B.Ed. Integrated
(Science Stream/ Arts Stream)

[Programme Structure and Syllabus]

(Based on the recommendations of NEP 2020)

Name	Designation	Affiliation
Steering Committee		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Syllabus Supervisory Committee – Teacher Education		
Prof. Pradeep Kumar Misra	Professor	CCS University Meerut, U.P.
Prof. Amita Bajpai,	Professor	Lucknow University, U.P.
Prof. Raj Saran Shai	Asso. Professor	DNPG College, Gorakhpur
Dr. Sanjiv Kumar	Asst. Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.

Syllabus Developed by

S. No.	Name	Designation	Department	College/ University
1	Dr. Pradeep Kumar Misra	Professor	Education	CCS University, Meerut
2	Dr. Amita Bajpai	Professor	Education	Lucknow University, Lucknow
3	Dr. Raj Saran Shai,	Associate Professor	Education	DNPG College, Gorakhpur
4	Dr. Sanjiv Kumar	Assistant Professor	Education	Km Mayawati Government Girls PG College, Gautam Buddha Nagar

This B. Ed Integrated Syllabus of NEP 2020 is O.K. for VBSPU.

Convener
Dr. Vishtha Singh
R.H.S.P.G. Coll.
8.6.202

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Department of Higher Education
U.P. Government, Lucknow

National Education Policy-2020
Common Minimum Syllabus for all U.P. State Universities

Semester-wise Titles of the Papers in B.Ed. Integrated (Arts Stream/Science Stream)

Year	Sem.	Course Code	Paper Title	Theory/ Practical	Credits
1	I	E030101T	Development of Education in India and Contemporary Issues [TEC-1]	Theory	6
		E030102T	Pedagogy of Sciences-1/ Pedagogy of Social Sciences-1/ Pedagogy of Languages-1(Choose anyone) [PS/PSS/PI-1]	Theory	3
	II	E030201T	Philosophical and Sociological Foundations of Education [TEC-2]	Theory	6
		E030202P	Engaging with Pedagogies [EWP-1]	Practical	3
2	III	E030301T	Psychological Foundations of Education [TEC-3]	Theory	6
		E030302T	Pedagogy of Sciences-2/ Pedagogy of Social Sciences-2/ Pedagogy of Languages-2(Choose anyone) [PS/PSS/PI-1]	Theory	3
	IV	E030401T	Structure and Management of School Education in India [TEC-4]	Theory	6
		E030402P	Engaging with Pedagogies-2 [EWP-1]	Practical	3
3	V	E030501T	Education for Value, Peace, and Global Citizenship [TEC-5]	Theory	5
		E030502T	Education and Entrepreneurship [TEC-6]	Theory	5
		E030503P	Teaching Practice-1 (3 weeks) [TP-1]	Practical	3
	VI	E030601T	Managing and Creating an Inclusive School [TEC-7]	Theory	5
		E030602T	Learning and Teaching [TEC-8]	Theory	5
		E030603P	Teaching Practice-2 (3 weeks) [TP-2]	Practical	3
4	VII	E030701T	ICT and School Education [TEC-9]	Theory	5
		E030702T	Assessment of and for Learning [TEC-10]	Theory	5
		E030703T	Teacher Happiness and Wellbeing [ETC-1]	Theory	5
		E030704R	Field Engagement-1 (5 weeks) [FE-1]	Fieldwork	5
		E030705R	School Experience-1 (6 weeks) [SE-1]	Internship	6
	VIII	E030801T	Emerging Trends in School Education [TEC-11]	Theory	5
		E030802T	Profession of Teaching and Professional Development of Teachers [TEC-12]	Theory	5
		E030803T	Teacher as Reflective Practitioner and Researcher [ETC-1]	Theory	5
		E030804R	Field Engagement-2 (5 weeks) [FE-2]	Fieldwork	5
		E030805R	School Experience-2 (6 weeks) [SE-2]	Internship	6

B.Ed. Integrated (Science Stream/ Arts Stream)

Nomenclature of the Programme

Following the directives of National Education Policy 2020, this programme is named as **B.Ed. Integrated (Science/Arts Stream)**. But, this programme may also be named as **ITEP (Integrated Teacher Education Programme) in the science stream or arts stream** as notified vide NCTE Regulations 2019 or it may also be given the name of **B.Sc.B.Ed./B.A.B.Ed.**

The Conception of the Programme

The policy documents and research across the globe, unanimously, claim that the quality of any education system depends on the quality of its teachers. The other equally important revelation is that the quality of teachers, by and large, is decided by the quality of teacher education. And, the quality of teacher education is mainly ensured by offered teacher education programmes. At present, Bachelor of Education (B.Ed.) of two years duration is the flagship programme of preparing teachers in the country. In B.Ed. programme, the entrants are allowed to take admission after completing graduation in different disciplines. But, the National Policy on Education 2020 reiterates that in place of traditional B.Ed., B.Ed. Integrated of four years duration will be the most preferred teacher education programmes in the future.

The advocacy for the B.Ed. Integrated programme, in which students will be admitted after completion of class XII, is based on the proposition that *'becoming teachers must be a first choice for the students, rather than a last resort.'* The conception of B.Ed. Integrated programme is based on the two arguments. First, if one wants to become a teacher, s/he should opt for it after completing schooling, rather than pursuing it after graduation. Second, a teacher must not be trained separately in subject and pedagogy (as is the case with existing B.Ed.), rather s/he should be allowed to learn the subject and practice its pedagogy side by side.

About the Programme

The B.Ed. integrated will be a four years (eight semesters) programme. This programme will be offered in two variants (i) B.Ed. Integrated (Science Stream), (ii) B.Ed. Integrated (Arts Stream). Those opting for the Science stream will be eligible to become teachers of chosen subjects related to physical and biological sciences at the middle and secondary level of schooling. And, those opting Arts stream will be eligible to become teachers of chosen subjects related to social sciences or languages at the middle and secondary level of schooling.

Entry Qualifications

The entry qualification for admission to the B.Ed. Integrated programme will be the successful completion of secondary level of schooling i.e. Class XII. The admission procedure for the programmes will be as per the directives of the State Government/ NCTE.

Structure of the Programme

This programme is designed in such a way that it will seamlessly fit with the scheme of the newly restructured graduate programmes of different disciplines in the State of Uttar Pradesh. This B.Ed. integrated programme discards the ongoing principles of curriculum design that *'once a candidate chosen a stream, s/he has to stick it to it till last'* or *'only one exit route at the end, and no escape in between'*. Instead, the proposed programme structure offers varied flexibility to the students in terms of course choice and exit routes. The following will detail this unique conception:

- **First Year (2 Semesters):** Students will have to study two subjects from a chosen stream, (e.g., Physics and Chemistry in case of Physical Sciences), courses related to education and pedagogy, an elective course from a different stream (e.g., History), and Co-curricular Courses. Students studying sciences as a major course will be offered Pedagogy of Sciences, social sciences as a major course will be offered Pedagogy of Social Sciences, and languages as a major course will be offered Pedagogy of Languages. In case any student decides to leave after one year, s/he will be awarded a Certificate in Faculty.
- **Second Year (2 Semesters):** Students will have to continue studying two subjects chosen in the first year, courses related to education and pedagogy, another elective course from a different stream e.g., Sociology, and Co-curricular Courses. In case any student decides to leave after two years, s/he will be awarded a Diploma in Faculty.
- **Third Year (2 Semesters):** Students will opt for one major subject from the stream, (e.g., Chemistry in case of Physical Sciences), one co-curricular course, teacher education courses, and be involved with teaching practice. In case any student decides to leave after three years with this combination, s/he will be awarded a Bachelor in Faculty.
- **Fourth Year (2 Semesters):** In the fourth year, the students will mainly study and practice teacher education. Besides one elective course, students will study teacher education courses, enhancing teaching competence courses, have field engagements, and school experiences. After successful completion, students will be awarded the degree of B.Ed. integrated/ITEP in selected stream i.e., science stream or arts stream.

Programme Outcomes

This programme specifically aims to prepare teachers:

- Having sound knowledge of a subject and pedagogical competence to teach it to a varied group of learners.
- Possessing teaching skills to teach different subjects joyfully and engagingly.
- Appreciating the multidisciplinary approach of education and practicing it in teaching-learning situations.
- Understanding the importance of professional development activities for teachers and practicing such activities continuingly.

USP's of the Programme

- The programme very well fits into the newly proposed programme structure for different graduate programmes.
- The programme offers exit routes after the first, second, third, and fourth year.
- In the third year of the programme, students can opt for two major subjects leading to B.A. /B.Sc. or one subject major with education leading to B.Ed. Integrated Degree.
- The programme provides knowledge of the subject, and the opportunity to learn and practice its pedagogy simultaneously.
- Every teacher education course includes either research-orientation or practicum activities to ensure that what students have learned in theory must also practice in the field.
- The programme lays a significant emphasis on acquiring teaching skills and school experiences.
- The programme is economically viable for educational institutions, and academically enriching for the learners.
- The programme includes contemporary trends and practices in the school education sector and also caters to the needs of the prospective employer.

Programme Structure (Year-wise & Semester-wise)

Year	Sem.	Subject I Core Course 1 (CC1) 5/6 Credits	Subject II Core Course 2 (CC2) 6 Credits	Subject III Teacher Education Course (TEC) 5/6 Credits	Subject IV Elective Course (EC) 4/5/6 Credits	Vocational Pedagogy of Sciences/ Social Sciences/ Languages (PS/PSS/PL) /Engaging with Pedagogies (EWP)/ Field Engagement (FE) 3/5 Credits	Co-Curricular Co-Curricular Course (CCC)/ Enhancing Teaching Competence (ETC) 2/5 Credits	Industrial Training Teaching Practice (TP)/ School Experience (SE) 3/6 Credits	Credits Total	(Min.-Max. Total Credits) After completion {Minimum Credits} [Max Duration in years]
1	I	CC1-1 (6)	CC2-1 (6)	TEC-1 (6)	EC-1 (4/5/6)	PS-1/ PSS-1/ PL-1 (3)	CCC-1 (2)		23-29	(50-52) {46} [4] Certificate in Faculty
1	II	CC1-2 (6)	CC2-2 (6)	TEC-2 (6)		EWP1 (3)	CCC-2 (2)		23-29 (50-52)	
2	III	CC1-3 (6)	CC2-3 (6)	TEC-3 (6)	EC-2 (4/5/6)	PS-2/ PSS-2/ PL-2 (3)	CCC-3 (2)		23-29	(100-104) {92} [7] Diploma in Faculty
2	IV	CC1-4 (6)	CC2-4 (6)	TEC-4 (6)		EWP2 (3)	CCC-4 (2)		23-29 (50-52)	
3	V	CC1-5 (5) CC1-6 (5)		TEC-5 (5) TEC-6 (5)			CCC-5 (2)	TP-1 (3)	25	(150-154) {138} [10] Bachelor in Faculty
3	VI	CC1-7 (5) CC1-8 (5)		TEC-7 (5) TEC-8 (5)			CCC-6 (2)	TP-2 (3)	25 (50)	
4	VII			TEC-9 (5) TEC-10 (5)	EC-3 (4/5/6)	FE-1 (5)	ETC-1 (5)	SE-1 (6)	26-32	(206-212) {194} [12] [B.Ed. Integrated (Science/ Arts/ ITEP (Science Stream)/ Arts Stream]
4	VIII			TEC-11 (5) TEC-12 (5)		FE-2 (5)	ETC-2 (5)	SE-2 (6)	26-32 (56-58)	

Note: Course name, content, credits, and assessment scheme of CC1-1-8, CC2-1-4, EC-1-3, and CCC-1-6 will be as per the new proposed syllabus of UG programs of Science/Arts Streams.

Course Details

Teacher Education Course (TEC)		Pedagogy of Sciences/Social Sciences/ Language (PS/PSS/PL)*/ Engaging with Pedagogies (EWP)/		Enhancing Teaching Competence (ETC)		Field Engagement (FE)/ Teaching Practice (TP)/ School Experience (SE)	
Course Name	Credits	Course Name	Credits	Course Name	Credits	Course Name	Credits
TEC-1: Development of Education in India and Contemporary Issues	6	PS-1: Pedagogy of Sciences-1	3	ETC-1: Teacher Happiness and Wellbeing	5	FE-1: Field Engagement (5 weeks)	5
TEC-2: Philosophical and Sociological Foundations of Education	6	PS-2: Pedagogy of Sciences-2	3	ETC-2: Teacher as Reflective Practitioner and Researcher	5	FE-2: Field Engagement (5 weeks)	5
TEC-3: Psychological Foundations of Education	6	PSS-1: Pedagogy of Social Sciences-1	3			TP-1: School Teaching Practice (3 weeks)	3
TEC-4: Structure and Management of School Education in India	6	PSS-1: Pedagogy of Social Sciences-2	3			TP-2: Teaching Practice (3 weeks)	3
TEC-5: Education for Value, Peace, and Global Citizenship	5	PL-1: Pedagogy of Languages-1	3			SE-1: Experience-Phase I (6 weeks)	6
TEC-6: Education and Entrepreneurship	5	PL2: Pedagogy of Languages-2	3			SE-2: School Experience-Phase II (6 weeks)	6
TEC-7: Managing and Creating an Inclusive School	5	EWP-1: Engaging with Pedagogies	3				
TEC-8: Learning and Teaching	5	EWP-2: Engaging with Pedagogies	3				
TEC-9: ICT and School Education	5						
TEC-10: Assessment of and for Learning	5						
TEC-11: Emerging Trends in School Education	5						
TEC-12: Profession of Teaching and Professional Development of Teachers	5						
	64		12		10		28

*Note: From Pedagogy of Sciences/Social Sciences/ Language (PS/PSS/PL), students will opt for either Pedagogy of Sciences or Social Sciences or Languages.

SEMESTER–I

Courses	Number	Code
Core Courses (Subjects)	2	CC1-1, CC2-1
Teacher Education Courses	1	TEC-1
Pedagogy Courses	1 (Choose anyone)	PS-1/PSS-1/PL-1
Co-Curricular Course	1	CCC-1
Elective Course	1 (either in I or II Semester)	EC-1

Note: **Course name, content, credits, and assessment scheme of CC1-1, CC2-1, CCC-1, and EC-1 will be as per the new proposed syllabus of UG programs of Science/Arts Streams.**

Programme/Class: **Certificate in Faculty**	Year: **First**		Semester: **First**
Subject: **Teacher Education Course [TEC-1]**			
Course Code: **E030101T**	Course Title:	**Development of Education in India**	

Rationale:

The past illuminates the present. Development of education is a narrative of the origin, growth, and development of educational institutions with special reference to aims of education, methods of teaching, curriculum, teacher-taught relations discipline, etc. It helps us to understand how past events shaped the present education system. The problems and challenges which we are facing today are not unique; their roots lie in our previous practices. The study of the development of education provides an opportunity to learn from the past. Hence a systematic study of the development of the education system in India enables us to conduct our personal and professional activities successfully. A critical analysis of educational theories and practices in historical perspectives encourages teachers to solve the contemporary issues/problems of education in the present context.

Course outcomes:

After the completion of this course, the students will be able to

- Understand the characteristics, features, strengths, and weaknesses of education in ancient and medieval India.
- Understand the educational initiatives taken during the British period in India.
- Understand the contribution of various major committees and commissions on education in Independent India.
- Develop an understanding of the issues and challenges faced by contemporary education in India.

