



GOVIND GURE TRIBAL UNIVERSITY,  
BANSWARA

FACULTY OF EDUCATION

VILLAGE

SCHOOL OF EXAMINATION SUPERVISOR DEPT.

B.A. Two Year (New) (I.B.A. and II)

2023-24

*2023-24*  
*20/03/2025*

*G. Gure*  
*Principal*

*20/03/2025*

*[Signature]*  
20/03/2025  
20/03/2025

## NOTICE

1. Change in syllabus/coursework/rules/regulations/syllabi and books may from time to time, be made by amendment or rewriting and a candidate shall, except in so far as the university determines otherwise comply with any change that applies to years he/she has not completed at time of change.
2. All court cases shall be subject to the jurisdiction of GGTU University headquarters, Barwala only and not any other place.



## 1. Year End Credit Requirements

A candidate must earn at least 30% of the credits in the first year (Semester I and II) continued to be presented in the second year (Semester III). If this criterion is not met, all first year credits must be closed as a regular student is not allowed.

## 2. Closure of Old and First Semester Credits

If a candidate fails to pass all credits in an old semester (Semester I or II) he/she is allowed, for administrative, first semester (Semester I or II), then must close the remaining credits as a regular student in the following old semester. The same rule applies if a candidate closes  $\frac{1}{2}$  credits in an old semester the 1/2 in the following term selected. The credit close from following credits as a regular student in the following term selected.

## 3. Continued Credit Insurance for Promotion

Candidates failing to earn 30% of the presented credits for Semesters I and II may not be promoted to Semester III.

## 4. Closing the Degree Subsequent Semesters

If promoted to Semester III with remaining credits from Semester I and II, the candidate must: SACU, IBRA/UTED and UG/UGA staff.

1. Close remaining Semester I credits as Semester I & B
2. Close remaining Semester II credits as Semester II

## 5. Withdrawal Attempts

Candidates will be permitted a maximum of three attempts to clear each paper.

1. Old semester papers must be closed by the end of Semester III or present old semester II semester.
2. First semester papers must be closed by the end of Semester IV or must have present II semester.

## 6. Flexibility for the candidates

Candidates are given flexibility for supporting a secondary studies of specific courses (professional experience, clinical from a candidate in a 3.3.3 program within a maximum of three years.

## 7. Absolute Requirements

If a candidate is not eligible to sit for an examination due to insufficient attendance, they will not be permitted to appear for the same semester's examination.

Handwritten signature and stamp: "DO NOT WRITE IN THESE SPACES"

#### 6. Process for Addressing Writing and Reasoning

##### • Reasoning for Direct Power

Candidates who fail to get more than 50% Direct power for scores of 300-400 are given one week to resubmit their papers with support for the failed paper to the new corresponding answer (GMA only).

##### • Reasoning for Practice of Teaching Examination

Candidates who fail or are absent in the Practice of Teaching Examination for scores of 300-400 are given one week to resubmit their papers to, Section I and resubmit to the Practice of Teaching Examination to Section II.

Candidates who fail or are absent in the Practice of Teaching Examination for scores less than 50% are given one week to resubmit their papers to, Section II and resubmit to the Practice of Teaching Examination to, and resubmit through the Practice of Teaching Examination of new old papers.

Q  
GMA  
GMA to GMA  
GMA to GMA  
GMA to GMA

# Intermediate Booklets of Papers and Marks Distribution

## Semester I

### 1. Theory Papers (CC)

#### Paper BED-01, BED-02, BED-04, BED-05 (A)

Duration: 3 hours

Marks: 80 marks (40 marks for theory & 40 marks for internal marks) (20 marks for assignment & 20 marks for work)

#### Paper BED-03 (CC)

Duration: 3 hours

Marks: 80 marks (40 marks for theory & 40 marks for internal marks) (20 marks for assignment & 20 marks for work)

#### Theory Papers (BC)

#### Paper BED-06

Duration: 3 hours

Marks: 80 marks (40 marks for theory & 40 marks for internal marks) (20 marks for assignment & 20 marks for work)

### 1. Practical

#### Paper BED-06A (BC)

Marks: 50 (10 marks each for Micro Teaching, Observation, Teaching Method-based Learning, Observation)

## Semester II

### 1. Theory Papers (CC)

#### Paper BED-11 (B), BED-12

Duration: 3 hours

Marks: 80 marks (40 marks for theory & 40 marks for internal marks) (20 marks for assignment & 20 marks for work)

#### Papers BED-13, BED-14

Duration: 3 hours

Marks: 80 marks (40 marks for theory & 40 marks for internal marks) (20 marks for assignment & 20 marks for work)

### 1. Practical

#### Paper BED-12 B (BC)

Marks: 50 (10 marks each for Micro Teaching, Observation, Teaching Method-based Learning, Observation)

#### Paper BED-16 A (Scholarship)

Marks: 100 for Interview

#### Paper BED-17 A: Certificate Examinations

Marks: 80 marks (40 marks for Certificate Examinations)



**Schedule of RFA Five Years (Four Semesters)  
PERFORMANCE OUTLINES**

**I Semester**

| Course<br>code | Course Title                                                                                                                                                                                                                                                                   | Course<br>Crnq. | Credits   |   |   | Practic<br>Hours/Week |   | Amount of Practic |    |    |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------|---|---|-----------------------|---|-------------------|----|----|
|                |                                                                                                                                                                                                                                                                                |                 |           |   |   |                       |   |                   |    |    |
| 00100          | Child development and<br>Growth I-II                                                                                                                                                                                                                                           | 10              | 4         | 4 | 4 | 100                   | 0 | 00                | 20 | 00 |
| 00101          | Developmental Child and<br>Education                                                                                                                                                                                                                                           | 10              | 4         | 4 | 4 | 100                   | 0 | 00                | 20 | 00 |
| 00102          | Language Science<br>and Education                                                                                                                                                                                                                                              | 10              | 4         | 4 | 4 | 100                   | 0 | 00                | 20 | 00 |
| 00103          | Subject knowledge and<br>methodology                                                                                                                                                                                                                                           | 10              | 4         | 4 | 4 | 100                   | 0 | 00                | 20 | 00 |
| 00104<br>(A)   | Principles of school Teaching<br>Subject<br>1. Hindi<br>2. English<br>3. Maths<br>4. Science<br>5. Agriculture<br>6. Home<br>7. Art<br>8. Music<br>9. Social studies<br>10. Computer<br>11. Environment<br>12. Health<br>13. Physical Education<br>14. Drawing and<br>Painting | 10              | 4         | 4 | 4 | 100                   | 0 | 00                | 20 | 00 |
| 00105<br>A     | Self<br>1. Basic Teaching<br>2. Assessment<br>3. Multiple Choice<br>4. Questioning                                                                                                                                                                                             | 10              | 4         | 4 | 4 | 0                     | 0 | 0                 | 0  | 0  |
| 00106          | Introduction to Education                                                                                                                                                                                                                                                      | 10              | 4         | 4 | 4 | 0                     | 0 | 0                 | 0  | 0  |
|                |                                                                                                                                                                                                                                                                                |                 | <b>20</b> |   |   |                       |   | <b>00 20 00</b>   |    |    |

Teacher

*Chairman  
Committee*

Head

*24/10/2015*

*24/10/2015*

*Principal*

**18 November**

[illegible]

## 1134

**KEY WORDS:** aging; depression; dementia; memory loss

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Figure 1

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# 18 hours

| Course code | Course Title                                                                                                                                                                                                                                                                                                                                                     | Course category | Credit | Credit hours per week |   | Marks Distribution |   | Weight of Marks |    |       |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------|-----------------------|---|--------------------|---|-----------------|----|-------|
|             |                                                                                                                                                                                                                                                                                                                                                                  |                 |        | L                     | T | U                  | E | TA              | TE | Total |
| BC121       | Learning and Teaching                                                                                                                                                                                                                                                                                                                                            | CL              | 4      | 4                     | 0 | 100                | 0 | 40              | 20 | 100   |
| BC122       | Supervision for Learning                                                                                                                                                                                                                                                                                                                                         | CL              | 4      | 4                     | 0 | 100                | 0 | 40              | 20 | 100   |
| BC123       | Classroom and Technology related                                                                                                                                                                                                                                                                                                                                 | CL              | 4      | 4                     | 0 | 100                | 0 | 40              | 20 | 100   |
| BC124       | Classroom Management and IT                                                                                                                                                                                                                                                                                                                                      | CL              | 4      | 4                     | 0 | 100                | 0 | 40              | 20 | 100   |
| BC125       | Subject Content (40 hours)<br>a. Grammar/Phrase<br>Education<br>b. Reading and Phonetic<br>Education<br>c. Basic Education<br>d. Grammar and<br>Composition<br>e. Instructional and Formal<br>method<br>f. Communicative Education                                                                                                                               | CL              | 4      | 4                     | 0 | 100                | 0 | 40              | 20 | 100   |
| BC126       | 40 Pts Open or Core<br>1. Communicative Strategy<br>2. Theory Classroom Management and Instructional Process<br>3. Lesson plan<br>4. Lesson and Lesson<br>Assessment<br>Programme (Classroom Management and<br>Classroom)<br>5. Studies (With<br>Continuous contact with<br>Academic and<br>Applied Aspects and<br>or research<br>Workshops<br>Experiments etc.) | CL              | 4      | 4                     | 0 | 100                | 0 | 40              | 20 | 100   |
|             |                                                                                                                                                                                                                                                                                                                                                                  |                 | 20     |                       |   |                    |   | 160             | 80 | 240   |

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'Grade Letter' is an index to indicate the performance of students at a particular course & is arrived at by comparison of actual marks scored by a student in a unit system. Grade Ranges are (A, B, C, D, E, F, G, N)

'Grade Point' is the weighted value to each grade letter depending on the range of marks scored

'Course Grade Point Average (CGPA)' is the product of 'Grades credit assigned to the course' and the 'grade point scored by the course'.

'Semester Grade Point Average (SGPA)' is an index of a student's performance in a given semester. It is the sum of the 'Total credit score earned by students in all courses at the semester' and the 'Total number of credit assigned to the course in the semester'.

'Cumulative Grade Point Average' (CGPA) gives the cumulative grade point average of B.A.B.A. and is computed based on the following formula:

#### Credit Ratings

The UGC programme has 48 credits across the 4 semesters of studies in weightage ratio 1:1:1:1.

Distribution of Credit for semesters is as follows:

| Semester | I     | II    | III   | IV    |
|----------|-------|-------|-------|-------|
| Credits  | 12    | 12    | 12    | 12    |
|          | 4+4+4 | 4+4+4 | 4+4+4 | 4+4+4 |
|          | 200   | 200   | 200   | —     |
|          | 100   | —     | 200   | —     |
|          | —     | 200   | —     | 100   |

#### Credit and Practicelives

Practicelives = 1 hour of Practicelives per week

Practicelives < 1 hour of Practicelives (1 hour per week)

Practicelives < 1 hour of Practicelives (1 hour per week)

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 Head of the Institution  
 (Signature)

## Grading

| Letter Grade     | Grade Point | Mark Range (%) |
|------------------|-------------|----------------|
| A+ (Outstanding) | 4.0         | 91-100         |
| A (Excellent)    | 3.5         | 86-90          |
| A- (Very Good)   | 3.0         | 81-85          |
| B+ (Good)        | 2.5         | 76-80          |
| B (Satisfactory) | 2.0         | 71-75          |
| C (Average)      | 1.5         | 66-70          |
| D (Poor)         | 1.0         | 61-65          |
| F (Fail)         | 0.0         | 56-60          |
| F (Fail)         | 0.0         | Below 55       |
| W (Withdrawn)    | 0.0         | Withdrawn      |

### Computation of GPA and CGP A student takes four average 3-credit courses

(each 3-credit course 3.0 ECTS)

The GPA is the ratio of the sum of the product of the number of credit with the grade points earned by a student to off the number earned by a student and the sum of the number of credits in all the courses belonging to the student, i.e.

$$GPA = \frac{\sum (C_i \times G_i)}{\sum C_i}$$

Where  $C_i$  is the number of credits of the  $i^{th}$  course and  $G_i$  is the grade points earned by the student in the  $i^{th}$  course.

The Cumulative Grade Point Average (CGPA) is also calculated to measure student's ability in a course in the course belonging to a student over all the semesters of the program, i.e.

$$CGPA = \frac{\sum (C_i \times G_i)}{\sum C_i}$$

Which is the CGPA after  $P$  semesters and  $C_i$  is the credit number of credits in the semester

Signature  
Date  
Page No.

## Question Papers

1. The question paper of 40 marks will have three sections:

**Section A:** will contain 5 very short-answer type questions, out of which the candidate will be required to attempt all 5 questions, each carrying 2 marks. (15 x 2)

**Section B:** will have 15 short-answer type questions with multiple choices in each unit, out of which the candidate will have to answer 5, selecting one question from each unit, each question carrying 4 marks. (15 x 4)

**Section C:** will have 4 longer type questions in 1 unit each, out of which the candidate will

have to answer any two questions, each question will carry 11 marks. (2 x 11 x 2)

2. The question paper of 40 marks will have three sections:

**Section A:** will contain 5 very short-answer type questions, out of which the candidate will be required to attempt all 5 questions, each carrying 2 marks. (5 x 2)

**Section B:** will have 15 short-answer type questions with multiple choices in each unit, out of which the candidate will have to answer 5, selecting one question from each unit, each question carrying 4 marks. (15 x 4)

**Section C:** will have 4 longer type questions in 1 unit each, out of which the candidate will have to answer any two questions, each question will carry 11 marks. (2 x 11 x 2)

3. The syllabus of content part of paper (P.E. II & P.E. III) shall be the same as provided in the relevant teaching syllabus specified elsewhere provided for the senior secondary examination of the board of secondary education/Examination Board from time to time.

4. The theory question (a) as set in the content part (b) will be evaluated along with guidelines provided in the syllabus as the question set in this part will be based on application of knowledge.

### 7. Organizing a committee of practice teaching:

- The internal assessment or practice of teaching (T-Practical) will be conducted by the concerned with the help of members of the teaching staff and the same will be instrumental to the internally taking the commitment of the practical work.
- In light of this, each candidate should be provided a short case history or the final practice demonstration. As per light from 10 marks candidate should be prepared to teach the lesson plan or high teaching subject.

- There will be a board of Trustees for the overall management for each college which will comprise each constituent is at least one trustee in each category E and F and a minimum of 1/3% of two trustees in category E1 living in each of the two subareas

- The board of Trustees will consist of:
  - The principal of the college concerned
  - A principal or senior well experienced member of the teaching staff of no other teaching college will meet in CITT.
  - An external member from outside the CITTs as a senior member of the teaching staff of an affiliated teaching college.
  - The board is to be composed of 4 members: three a local language and culture.
  - The Board of Teaching Trustees shall be composed of two experienced teaching staff. Approximately 50% must be recruited by the board each year.
  - A listing photograph of teaching Trustees periodically shall be uploaded on the Trustees portal at the time of updating the roster online on the university portal.

  
 Dr. P. S. Sankar Reddy  
 Vice-Chancellor

## COURSE OF STUDY

### EDU 04: Child Development and Learning I

EDU 04

#### Objective

After completing the course, the students will be able to:

1. Explain the basic concepts, principles, and scope of psychology and its relevance to child development and education.
2. Understand the stages of child development (physical, cognitive, and socio-emotional) and the factors that influence each stage.
3. Analyze the developmental theories, including Piaget's Stage, Vygotsky, Freud, and Erikson, and apply these insights to classroom teaching practices.
4. Evaluate the role of family, school, and cultural environment in shaping a child's growth and development.
5. Explain learning theories and pedagogical techniques for enhancing student engagement and knowledge in a learning environment.
6. Identify individual differences among students, including those with special needs, and implement tailored teaching methods to ensure diverse learners.

#### Course Content

##### Unit 1: Introduction of Psychology in Education

- Educational Psychology: History, scope, and significance to teaching/learning.
- Branches of Psychology: relevant to child development (Cognitive, Behavioral, Social, personality).
- Methods in Psychology: Case study, Experimental/Methods, Application of these methods to child development.
- Unit 1: Dimensions of Child Development
- Concepts of Growth and Development: Physical, Intellectual, and Emotional growth, Biology to the Immature, Physical
- Stages of Development
  - Cognitive Development: Piaget's theory
  - Physiological Development: Vygotsky
  - Psychological Development: Freud
- Physical and Social-Emotional Development: Biological and social stages of childhood.



### Unit 10: Educational Implications of Learning Theories

- **Learning Theories and Mechanisms**
  - Behavioural Theories (Pavlov, Watson)
  - Cognitive Theories (Piaget, Vygotsky)
  - Social Learning Theory (Bandura)
- **Behaviourism in Learning:** Major's theory of learning, implications for teaching.
- **Learning Environments:** Creating positive, supportive classrooms and building relationships (constructivism).

### Unit 11: Psychological Aspects and Individual Differences

- **Psychological Aspects**
  - Intelligence: Definition, multiple intelligences, environmental impact of intelligence
  - Creativity: Definition, components, nurturing and assessment
- **Mental Health Issues in Children:** ADHD, depression, learning disabilities, and strategies for supportive education.
- **Specialisation and Personality Development:** Group dynamics, individual roles, social cognition.

### Assessment Task: 10 Marks

#### Assignment: Progress of Theorists and in 10 Marks

- Compare and contrast the development of theories in studies of different environmental backgrounds.
- Critique and synthesis of game-based studies on child development outcomes.
- Identify and explain a psychological tool (e.g., intelligence) in research specifically with learning and assessment.

#### Suggested Readings

1. Aspinwall, J. L., & Kasser, T. (2016). *Education in Educational Psychology* (3rd ed.). Boston: The Pearson Education Publishing House.
2. Slavin, M. E. (2015). *Learning Theories for Teachers*. Washington: New York: John Wiley & Sons.
3. Davis, D., & Miller, M. L. (2018). *The Developing Child: Learning, Growth, and Progress*. Boston: International Council.

  
Dr. Sarah Johnson  
Lecturer



6. Page 1 (1975) *Science of Education and the Psychology of the Child* New York: McGraw-Hill.
7. Page 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.
8. Page 1 (1975) *Science of Education and the Psychology of the Child* New York: McGraw-Hill.

Signature  
Date: 10/10/2020  
Page: 10/10

## Objective

After completing this course, the students will be able to:

1. Identify & reflective understanding of the socio-economic, cultural, and political factors influencing education in contemporary India.
2. Analyze the major trends, issues, and challenges in Indian education within the context of NEP 2020.
3. Understand the environmental processes, values, and commitment related to education in India.
4. Explore innovative practices in education and their role to build stronger institutions.

## Course Features

### Unit I: Foundations of Education in India

- **Education as a Social Process:** Meaning, scope, and historical evolution from ancient to contemporary times; education as an organized, institutionalized activity.
- **State of Education:** Overview of education in the context of globalization, role of education in fostering democracy and inclusive values.
- **Influence of Tradition:** Educational philosophy of various sects in Hinduism, Buddhism, Jainism, Sikhism, and their implications for contemporary education.

### Unit II: Educational Policies and National Integration

- **Constitutional Values and Rights Framework:** Fundamental Rights and Duties, Directive Principles; the role of education in promoting equality, justice, and harmony.
- **National Integration and Social Cohesion:** Role of education in nurturing diversity, equality, and social justice; significance of multiculturalism, multilingualism, and gender equality.
- **Educative and Political:** The interplay between education and politics; role of school and teacher as agents of social change and nation-building.

#### **Unit III: Policies, Programs, and Initiatives in Indian Education**

- **Statistical Overview:** Key developments in Indian education from the University Education Commission (1948) to PDP, EDS, High Quality Secondary Education Commission (2015-17), Education Commission (2018-20), and NEP 2020.
- **Government Educational Policies:** Insights into NEP 2020, NER, EREA, RTE, APEX, NEEL, Kanchi, Caste, Dalit, Women, recent challenges in policy implementation.
- **NEP 2020's Vision:** Upliftment in national income, equity, inclusion, and quality; universal education, Sustained Energy, Right and Lifelong Learning approaches.

#### **Unit IV: Innovation and Technology in Education**

- **Innovative Educational Practices:** Concept and its innovation, addressing societal and technological challenges, linked to educational innovation.
- **Role of Technology:** Digital classrooms, e-learning platforms, ET in education, the use of AI and applications of NEP 2020 for technology-driven education.
- **LEAP 4.0 and Yoga Education:** Integration of LEAP, yoga, and holistic education for overall well-being; the importance of building a life-threatening awareness.

#### **General Test - 20 Marks**

##### **Subject-wise/Topic-wise Distribution - 20 Marks**

- **Subject-wise/topic-wise:** marks for coverage are mentioned below and subject is spread.
- **General Test:** marks for coverage are mentioned below and subject is spread.

These settings are put in combination with a selection and school's selection.

#### Suggested Readings

1. Agresti, A. (1996). *Survey Methods: Concepts and Techniques*. Sage Publications (Fourth Edition).
2. Agresti, A. (2013). *Statistical Concepts in International Social Science Research*. Sage.
3. Agresti, A. (2010). *Statistical Concepts in International Social Science Research*. Sage Publications (Fourth Edition).
4. Agresti, A. (2013). *Statistical Concepts in International Social Science Research*. Sage Publications (Fourth Edition).
5. Agresti, A. (2013). *Statistical Concepts in International Social Science Research*. Sage Publications (Fourth Edition).

## Objective

After completing this course, the students will be able to:

- Analyze literary, linguistic, linguistic and linguistic the impact of these language around language, and cultural and cultural and cultural
- Apply research-based strategies to improve listening, speaking, reading, and writing skills in the classroom and beyond
- Design classroom activities (present, past, and future) that focus on the cultural and linguistic development
- Evaluate contemporary literary and linguistic and cultural and social class, regarding social and cultural evaluation
- Identify common linguistic and social structures and design creative lesson plans and assessment tools
- Define linguistic and social structures and design creative lesson plans and assessment tools

## Course Content

### Unit 1: Foundations of Language across the Curriculum

- History and Functions of Language: Literacy, Literacy, and Literacy in the classroom and beyond
- Language Structure and Function: Language across the curriculum, literacy, and social class and literacy in the classroom
- Language Variation and Register: Language across the curriculum, literacy, and social class and literacy in the classroom

### Unit 2: Text and Context: Skills in the Classroom

- Text Analysis & Contextual Analysis: Textual analysis, literacy, and social class and literacy in the classroom
- Language Skills: Language across the curriculum, literacy, and social class and literacy in the classroom

- **Writing Skills:** Thesis-building, sentence, topic sentences, paragraph, generative AI's
- **Reading Skills:** Summary, reading, annotation, and critical reading of academic and digital texts.
- **Writing Skills:** Mechanics (grammar, punctuation, conventions), format, research, citation (writing), summarizing and organizing ideas.

#### Unit 05: Research and Academic Practices with Technology

- **Identification of Language Difficulties:** Speech delays, fluency, language delay, and other language issues.
- **Research Practices:** Information Literacy Plan (ILP) including multi-source techniques.
- **Technology in Language Support:** Language resources, educational software, and mobile apps.

#### Interact Assessment

##### Writing Task 1: Essay

##### Assignment/Prompt (Approx. 100-150 words)

- Discuss with members and find out the different languages they speak, and prepare a plan to use multilingualism as a teaching strategy.
- Identify which deficit of a country's level education and which country strategy.
- Organize an activity based game to include students in online learning.
- Prepare a classroom that multilingualism is a skill game.
- Share country stories to study without commitment to control as an online platform of these digital content.

#### Suggested Readings:

1. Anderson, W. R. & Lynch, T. (2003). Learning the first language from...
2. Ellis, G. (2003). Teaching English as a Second or Foreign Language: What is New?
3. Murray, A. L. & Jones, R. (2010). *Online English Language*.
4. Smith, K. L. (2010). *Global Adaptive Learning: The New Global Learning Plan*.

3. Lyons, K. (2001). *Language and Society*. New York: Oxford.

4. Vygotsky, L.S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Oxford: University Press.

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7/1

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7/1

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7/1

## Objectives

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

1. Understand the sources and scope of Indian knowledge systems and their historical and geographical foundations.
2. Appreciate the contributions of traditional knowledge systems in various fields, including science, mathematics, medicine, and arts.
3. Analyze the relevance and application of traditional Indian knowledge in contemporary scenarios.
4. Promote awareness of India's cultural heritage, traditional knowledge, and sustainable practices across its traditional systems.

## Course Content

### Unit I: Foundations of Indian Knowledge Systems

- Introduction to Indian Knowledge Systems (IKS): Definition, meaning, and historical evolution; different forms of Indian and Sanskrit knowledge systems.
- Philosophical Foundations: Overview of Vedas, Upanishads, Shaitan, and Jain philosophies; significance of knowledge in Indian traditions.
- Indian Epistemology and Worldview: Sources of knowledge (pramanas); concepts of truth, reality, and consciousness; impact on Indian ways of thinking and learning.

### Unit II: Traditional Science and Mathematics

- Indian Contributions to Science: Ancient observations in astronomy, geophysics, hydrology, and metallurgy; early forms of physical mathematics.
- Indian Mathematics: Development of zero, decimal system, and algebra; contributions of mathematicians like Brahmagupta, Bhaskara.
- Medicine and Health Systems: Ayurveda, Yoga, and Unani; holistic health systems; principles of holistic medicine; relevance in contemporary scenarios.



### Unit 10: Knowledge in Art, Architecture, and Literature

- **Define Art and Architecture:** Traditional (and art) practices, including crafts, performing arts, music, dance, architecture, and film.
- **Traditional Architecture:** Temple architecture, urban planning in India, Vedic Civilisation, Ajanta and Vesali, Gupta.
- **Indian Classical Literature:** Key texts in Sanskrit, Prakrit, and regional languages, including epics like the Mahabharata and Ramayana, Upanishads, and Puranas, etc.

### Unit 11: Environmental Knowledge and Sustainable Practices

- **Environmental Ethics in Indian Tradition:** Philosophies of ecological balance in Hindu texts, the concept of *Pralaya* and *Brahman*, etc.
- **Traditional Agriculture and Water Management:** Indigenous knowledge in agriculture, crop diversity, organic practices, water harvesting, sustainable forest management.
- **Contemporary Relevance:** Application of traditional environmental knowledge in addressing modern ecological challenges, promoting sustainable practices, local or indigenous wisdom.

### Class Test: 10 Marks

#### Assignment Projects (10 Marks Class project)

1. Document a craft or Indian art form (community project).
2. Film or write report on traditional water management techniques in a local area.
3. Debatte class on the application of Ayurvedic principles to modern health and wellness.

#### Suggested Reading

1. Gombrich, E. F. (1983) *History of Indian Philosophy and Culture in Indian Civilisation*. