach and develop skills of the same.
- Delegation of authority and accountability
- Role of headmaster in motivating the staff, in resolution of interpersonal conflicts. Role of the headmaster in creating resources and managing financial matters.

Optimum use of available resources for growth and development of the school. Staff development programs.

- Role of teachers in school management and administration
- Developing skills of Teacher as a successful classroom manager to develop employability.

Course Outcomes:

After completing the course students will be able to:

CO1: Understand and develop the skills of the conceptual framework of management and administration in education and developing employability.

CO2: Comprehend and develop skills role of administrators in education developing employability.

CO3: Develop understanding and skills of management of schools developing employability.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	3	1	2	1	1	1	2	1	1	2
CO2	3	2	2	1	1	1	1	2	3	2	1	2
CO3	3	2	2	1	1	1	2	3	2	1	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability.	Entrepreneurship Development
CO1	3	2	1
CO2	2	3	1
CO3	3	3	1

References:

- M.L. Mittal :Education administration & management.
- S.S. Mathur :Education administration & management.
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Websites:

- https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf
- <http://egyankosh.ac.in/handle/123456789/49329>

**Bachelor of Education (B.Ed.)
Programme
Semester – IV
BEEdTC415: Health and Physical Education**

Course Objectives:

The objectives of this course are to:

- Introduce the student teacher with the concept of holistic health and various dimension and determinants of health.
- Acquaint them to school health programmed its importance for skill development.
- Sensitize the student teacher towards physical fitness & its importance.
- Help them acquire the skills for assessment of physical fitness.
- Introduce them to the philosophical bases of Yoga.
- Understand the process of stress management through Yoga education.

Course Contents:

Unit -I: Health

- Introduction, definition and meaning of health
- Dimensions of health
- Determinants of health
- Importance of balance diet
- School health programme and role of teacher in development of health for skill development.

Unit -II: Physical Education

- Introduction, definition and meaning of physical education
- Objectives of physical education.
- Scope of physical education and allied areas in physical education for skill development.
- Need and importance of physical education in different level of school

Unit -III: Physical Fitness

- Definition, meaning type and factors of physical fitness
- Factors affecting physical fitness
- Benefits of physical fitness for skill development.
- Importance of physical activities at school level
- Assessment of physical fitness

Course Outcomes:

After completing the course students will be able to:

CO1: Understand concept, dimension, determinants and importance of health for skill development.

CO2: Comprehend concept, objective and importance of physical education for skill development.

CO3: Develop understanding of concept and factors physical fitness for skill development.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	1	2	1	1	2	2	1	1	3	3	2
CO2	1	2	2	1	1	2	1	1	2	1	3	2
CO3	2	3	1	1	2	1	2	2	3	2	3	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	1	1
CO2	2	1	1
CO3	3	1	1

References:

- K.R. Dubey: Manual of Physical Training.
- Kundson: A text book of gymnastic.

Websites:

- <https://www.youtube.com/watch?v=k-npAX6zQpQ>
- <https://www.youtube.com/watch?v=9eF25A08DgQ>
- <http://www.bdu.ac.in/cde/docs/ebooks/BEd/II/HEALTH%20AND%20PHYSICAL%20EDUCATION.pdf>

**Bachelor of Education (B.Ed.)
Programme
Semester – IV
BEdTC416: Guidance and Counselling**

Course Objectives:

The objectives of this course are to:

- Develop the understanding of the need and importance of career information for e-pupils.
- Identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils for skill development and employability.
- Develop an understanding of how one's ability, interests and aptitudes are related to world of work.
- Know about the importance of developing the right attitudes and values at every stage of education.

Course Content:

Unit- 1:

- Meaning and concept of guidance
- Types- educational, vocational and personal; needs and principles. Counselling- need function and types for skill development and employability.

Unit -2:

- Meaning of career and career information, components of career information
- Occupational information, information about education and opportunity and personal social information for skill development and employability.

Unit -3:

- Aims to study career information at different school levels
- Career information: sources, method of collection, classification and filling up of information and evaluation of the information for skill development and employability.
- Information about education and training opportunities for primary, elementary and secondary levels of school
- Personal social information at every school level
- Setting up of a career resource centre, its major importance.

Course Outcomes:

After completing the course students will be able to:

CO1: Understand concept and types of guidance and counselling for skill development and employability.

CO2:Comprehend components of career informationfor skill development and employability.
 CO3:Develop understanding and of sources objectives of career information at different levelsfor skill development and employability.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	1	1	3	1	3	2	1	2	2
CO2	3	2	3	1	2	3	1	3	1	2	2	1
CO3	3	3	2	1	1	3	1	3	2	1	2	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	3	1
CO2	2	3	1
CO3	3	3	1

References:

- Agarwal, J.C. :Educational& vocational guidance & counselling.
- Oberoi, S.C. : Career information in career guidance.
- Oberoi, S.C. : Educational & vocational guidance and counselling.

Websites:

- <https://www.learningclassesonline.com/2019/09/guidance-and-counseling-in-hindi.html>
- <https://www.slideshare.net/babithadevu/notes-guidance-counseling>

**Bachelor of Education (B.Ed.)
Programme
Semester – IV
BEdTC417: Environmental Education**

Course Objectives:

The objectives of this course are to:

- Enable the student teacher understand about the concept of environmental education.
- Develop in the student teacher a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies for skill development.
- Develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
- Develop reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature.
- Enable the students to understand about the various measures available to conserve the environment for sustaining the development for skill development.

Course Contents:

Unit -I: Basic Concept and Nature of Environment

- Meaning, scope and nature of environment, natural and man-made environment
- Ecosystem-structure, function and components.
- Energy flow in ecosystem-food chains, food webs and ecological pyramids.
- Introduction and characteristic feature of-forest, grass land, desert and aquatic ecosystem for skill development.

Unit -II: Natural Recourses and Associated Problems

- Forest recourses – use and overexploitation. Deforestation-cause, effects and remedy
- Water recourses- use and overexploitation of surface and ground water, rain water harvesting and watershed management.
- Mineral recourses-use, exploitation and conservation, effect of mining on man and environment
- Food recourses- world food problems-changes caused by agriculture and overgrazing, effect of modern agriculture, fertilizers, pesticides, water logging and salinity.
- Energy recourses- growing energy need renewable and non-renewable energy sources, conservation and alternate energy sources for skill development.

Unit -III: Environment Issues and Its Preventive Measures

- Causes and effects of environmental hazard, global and local environmental pollution and its remedies, Air, Water, Soil, Marine, Noise, Thermal and Nuclear Pollution
- Climate change- Global Warming, Acid Rain, Ozone layer depletion, Piller Melting.

- Natural disasters-Flood, Earthquake, Cyclone and Landslides and its preventive measures for skill development.

Course Outcomes:

After completing this course students will be able to:

CO1: Understand the concept of environment, ecosystem and natural disaster for skill development.

CO2: Develop understanding of natural resources and associated problems for skill development.

CO3: Develop awareness of different environmental issues and its preventions for skill development.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	1	2	1	2	1	3	2	1	2	3	3
CO2	2	2	1	1	2	1	3	2	2	1	3	1
CO3	3	2	2	1	1	2	2	3	2	1	3	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	1	1
CO2	1	1	1
CO3	3	1	1

References:

- Kaushik, A. and Kaushik, C.P.: (2004). *Perspectives in Environmental Studies*, New Age International (P) Ltd. Publishers, New Delhi pp. 260.
- Ramakrishnan, P.S. :(2001). *Ecology and Sustainable Development*, National Book Trust, New Delhi, pp. 198.
- Sharma, P.D.: (2001). *Ecology and Environment*, Rajson Printers, New Delhi, pp. 660.
- Sharma, R.C., Mahajan, B., Premi, K.K., Nuna, S.C., Menon, P. :(1994). *Source Book on Environmental Education for Elementary Teacher Educators*, NIEPA, New Delhi, pp. 278.

Websites:

- <http://egyankosh.ac.in>
- <https://www.mgkvp.ac.in>
- https://en.wikipedia.org/wiki/Environmental_education
- <https://www.epa.gov/education/what-environmental-education>

**Bachelor of Education (B.Ed.)
Programme
Semester – IV
BEEdTC418: Value Education**

Course Objectives:

The objectives of this course are to:

- Nature and sources of values in education.
- Classification of values into various types for skill development.
- Moral and religious evils leading to faithlessness and irreverence.

Course Contents:

Unit -I:

Nature and sources of values, biological, psychological, social and ecological determinants of values – their bearing on education in varying degrees for skill development.

Unit –II:

Classification of values into various types, material, social, moral and spiritual values; status of value, how can these be realized through education for the development of skills.

Unit –III:

Corresponding to values there are evils or dis-values – material, social, economic, moral and religious evils leading to faithlessness and irreverence; how can education overcome these negative values and development of skills of the same.

Unit –IV:

Development of values as a personal and life-long process – teaching of values as an integral part of education for skill development.

Course Outcomes:

After completing this course students will be able to:

CO1:Acquire basic knowledge and conceptual understanding of determinants of values for skill development.

CO2:Understand different types of values for skill development.

CO3:Reflect on role of education or inculcating values for skill development.

CO4:Understand development of values as a personal and life-long process for skill development.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	1	1	2	3	2	3	3	2	2
CO2	3	2	3	1	2	3	3	2	3	3	2	2
CO3	3	2	3	3	1	2	3	2	3	3	1	3
CO4	2	1	2	1	1	2	2	3	3	1	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	1	1
CO2	1	1	1
CO3	3	1	1
CO4	3	1	1

References:

- Ahuja, R.: (2000). Value oriented education in India. In Modi, R. (Ed.), Human values and social change. Jaipur: Rawat Publications.
- Luther: (2001). Values and ethics in school education. New Delhi : Tata - MC Graw Hill Publishing Co.
- Muckhopadhyay. (2004). Value education in higher education. New Delhi: Viva Books.
- Raths, E.L.: et al., (1996). Values and teaching. Arnherst: Merril Books, Inc., 38-39.
- Ruhela: (Ed.) (2000). Values in modern Indian educational thought. New Delhi: Indian Publishers and Distributors.
- Saraf: (1999). Education in human in Values. New Delhi: Vikas Publications.
- Satrapathy: (2004). Value system. New Delhi: Dominant Publishers.

Websites:

- http://cbseacademic.nic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf
- https://en.wikipedia.org/wiki/Values_education
- <https://gradeup.co/ugc-net-study-notes-on-value-education-i>

**Bachelor of Education (B.Ed.)
Programme
Semester – IV
EPCII: Drama and Art in Education**

Course Objectives:

The objectives of this course are to:

- Gain direct experiences
 - Develop motor skill
 - Make students believe in the dignity of labor
- To nurture children's creativity and aesthetic sensibilities for developing skill and employability.

Activities:

An artist or artisan may be invited to organize a workshop on Art & Aesthetics. The student-teachers may be asked to prepare atleast 5-items of different categories for developing skill and employability.

- Paper meshing
- Pot Decoration
- Wall hanging
- Paper cutting
- Flower making
- Candle Making
- Stitching
- Knitting
- Embroidery
- Soft toys making
- Paper framing
- Weaving or printing of textiles
- Making of poster
- Making of Rangoli
- Making of Puppets etc.

Course Outcomes:

After completing this course students will be able to:

- CO1: Be oriented towards basic concept of Music, Drama, Fine Arts, Dance and other literary activities such as Elocution, Debate, Quiz etc for the development of skills.
- CO2: Develop skills as well as understanding as well as of local art forms, Music, Plays for developing employability.
- CO3: Develop ability to organize various programs of music, drama and other literary activities like Quiz, Essay Writing, Debate etc for skill development and employability.

CO4: Enhance the aesthetic sense by means of these activities. Appreciate performance done by others and give proper feedback for skill development.

CO5: Understand the need of Music, Drama and other creative, co-scholastic activities in individual and social life for skill development and employability.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	1	1	2	2	3	3	3	1	3
CO2	3	2	2	1	2	1	2	3	3	3	1	2
CO3	2	3	2	3	1	2	1	3	2	1	2	1
CO4	3	1	2	1	2	1	1	3	2	1	1	1
CO5	3	2	2	1	1	2	1	3	2	1	1	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)

(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	1	1
CO2	1	2	1
CO3	3	3	1
CO4	2	1	1
CO5	3	3	1

Bachelor of Education (B.Ed.)

Programme

Semester – IV

EPC III: Critical Understanding of ICT

Course Objectives:

The objectives of this course are to:

- Have a basic familiarity with computers.
- Understand & appreciate ICT as an effective learning tool for learners.
- Understand ICT as an enormous functional support to teachers for skill development and employability.

Activities:

Student-teachers will be asked to prepare a report on any three of the following for skill development and employability.

- Use of radio and audio media in script writing, story-telling, etc.
- Use of TV & video in education.
- Use of newspaper in education.
- Functional knowledge of operating computers- word processing, power point, excel, etc.
- Effective browsing of the internet for selecting relevant information.
- Downloading relevant material.
- Competencies in developing software.
- Developing PPT slide show for classroom use.
- Use of available software or CDs with LCD projection for subject learning interactions.
- Generating demonstrations using computer software.

Course Outcomes:

After completing this course students will be able to:

- CO1:Develop an understanding of the concept of Computer and its components for skill development.
- CO2:Develop an understanding of the concept of ICT and its components. Use ICT in the classrooms in line with educational aims and principles for skill development.
- CO3:Explore ICTs along three broad strands; teaching- learning, administrative and academic support systems thereby integrate technology tools for teaching learning, material development, developing collaborative networks for sharing and learning for skill development and employability.

CO4: Understand the evolution and impact of ICTs on society and in the education system.
Understand the advantages and dangers of the internet, the new 'virtual world' for skill development.

CO5: Access available resources, review resources created by peers, collaborate to create their own digital teaching-learning resources for skill development and employability.

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)
(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	2	1	1	2	1	3	2	1	2
CO2	3	3	3	2	1	1	3	2	2	2	1	2
CO3	3	2	3	2	1	2	1	1	2	2	1	1
CO4	3	3	2	1	2	2	1	2	2	2	1	1
CO5	2	1	2	1	1	3	1	1	2	1	1	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)
(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	1	1
CO2	1	1	1
CO3	3	3	1
CO4	3	1	1
CO5	3	3	1

**Bachelor of Education (B.Ed.)
Programme
Semester – IV
EPCIV: Understanding the Self**

Objectives:

The objectives of this course are to:

- Develop a holistic and integrated understanding of the human self and personality
- Develop the skills of personal growth
- Develop social relational sensitivity and effective communication skills for skill development.

Activities:

Performing and report writing on any two of the following for skill development.

- Interaction with minimum 10 children from class or community regarding his/her educational aspirations and problems
- Dreams, problems and aspirations of a group
- Debate on important educational /social/local issues to understand the hidden beliefs and prejudices
- Presentation /narration of life stories of the students/children in group
- Organizing minimum five activities of yoga/physical exercises/warm up exercises/cool down exercises
- Self-written poems/stories and anecdotes
- Sharing of childhood experiences in peer group.

Course Outcomes:

After completing this course students will be able to:

- CO1: Develop understanding of student-teachers about themselves –the development of the self as a person and as a teacher for skill development.
- CO2: Develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth for the skill development.
- CO3:..Develop social relational sensitivity. Develop effective communication skills, including the ability to listen and observe for the skill development.
- CO4: Develop a holistic and integrated understanding of the human being and personality for the skill development.
- CO5: Build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths. Inculcation of Self Reflection for the skill development.

Mapping course outcomes leading to the achievement of Programme outcomes:

(Please write 3,2,,1 wherever required)

(Note : 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	1	2	1	2	2	2	2	2	3

CO2	3	3	3	1	2	1	2	1	3	1	1	2
CO3	3	2	1	2	1	1	1	2	1	1	1	2
CO4	2	1	2	1	1	2	1	2	2	2	1	3
CO5	3	1	2	1	2	1	2	2	2	1	1	2

**Co Curriculum Enrichment Mapping (Please write 3,2,1 for wherever required)
(Note: 3 for Highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	2	1	1
CO3	2	1	1
CO4	3	1	1
CO5	3	1	1