Credits: 6	Core Compulsory
Max. Marks: 100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-1-1	**Total Contact Hours: 90**

Theory	Topics	No. of Hours
Unit I	**Indian Ethos and Education** • The concept of ethos, the mechanism of the emergence of the collective consciousness (*Chitti*) from the individual consciousness (*Chitta*) • The *Darshan* (philosophy) of Indian ethos • Major discourses on Indian ethos: 'सर्वेभवन्तुसुखिनः', 'अहम्ब्रह्मास्मि', 'तत्वमसि', 'सर्वंखल्विदंब्रह्म', 'यत्पिण्डेतब्रह्माण्डे', 'सर्वभूतहितेरताः', 'आत्मनः प्रतिकूलानिपरेषाँनसमाचरेत', 'वसुधैकुटुम्बकम्', 'तेनत्यक्तेनभूंजिथा', 'मातृदेवोभवः पितृदेवोभवः आचायदिवोभवः', 'धर्मोरक्षतिरक्षितः', 'सर्वगुँशान्तिः', 'शत्रुबुद्धिविनाशाय', 'यन्द्रद्रंतन्नआसुव', 'भद्रंकर्णेभिः श्रृण्यामदेवाः', 'आनोभद्राक्रतओयन्तुविश्वतः' 'सत्यंशिवंसुंदरम्'. • Discourses on the spirit of Indian ethos from the ancient period to the contemporary period. • Need and significance of the Indian ethos in education	15 L+5 T
Unit II	**Education During the Ancient, Medieval, and British Period** • Characteristics of education of Vedic and Buddhist era with	15 L+2 T

	special reference to aims, curriculum, methods, teacher – taught relations, discipline, and educational institutions • Characteristics of education of Islamic era with special reference to aims, curriculum, methods, teacher – taught relations, educational institutions, and disciplineMajor recommendations of Macaulay's Minute-1835, Wood's Dispatch-1854, Hunter Commission-1882, Sadler Commission 1917, Hartog Committee 1929, and Sargent Plan-1944 • Gokhle's Bill and Wardha Scheme of Education • National Education Movement- 1920-22	
Unit III	**Main Commissions /Committees on Education in Independent India** • Recommendations on teacher education, primary education, secondary education, higher education, and vocational Education of the following: • University Education commission- 1948-49 • Secondary Education commission-1952-53 • Education Commission-1964-66 • National Policy on Education- 1986 & Revised NPE - 1992 • National Curriculum Framework 2005 • National Knowledge Commission Report 2007 • National Education Policy- 2020	15 L+4 T
Unit IV	**Contemporary Issues in Education** • Quality, equity, equality, and accessibility in education with special reference to gender, language, region, and caste • Liberalization, privatization, and globalization • Vocationalisation and multidisciplinary approach in education • Sustainable development goals (SDGs) and education • Education for socio-economically disadvantaged groups • Right to Education Act-2009 • Education and nationalism	15 L+4 T
Research Orientation	**Students will be required to** • Prepare a report on the topic 'education as a dynamic side of philosophy'. • Discuss the relevance of educational experiments of Mahatma Gandhi in the present context. • Discuss the role of education in the promotion of national integration and international understanding. • Conduct a field survey to record the views of the public regarding the role of education in national development.	15 P

Suggested Readings:
- Altekar, A.S. (1934).*Education in ancient India*. Varanasi: The Indian Book shop.
- Ghosh, S.C. (1989. *Educational policy in India since Warren Hastings*. Calcutta: Naya Prakashan.
- Jaffar, S.M. (1936). *Education in Muslim India*, Lahore.
- Kumar, K. (1991). *The political agenda of education*. Delhi: Sage.
- Law, N.N. (1916). *Promotion of learning in India*. London.
- Mukherjee, R.K. (1960). *Ancient Indian education*. Delhi: Motilal Banarasi Das.
- Nurrullah, S., & Naik, J.P. (1951). A student's history of education in India. Bombay:

Macmillan.
- MHRD (2020). *National Educational Policy-2020*. New Delhi: MHRD.
- Agnihotri, R. (1994). Adhunik bharteey shiksha samasyayen aur samadhan. Jaipur: Rajasthan Hindi Granth Academy.
- Chauhan, C.P.S. (1990). Higher education in India. New Delhi: Ashish Publishing House.
- Dash, M. (2004). *Education in India: Problems and perspectives*. New Delhi: Atlantic Publishers.
- Ghosh, S.C. (2009). *The history of education in Modern India*. New Delhi: Blackswan Publication.
- Graves, N. (1990). *Teaching for international understanding, peace and human rights*. Paris: UNESCO.
- Joshi, K.L. (1977). *Problems of higher education in India*. Bombay: Popular Prakashan.
- Kumar, K. (2005): *Political agenda of education: A study of colonialist and national Ideas*. New Delhi: Sage Publication.
- Mathur, V.S. (1970). *Crucial problems in Indian education*. New Delhi: Arya Book Depot.
- Ministry of Education (1978). *Report of the education commission 1964-66*. New Delhi: Govt. of India.
- Mohanty, J. (1987). *Education in India*. New Delhi: Deep and Deep Publications.
- Mukerji, S.N. (1965). *Education in India-today and tomorrow*. Baroda: Acharya Book Depot.
- Pathania, A. (2009). *Primary education in India: Programmes and schemes*. Shimla: J.M.D. Publication.
- Rama Jois, M. (1998). *Human rights and Indian values*. New Delhi: NCTE.

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:
- The students will be assessed through presentations, discussions, demonstrations, seminars, workshops, project work, group work, assignments, and interaction with peers.

Suggested equivalent online courses:

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Further Suggestions:

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Programme/Class: **Certificate in Faculty**	Year: **First**	Semester: **First**
Subject: **Teacher Education Course [PS-1]**		
Course Code: **E030102T**	Course Title: **Pedagogy of Sciences -1**	

Rationale:

Science is the study of phenomena and events around us. To study scientific phenomena, one needs to apply systematic observations and experimentation. To this end, this course aims to prepare student-teachers to meet the challenges in learning, understanding, and observation of scientific phenomena. This course is designed to help student-teachers to develop their knowledge of science, use the findings of the research, and apply their learning to the evaluation and development of appropriate curricula. This course thus requires that student-teachers demonstrate their knowledge, judgment, and skills in teaching science. This course involves the students in a wide range of methods and materials designed to portray the teaching of science as a student-centered experience. This course aims to empower student-teachers to question and challenge their assumptions and belief systems. This course also aims to enable student-teachers to develop observation and experimentation skills to confirm their conceptions and to resolve their quest as well. Besides, this course intends to enable student-teachers to develop an interface of 'science-technology-society-environment' to realize the Sustainable Development Goals 2030.

Course outcomes:

After the completion of this course, the students will be able to

- Comprehend the nature of sciences and to appreciate the evolution of science as a discipline.
- Articulate and interpret the important unifying concepts, ideas, and relationships in physics, chemistry, biology, and/or earth science;
- Relate the concepts of science to contemporary, historical, technological, ethical, environmental, and other societal issues.
- Understand the various principles and approaches of curriculum transaction and to facilitate scientific literacy among their learners.
- Transact contents of science effectively by integrating various skills, teaching-learning materials, and approaches.

Credits: 3	Core Compulsory
Max. Marks: 50	Min. Passing Marks: 20

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-0-:1	**Total Contact Hours: 45**

Theory	Topics	No. of Hours
Unit I	**Understanding and Significance of Science** • Concept: Nature of science, distinguishing science from non-science, trusting science, evolution, and practice of science as a human endeavor, distinguish science from technology and from other ways of knowing the world, • Understanding: science as a process, science as a body of knowledge, evolution of science as a discipline, scientific literacy, scientific thinking, scientific attitude, scientific temper, sources of knowledge in sciences, • Significance: Interdependence between sciences and society, sciences for social, economic, educational, technological,	10 L

	industrial, agricultural, environmental, and sustainable development	
Unit II	**Generating and Communicating Scientific Knowledge** • Scientific inquiry: Defining the problem, framing research questions, formulating research hypothesis, designing a scientific investigation, methods for data collection • Collection and processing of data: Collecting and recording data, organizing and transforming data into numerical and diagrammatic forms, presenting data in a variety of ways, analyzing and interpreting data, drawing conclusions • Communication: Presenting scientific information, acknowledging sources, communicating scientific information using scientific language, using ICT to access, process, and communicate scientific information	10 L
Unit III	**Knowledge and Curriculum of Sciences** • Knowledge: The concept of pedagogical content knowledge (PCK), content knowledge (CK), pedagogical knowledge (PK), technological k knowledge (TK), pedagogical content technological knowledge (PCTK), and its implications for teaching. • Curriculum: Sciences and school curriculum, sciences as a discipline in the school curriculum, the curriculum of sciences at the upper primary and secondary level • Pedagogical planning: considerations about the content (curriculum and concepts) and learners (with specific reference to the socio-cultural and developmental context of the learner including special needs).	10 L
Unit IV	**Preparing and Planning for Teaching of Science** • Understanding: Relating the concepts of science to contemporary, historical, technological, ethical, environmental, and other societal issues, articulating and interpreting the unifying concepts, ideas, and relationships in physics, chemistry, biology, and/or earth science • Preparing for Teaching: Concept and principles of teaching science, aims and objectives of teaching science at a different level of school education, Bloom's Taxonomy, Modified taxonomy by Anderson-Krathwahl, Science-Technology-Society-Environment (STSE) approach of science teaching • Planning and constructing: Unit plans, resource units, audio-visual materials	10 L
Practicum	**The students will be required to:** • Prepare a unit plan. • Organize a science exhibition at a secondary school. • Form a science club and organize events to develop Science-technology-society-environment (STSE) interface.	5 P

Suggested Readings:

- Chalmers, A. (1999). *What is the thing called science?* Buckingham, UK: Open University Press.
- Chiappetta, L. E., &Koballa, R. T. (2010). *Science instruction in the middle and secondary schools*. USA: Allyn& Bacon.
- Cobern, W. W. (1998). *Socio-cultural perspectives on science education*. London: Kluwer Academic Publisher.
- Driver, R., Squires, A., Rushworth, P., & Wood- Robinson, V. (2006). *Making sense of secondary science: Research into children's ideas*. London: Routledge Palmer.
- Kuhn, T. S. (1970). *The structure of scientific revolutions*. Chicago: University of Chicago
- Martin R., Sexton, C. Wagner, K., &Gerlorich, J. (1998). *Science for all children*. USA: Allyn and Bacon.
- NCERT. (2005). *Position paper on teaching of science, national curriculum framework*. New Delhi: NCERT.
- Sears, J., & Sorensen, P. (Eds.). (2000). *Issues in science teaching*. The Netherlands: RoutledgeFalmer.
- Siddiqi and Siddiqi. (2002). *Teaching of science today and tomorrow*. New Delhi: Doaba House.
- Sundarajan, S. (1995). *Teaching science in middle school: A resource book*. Orient Longman: Hyderabad.
- Turner, T., &Dimatea, W. (1998). *Learning to teach science in secondary school*. USA: Routledge Publication.
- UNESCO. (1966). *Source book for science teaching*. Paris: UNESCO.
- Vaidya, N. (1999). *Science teaching for the 21st century*. New Delhi: Deep and Deep Publishers.
- Wallace, J., & Louden, W. (Eds.) (2001). *Dilemmas of science teaching: Perspectives on problems of practice*. London: Routledge.
- Wellington, J. (2004). *Teaching and learning secondary science – contemporary issues and practical approaches*. London: Routledge.

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:
- The students will be assessed through presentations, discussions, demonstrations, seminars, workshops, project work, group work, assignments, and interaction with peers.

Suggested equivalent online courses:
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Further Suggestions:
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Programme/Class: **Certificate in Faculty**	Year: **First**		Semester: **First**
Subject: **Teacher Education Course [PSS-1]**			
Course Code: **E030102T**	Course Title:	**Pedagogy of Social Sciences -1**	

Rationale:

Social science is the branch of science devoted to the study of societies and the relationships among individuals within those societies. Social sciences are a group of academic disciplines dedicated to examining society. This branch of science studies how people interact with each other, behave, develop as a culture, and influence the world. Researches show that students studying social sciences develop a wide range of transferable skills that are relevant to a wide range of careers. They can analyze complex problems, explore and assess different solutions, and communicate their findings effectively. This course is designed to provide the student-teachers the opportunity to express their knowledge, experience, and assumptions for the betterment of the nation and upliftment of humanity. This course is designed in a manner to develop social competence and a sense of belongingness, to build intelligent democratic citizenship in the student-teachers. So the future teachers need to learn and understand the philosophy and science of social science.

Course outcomes:

After the completion of this course, the students will be able to

- Develop an understanding of the nature of social sciences, as individual and integrated disciplines.
- Comprehend the importance of social science as a promoting factor of national and international peace and understanding.
- Define and differentiate the concept of social sciences.
- Understand and explain the various principles and approaches of curriculum transaction in social sciences.
- Transact contents of social sciences effectively by integrating various skills, teaching-learning materials, and approaches

Credits: **3**	Core Compulsory
Max. Marks: 50	Min. Passing Marks: 20

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-0-:1		**Total Contact Hours: 45**
Theory	**Topics**	**No. of Hours**
Unit I	**Social Science as an Integrated Area of Study** • Meaning, definition, need, and nature of social sciences • Branches of social sciences • Contribution of social sciences to the society • Major similarities and differences between sciences and social sciences. • Studying social sciences with reference to social literacy, social thinking, social attitude, and social temper • Importance of social science in the development of national and international understanding. • Important concepts in social sciences: Race, gender, class, culture, technology	10 L

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Unit II	**Knowledge and Curriculum of Social Sciences** • Knowledge: The concept of pedagogical Concept knowledge (PCK), Pedagogical Knowledge (PK), Technological Knowledge (TK), Pedagogical Content Technological Knowledge (PCTK), and its implications for teaching • Curriculum: Social sciences and School curriculum, Social Science in the School curriculum, Curriculum of Social Science at the upper primary and secondary level • Pedagogical Planning: Considerations about the Content (Curriculum and Concept) and learner (with specific reference to the socio-cultural and developmental context of the learner including special needs)	10 L
Unit III	**Generating and Communicating Knowledge of Social Sciences** • Scientific Research in Social Sciences: Defining the problem, framing research questions, formulating research hypothesis, designing a scientific investigation, methods of data collection. • Collection and Processing of Data in Social Sciences: Collection and recording of data, organizing and transforming data into numerical and diagrammatic forms, presenting data in a variety of ways, analyzing and interpreting of data, drawing conclusions. • Communication of Scientific Knowledge of Social Sciences: Presenting information, acknowledging sources, presenting information using specific languages, using ICT to access, process, and communicate pieces of information.	10 L
Unit IV	**Preparing and Planning for the Teaching of Social Sciences** • Preparing for teaching: Concepts and principles of teaching social sciences, aims and objectives of teaching social science at different levels of school education, Bloom's Taxonomy, approaches of social sciences teaching. • Resources and equipment for social sciences teaching. • Lesson Planning in Social Sciences: Need and importance, basic elements, and its preparation. • Unit plans, resource units, audiovisual aids	10 L
Practicum	**The students will be required to:** • Identify and Interpret news related to positive social changes or initiation. • A panel discussion on "Good social environment for good ecological environment." • Conduct a community survey on some existing social problems and find out the reasons for the problems. • Choose any one subject of your choice from social sciences and prepare a note highlighting the contribution of this subject to national development.	5 P

Suggested Readings:

- Agarwal, J.C.(1993). *The teaching of social studies-a practical Approach*. New Delhi: Vikas Publishing House.
- Batra, P. (Ed.) (2010). *Social science learning in schools: Perspective and challenges*. New Delhi: Sage.
- Bedi, Y. P. (1980). *Social and preventive medicine*. Delhi: Atmaram Sons.
- Chitambar, J.B. (1987). *Introductory rural sociology*. Bangalore: Wiley Eastern Limited.
- Dhamija, N. (1993). *Multimedia approaches in teaching social studies*. New Delhi: Harman Publishing House.
- Eklavya (1994). *Samajik adhyayan shikshan: Ek prayog*. Hoshangabad: Eklavya.
- Ganguli, B.N. (1977). *Social development*. New Delhi:
- George, A., & Madan, A. (2009). *Teaching social science in schools NCERT's New textbook*. New Delhi: Sage.
- Gilby, T. (1953). *Between community and society*. London: Longmans, Green and co.
- Khan, S. U. (1998). *History teaching: Problems, prospective and prospect*. New Delhi: Heera Publications.
- Kochhar, S.K. (1998). *The teaching of social studies*. New Delhi: Sterling Publishers Pvt. Ltd.
- NCERT. (2006). *Position paper national focus group on teaching of social sciences*. New Delhi, NCERT.
- Venkateswara, R.L. (2005). *Methods of teaching rural sociology*. New Delhi: Discovery Publishing House.

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:

- The students will be assessed through presentations, discussions, demonstrations, seminars, workshops, project work, group work, assignments, and interaction with peers.

Suggested equivalent online courses:

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Further Suggestions:

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Programme/Class: **Certificate in Faculty**		Year: **First**		Semester: **First**	
Subject: **Teacher Education Course [PL-1]**					
Course Code: **E030102T**		Course Title:	**Pedagogy of Languages -1**		

Rationale:

Language allows students to access the understanding, knowledge, and skills to promote their personal growth and effective participation in society. This course will enable students to learn about languages from different perspectives.

Course outcomes:

After the completion of this course, the students will be able to

- Understand the meaning, characteristics, and importance of languages in human life.
- Understand the principles and methods of teaching languages.
- Understand the various approaches to teaching and evaluation in languages.
- Understand the required skills of planning and effective teaching of languages

Credits: **3**	Core Compulsory
Max. Marks: 50	Min. Passing Marks: 20

Total No. of Lectures-Tutorials-Practical (in hours per week): 2-0-1		**Total Contact Hours: 45**

Theory	Topics	No. of Hours
Unit I	**Understanding Language** - Nature, characteristics, role, and forms of languages - Language development during various stages of human development-Language as a human capability -a system of systems – ruled governed system (phonology, morphology, syntax, semantics, pragmatics, discourse, and semiotics.) - Easter and western perspectives of languages - Language variation – dialect vs. language – script - Functions of language - Multilingualism – social and cognitive phenomena	10 T
Unit II	**Teaching of Languages** - General and specific aims of teaching languages - Relationship of languages with other school subjects - Language related skills: Listening, reading, writing, speaking, and composition - The teaching of Prose: Objectives, methods of teaching story and drama - The teaching of Poetry: Objectives, methods of teaching - The teaching of Grammar: Objectives, need, and techniques - Planning for effective teaching of languages	10 T
Unit III	**Language Diversity and Policies** - Constitutional provisions on languages - Language-in-education policy, three language formula – mother-tongue based multilingualism as a policy	10 T

	• Linguistic rights • The learner in RTE –the medium of instruction –role, and place of English.	
Unit IV	**Language, Culture, and Society** • Language development in children —Piaget, Skinner, Chomsky, Vygotsky, Bruner • Language and identity, power- (gender, caste) • Language inequality and – linguistic imperialism • Divide in language education (English vs. Indian vs. Indigenous Languages, • Tribal, minority, and minoritized languages, language endangerment	10 T
Practicum	**The students will be required to:** • Organize and participate in a debate on the topic 'mother tongue as a medium of instruction in primary schooling'. • Prepare a note expressing their view about 'three languages formula suggested by NEP 2020. • Conduct a survey among school teachers to learn their views about 'language issues in schooling'.	5 P

Suggested Readings:
- Chaturvedi, S. (2011). *Hindi teaching*. Meerut: R.Lal Book Depot.
- Chaturvedi, S. (   ): *Bhasha ki shiksha*. Varanasi: Hindi Sahitya Kutir.
- Geeta, R. (   ). *Teaching of English*
- Kendriya Hindi Sansthsan. (   ). *Bhasha shikshan aur bhasha vigyan*. Agra: Kendriya Hindi Sansthsan,
- Pandey, R.S. (2009). *Hindi teaching*. Agra: Vinod Pustak Mandir, Agra
- Sharma R.A., & Chaturvedi, S. (   ). *Pedagogy of school subject*. Meerut: R.Lal Book Depot, Agra
- Sharma, K., & Sharma, B (2009*). Hindi teaching. Agra: Agarwal Publication.*
- *Sharma, R.A. (   ). Teaching* English. Meerut: R . Lal Book Depot,
- Srivastava, H.S. (2006). *Curriculum and methods of teaching*. Delhi: Shipra Publication,
- Srivastava, H.S (1989). *Instructional objectives of teaching school subjects*. New Delhi: NCERT,
- Srivastava, H.S (1999). *Challenges in education*. New Delhi: Vikas Publishing House

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:
- The students will be assessed through presentations, discussions, demonstrations, seminars, workshops, project work, group work, assignments, and interaction with peers.

Suggested equivalent online courses:
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Further Suggestions:
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SEMESTER–II

Courses	Number	Code
Core Courses (Subjects)	2	CC1-2, CC2-2
Teacher Education Courses	1	TEC-2
Pedagogy Courses	1	EWP-1
Co-Curricular Course	1	CCC-2
Elective Course	1 (either in I or II Semester)	EC-1

Note: Course name, content, credits, and assessment scheme of CC1-2, CC2-2, CCC-2, and EC-1 will be as per the new proposed syllabus of UG programs of Science/Arts Streams.

Programme/Class: **Certificate in Faculty**	Year: **First**	Semester: **Second**

Subject: **Teacher Education Course [TEC-2]**

Course Code: **E030201T**	Course Title: **Philosophical and Sociological Foundations of Education**

Rationale:

Knowledge of Philosophy is indispensable to understand other disciplines since questions such as the concept, nature, and its relation to other disciplines are philosophical. Philosophy provides an understanding of a vision of life. It also helps to understand the world and our place within it. Philosophy aims to train our judgment through systematic analysis and critical thinking. It is a systematic reflection of reason and reality. Hence, Philosophical foundations provide us a good understanding to deal with the issues of education. Teaching exists in a social climate because students come into the classroom with various social values and beliefs. In this situation, the teacher must understand the social problems and social needs of the students. Hence the teacher has to have some understanding of Sociology to deal with social as well as educational problems.

Course outcomes:

After the completion of this course, the students will be able to

- Develop a relationship between philosophy, sociology, and education.
- Develop an understanding of the implications of philosophy for education.
- Understand the meaning and nature of the sociology of education.
- Discuss the contributions of prominent educational thinkers to education.
- Describe the role and importance of education in the process of socialization and social change.
- Evaluate the role of education in promoting national integration and international understanding.

Credits: 6	Core Compulsory

Max. Marks100	Min. Passing Marks:40

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-1-1	**Total Contact Hours: 90**

Theory	Topics	No. of Hours
Unit I	**Introduction** • Meaning, nature, importance, and branches of philosophy • Relationship between philosophy and education • Concept of truth, welfare, and beauty according to Indian philosophy. • Philosophy of education-Concept, nature, scope, and need • Philosophical aims of education	15 L+5 T
Unit II	**Indian and Western Schools of Philosophy** • Vedant and Buddhism With special reference to with special reference to aims, curriculum, methods, teacher – taught relations, discipline • Idealism, naturalism, and pragmatism with special reference to aims, curriculum, methods, teacher – taught relations, discipline • Contribution of Indian and western schools of philosophy to the current education system	15 L+2 T

Unit III	**Prominent Indian Educational Thinkers** • Vivekananda • Aurobindo • Mahatma Gandhi • Rabindranath Tagore	15 L+4 T
Unit IV	**Education and Socialization** • Sociology and education, sociology of education • Education as an agent of socialization and social change • Social stratification and the role of education in social mobility • Constitutional Provisions for education and the role of education in fulfillment of the constitutional promise of freedom, equality, justice, and fraternity. • Role of education in promoting national integration and international understanding	15 L+4 T
Research Orientation	**The students will be required to**: • Organize a debate on the topic 'what can we learn from ancient Indian education system to improve present system of education'. • Prepare a detailed note about any prominent education center during the Buddhist period. • Survey to assess the awareness of the public regarding 'Right to Education Act -2009'and prepare a report highlighting the main findings. • Compare NEP-2020 and NPE 1986 on different parameters and give a presentation.	15 P

Suggested Readings:

- Bayles, E.E. (1971). *Pragmatism in education*. New York: Harper and Row Publishers.
- Brubacher, J.S. (1939). *Modern philosophies of education*. New York: Mc-Graw Hill.
- Butler, J.D. (1968). *The four philosophies and their practices in education*. New York: Harper and Row Publishers.
- Dewey, J. (1921). *Reconstruction in philosophy*. London: University of London Press.
- Oad, L.K. (1979). *Shiksha ki darshnik prishthbhumi*. Jaipur: Rajsthan Hindi Granth Academy.
- Pandey, R.S. (1995). *Shiksha darshan*. Agra: Vinod Pustak Mandir.
- RadhaKrishanan, S. (2002). *Indian philosophy, Vol. I & II*. New Delhi: Oxford University Press.
- Dewey, J. (1916). Democracy and education.
- Durkhim, E. (1956). *Education and society*. New York: The Free Press.
- Lal, R.B. (1993.). *Shiksha ke Darshnik aur samaj shastriya siddhant*. Meerut: Rastogi Publication.
- Mathur, S.S. (2008). *Shiksha siddhant*. Agra: Vinod Pustak Mandir.
- Rao, M.S.A. (1967). *Paper in the sociology of education*. New Delhi: NCERT.
- Shukla S. & Kumar, K. (1985). *Sociological perspective in education*. Delhi: Chanakya Publication.

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:
- The students will be assessed through presentations, discussions, demonstrations, seminars, workshops, project work, group work, assignments, and interaction with peers.

Suggested equivalent online courses:

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Further Suggestions:

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Programme/Class: **Certificate in Faculty**	Year: **First**		Semester: **Second**

Subject: **Teacher Education Course [EWP-1]**

Course Code: **E030202P**	Course Title: **Engaging with Pedagogies-1**

Rationale:
This course will help the students in visualizing and practicing teaching in different situations. This course will support the students in planning and practicing pedagogies theoretically learned and discussed in discipline-specific pedagogy course-1. This course will offer students various opportunities to analyze, plan, and design need-based tools and techniques for instructional use as a prospective teacher.

Course outcomes:
After the completion of this course, the students will be able to
- Analyze the secondary school curriculum from various perspective
- Design and develop unit and lesson plans
- Design and identify relevant audio-visual materials for classroom teaching
- Design and develop achievement tests related to their subjects

Credits: 3	Core Compulsory
Max. Marks: 50	Min. Passing Marks: 20

Total No. of Lectures-Tutorials-Practical (in hours per week): 0-0-3	**Total Contact Hours: 45**

	Topics	**No. of Hours**
Practicum	Every student will be required to perform the following activities: • Analyze the secondary school curriculum of at least two educational boards, and prepare a report based on its critical appraisal of five parameters • Design and develop five unit plans based on prescribed secondary school curriculum related to his/her discipline. • Design and develop five lesson plans each, from both the courses, based on the topics taught to you by your teachers. • Plan, prepare, and identify traditional and online audio-visual materials helpful in the teaching of your subjects at the secondary level. • Design and develop an achievement test related to your subject	45 P

Suggested Readings:
- Costa, A.L. (2001). *Developing Minds: A resource book for teaching thinking*. Alexandria, VA, USA: Association for Supervision & Curriculum Development.
- Freire, P. (1972). *Pedagogy of the oppressed*. New York: Herder and *Herder*.
- *Lang, J.M. (2016). Small* teaching: Everyday lessons from the science of learning. San Francisco: Jossey-Bass.

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:
The students will be assessed by classroom presentations, workshops, discussion forums, and

| engaging in dialogue and practices in individual and group settings. |
| Suggested equivalent online courses: |
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| Further Suggestions: |
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SEMESTER–III

Courses	Number	Code
Core Courses (Subjects)	2	CC1-3, CC2-3
Teacher Education Courses	1	TEC-3
Pedagogy Courses	1 (Choose anyone)	PS-2/PSS-2/PL-2
Co-Curricular Course	1	CCC-3
Elective Course	1 (Either in III or IV Semester)	EC-2

Note: Course name, content, credits, and assessment scheme of CC1-3, CC2-3, CCC-3, and EC-2 will be as per the new proposed syllabus of UG programs of Science/Arts Streams.

Programme/Class: **Diploma in Faculty**	Year: **Second**		Semester: **Third**

Subject: **Teacher Education Course [TEC-3]**

Course Code: **E030301T**	Course Title: **Psychological Foundations of Education**

Rationale:

Education aims to bring desirable change in student's behavior. To realize the objectives of education, teachers need to create such a learning condition in the classroom, in which desirable change may occur in student's behavior. Therefore, teachers need to understand theories of human development and various learning behaviors to achieve the objective of education. Educational psychology helps the teacher to understand the social-emotional environment of the classroom. For the proper development of the students, the teacher needs to understand the individual differences of the students regarding their ability, interests, attitudes, and needs at different levels of growth and development. Knowledge of educational psychology enables the teacher to visualize the aims of education effectively and efficiently.

Course outcomes:

After the completion of this course, the students will be able to

- Understand the concept and principles of educational psychology.
- Understand the psychology of learners.
- Describe the various process of human development.
- Analyze the theories of learning and motivation
- Understand the concept and theories, of intelligence, personality, and creativity.

Credits: 6	Core Compulsory

Max. Marks: 100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-1-1	**Total Contact Hours: 90**

Theory	Topics	No. of Hours
Unit I	**Educational Psychology** • Meaning, nature, and scope of psychology • Methods of psychology: Observational, experimental, co-relational study, case-study. • Relationship between psychology and education • Meaning, nature, and scope of Educational Psychology • Significance of knowledge of educational psychology for teachers	15 L+5 T
Unit II	**Human Development** • Concept of growth and development • Stages of human development • Factors influencing human development • Dimensions of human development: Social, emotional, moral, linguistic, and cognitive development.	15 L+2 T
Unit III	**Learning and Motivation** • Learning and theories of learning • Factors affecting learning, transfer of learning • Motivation – meaning, the cycle of motivation, techniques for	15 L+4 T

	enhancing learner's motivation.	
Unit IV	**Individual Differences** • Intelligence: Concept of intelligence and its measurement • Theories of intelligence, intelligence tests • Personality: Concept of personality and its determinants • Theories of personality • Creativity: Concept, meaning, nature, and teaching strategies to foster creativity • Difference between intelligence and creativity, identification of creative children.	15 L+4 T
Research Orientation	**The students will be required to:** • Administer an Intelligence Test on school students, score, interpret and make conclusions. • Administer a Personality Test on school students, score, interpret and make conclusions • Administer a Creativity Test on school students, score, interpret and make conclusions • Prepare and present a research note of the various stages of human development.	15 P

Suggested Readings:

- Agarwal, J.C. (1981). *Essentials of educational psychology*, Delhi: Doaba Books.
- Atkinson, R.L. (1983). *Introduction to psychology*. New York: HBT.
- Chauhan, S.S. (2001). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
- De Cecco, J.P. ( ). *The psychology of learning and instruction*. New Delhi: Prentice-Hall of India, Pvt. Ltd.
- Gage, N.L., & Berliner, D.C. ( ). *Educational psychology*. Chicago: McNally College Publishing Co.,
- Loran, J.W., & B.L. Walley. ( ). *Introduction to early childhood education*. New York: D. VanNor Stand Co.
- Lovel, K. ( ). *An Introduction to human development*. London: Scott, Foreman and Co.
- Morse, W.C. & Wingo, G.M.( ). *Psychology &teaching*. Bombay: P.B. Taraporewala Sons & Co. Pvt. Ltd.
- Oven, S. ( ). *Educational psychology: An introduction*. Boston: Little, Brown & Co.
- Skinner, C.E. (Ed). (1950). *Elementary educational psychology*. New York: Prentice Hall Inc. 1950.
- Woolfolk, A.( ). *Educational psychology*. Delhi: Dorling Kindersley (India) Pvt. Ltd.,

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:
- The students will be assessed by classroom presentations, workshops, discussion forums, and engaging in dialogue and practices in individual and group settings.

Suggested equivalent online courses:
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Further Suggestions:
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Programme/Class: **Diploma in Faculty**	Year: **Second**		Semester: **Third**

Subject: **Teacher Education Course [PS-2]**

Course Code: **E030302T**	Course Title:	**Pedagogy of Sciences -2**

Rationale:

This course would enable the student teachers to understand science as a scientific discipline through its philosophical and epistemological perspectives. The course provides an insight into the nature of sciences, scientific observation, description of scientific modeling, and principles that explain how knowledge of gets constructed. This understanding would help in developing a critical understanding of the science curriculum at the school level. This course also develops a reflection for transactional processes at the various levels of school education. Thus, this course aims to lead the student teachers from an understanding of science as a discipline to form a holistic understanding of science-education situated in learner's context and social realities. This course is aimed at developing the insights, competencies, and skills among the student teachers who wish to effectively transact the science curriculum and evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices.

Course outcomes:

After the completion of this course, the students will be able to

- Comprehend the nature of Sciences and to appreciate the dynamic nature of the same as a discipline.
- Understand the various principles and approaches of curriculum transaction and to facilitate scientific literacy among their learners.
- Transact contents of Science effectively by using appropriate teaching-learning resources and approaches.
- Develop skills for effective assessment of their learners.
- Evolve himself/herself as a learner, practitioner, and teacher of Science.

Credits: 3	Core Compulsory
Max. Marks: 50	Min. Passing Marks:20

Total No. of Lectures-Tutorials-Practical (in hours per week): 2-0-1	**Total Contact Hours: 45**

Theory	Topics	No. of Hours
Unit I	**Teacher and Teaching of Sciences** • Teacher: Teacher as a humane, scientific, and reflective practitioner, qualities of a science teacher, professional ethics for a science teacher, reflections on classroom transactions and writing a reflective diary, techniques for enjoying the role of a science teacher • Teaching-learning processes: Creating an engaging teaching-learning environment, helping learners to actively and collaboratively engage in learning • Transactional strategies: Inquiry-based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem-solving, guided independent study, seminar presentation, action research	10 T

Unit II	**Skills, Resources, and Strategies for Teaching of Sciences** • Teaching skills: Core Skills for teaching sciences (writing instructional objectives, set induction, explaining, blackboard writing, probing questions, response management, illustrating with examples, stimulus variations, reinforcement, demonstration). • Teaching resources: Science textbooks, science magazines, science clubs, science exhibition, science kits, science laboratories, museums, field trips, science fairs, virtual science labs • Strategies for teaching: Project method, fieldwork, assignment, demonstration, experiments, problem-solving, concept mapping, experiential learning, collaborative learning, case-based learning, guided discovery, discussion	10 T
Unit III	**Teaching-learning Spaces and Resources** • Learning spaces: Making the classroom a joyful place for learning, making arrangements for student-driven learning, employing technologies in the classroom, using laboratories as alternative places of learning • Learning resources: Instructional aides in science, technology-supported resources, open education resources (OER) in science, science kits, designing and developing content-based and context-based teaching-learning resources for the teaching of science • Learning Labs: Layout and design of the laboratories in science, storage of apparatus, consumable and non-consumable items, maintenance of laboratory records, making arrangements for the conduct of experiments	10 T
Unit IV	**Assessment in Sciences** • Designing and developing: Assessment for learning, assessment of learning, formative assessment, summative assessment, assessment of laboratory work, and project work • Assessment: Using creative expression-drawing, posters, drama, poetry, learner profiles, and portfolios; participatory activities, peer support as part of formative assessment for continuous assessment of thinking and process skills Summative and Formative Assessment (AFL, AOL, AAL) in Science – Nature, Concept, and Scope. • Critical Analysis: Prevailing assessment patterns for science in school education, international assessment systems like PISA, TIMMS.	10 T
Practicum	**The students will be required to:** • Planning and discussion of lessons for the school experience programme. • Prepare report cards of learners, based on continuous and comprehensive assessment. • Develop an e-portfolio based on your learning and experiences related to the teaching of science.	5 P

Suggested Readings:

- Carin, A., & Sound, R. B. (1996). Discovery teaching in Science. Columbus, Ohio: Charles E. Merrill Books.
- Kuhn, T. S. (1970). *The structure of scientific revolutions*. Chicago: University of Chicago.
- NCERT. (2001). *Guidelines and syllabi for secondary stage*. New Delhi; NCERT.
- NCTE. (2009). *National curriculum framework for teacher education: Towards preparing professional and humane teacher*. New Delhi: NCTE.
- Pollard, A. (2005). *Reflective teaching*. London: Continuum.
- Sharma, R.C. (2013). *Modern science teaching*. New Delhi: DhanpatRai Publishing Company Ltd.
- Turner, T., &Dimatea, W. (1998). *Learning to teach science in secondary school*. USA: Routledge Publication.

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:

- The students will be assessed through presentations, discussions, demonstrations, seminars, workshops, project work, group work, assignments, and interaction with peers.

Suggested equivalent online courses:

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Further Suggestions:

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Programme/Class: : **Diploma in Faculty**	Year: **Second**		Semester: **Third**

Subject: **Teacher Education Course [PSS-2]**

Course Code: **E030401T**	Course Title:	**Pedagogy of Social Sciences -2**

Rationale:

Successful work of a social science teacher requires professional knowledge and skills, critical thinking, aim for professional competence development, and the following personal teacher qualities: communication skills, creative skills, fast orientation, thoroughness, honesty, diligence, personal responsibility. This course sincerely provides an understanding of the role and responsibilities of a social science teacher and the teaching-learning process too. By providing relevant information and knowledge, skills, strategies, and attitudes, this course is focussing to prepare a teacher to grow up as an active, responsible, and reflective member of the teaching community. This vision is also providing an insight into the assessment and evaluation aspect of social science teaching. Thus, we can conclude that this course is designed to transform the learner into a well-equipped social science teacher.

Course outcomes:

After the completion of this course, the students will be able to

- Explain and analyze the role and responsibilities of teachers of social sciences.
- Transact contents of social sciences effectively by using appropriate teaching-learning resources and approaches.
- Understand a range of assessment and evaluation strategies in social sciences.
- Use inquiry and problem-solving skills for solving personal and societal problems.

Credits: **3**	Core Compulsory
Max. Marks:	Min. Passing Marks:

Total No. of Lectures-Tutorials-Practical (in hours per week): 2-0-1	**Total Contact Hours: 45**

Theory	Topics	No. of Hours
Unit I	**Teacher and Teaching of Social Sciences** • Teacher: Essential qualities of social sciences teachers, professional ethics of teachers of social sciences, techniques to enjoy the role of teacher of social sciences, challenges faced by teachers of social sciences. • Teaching Learning Process: Creating an engaging environment for teaching and learning, helping learners to actively and collaboratively engage in learning. • Transactional Strategies: Inquiry-based approach, Inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, Individually based programmes, group work, peer learning, observation-based survey, problem-solving, guided independent study, seminar presentation, action research.	10 T
Unit II	**Skill, Resources, and Strategies for Teaching of Social Sciences** • Teaching Skills: Microteaching, core skills for the teaching of social sciences (class management skill, writing instructional objectives, introduction skill, fluency in questioning, probing questioning, reinforcement skill, explaining skill, illustrating with	10 T

	examples, stimulus variation skill, increasing pupils participation, recognizing attending behaviour, blackboard writing skill, and lesson closure skill) • Teaching Resources: Book resources, non-book resources, social science clubs, social science exhibition, social science library, study circles, field trips, social science fairs, virtual labs. • Strategies for teaching-learning: Storytelling method, supervised study method, project method, textbook method, lecture method, assignment, discussion method, demonstration method, dramatization method, team teaching method, problem-solving method, experiential learning, collaborative learning, case-based learning.	
Unit III	**Teaching Learning Spaces and Resources** • Learning spaces: Making the classroom a joyful place for learning, making arrangements for student-driven learning, employing technologies in the classroom, using laboratories as alternative places of learning. • Learning resources: Instructional aids in social sciences, technology-supported resources, open education resources (OER) in social sciences, Social science kit, designing and developing content-based and context-based teaching-learning resources for the teaching of social science. • Learning Labs: Layout and design of the laboratory in social sciences, need and importance of social sciences lab, equipment of social sciences lab, maintenance of laboratory records, consumable and non-consumable items.	10 T
Unit IV	**Assessment and Evaluation in Social Sciences** • Meaning and importance of measurement and evaluation in Social Sciences: Objectives of evaluation in social sciences, tools and techniques of evaluation in social sciences, meaning and need of formative and summative evaluation, meaning and significance of comprehensive and continuous evaluation in social sciences. • Construction of achievement test in social sciences: blueprint, item analysis and try out, standardization of test-objectivity, reliability, validity, norms, diagnostic test, and remedial teaching, Cumulative grade point average (CGPA), Choice based credit system (CBCS)	10 T
Practicum	The students will be required to: • Planning and discussion of lessons for the school experience programme. • Preparation of blueprint of an achievement test in social sciences. • Prepare report cards of learners-based on a continuous and comprehensive evaluation. • Develop an e-portfolio based on the learning and experiences related to the teaching of social sciences • Write a reflective paper on any theme of social sciences in about	5 P

3000 words.	

Suggested Readings:

- Adler, B. W. (1958). *Teaching of social studies in High school*. Boston: Hath and Company.
- Aggarwal J.C. (1992). *Teaching of social studies*. New Delhi: Vikas Publishing House.
- Atela, J. (2019). *Samajik vigyan ka shiksha sasthra*. New Delhi: Luxmi Book Depot
- Ayaaba, D. (2008). *The role of social studies education in national development*. Cape Publications.
- Banks, J.A.(1990) *Teaching strategies for the social studies: Inquiring, valuing and decision making*. New York: Long man
- Blege, W. (2001). *Social studies: Theory and practice*. Accra: Walleyblege Publication
- George, A., & Madan, A. (2009). *Teaching social science in schools*. New Delhi: Sage Publications.
- Kochar, S.K.(1998).Teaching of Social Studies. New Delhi: Sterling publishers.
- Kohli, A.S.(1966). *Teaching of social studies*. New Delhi: Anmol Publications Pvt. Ltd,
- Kumar, C., & Sharma, D. (2013). *Samajik vigyan shikshan*. New Delhi: Twentyfirst Century Publications.
- Maheshwari, B.K., & Bansal, S. (   ). *Samajik vigyan shikshan*. New Delhi: Twentyfirst Century Publications.
- Mehta, D.D. (2004) Teaching of social studies. Ludhiyana: Tondon Publication,
- Passi,P.K.(   ). *Becoming better teacher*. Ahmedabad: Sahitya Mudranalaya Publishing,
- Sharma, B.L., & Maheshwari, B.K. (   ). *Samajik vigyan shikshan*. Meerut: R. Lal Book Depot.
- Sharma, R. A. (   ). *Samajik vigyan shikshan*. Merut: R. Lal Book Depot.
- Sivarajan N.K., Thulasidharan T.V., & Vijayan N.K., (2007). *Social science education*. Calicut: Calicut University.
- Srivastva, R.S., & Kaur, A. (   ). *Samajik vigyan shikshan*. Merut: R. Lal Book Depot.

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:
- The students will be assessed through presentations, discussions, demonstrations, seminars, workshops, project work, group work, assignments, and interaction with peers.

Suggested equivalent online courses:
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Further Suggestions:

Programme/Class: **Diploma in Faculty**	Year: **Second**		Semester: **Third**

Subject: **Teacher Education Course [PL-2]**

Course Code: **E030302T**	Course Title:	**Pedagogy of Languages-2**

Rationale:

Languages as a subject have specific aims for language-related skills and competencies, for producing and understanding texts for communication as well as for aesthetic purposes. Languages are helpful for a variety of purposes: for learning, for personal development, for participation in society, for communication and interaction with others in a variety of social and intercultural settings. Following these arguments, this course will help prospective teachers to learn the ways and techniques of teaching languages to the students.

Course outcomes:

After the completion of this course, the students will be able to
- Explain and analyze the role and responsibilities of teachers of languages.
- Effectively transact language contents by using appropriate teaching-learning resources and approaches.
- Understand a range of assessment and evaluation strategies in languages.
- Appreciate the role and significance of languages in personal and civic life.

Credits: **3**	Core Compulsory
Max. Marks: 50	Min. Passing Marks:20

Total No. of Lectures-Tutorials-Practical (in hours per week): 2-0-1		**Total Contact Hours: 45**

Theory	Topics	No. of Hours
Unit I	**Teacher and Teaching in Languages** • Teacher: Essential qualities of language teachers, Professional ethics of teachers of languages, Techniques to enjoy the role of a language teacher, Challenges faced by teachers of languages • Teaching Learning Process: Creating an engaging environment for teaching and learning, helping learners to actively and collaboratively engage in learning. • Transactional Strategies: Inquiry-based approach, Inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, Individually based programmes, group work, peer learning, observation-based survey, problem-solving, guided independent study, seminar presentation, action research	10 T
Unit II	**Skill, Resources, and Strategies for Teaching of Languages** • Teaching Skills: Microteaching, core skills for the teaching of languages (class management skill, writing instructional objectives, introduction skill, fluency in questioning, probing questioning, reinforcement skill, explaining skill, illustrating with examples, stimulus variation skill, increasing pupils participation, recognizing attending behaviour, blackboard writing skill, and lesson closure skill) • Teaching Resources: Book resources, non-book resources,	10 T

	language clubs, language library, study circles, field trips, book fairs. Strategies for teaching-learning: Storytelling method, supervised study method, project method, textbook method, lecture method, assignment, discussion method, dramatization method, team teaching method, problem solving method, experiential learning, collaborative learning, case-based learning.	
Unit III	**Teaching Learning Spaces and Resources** • Learning spaces: Making the classroom a joyful place for learning, making arrangements for student-driven learning, employing technologies in the classroom, using laboratories as alternative places of learning. • Learning resources: Instructional aids in social sciences, technology-supported resources, open education resources (OER) in social sciences, languages learning kit, designing and developing content-based and context-based teaching-learning resources for the teaching of languages. • Learning Labs: Layout and design of the laboratory in languages, need and importance of languages lab, equipment of languages lab, maintenance of laboratory records, consumable, and non-consumable items.	10 T
Unit IV	**Assessment and Evaluation in Languages** • Meaning and importance of measurement and evaluation in languages: Objectives of evaluation in languages, tools, and techniques of evaluation in languages, meaning and need of formative and summative evaluation, meaning and significance of comprehensive and continuous evaluation in languages. • Construction of achievement test in languages: blueprint, item analysis and try out, standardization of test-objectivity, reliability, validity, norms, diagnostic test, and remedial teaching, Cumulative grade point average (CGPA), Choice based credit system (CBCS)	
Practicum	**The students will be required to:** • Planning and discussion of lessons for the school experience programme. • Preparation of blueprint of an achievement test in languages. • Prepare report cards of learners-based on a continuous and comprehensive evaluation. • Develop an e-portfolio based on the learning and experiences related to the teaching of languages • Write a reflective paper on the theme of 'language learning in schools' in about 3000 words.	5 P

Suggested Readings:
• Chaturvedi, S. (2011). Hindi teaching. Meerut: R.Lal Book Depot.
• Chaturvedi, S. ( ). *Bhasha ki shiksha*. Varanasi: Hindi Sahitya Kutir.
• Kendriya Hindi Sansthsan. ( ). *Bhasha shikshan aur bhasha vigyan*. Agra: Kendriya Hindi Sansthsan,
• Pandey, R.S. (2009). Hindi teaching. Agra: Vinod Pustak Mandir, Agra

- Sharma R.A., & Chaturvedi, S. ( ). Pedagogy of school subject. Meerut: R.Lal Book Depot, Agra
- Sharma, K., & Sharma, B (2009). Hindi *teaching*. Agra: Agarwal Publication.
- Sharma, R.A. ( ). *Teaching English*. Meerut: R . Lal Book Depot,
- Srivastava, H.S. (2006). *Curriculum and methods of teaching*. Delhi: Shipra Publication,
- Srivastava, H.S (1989). *Instructional objectives of teaching school subjects*. New Delhi: NCERT,
- Srivastava, H.S (1999). *Challenges in education*. New Delhi: Vikas Publishing House

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:
- The students will be assessed through presentations, discussions, demonstrations, seminars, workshops, project work, group work, assignments, and interaction with peers.

Suggested equivalent online courses:
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Further Suggestions:
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Further Suggestions:
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SEMESTER–IV

Courses	Number	Code
Core Courses (Subjects)	2	CC1-4, CC2-4
Teacher Education Courses	1	TEC-4
Pedagogy Courses	1	EWP-2
Co-Curricular Course	1	CCC-4
Elective Course	1 (Either in III or IV Semester)	EC-2

Note: Course name, content, credits, and assessment scheme of CC1-4, CC2-4, CCC-4, and EC-2 will be as per the new proposed syllabus of UG programs of Science/Arts Streams.

Programme/Class: **Diploma in Faculty**	Year: **Second**		Semester: **Fourth**
Subject: **Teacher Education Course [TEC-4]**			
Course Code: **E030401T**	Course Title: **Structure and Management of School Education in India**		

Rationale:

India is divided into 28 states and 08 Union Territories. The States have their own elected governments while the Union Territories are governed directly by the Government of India, with the President of India appointing an administrator for each Union Territory. As per the Constitution after Independence, school education was originally a state subject but after the amendment of 1976, education comes under the Concurrent List. That is, School education policies and programmes are suggested at the national level through the state governments have a lot of freedom in implementing programmes. So, it felt important with the perspective of future teachers that they should know about the system and structure of school education in India.

Course outcomes:

After the completion of this course, the students will be able to
- Understand the purpose, system, and structure of school education in India.
- Know and understand the Constitutional provisions for school education in India.
- Understand the role of central and state governments in school education in India.
- Appreciate the role of various institutions and agencies in school education.
- Understand the concept of planning and management in school education.

Credits: 6	Core Compulsory
Max. Marks: 100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-1-1	**Total Contact Hours: 90**

Theory	Topics	No. of Hours
Unit I	**Development of School Education in India** • Historical perspectives (Ancient, pre and post-Independence period) of development of school education in India • Purpose, functions, and systems of school education in India. • Constitutional provisions and Centre-state relationship regarding school education in India. • Recommendations of various committees and commission regarding school education: Secondary Education Commission., Kothari Commission, NEP-1968, NEP-1986, Programme of Action, Ramamurti Review Committee, Janardhan Reddy Committee, Yashpal Committee, RMSA (Rashtriya Madhyamik Shiksha Abhiyaan), NCF-2005, Ishwari Bhai Patel Committee, NEP-2020	15 L+5 T
Unit II	**Structure of School Education in India** • Structure of School Education • Governance and administration of school education. • Legal and Institutional framework of school education • Problems and issues of school education in India: Equalization of educational opportunities, wastage and stagnation, public vs.	15 L+2 T

	private schools, rural vs. urban schools • Vocationalisation of school education	
Unit III	**Institutional Planning in School Education** • Concept, Scope, and nature of institutional planning • Need and importance of institutional planning • Types of institutional planning • Process of institutional planning • Planning and preparation of academic calendar for school • Evaluation of institutional planning	15 L+4 T
Unit IV	**Educational Management** • Management of educational institutions at the school level • Types of school management, effective school management, coordination, supervision, and inspection. • Techniques and skills for effective management in schools. • Management of schools at National Level: Ministry of Education, CABE, NCERT, CBSE, RIE, NIEPA, NCTE, CIET, NIOS, KVS, NVS • Management at State Level: Ministry of School Education, Directorate of School Education, Board of Education, SCERT, SIET, SIEMAT, SRC. • Management at District Level: District Education Administration-DEO, Dy. E.O (ZP), DPO (SSA), DIET. Sub-District Level- URC/BRC/BEO, Representatives from CRC, Innovative teachers. • School Records- Preparation, need, and significance.	15 L+4 T
Research Orientation	The students will be required to: • Organize a Seminar on Indigenous system of School Education. • Visit any two schools, find out innovative teachers, and prepare a research note highlighting their innovative techniques. • Survey one Government and one Private School in your vicinity, and prepare a report on how the national and state agencies are working for their betterment. • Prepare an academic calendar for any school of your choice including all the important activities conducted by the school in a year.	15 P

Suggested Readings:
- Government of India (1986). *National policy on education*. New Delhi: MHRD.
- Government of India (1987). *Programme of action*. New Delhi: MHRD.
- Malhotra, P.L.(1986). *School education in India: Present status and future needs*. New Delhi: NCERT.
- Mohanty, J. (1999). *Educational administration, supervision and school management*. New Delhi: Deep & Deep Publication.
- Mudhopadyay, S., & Kumar, A. (2001). *Quality profiles of secondary schools*. New Delhi: NIEPA.
- NCERT. (2005). *National curriculum framework -2005*. New Delhi: NCERT.
- Singhal, R.P. (1983). *Revitalizing school complex in India*. New Delhi.

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:
- The students will be assessed through presentations, discussions, demonstrations, seminars, workshops, project work, group work, assignments, and interaction with peers.

Suggested equivalent online courses:
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Further Suggestions:
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Programme/Class: **Diploma in Faculty**	Year: **Second**		Semester: **Fourth**
Subject: **Teacher Education Course [EWP-2]**			
Course Code: **E030402P**	Course Title: **Engaging with Pedagogies-2**		

Rationale:

This course will help the students in visualizing and practicing teaching in different situations. This course will support the students in planning and practicing pedagogies theoretically learned and discussed in DSP2 (Discipline-specific pedagogy course-II). This course will offer students various opportunities to discuss various aspects of teacher and teaching, developing teaching skills, practicing different skills and strategies for teaching, identifying useful resources, creating a joyful learning environment, and designing assessments in science.

Course outcomes:

After the completion of this course, the students will be able to
- Detail of various aspects of teacher and teaching
- Get mastery in different skills and strategies for teaching
- Plan joyful learning spaces and environment for teaching
- Look after and maximize the use of laboratories in teaching
- Design and develop need-based assessments related to their subjects

Credits: 3	Core Compulsory
Max. Marks: 50	Min. Passing Marks:20

Total No. of Lectures-Tutorials-Practical (in hours per week): 0-0-3	**Total Contact Hours:45**

	Topics	**No. of Hours**
Practicum	Every student will be required to perform the following activities: • Managing and writing a reflective diary • Creating engaging teaching-learning environments for teaching, recording the proceedings, and discussing it with peers. • Selecting two transactional strategies of their choice and practicing them • Learning teaching skills and strategies while practicing in simulated teaching conditions • Identifying five open education resources (OER) and adapting them for teaching and learning in your context. • Visiting science laboratories of any University Department and understanding its functions. • Designing and developing two assessments each for 'learning of subject' and 'learning for subject'.	45 P

Suggested Readings:
- Lefrancois, G. (1991). *Psychology for teaching*. Wadsworth Publishing Co.
- Mukunda, K. (2009). *What did you ask at school today? A handbook of children's learning*. New Delhi: Harper Collins.
- National Research Council (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: The National Academies Press. Available at: https://doi.org/10.17226/9853.

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:
- The students will be assessed by classroom presentations, workshops, discussion forums, and engaging in dialogue and practices in individual and group settings.

Suggested equivalent online courses:
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Further Suggestions:
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SEMESTER–V

Courses	Number	Code
Core Courses (Subjects)	2 (Choose one group)	CC1-5, CC1-6/CC2-5, CC2-6
Teacher Education Courses	2	TEC-5, TEC-6
Teaching Practice Course	1	TP-1
Co-Curricular Course	1	CCC-5

Note: Course name, content, credits, and assessment scheme of CC1-5, CC1-6/ CC2-5, CC2-6, and CCC-5 will be as per the new proposed syllabus of UG programs of Science/Arts Streams.

Programme/Class: **Bachelor in Faculty**	Year: **Third**		Semester: **Fifth**
Subject: **Teacher Education Course [TEC-5]**			
Course Code: **E030501T**	Course Title:	**Education for Value, Peace and Global Citizenship**	

Rationale:

India is a land of diversity- social, cultural, religious, racial, linguistic, and geographic. The main hallmark of this nation is a unity that absorbs all the diversities. A common values system helps to create an identity that bonds people together. Values such as harmony, peace, compassion, and humanity have for centuries been a part of the discourse of every religion in the world and their need and importance are universally accepted and felt, more so in the current social and political context.it has been widely felt that our existing education ecosystem needs to be further strengthened to deliver values enshrined in our constitution. The teachers are also expected to emphasize acquiring knowledge, attitude, and skills related to the appreciation of cultural values, the dignity of individuals, inclusion, environmental conservation, and protection of heritage through curricular and co-curricular means. The magnitude of peace education in educational institutions has become a felt need in our society. To enable people to live together in harmony and resolve conflicts in a non-violent manner, peace education needs to be imparted through education. The world is becoming increasingly interconnected and with that comes the need for a curriculum that prepares learners for today's world. The skills needed for success in this century have changed from previous generations. learners with graduation in teacher education need to have a greater understanding of the world they enter and the concept of global citizenship so that they can be global citizens in the future. This paper in B. Ed curriculum contains various dimensions of value and peace education in the perspective of developing global citizenship in the would-be teachers.

Course outcomes:

After the completion of this course, the students will be able to
- Understand the concept of value and peace as an umbrella concept of all the positives in human life.
- Understand the need and importance of value and peace education in varied contexts.
- Analyze the need for value and peace education to foster national and global understanding.
- Identify and apply the practices for value development and peace in their personal life.
- Nurture respect for all, building a sense of belonging to common humanity, and helping learners to become responsible and active global citizens.

Credits: 5	Core Compulsory
Max. Marks: 85	Min. Passing Marks: 35

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-1	**Total Contact Hours:75**

Theory	Topics	No. of Hours
Unit I	**Development of the Individual** • Personality development and character-building education through unilateral ethics. • Development of right attitude, aptitudes, and interest through higher thinking, contemplation, and patience. • Positive approach to life-in words and deeds: through positive thinking and positive living. • The importance of the affective domain in education with	12 L+3 T

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	reference to compassion, love, and kindness.	
Unit II	**Value Education** • Meaning, definition, aims, and need of value education • Classification of values: Material, social, moral, and spiritual • Inculcation of values through education, positive and negative values, the role of education to overcome negative values. • Ethical values, the influence of ethics on family life, the psychology of children and youth • Sources of values, development of values, ways of fostering values in children, value crises • Value development through various subjects, the role of curricular, co-curricular, and extracurricular activities in value development. • Mutual respect for different cultures, religions, and beliefs.	12 L+3 T
Unit III	**Conceptual Introduction and Preparation for Peace: Peace Education** • Meaning, definition, aims, and objectives of peace education • Importance of Peace education in the present Scenario. • Role of different organizations like UNESCO in peace education • Philosophical, religious, social, and psychological components of peace education: • Study of relevant extracts from the thoughts and writings of Mahatma Gandhi, Nelson Mandela, Mother Teresa, Dalai Lama, Sri Ravindra Nath Tagore. • Issues and challenges of peace education • NCF 2005 recommendations on peace Education • Role of community, school, and family in the development of values for peaceful co-existence. • Concept of world peace in Indian perspective: *Vasudhaiv kutumbkam, sarv dharm sambhav*	12 L+3 T
Unit IV	**Global citizenship** • Globalization • Citizenship and global citizenship • Global citizenship education, mainstream, and critical global citizenship education • Specific global citizenship education theme, such as global poverty, inequality, and development, fair trade • Global citizenship education in practice	12 L+3 T
Practicum	**The students will be required to:** • Research and report useful strategies for value inculcation among school children • Plan an excursion to sites or monuments leading to inner introspection • Organize a workshop on the theme 'Promoting peace in individual and social life'. • Plan and present a project for promoting global citizenship	15 P

education.	

Suggested Readings:

- Aggarwal, J.C.(2013). *Education for values, environment and human rights*. Delhi: Shipra Publication.
- Chand, J. (2009). *Value education*. Delhi: Anshah Publishing House.
- Joshi, D. (2007).*Value education in the global perspective*. New Delhi: Lotus Press.
- Mathuja, B., Usharani, R., & Arun, R.K.(2009). *Peace and value education*. New Delhi: Centum Press.
- Reddy, D., & Rao, D. B. (2006).*Value oriented education*. New Delhi: Discovery Publishing House.

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:

- The students will be assessed by classroom presentations, workshops, discussion forums, and engaging in dialogue and practices in individual and group settings.

Suggested equivalent online courses:

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Further Suggestions:

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Programme/Class: **Bachelor in Faculty**	Year: **Third**		Semester: **Fifth**
Subject: **Teacher Education Course [TEC-6]**			
Course Code: **E030502T**	Course Title:		**Education and Entrepreneurship**

Rationale:

The curriculum is flexible and dynamic. It continuously evolves itself reflecting the needs and aspirations of learners. In recent times, our society is influenced by knowledge creation and technological changes. Competencies affecting Innovation and creativity have become important in all aspects of life, including teacher's training context. This makes entrepreneurship education even more important for enhancing the quality of life. Entrepreneurship plays an influential role in the economic growth and development of the nation. As the role of the teacher is changing so is the dynamism of teacher education. This outcome-based curriculum course aims to instill and Kindle the spirit of Entrepreneurship amongst learners. The idea of this course is to create "job providers" rather than "job seekers".

Course outcomes:

After the completion of this course, the students will be able to

- Explore the professional opportunities in the field of education.
- Develop an entrepreneurial mindset.
- Opt for self-employment as a viable option for earning dignified means of living.
- Appreciate the dynamic changes happening in the economy.
- Understand the role of Entrepreneurship in the growth and economic development of the nation.
- Reflect on what it takes to create, grow, sustain and support innovation in education

Credits: 5	Core Compulsory
Max. Marks: 85	Min. Passing Marks: 35

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-1		**Total Contact Hours:75**
Theory	**Topics**	**No. of Hours**
Unit I	**Introduction to Entrepreneurship** • Meaning, definition, importance, and benefits of entrepreneurship. • Classification and types of entrepreneurship. • Role of entrepreneurship in personal and national development • Agencies in entrepreneurship management and the future of entrepreneurship. • Theories of entrepreneurship. • Entrepreneurship ecosystem in India. • Startups in India: Opportunities and growing drivers	12 L+3 T
Unit II	**The Entrepreneur** • Meaning and definition of an entrepreneur, types of entrepreneurs. • The skills and traits required to be an entrepreneur such as creative thinking, communication, risk-taking attitude, and resilience • Entrepreneurial competencies	12 L+3 T

	• Functions of an entrepreneur. • Entrepreneurial ethics and values. • Entrepreneurial process and challenges • Schemes and facilities available to new entrepreneurs. • Opportunities for entrepreneurship in the education sector	
Unit III	**Entrepreneurship Education** • Meaning and definition of entrepreneurship education. • Need and importance of entrepreneurship education • Characteristics of entrepreneurship education. • Objectives of entrepreneurship education. • The implications of entrepreneurship education for teachers • Entrepreneurship education and the role of the teacher.	12 L+3 T
Unit IV	**Educational Entrepreneurship** • Concept of Entrepreneurship and Edupreneurship • Educational innovations in India and Abroad • Educational innovation: Ideation, design thinking • Identification of opportunities and resources for educational entrepreneurship. • Entrepreneurial qualities for educational personnel. • Case studies of successful educational entrepreneurs	12 L+3 T
Research Orientation	The students will be required to: • Do online research on a successful entrepreneur in education. • Write a research note on the educator, the innovation, and the feasibility of the plan in your particular setting. • Critically analyze any successful entrepreneur of their choice. • Draft an innovative entrepreneurial plan for the education sector. • Conduct a survey in a nearby area to learn entrepreneurial practices in education. • Interview an entrepreneur who has created an innovative center in education.	15 P

Suggested Readings:

- Abhyankar, R. (2014). The government of India's role in promoting innovation through policy initiatives for entrepreneurship development. *Technology Innovation Management Review*, 4(8), 11-17
- Basu, R. (2014). Entrepreneurship education in India: A critical assessment and a proposed framework. *Technology Innovation Management Review*. Available at: http://timereview.ca5
- Couros, G. (2015). *The innovator's mindset: Empower learning, unleash talent, and lead a culture of creativity*. Dave Burgess Consulting.
- Dana, I.P. (2000).Creating Entrepreneurs in India. *Journal of Economics*, 38 (1), 86-91
- Drucker, P.F.(1986). *Innovation and entrepreneurship*. New York: Harper & Row.
- Gordon, E., & Natarajan, K. (2017). *Entrepreneurship development*. Mumbai: Himalaya Publishing House.
- Nirjar, A.(2014). *Entrepreneurship development*. New Delhi: CBS Publication
- Short Stories of Indian Entrepreneurs: *https://yourstory.com/mystory/top-10-youngentrepreneurs-inindia-2018-tilldate-cdulu28uft*
- Veerabhadrappa, H. (2011). *Management and entrepreneurship*. New Delhi: New Age International (P) Limited., Publishers

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:
- The students will be assessed by classroom presentations, workshops, discussion forums, and engaging in dialogue and practices in individual and group settings.

Suggested equivalent online courses:
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Further Suggestions:
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Programme/Class: **Bachelor in Faculty**	Year: **Third**		Semester: **Fifth**	
Subject: **Teacher Education Course [TP-1]**				
Course Code: **E030503P**	Course Title:	**Teaching Practice-1**		
Rationale: Teaching practice is an essential component of any teacher education program. Teaching practice helps the trainees to gain confidence in teaching, improve their teaching skills, and test what they have learned in theory about teaching in practice. The first phase of teaching practice will help the students to emerge as a skilled and confident teacher.				
Course outcomes: After the completion of this course, the students will be able to - Design and develop lesson plans for classroom teaching - Execute the prepared plan in real classroom situations - Reflect upon their teaching performance and make amends - Observe lessons of peers and provide them feedback for improvement				
Credits: 3			Core Compulsory	
Max. Marks: 50			Min. Passing Marks: 20	
Total No. of Lectures-Tutorials-Practical (in hours per week): 0-0-3:				

	Topics	Duration
Practicum	Every student will be required to perform the following activities: - Preparing 30 lesson plans for the teaching of selected courses - Practicing these plans during real classroom situations - Designing evaluation strategies to measure the learning outcomes - Observing ten teaching sessions of peers and providing written feedback - Maintaining a teacher's diary to reflect upon their teaching experiences.	3 Weeks

Suggested Readings:
- Osterman, K.F., & Kottkamp R.B. (2004). *Reflective practice for educators: Professional development to improve student learning*. Sage Publications
- Raghavan, N. (2016). *The reflective teacher. Case studies of action research*. Chennai: Orient Blackswan Private Limited

This course can be opted as an elective by the students of the following subjects: Open for all
....

Suggested Continuous Evaluation Methods:
- Planning lessons for teaching and practicing them in real classroom situations.

Suggested equivalent online courses:
....

Further Suggestions:
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SEMESTER–VI

Courses	Number	Code
Core Courses (Subjects)	2 (Choose one group)	CC1-7, CC1-8/ CC2-7, CC2-8
Teacher Education Courses	2	TEC-7, TEC-8
Teaching Practice Courses	1	TP-2
Co-Curricular Course	1	CCC-6

Note: Course name, content, credits, and assessment scheme of CC1-7, CC1-8/ CC2-7, CC2-8, and CCC-6 will be as per the new proposed syllabus of UG programs of Science/Arts Streams.

Programme/Class: **Bachelor in Faculty**	Year: **Third**		Semester: **Sixth**
Subject: **Teacher Education Course [TEC-7]**			
Course Code: **E030601T**	Course Title:		**Managing and Creating an Inclusive School**

Rationale:

Right to Education ensured all children including children with disabilities would have access to a free and appropriate education. However, preparing and managing an inclusive school is not an easy task. Inclusion is not about having children with special needs in the regular classroom. Inclusion has a broad meaning, which is not only about teaching children with disabilities in regular classrooms but also providing equal opportunities to them to fully participate in all educational activities. To ensure the success of inclusive education, the school must provide several aspects that can be categorized into two different characteristics namely physical characteristics and physiological characteristics. Elements included in physical characteristics are infrastructures, facilities, teachers, staff, curriculum, and assessment system. Physiological characteristics include creating and maintaining positive interaction between school and communities, generating positive attitudes of teachers, staff, and students toward children with disabilities and inclusion. This course will help the student to understand, respect, and value the concept of disabilities and inclusive education. This course will motivate students to create, promote, and sustain inclusive schools.

Course outcomes:

After the completion of this course, the students will be able to

- Understand the concept, characteristics, and different types of disabilities
- Understand the concept of exceptionality and inclusive education
- Acquaint themselves with the legal and policy perspectives of inclusive education
- Develop a positive attitude towards children with special needs
- Use teaching strategies in the education of children with special needs
- Incorporate innovative practices in the education of children with diversities

Credits: 5	Core Compulsory
Max. Marks:	Min. Passing Marks:

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-1	**Total Contact Hours:75**

Theory	Topics	No. of Lectures
Unit I	**Concept of Special Needs and Learning Disabilities** • Understanding diversities and differences- concept, disability as a social construct, difference between disability and impairment • Characteristics, causes, and types of various disabilities: Sensory impairment (hearing impairment, visual impairment, speech impairment), cognitive disabilities (autism spectrum disorder and intellectual disabilities), physical disabilities (cerebral palsy and locomotor) • Meaning, kinds of various learning disabilities (dyslexia, dysgraphia, dyscalculia, dyspraxia), signs, symptoms, and intervention strategies for learning disabilities	12 L+3 T

Unit II	**Inclusive Education and Inclusion regarding Children with Special Needs** • Philosophy of inclusion with special reference to children with disabilities, transition from segregation to inclusion, • Concept, meaning, and need of inclusive education, principles of inclusive education, models of inclusion • Concept of an inclusive school, infrastructure, and accessibility, awareness and positive attitude towards disability, the process of inclusion: concerns and issues across disabilities • Modification of curriculum including assessment, universal design for teaching-learning process, barriers to inclusive education	12 L+3 T
Unit III	**Legal and Policy Perspectives of Inclusive Education** • International declarations and conventions: Salamanca statement and Framework of Action 1994, educational provisions in the UN convention on the rights of persons with disabilities (UNCRPD) 2006 • Constitutional Provisions: Education of students with disabilities in NPE 1968, 1986, POA(1992), PWD Act (1995), RCI Act (1992), RTE Act (2009), Education in the National Policy on Disability, 2006, RPWD Act 2016, NEP 2020 • Role of organizations for the education of children with disabilities: Rehabilitation Council of India (RCI), National Institute of Different Disabilities, Composite Regional Centres (CRCs), District Disability Rehabilitation Centres (DDRCs), Non-Voluntary Govt. Organizations (NGOs)	12 L+3 T
Unit IV	**Inclusive Practices: Role of Teacher and Support System** • Schools awareness and readiness for addressing learning difficulties, role of teachers (both regular and special), assistive and adaptive technologies in inclusive setup, use of ICT, equipment, and other technologies for different disabilities • Pedagogical Strategies to respond to individual needs of learners in classroom: Peer tutoring, cooperative learning strategy, social learning, buddy system, reflective teaching, multisensory teaching • Support Services and Partnership in Teaching: Supportive services required for meeting special needs in school, developing a positive relationship between school and home, the collaboration between teacher and special educator, parents, outsourced experts, and students.	12 L+3 T
Research Orientation	**The students will be required to:** • Visit an inclusive or special school to observe and understand the transactional processes, school ethos, and student-teacher relationships. They have to submit and present a report based on their observations. • Prepare individualized learning materials to meet the needs of a	15 P

child with any of the disabilities along with a manual describing how to use them, effectively.
- Carry out a case study of a child having a particular disability, and discuss it in the class.
- Take any topic of their interest from the school curriculum, and chalk out the process of teaching it along with teaching aids in an inclusive classroom.

Suggested Readings:

- Adrian, A., & John, E. (1998). *Educating children with special needs*. New Delhi: Prentice-Hall.
- Alur, M., & Buch, M. (2010). *The Journey for inclusive Education in the Indian subcontinent*. New York: Routledge.
- Jha, M. M. (2002). *School without walls: Inclusive education for all*. Oxford: Heinemann
- Mangal, S.K. (Ed). (2011). *Educating exceptional children*. New Delhi. PHI Learning Private Limited.
- Suzanne, E. W. (2000). *Inclusive education: A casebook and reading for prospective and practice teachers*. New York: Routledge.

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:

- The students will be assessed by classroom presentations, workshops, discussion forums, and engaging in dialogue and practices in individual and group settings.

Suggested equivalent online courses:
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Further Suggestions:
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Programme/Class: **Bachelor in Faculty**	Year: **Third**		Semester: **Sixth**	
Subject: **Teacher Education Course [TEC-8]**				
Course Code: **E030602T**	Course Title:		**Learning and Teaching**	

Rationale:

This course draws upon theoretical frames from psychology and offers an opportunity for prospective teachers to reflect on and critique notions of learning and teaching that they have formed from their own experience, and to move beyond them.

Course outcomes:

After the completion of this course, the students will be able to

- Understand the psychological and sociocultural dimensions of individual differences.
- Know and understand the individual differences based on a range of cognitive abilities.
- Explain the concept of learning and factors influencing learning
- Understand the theories of learning and their educational implications.
- Evaluate teaching as a professional activity
- Develop an understanding of the modalities of teaching and instruction.
- Critically analyze teaching as a profession and the role of teacher.

Credits: 5		Core Compulsory	
Max. Marks: 85		Min. Passing Marks: 35	

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-1		**Total Contact Hours:75**	
Unit	**Topics**		**No. of Hours**
Unit I	**Individual Differences among the Learners** • Concept of intra and inter-individual differences and their implications for teaching. • Differences among learners regarding psychological attributes-cognitive abilities, interest, aptitude creativity, personality, and values • Understanding differences based on a range of cognitive abilities – learning difficulties, slow learner, intellectual deficiency, and intellectual giftedness from the teacher's perspective • Differences in learners based on socio-cultural factors • Differences in learners based on predominant learning styles and sociocultural contexts, the impact of home language of learner, the language of instruction, and their implications for teaching.		12 L+3 T
Unit II	**Teaching as a Professional Activity** • Concept of Teaching: Meaning, definition, components, and types. • Maxims of teaching • Teaching strategies • Teaching methods • Teaching techniques • Teaching skills • Levels of teaching • Phases of teaching		12 L+3 T

	• Basic teaching model (Glaser) • Teaching and communication • Teaching and related behaviours: Conditioning, training, instruction, indoctrination	
Unit III	**Modalities of Teaching and Instruction** • Teacher controlled instruction: Concept and associated skills, lecture, demonstration, team teaching, activity-based • Learner Controlled Instruction: Concept and associated skills, self-learning, programmed instruction, personalized system of instruction, computer-assisted instruction, project work • Group Controlled Instruction: Concept and associated skills, group interactive sessions, brain Storming, cooperative learning, group projects	12 L+3 T
Unit IV	**Teaching as a Profession** • Understanding teaching as a profession • Importance of the teaching profession, • Personal and professional qualities of an effective teacher • Reflective thinking of teacher about the profession • Comparing the teaching profession with other professions	12 L+3 T
Research Orientation	The students will be required to: • Recall their experiences as a learner and identify and analyze socio-cultural factors that affected their learning. • Observe diverse learners and list their learning styles • Write on some experience of their school life where they achieved something as a group or a team • Recall a teacher from your school/college days who has influenced them a lot and write a report on his/her professional and personal qualities. • Recall an effective teacher and an ineffective teacher from their school/college days and compare them based on their communication styles. • Recall a pleasant and an unpleasant experience from their school days when a teacher asked you a question/s and describe the following (i) In what way the teacher asked the question/s? (ii) How s/he has responded to the answer/s? (iii) What do you learn as a teacher from those experiences?	15 P

Suggested Readings:

- Collins, A., & Halverson, R. (2009). *Rethinking education in the age of technology: The digital revolution and schooling in America*. New York: Teachers College Press.
- Dececco, J.P. ( ). *Educational technology*. New York: HRW
- Holt, J. (1967). *How children learn*. London: Penguin.
- Hurlock, E.B. ( ). Child development, New York; McGraw-Hill, Book Company, Inc,
- Lefrancois, G. (1991). *Psychology for teaching*. Wadsworth Publishing Co.
- Mangal, S K. ( ). Shiksha manovigyan. New Delhi: Prentice-Hall of India.
- Mangal, S. K. ( ). *Essentials of educational psychology*. New Delhi: Prentice-Hall of India.
- Mangal, S. K.,& Mangal, U. ( ). Essentials of educational technology. New Delhi: Prentice-Hall of India.

- Mathur S.S. (   ). *Shiksha manovigyan*. New Delhi: Agarwal Publication,
- Pandey, K. P. (   ). Modern concepts of teaching behavior. Varanasi: Vishwavidyalaya Prakashan,
- Phillips, D.C. (1995). The good, the bad, and the ugly: The many faces of constructivism. *Educational Researcher*, 5–12.
- Piaget J. (1997). Development and learning. In M. Gauvin & M. Cole. (Eds.) *Readings on the development of children*. New York: W. H. Freeman.
- Pitler, H., Hubbell, E.& Kahn, M. (2012). Using technology with classroom instruction that works. ASCD Publications.
- Sampath, K. (   ). *Educational technology*, New Delhi.
- Santrock, J. W (   ). *Educational psychology: Classroom update preparing for PRAXIS and practice*. New York: TATA McGraw-Hill
- Santrock, J. W. (   ). *Adolescence*. NewYork: TATA McGraw-Hill
- Sharma, N. (2003). *Understanding adolescence*. NBT India.
- Sharma, R. A. (   ). *Technology of teaching*. Meerut: International
- Shepard, L.A. (2000). The role of assessment in a learning culture. *Educational Researcher*, 4–14.
- Skinner, C. E. (   ). Educational psychology. New Delhi: Prentice-Hall of India Pvt Ltd.
- Vygotsky, L. S. (1997). Interaction between Learning and Development in Gauvin, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.
- Wood, D. (1988). *How children think and learn*. Oxford: Blackwell.

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:
- The students will be assessed by classroom presentations, workshops, discussion forums, and engaging in dialogue and practices in individual and group settings.

Suggested equivalent online courses:
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Further Suggestions:
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Programme/Class: **Bachelor in Faculty**	Year: **Third**		Semester: **Sixth**
Subject: **Teacher Education Course [TP-2]**			
Course Code: **E030603P**	Course Title: **Teaching Practice-2**		

Rationale:
The second phase of teaching practice will help the students to practice online teaching in addition to offline teaching and reflect on their teaching practices to perform professionally and meaningfully.

Course outcomes:
After the completion of this course, the students will be able to
- Design and develop lesson plans for online teaching
- Execute the prepared plan in virtual teaching situations
- Reflect upon their teaching performance and make amends
- Observe lessons of peers and provide them feedback for improvement

Credits: 3	Core Compulsory
Max. Marks: 50	Min. Passing Marks: 20

Total No. of Lectures-Tutorials-Practical (in hours per week): 0-0-3

	Topics	Duration
Practicum	Every student will be required to perform the following activities: • Preparing twenty lesson plans for teaching in online mode • Practicing the prepared plan in virtual classroom situations • Designing online evaluation strategies to measure the learning outcomes • Observing ten online teaching sessions of peers and providing written feedback • Maintaining a teacher's diary to reflect upon their teaching experiences.	**3 Weeks**

Suggested Readings:
- Hook, P., & Vass, A. (2000). *Creating winning classrooms*. London: David Fulton.
- Liverside, T., Cochrane, M., Kerfoot, B., & Thomas.J. (2009). *Teaching science. Developing as a reflective secondary teacher*. Sage India
- NCERT. (2005). *National Curriculum Framework*. New Delhi: NCERT. http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf.
- Sotto, E. (2007). *When teaching becomes learning. A theory and practice of teaching*. Continuum Press
- Sri Aurobindo Society. (n.d.). *Handbooks. zero investment innovations for education initiatives*. https://www.ziiei.com/wp-content/themes/ziiei/images/Final_TIA_Book_23aug19.pdf
- Sykes, M. (1988). *The story of naitalim: Fifty years of education at Sevagram*. Wardha: Nai Talim Samiti.

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:
- Planning lessons for teaching and practicing them in real classroom situations.

Suggested equivalent online courses:

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Further Suggestions:

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SEMESTER–VII

Courses	Number	Code
Teacher Education Courses	2	TEC-9, TEC-10
Field Engagement Course	1	FE-1
School Experience Course	1	SE-1
Enhancing Teaching Competence Course	1	ETC-1
Elective Courses	1 (Either in VII or VIII Semester)	EC-3

Note: Course name, content, credits, and assessment scheme of EC-3 will be as per the new proposed syllabus of UG programs of Science/Arts Streams.

Programme/Class: **B.Ed Integrated**	Year: **Fourth**	Semester: **Seventh**

Subject: **Teacher Education Course [TEC-9]**		

Course Code: **E030701T**	Course Title: **ICT and School Education**	

Rationale:

Nowadays, we are living in a digital era. So, our classrooms have also started an influence on information and communication technologies. This course is meant to introduce technologies that can be helpful in teaching and learning. ICT is an acronym for Information and communication technology. ICT is a broad subject and the concepts are evolving. ICT is any product that will store, retrieve, manipulate, transmit, or receive information electronically in a digital form (e.g., personal computers, digital television, email, or robots).

Course outcomes:

After the completion of this course, the students will be able to

- Develop an understanding of ICT and apply their knowledge and skills to solve real-life problems.
- Nurture their problem-solving, critical thinking, and communication skills, as well as their learning, to learn abilities and their creativity.
- Appraise and appreciate the impact and use of ICT in education
- Develop positive values and attitudes regarding the appropriate use of ICT in the teaching-learning process

Credits: 5	Core Compulsory
Max. Marks: 85	Min. Passing Marks: 35

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-1	**Total Contact Hours:75**

Theory	Topics	No. of Hours
Unit I	**Introduction to Computers: Hardware and Software** • Computer: characteristics, types of computers, generations of computer, software, and hardware, input and output devices • Computer network: Lan, wan, advantages of networking • Computer security (hacking, computer virus, spyware and spam, anti-virus, firewall) • Operating system: types of the operating system, characteristics of Linux, Windows 2000, Window XP, and window vista operating systems	12 L+3 T
Unit II	**Information Communication Technologies for Education** • Evolution and history of ICT • ICT for society, economy, and education • ICT and millennials • ICT for access, equity, and quality in education • ICT for education: Realities, myths, concerns • ICT and school education: Policies and initiatives in India • ICT and school education: Global trends	12 L+3 T

Unit III	**ICT for Teaching-Learning** • Principles for effectively using ICT in school education: suitability of ICT based on the child's developmental stage, school subjects, and socio-cultural contexts • ICT for curriculum transaction and evaluation: ICT for face-to-face, blended, flipped, and online learning; Selection and design of OERs and other ICTs for classroom use. • E-learning: the concept of e-learning, advantages, and growth of e-learning, e-learning versus traditional learning	12 L+3 T
Unit IV	**E-Content and Resources** • Electronic content (e-content): designing and development of e-content, re-usability of e-content • E-content tools: graphics, audio and video-creating, and editing, authoring tools • Open educational resources: meaning and importance of OER, various OER initiatives, creative commons licensing • Web 2.0 tools and technologies (wiki, blog, podcasts, social network, and social bookmark)	12 L+3 T
Practicum:	The students will be required to: • Write a research note on the influences of web 2.0 in life in Ms-word. • Prepare a PowerPoint presentation on any one topic. • Choose a topic of your choice and prepare an ICT-enabled lesson plan for transaction in different educational settings. • Create a teacher account in any virtual classroom and use it for your learners. • Develop a multimedia e-content and release it under creative commons licenses. • Prepare and execute a plan for the e-assessment of learners by using appropriate software (preferably freeware).	15 P

Suggested Readings:

- Bansal, C., &Misra, P. K. (2018). Implications of Korean Experiences of ICT in Education in Indian Context: A Viewpoint. *i-manager's Journal of Educational Technology*,*14*(4), 61-70.
- Beardsley, S., Enriquez, L., Bonini, S., Sandoval, S., & Brun, N. (2010). Fostering the Economic and Social Benefits of ICT. Global Information Technology Report, World Economic Forum 2010. Available at: https://cncpanama.org/phocadownload/Global%20Information%20Technology%20Report%202009-2010.pdf
- Kumar, K.L. (2004). *Educational technology*, New Delhi: New Age International (P) Limited.
- Mangal, S.K., & Mangal, U. (2009). *Essentials of educational technology*. New Delhi: Prentice-Hall of India Pvt. Ltd.
- MHRD (2012). *National policy on information and communication technology (ICT) in school education*. New Delhi: MHRD, Government of India.
- Mrunalini, T., & Ramakrishna, A. (2016). *Information & communication technology (ICT) in education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- OECD (2015), *Students, Computers and Learning: Making the Connection,* PISA, OECD

Publishing. *http://dx.doi.org/10.1787/9789264239555-en*
- Sharma, R.A. (2006). Fundamentals of educational technology. Meerut: Surya Publications.
- The World Bank. (2019). ICT and education policies. Available at: https://www.worldbank.org/en/topic/edutech/brief/ict-education-policies
- Williams, M.D. (2000). *Integrating technology into teaching and learning: Concepts and applications an Asia-Pacific perspective.* New York: Prentice-Hall.

This course can be opted as an elective by the students of the following subjects: Open for all
....

Suggested Continuous Evaluation Methods:
- The students will be assessed by classroom presentations, workshops, discussion forums, and engaging in dialogue and practices in individual and group settings.

Suggested equivalent online courses:
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Further Suggestions:
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Programme/Class: **B.Ed Integrated**	Year: **Fourth**		Semester: **Seventh**
Subject: **Teacher Education Course [TEC-10]**			
Course Code: **E030702T**	Course Title:		**Assessment of and for Learning**

Rationale:
Assessment, a vital component of the education system, is used in schools in two ways. First, assessment is used as a measure of learner performance. This type of assessment is popularly known as 'Assessment of Learning'. The concepts of 'Minimum Learning Level' or 'Achieving Minimum Proficiency Levels' are based on the Assessment of Learning. Second, assessment is also used as a measure to promote learning. This type of assessment is popularly known as 'Assessment for Learning'. And it is vital for the teachers must have a thorough and balanced understanding of both these assessment types. This course details a variety of assessment approaches and practices for measuring student learning, and the use of assessment technologies in learning. This course also provides an examination of the use of different assessment practices and strategies to improve student learning. In a nutshell, this course places special emphasis on using assessment practices, standardized tests to measure and promote learning. Additionally, this course will help students to become familiar with measures to assess learners with diverse learning needs and learners from different socio-cultural backgrounds.

Course outcomes:
After the completion of this course, the students will be able to
- Review and analyze the existing policies and practices of assessment of learners.
- Become familiar with the measures and practices used in assessing learners.
- Develop skills and knowledge of using assessment to measure the learning of the students.
- Develop effective methodologies to assess student work and using the outcomes to promote learning in the classroom.
- Identify the weaknesses of existing practices of assessment of student learning, and propose alternative ways.

Credits: 5	Core Compulsory
Max. Marks: 85	Min. Passing Marks:35

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-1	**Total Contact Hours:75**

Theory	Topics	No. of Hours
Unit I	**Concepts, Purpose, and Paradigms of Assessment in Education** • Assessment associated terminology: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated, and grading. • Purpose of assessment: Assessment as part of a developmental and instructional process, assessment as a basis for taking pedagogic decisions, assessment of learning, assessment for learning • Different paradigms of assessment: behaviorist paradigm, constructivist paradigm, socio-culturalist paradigm	12 L+3 T
Unit II	**Existing Practices and Concerns in Assessment of Learning** • Assessment of Learning: Paper-pen based examinations, oral	12 L+3 T

	examinations, quizzes and assignments, standardized testing, descriptive-items type examination, objective type examinations, technology-supported assessment • A critical review of assessment practices: Role of traditional examinations in promoting rote learning; the impact of examination-driven teaching on school environment; limitations of content-confined testing; critique of prevailing quiz culture and popular tests such as talent search and Olympiad; commercialization of testing, challenges in assessment • Impact of the prevailing assessment practices: Impact of assessment on students' learning and motivation; detrimental effects of labeling students as slow or bright or declaring them failures; perspective behind no-detention policy in elementary grades under RTE; Marks as an indicator of learning	
Unit III	**Assessment of Student Learning Outcomes** • Dimensions and levels of learning assessment: Assessing conceptual development, recall of facts and concepts, application of specific skills, problem-solving; application of learning to diverse and new situations. • Designing and developing assessment: Formulating tasks and questions that engage the learner and demonstrate the process of thinking; Designing question papers, projects, assignments, portfolios, rubrics, learners' diaries, and group activities for assessment • Assessment Feedback: Quantitative feedback (scores, grades, report cards), qualitative feedback (written, oral); developing and maintaining a comprehensive learner profile	12 L+3 T
Unit IV	**Assessment for Learning** • Types of assessment: Formative assessment, summative assessment, performance assessment, affective assessment, authentic Assessment • Classroom assessment techniques: Think-pair-share, concept mapping, jigsaw, student-generated test questions • Feedback for learning: Feedback as an essential component of assessment; types of feedback, feedback by self, by peers, by teacher	12 L+3 T
Research Orientation	The students will be required to: • Prepare a pre-course personal statement and a post-course personal statement of what assessment means to them. • Develop an achievement test related to their major courses and administer theme on a small group of school students • Prepare an e-portfolio showing their learning activities and achievement and put up this for peer evaluation • Organize a workshop to learn and practice the techniques of assessment for learning	15 P

Suggested Readings:
- Broadfoot, P. (1979). *Assessment, schools and society*. London, USA: Methuen & Co.
- Andrade, H. L. (2013). Classroom assessment in the context of learning theory and research. In J. H. McMillan (Ed.), *Sage handbook of research on classroom assessment*. California,

USA: Sage.

- NCERT. (2007). National focus group paper on examination reforms. New Delhi: NCERT.
- NCERT. (2008). *Source books on assessment for grades I-V for Hindi, English, Mathematics and EVS*. New Delhi: NCERT.
- Popham, J. W. (2011). *Classroom assessment: What teachers need to know?* Boston, MA: Allyn & Bacon.

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:

- The students will be assessed by classroom presentations, workshops, discussion forums, and engaging in dialogue and practices in individual and group settings.

Suggested equivalent online courses:
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Further Suggestions:
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Programme/Class: **B.Ed Integrated**	Year: **Fourth**		Semester: **Seventh**

Subject: **Teacher Education Course [ETC-1]**			

Course Code: **E030703T**	Course Title:	**Teacher Happiness and Wellbeing**	

Rationale:

According to the World Happiness Report 2017, India is among the world's least happy nations and ranked 122 among 155 countries in the global ranking, and further slipped to 133 among 155 countries in the World Happiness Report of 2018. This compels us to re-think the purpose of education more than merely improving the student's scholastic performance. In today's fast-paced world, students struggle hard to achieve the best of everything but the element of happiness remains missing. The schools in India need to implement a curriculum which not only promotes development in cognition, language, literacy, numeracy, and the arts but also addresses the wellbeing and happiness of the students. Education must emphasize the biological, psychological, sociological, economic, and spiritual wellbeing of the learners for getting better academic performance and success in their life. for this, the role of the teacher is very important to create a positive classroom environment and fostering happiness among learners. According to the aims of education in NCF, 2005, education must be a process of self-discovery and learning more about one's inner self. Thus, the introduction of the Happiness Curriculum in schools is to educate children to ensure harmony with their inner being and discover self in the process of learning. Happiness Curriculum is an endeavor to guide the attention of students towards exploring, experiencing, and expressing happiness is not just the momentary but deeper and sustainable forms as well. This will enable the learner to comprehend happiness within the self, relationships, and society.

Course outcomes:

After the completion of this course, the students will be able to

- Understand the concept of happiness and its interrelationship with education.
- Understand the role of happiness in education.
- Understand the demand for happiness in education and its reality (issues and problems)
- Accustom with the underpinnings of happiness in various schools of philosophy.
- Understand the importance of education for happiness and implement it in teaching.
- Develop an understanding of the concept, dimensions, and principles of wellbeing
- Understand the relationship between education and wellbeing

Credits: 5	Core Compulsory
Max. Marks: 85	Min. Passing Marks: 35

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-1		**Total Contact Hours:75**

Theory	Topics	No. of Hours
Unit I	**Introduction to Happiness** • Happiness: Concept, meaning, and nature of happiness, domains of happiness, and its factors. • Theories, measures, and positive correlates and traits associated with happiness. • The demand for education for happiness in the 21st century, issues and problems (primary, secondary, and higher level of	12 L+3 T

	education). • The notion of the good life and ways to accelerate happiness in our life. • Role of teacher in implementing happiness in the classroom teaching.	
Unit II	**Education for Happiness** • Education: Concept, meaning, and nature of education, aspects of education, and functions of education. • Education for happiness: concept, meaning, salient features, and role of happiness in education • Relationship between happiness and education • Eastern thoughts on happiness: Upanishad, Bhagavad Gita, Buddha, Sad-Darshan, Charvaka, Aurobindo, Vivekanand, J. Krishnamurti, and Osho. • Western thoughts on happiness: Socrates, Aristotle, Kant, Russell, Bentham and Mill, Seligman (PERMA's Model)	12 L+3 T
Unit III	**Understanding Wellbeing** • Well-being: Meaning, concept, characteristics, and educational implications • Different dimensions of well-being: biological, psychological, sociological, economic, and spiritual. • Mental health issues, mental and emotional wellbeing • Spirituality and well-being: Meaning, concept, nature, spirituality, and modernity, • Principles for a spiritual lifestyle, positive thinking, stress management, happiness. • Role of teacher in fostering wellbeing, happiness, wisdom, and positive thinking among learners.	12 L+3 T
Unit IV	**Practicing Happiness and Wellbeing** • Spirituality and yogic practices (practices in Hinduism, Buddhism, and Sufism), stress busting techniques, approaches for measuring wellbeing and happiness. • Promoting emotional intelligence, emotion management, social cohesion, and participation model. • Practical wisdom: Wisdom in today's scenario, need of wisdom for teachers. • Managing thoughts: Understanding our response to stress and adversity, thinking traps • Challenging our beliefs, iceberg beliefs, SMART goal setting, building empathy with listening.	12 L+3 T
Research Orientation	The students will be required to: • Prepare a research note comparing the notion of the good life with their life. • Develop a project report on the collective happiness • Prepare a report on Indian and western concept of happiness • Prepare a report on health issues near your area. • Prepare a report on some works done by spiritual leaders	15 P

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	• Prepare an evidence-based plan to increase the health and wellness of students.	

Suggested Readings:

- Aurbindo, S. (1959). *The hour of God*. Pondicherry: Sri Aurbindo Ashram.
- Aurbindo, S. (1993). *Sri Aurobindo's teaching and method of practice*. WI: Lotus Press.
- Aurbindo, S. (2011). *Yoga ke aadhar*. Pondicherry: Sri Aurbindo Ashram.
- Aurobindo, S. (1977). *Sri Aurobindo and the mother on happiness and peace*. Pondicherry: Sri Aurobindo Society.
- Chodron, P. (2003). *Comfortable with uncertainty*. Colorado: Shambhala Publications Inc.
- Chodron, P. (2013). *How to meditate: A practical guide to making friends with your mind*. Sound True Inc.
- Clifford R.J. (1998). *The wisdom literature*. Nashville: Abingdon Press.
- Diener, E., Ng, W., Harter, J., Arora, R. (2010). Wealth and happiness across the world: Material prosperity predicts life evaluation, whereas psychosocial prosperity predicts positive feeling. *Journal of Personality and Social Psychology*, 99(1), 52-61.
- Dowling, E.M., & Scarlett M.G. (2006). *Encyclopedia of religious and spiritual development*. California: Sage Publications Inc.
- Friedman H. S., & Kern, M. L. (2014). Personality, well-being, and health. *Annual Review of Psychology*, 65(18), 1-24.
- Hana, T.N. (1999). *The heart of Buddha's teaching*. RHUK.
- Hanh, T.N. (2003). *The present moment, a retreat on the practice of mindfulness*. Sounds True.
- Haribhadra. (1986). *Sad-darsana samuccaya (A compendium of six philosophies)*. Delhi: Eastern Book Linkers
- Kant (2012). *Critique of judgement*. New York: Dover Publications, Inc.
- Kapoor, S. (2002). *Encyclopedia of Upanisads and its philosophy* (Vol. 4). New Delhi: Cosmo Publications
- Khan, H.I. (1999). *The heart of Sufism*. Colorado: Shambhala Publications Inc.
- Krishnamurti (1927). *The kingdom of happiness*.
- Lama, D., & Cutler, H.C. (1999). *The art of happiness: A handbook for living*. Hachette: Hodder and Stoughton.
- Marques J., & Dhiman S. (2014). *Leading spiritually, ten effective approaches to workplace spirituality*. UK: Palgrave Macmillan.
- McCord, M. (2013). *Conscious messages spiritual, wisdom and inspirations for awakening*. Spirituality University Press.
- Nelson, J.M. (2009). *Psychology, religion, and spirituality*. New York: Springer Science+ Business Media LLC.
- Oishi, S., Graham, J., Kesebir, S., & Galinha, I. C. (2013). Concepts of happiness across time and cultures. *Personality and Social Psychology Bulletin*, 39(5), 559-577.
- Osho (2008). *Joy: The happiness that comes from within*. New York: St. Martin's Press.
- Radhakrishnan, S. (2003). *The spirit of religion*. New Delhi: Hindi Pocket Books.
- Radhakrishnan, S. (2009). *Indian philosophy*. Oxford University Press.
- Wike, V.S. (1994). *Kant on happiness in ethics*. Albany: State University of New York Press

This course can be opted as an elective by the students of the following subjects: Open for all
....

Suggested Continuous Evaluation Methods:
• The students will be assessed by classroom presentations, workshops, discussion forums, and engaging in dialogue and practices in individual and group settings.
Suggested equivalent online courses: ....
Further Suggestions: ....

Programme/Class: **B.Ed Integrated**	Year: **Fourth**	Semester: **Seventh**
Subject: **Teacher Education Course [FE-1]**		
Course Code: **E030704R**	Course Title: **Field Engagement-1**	

Rationale:

Filed engagement will be requiring observation, participation, and directed teaching for students. Field engagement will help students in analyzing, constructing/creating, and evaluating the information presented within the textbook, external readings/resources, field experiences, and class discussion. This will also be an opportunity for students to utilize technology in the preparation and delivery of lessons, communication, and assessment. Through this engagement, students will also understand the need for a variety of instructional strategies and demonstrate the ability to model and deliver effective teaching and learning appropriately. In all, field engagement will help the students to be a reflective teacher by going through a variety of assignments.

Course outcomes:

After going through field engagement I, students will be able to:
- Understand the application of theories of teaching to practice
- Engage with school and classroom processes and develop an understanding of related good practices
- Develop an understanding of the role of a teacher
- Develop comfort with being part of a school and classroom
- Understand parents' contribution towards school and learning
- Develop a systemic level understanding of different kinds of schools
- Analyze the content of the textbooks for subject opted for specialization
- Identify resources useful in the teaching-learning (material and online resources)

Credits: 5	Core Compulsory
Max. Marks: 85	Min. Passing Marks: 35

Total Duration: 5 Weeks

	Topics	**Duration**
Practicum	• Visiting three to five schools affiliated to different boards (most probably one from rural settings) preparing a report detailing school activities, achievements, teaching, and non-teaching personnel, noted alumni, organization of parent-teacher meetings, and contribution to social life. • Observation of classroom teaching by teachers of different subjects and preparing a note on their teaching depicting teaching-learning environment, teaching-learning process, classroom interaction pedagogical strategies, and evaluation strategies. • Observation of co-curricular activities (cultural, literary, sports, social) conducted by five different schools in a month. • Conducting a critical analysis of textbooks at the secondary level of schooling their teaching subjects. • Having guided interaction with school teachers to understand their perspectives on the roles and responsibilities of being a	**5 Weeks**

		teacher.
		• Finding Open Educational Resources repositories containing teaching-learning resources related to their discipline of learning and teaching.
		• Viewing and discussing films depicting various educational scenarios

Suggested Readings:
- Azim Premji Foundation Good School Series https://www.youtube.com/watch?v=ZxiYcBpML0w&t=0s&list=PLVI4qkjTdM70xrhlVDx3PZuOwM0FUWzj3&index=7
- Kumar, K. (1988). *What is worth teaching?* New Delhi: Orient Longman.
- TESS-India videos https://www.youtube.com/channel/UCL9j8y4mGFyIQLvH-PvkghA

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:
- The field engagement will be assessed by observation, reflections, discussions, and written reports.

Suggested equivalent online courses:
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Further Suggestions:
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Programme/Class: **B.Ed Integrated**	Year: **Fourth**		Semester: **Seventh**
Subject: **Teacher Education Course [SE-1]**			
Course Code: **E030705R**	Course Title:	**School Experience-1**	

Rationale:

To provide field experience to pupil teachers for the development of essential teaching competencies and skills.

Course outcomes:
After going through school experience, the students will be able to
- Develop reflections from observation of school activities.
- Understand the social behaviour and norms of the community.
- Explore academic interests through the real world.
- Realize the inclusive educational needs of the community.

Credits: 5	Core Compulsory
Max. Marks: 100	Min. Passing Marks: 40

Total Duration: 6 Weeks

Practicum	Topics	Duration
Task I	**School Engagement** • Students will observe the face-to-face classroom activities as well as e-teaching-learning activities of school teachers/ pupil teachers in terms of classroom organization, instructional orientation, instructional approaches, instructional methods, instructional techniques, type of teaching material used, student-teacher interaction, use of ICT, assessment techniques, etc. • Students will have a critical observation of the syllabus of one teaching subject in the light of NEP 2020/ NCF. • Students will learn to keep School Records e.g. Attendance Register, Fee register, Assessment reports including their online modes of creation and maintenance. • Students will have a critical overview of school climate (academic and social) will be made with a focus on Inclusive Education provisions. • Students will observe supportive Services such as services by special teachers, speech therapists, physiotherapists, occupational therapists, and counselors, etc. • Students will plan and organize Co-curricular activities. • Students will participate in campus environmental activities for maintaining an eco-friendly and sustainable school campus.	3 Weeks
Task II	**Community Engagement through School** • Pupil Teachers will be engaged in community work with students through NCC/ Scout & Guide. • Activities and awareness campaigns will be organized in the community with school students on Environment Protection/	2 Weeks

	Water & Energy Conservation/ Gender issues/ Happiness and wellbeing or any other relevant topic. • Celebration of a festival/ local festival with a group of students will be done in the community to get acquainted with the local culture.	
Task III	• Analysis of a textbook of their teaching subject. • Preparation of a report on local culture. • Identify the educational needs and interests of the community and prepare a report on it. • Prepare a report of school climate (academic and social) with a focus on Inclusive Education provisions.	1 Week

Suggested Readings:
- NCERT. (2005). *National Curriculum Framework 2005*. Delhi: NCERT
- Position Papers of National Focus Groups related to the pedagogy of subject available at http://www.ncert.nic.in/rightside/links/focus_group.html
  State/Board curriculum, syllabus, and textbooks

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:
- The school experience will be assessed by observation, reflections, discussions, and written reports.

Suggested equivalent online courses:
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Further Suggestions:
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SEMESTER–VIII

Courses	Number	Code
Teacher Education Courses	2	TEC-11, TEC-12
Field Engagement Course	1	FE-2
School Experience Course	1	SE-2
Enhancing Teaching Competence Course	1	ETC-2
Elective Courses	1 (Either in VII or VIII Semester)	EC-3

Note: Course name, content, credits, and assessment scheme of EC-3 will be as per the new proposed syllabus of UG programs of Science/Arts Streams.

Programme/Class: **B.Ed Integrated**	Year: **Fourth**		Semester: **Eighth**
Subject: **Teacher Education Course [TEC-11]**			
Course Code: **E030801T**	Course Title: **Emerging Trends in School Education**		

Rationale:

School education continues to evolve and develop, its curriculum and programs, to prepare students with 21st-century skills. With the advent of new technologies such as artificial intelligence, machine learning, the Internet of things, augmented reality, virtual reality, etc. the rate of change has become very fast. Today organizations and employers are looking for personnel having varied skillsets and mindsets. Some of the most important skills to sustain and make progress in today's society are critical thinking, creative thinking, complex solving, emotional intelligence, people management, service orientation, cognitive flexibility, etc. Therefore, schools cannot continue to just teach but prepare students for a world characterized as VUCA (Volatile, Uncertain, Complex, Ambiguous). The school students have to have the mindset to learn, unlearn, and relearn. Taking cognizance of such needs, the school education of today is shaping in various ways. This course will help the learners to understand the emerging trends in school education aiming to prepare students to be able to adapt to change, be resilient, and to work effectively in a variety of environments.

Course outcomes:

After the completion of this course, the students will be able to

- Identify and discuss emerging trends in school education.
- Engage critically with relevant concepts, principles, theories, and best practices in school education from around the world
- Apply new ideas and approaches in reflective practice in their teaching and learning context
- Transform the quality of school education to improve the learning outcomes of students.

Credits: 5	Core Compulsory
Max. Marks: 85	Min. Passing Marks:35

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-1:	**Total Contact Hours:75**

Unit	Topics	No. of Hours
I	**Learning Philosophies** - Learning styles: aural, kinaesthetic, logical, social, solitary - Strategies for learning: Personalized learning, collaborative learning, experiential learning, active learning, lifelong learning, Project-Based Learning, Social-Emotional Learning - Purpose of learning: learning for economic gains, learning for social gains, learning for self-fulfillment and joy	12 L+3 T
II	**Life Skills Education** - Education and life skills: The four pillars of education- learning to know, learning to do, learning to live together, learning to be; Life skills-generic, problem-specific, area-specific - 4 C's of life skills: critical thinking, creative thinking, communicating, collaborating - Self-managing skills: Types of self, self-concept, body image,	12 L+3 T

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		self-esteem, techniques used for self-awareness: Johari Window, SWOT analysis, coping with emotions and stress	
III	**Digital Education** • Digital technologies: Defining and identifying locally available digital technologies, concepts, principles, and theories behind using digital technologies in education, the significance of digital technologies for students, teachers, and schools • Digital technologies and teaching: Role of teachers in using and recommending technologies, planning, prepare and teach by using digital technologies to promote learning, Assessing the effect of using digital technologies on students' learning by using appropriate formative assessment methods. • Digital education initiatives in the schooling sector: DIKSHA (Digital Infrastructure for Knowledge Sharing), SWAYAM, Swayam Prabha TV Channels, National Repository of Open Educational Resources (NROER), National Digital Library (NDL)		12 L+3 T
IV	**Reimagining Schools** • Classrooms: Student-centred classrooms, flipped classrooms, Flexi classrooms • Learning environment: Personalized learning environments, blended learning, game-based learning, inclusive learning • Social connect: Connecting guardians and schools, connecting social organizations and schools, education for social causes, education for sustainable development		12 L+3 T
Research Orientation	The students will be required to: • Survey to assess the learning styles of their peers. • Organize a workshop on the theme 'Promoting Life Skills Education in Schools', prepare a report, and share it on social media platforms. • Practice enrolling students in any virtual classroom of their choice and teaching them for a week in virtual mode • Visit at least two social organizations of their choice, and looking for the possibilities to contribute to their social activities.		15 P

Suggested Readings:
- Delors, J. (1997). *Learning: The treasure within*. Paris: UNESCO.
- MHRD. (2020). *Digital education report*. New Delhi: MHRD.
- Nair, V. R. (2010). *Life skills, personality and leadership*. Tamil Nadu: Rajiv Gandhi National Institute of Youth Development.
- UNESCO. (2005). *Quality education and life skills: Darkar goals*. Paris: UNESCO.

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:
- The students will be assessed by classroom presentations, workshops, discussion forums, and engaging in dialogue and practices in individual and group settings.

Suggested equivalent online courses:
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Further Suggestions:
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Programme/Class: **B.Ed Integrated**	Year: **Fourth**		Semester: **Eighth**
Subject: **Teacher Education Course [TEC-12]**			
Course Code: **E030802T**	Course Title: **Profession of Teaching and Professional Development of Teachers**		

Rationale:

No matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Education systems, therefore, seek to provide teachers with opportunities for in-service professional development to maintain a high standard of teaching and to retain a high-quality teacher workforce (OECD, 2009). Therefore, teachers need to be continually engaged in professional development activities of different nature. These activities may be institution-driven or self-initiated. This course aims to help the student to realize the importance of effective teacher professional development in the everyday life of the teacher. This course offers opportunities for the student to learn about different professional development activities for a teacher, understand how these will be helpful to evolving as a better teacher, and practice them to gain first-hand experience.

Course outcomes:

After the completion of this course, the students will be able to

- Understand the concept of teacher professional development
- Assess the need for the professional development of teachers from the perspectives of language, gender, socioeconomic, and learning diversity in schools and classrooms
- Learn prevailing schemes and policies for continuing professional development of school teachers
- Identify current issues influencing the teacher professional development in the schooling sector
- Practice different activities for their professional development

Credits: 5	Core Compulsory	
Max. Marks: 85	Min. Passing Marks: 35	
Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-1		**Total Contact Hours:75**

Theory	Topics	No. of Hours
Unit I	**Profession of Teaching** • Teaching as a profession: characteristics of teaching as a profession, legal and ethical requirements of the teaching profession, important legislation and policies related to the teaching profession, agencies for teacher education • Teachers: Role, responsibilities, and expectations from School teachers, teacher as a professional, status of school teachers, and the teaching profession in India and other countries • Teaching competencies: Characteristics of effective teaching, creating engaging learning environments, teaching in various settings, accommodating students with special needs and students from various cultural and educational backgrounds.	12 L+3 T
Unit II	**Professional Development of Teachers** • Conception: Foundations of teacher professional development,	12 L+3 T

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	• meaning, origins, and significance of professional development of teachers • Terminologies and Ideologies: pre-service education, in-service education, professional development, continuing professional development, continuing lifelong professional learning • Origins: Origins and historical Journey of professional development of teachers in India	
Unit III	**Policies and Provisions for Professional Development of Teachers** • Policies: Teachers professional development in policy documents, professional development expectations from teachers • Provisions: Existing schemes for the professional development of school teachers, financial support, and leave rules • Providers: Organizers of professional development activities for teachers, modes of training, online professional development activities	12 L+3 T
Unit IV	**Practicing Professional Development Activities** • Institution supported activities: Seminar, workshop, conferences, short-term training programs, resource lectures • Self and peer-supported activities: Induction, peer group mentoring, self-learning, social media networking, reading, researching, and publishing • Challenges and Concerns: Lack of opportunities, neglect of teachers working in self-financed institutions and rural areas, lack of specific provisions of professional development activities, not linking professional development with academic or financial gains, lack of training providers	12 L+3 T
Research Orientation	The students will be required to: • Debate the structure, organization, management, and governance of the Indian school system and current issues related to the teaching profession. • Work in small groups and prepare a note on the constitutional, ethical, and socio-cultural foundations of teaching in schools. • Organize a seminar on the theme 'professional development of school teachers in India', write a research paper on the theme, and present it before the audience for further discussion. • Search and Join an online teacher professional development course	15 P

Suggested Readings:

• Bolitho, R., & Padwad, A. (Eds.) (2011). *Continuing professional development lessons from India*. New Delhi: British Council.
• Donaldson, G. (2011). *Teaching Scotland's future: Report of a review of teacher education in Scotland*. Edinburgh: Scottish Government.
• OECD. (2009). Creating effective teaching and learning environments: First results from TALIS. Paris: OECD. Available at: https://www.oecd.org/berlin/43541636.pdf
• OECD. (2010). *PISA 2009 results: What makes a school successful?* OECD Publishing. Available at www.oecd.org/pisa/pisaproducts/48852721.pdf

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:
- The students will be assessed by classroom presentations, workshops, discussion forums, and engaging in dialogue and practices in individual and group settings

Suggested equivalent online courses:
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Further Suggestions:
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Programme/Class: **B.Ed Integrated**	Year: **Fourth**		Semester: **Eighth**
Subject: **Teacher Education Course [ETC-2]**			
Course Code: **E030803T**	Course Title: **Researcher**	Course Title: **Teacher as Reflective Practitioner and Action Researcher**	

Rationale:

Reflective practice is an approach that enables professionals to understand how they use their knowledge in practical situations and how they combine action and learning more effectively. Reflective practices can be helpful for teachers in two ways. First, these practices help them to solve problems through a balanced inquiry about practical situations. Second, reflection about different activities and situations leads them to visualize, plan, and conduct need-based action researches. The framework for this course is built around the purpose of developing teachers as reflective practitioners and action researchers. This course aims to introduce the approaches and methods of reflective practice to the students by raising their awareness about their cognitive resources and instructional practices. The course will help teachers develop new knowledge directly related to their classrooms, expands their pedagogical repertoire, and putting them in charge of their craft. This course will also provide students with the knowledge and skills needed to use action research as a basis to make curricular and instructional decisions both school-wide and at the classroom level. We expect students to keep using reflection and conducting action research while engaging in diverse instructional situations during the scope of teacher candidacy and beyond into their professions.

Course outcomes:

After completion of this course, the students will be able to

- Identify the knowledge that is embedded in their professional activities and experiences
- Conduct a self-audit of their teaching-learning practices
- Solicit feedback from students and colleagues on their actions
- Improve their teaching-learning practices through the reflection process
- Visualize, plan, and conduct need-based action researches.
- Develop an action research project to address a school or classroom problem.
- Analyze, invigorate, and maximize the teaching-learning process as a reflective practitioner and action researcher.

Credits: 5		Core Compulsory	
Max. Marks:		Min. Passing Marks:	

Total No. of Lectures-Tutorials-Practical (in hours per week): 3-1-1		**Total Contact Hours:75**	
Theory	**Topics**		**No. of Lectures**
Unit I	**Act of Reflection** • Concept: One's self, one's previously acquired knowledge, one's skills and dispositions, one's reasons for teaching, one's philosophy of teaching, One's vision for accountability and development of every learner's potential • Principles: Reacting, recording, reviewing, revising, reworking, and reassessing. • Areas: One's teaching, teaching methods, and strategies, one's teaching-learning environment, one's learners, one's educational settings		12 L+3 T

Unit II	**Practice of Reflection** • Concept: Reflective cycle-teaching, self-assessing the effect of teaching, considering new ways of teaching, trying these ideas in practice, repeating the process • Research that supports reflective practice: Kolb's learning cycle, Gibbs' reflective cycle, Schön 'reflection-in-action' and 'reflection-on-action' • Benefits of reflective practice: Creating confident teachers, making teachers responsible for themselves and their students, encouraging and bringing innovation, encouraging engagement	12 L+3 T
Unit III	**Methods for Reflection** • Questions: Framing and using questions to reflect on their practices and their intentions for their practices • Observations and Feedback: Self, peers, and students supported observations and feedback to reflect on their practices and ways to improve • Reporting: 4 R's (Recollections, reaction, relevance, responsibility), maintaining a reflective journal or log on a work placement.	12 L+3 T
Unit IV	**Planning and Conducting Action Research** • Overview: The nature of action research, finding a starting point for action research, action research paradigm, types of action research (individual, collaborative, school-wide, district-wide) • Planning: Reflection and identifying the problem, identifying research questions, review of related literature, developing an action plan • Process: Identifying data collection tools, collecting data, analyzing data, reporting results, taking informed action	12 L+3 T
Research Orientation	The students will be required to: • Frame reflection questions to reflect on the course content, their practice, and their intentions for their practice • Record videos of their classroom presentations, lectures, and activities • Watch and reflect on these recorded videos individually and in peer-group settings • Maintain a reflective journal to record their reflection on experiences and activities as a learner and a teacher • Develop an action research project to address a school or classroom problem	15 P

Suggested Readings:

• Angelo T.A., & Cross, K.P. (1993). Classroom assessment techniques: A Handbook for college teachers. San Franciso: Jossey-Bass.
• Banks, J.A., & Banks, C.A. (Eds.)(2004). *Handbook of research on multicultural education*. San Francisco: Jossey-Bass.
• EfratEfron, S., &Ravid, R. (2013). *Action research in education: A practical guide*. New York, NY: The Guilford Press.
• Herr, K. & Anderson, G. L. (2005). *The action research dissertation: A guide for students*

and faculty. Thousand Oaks, CA: Sage Publications.
- McNiff, J. (2002). *You and your action research project*. New York: Taylor & Francis.
- Pine, G. J. (2009). *Teacher action research: Building knowledge democracies*. Thousand Oaks, CA: Sage Publications.

Stringer, E.T. (2014). *Action research*. Thousand Oaks, CA: Sage Publications.

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:

The students will be assessed by classroom presentations, workshops, discussion forums, and engaging in dialogue and practices in individual and group settings

Suggested equivalent online courses:
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Further Suggestions:
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Programme/Class: **B.Ed Integrated**	Year: **Fourth**		Semester: **Eighth**
Subject: **Teacher Education Course [FE-2**			
Course Code: **E030804R**	Course Title:	**Field Engagement-2**	

Rationale:
Besides the intense and regular engagement of students in teaching activities, it is imperative to give them opportunities to explore other vital dimensions of the work of a teacher. The students need to be equipped to not only teach effectively in a classroom setting but also to identify learners who need remedial interventions to attain learning outcomes. Further, they also need to have the expertise to cater to the socio-emotional needs of their group of learners and fulfilling societal expectations as well. They also need to critically analyze the syllabus across different boards to cultivate a deep understanding of the learning outcomes of different subjects. Field engagement II will help them to understand and work upon all these issues holistically and comprehensively.

Course outcomes:
After going through field engagement I, students will be able to:
- Understand the challenges student face in schools and developing abilities for first-level counseling
- Identifying areas for academic support and designing remedial programmes
- Developing an understanding of classroom management dynamics
- Developing capacities for leadership
- Critically comparing the syllabi of different School Boards
- Developing them as a facilitator for achieving Sustainable Development Goals (SDGs)

Credits: 5	Core Compulsory
Max. Marks: 85	Min. Passing Marks:35

Total Duration: 5 Weeks

	Topics	**Duration**
Practicum	• Having interaction with students, teachers, and principal on psychological, physiological, and social challenges faced by students in schools • Developing a case study on selected student group to highlight and discuss issues such as peer pressure, substance abuse, bullying, body shaming, social media pressures, and examination related stress. • Visiting the psychology department of any University/ College, discussing various psychological problems, and preparing a report. • Having an interaction with a child psychologist/counselor for understanding the prevalent psychological issues and challenges among learners. • Planning and implementing a group counseling session for adolescents. • Designing an enrichment program for secondary school students and implementing it in any secondary school of your choice. • Conducting a critical analysis of the syllabus of your teaching	5 Weeks

	subjects across different Boards
	• Preparing an achievement test by mentioning its blueprint with justification, difficulty level, and evaluation scheme (e.g. criteria to give marks, rubrics, etc.). • Preparing a diagnostic test to assess the reading skills of learners, administering it on a group of students, analyzing the performance of students, and providing remedial measures.	

Suggested Readings:

- NCERT. (2005). *National curriculum framework 2005*. Delhi: NCERT
- NCERT. (2005). *Position papers of national focus groups related to pedagogy of subject.* Available at http://www.ncert.nic.in/rightside/links/focus_group.html
- Osterman, K.F., & Kottkamp R.B. (2004). *Reflective practice for educators: Professional development to improve student learning*, California, US: Corwin Press.
- Tarrant, P. (2013). *Reflective practice and professional development*. New Delhi: Sage Publications.
- WHO (2017). *Mental health status of adolescents in South East Asia. Evidence for action.* New Delhi: World Health Organization. Regional Office for South-East Asia. Available at https://apps.who.int/iris/handle/10665/254982

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:

- The field engagement will be assessed by observation, reflections, discussions, and written reports.

Suggested equivalent online courses:
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Further Suggestions:
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Programme/Class: **B.Ed Integrated**	Year: **Fourth**		Semester: **Eighth**
Subject: **Teacher Education Course [SE-2]**			
Course Code: **E030805R**	Course Title:	**School Experience-2**	

Rationale:
To produce quality graduates with diverse skills and professional education tailored to the preference and desired level of competence.

Course outcomes:
After going through school experience, the students will be able to
- Assimilate new teaching skills under controlled conditions.
- Gain confidence in teaching.
- Develop a sense of shared responsibility in teaching and evaluation of students
- Help the students to satisfy the needs and difficulties relating to the special content.
- Improve the quality of teaching and develop a feeling of cooperation in the teaching-learning process.

Credits: 6	Core Compulsory
Max. Marks: 100	Min. Passing Marks:40

Total Duration: 6 Weeks

Practicum	Topics	Duration
Pre-internship period	**Micro Teaching** • Comprehend the meaning, definition, assumptions, teaching skills, observation schedule, Steps of the micro-teaching technique. • Label the various phases of micro-teaching techniques. • Prepare a micro lesson plan for core teaching skills. (Skills as per B.K Passi) • Teach the lesson i.e. present the skill or concept. Read the feedback given by the supervisor and view recordings. • Get competent in the skills and components of teaching through lectures, discussions, illustration, and demonstration of the skill by the experts. • Identify your strongest micro-teaching skill. **Simulated Training** • Comprehend the meaning and definition, characteristics of simulated training, types of simulation, steps, and procedure of simulated teaching, Taxonomy of Teacher- Behaviour. • Assign the Roles: The pupil teachers should be assigned the roles of teachers. Do it on a rotation basis. • Decide the skill to be practiced: Plan, prepare and practice the decided skill. • Prepare the Work Schedule: Decide who will teach first and who will observe and how everyone would be teaching /observing one by one. • Determine the technique of observation: Decide on the type of	3 Weeks

	observation technique to be adopted, including which type of data is to be collected and how these data are to be intercepted. • Organization of first practice session: Practice and Record it for judging the teaching, followed by feedback and suggestions for further improvement	
Internship period	**Planning Classroom Instruction:** • Understand the format of lesson planning-Origin, meaning, definition, needs, and approaches, teaching unit, elements of teaching units, various types of lesson plans. • Sort a list of action verbs in a little more detail for the cognitive domain, affective domain, and psychomotor domain. • Make 20 + 20 lesson plans (of your teaching subjects) following Bloom's taxonomy and get it checked by your supervisor. • Use the above lesson plans, while "Practice Teaching" sessions. (Two plans daily for two weeks).	**3 Weeks**
	Other Activities • Discuss "Action Research" with your teacher and make a school-wide action research project. • Prepare a report on your "Practice teaching Experience". • Read and share the "Action Research" Project done by your fellow pupil-teachers. Give them constructive feedback	

Suggested Readings:
 • NCERT. (2005). *National Curriculum Framework 2005*. Delhi: NCERT
 • Position Papers of National Focus Groups related to pedagogy of subject available at http://www.ncert.nic.in/rightside/links/focus_group.html
 • State/Board curriculum, syllabus, and textbooks

This course can be opted as an elective by the students of the following subjects: Open for all
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Suggested Continuous Evaluation Methods:
 • The school experience will be assessed by observation, reflections, discussions, and written reports.

Suggested equivalent online courses:
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Further Suggestions:
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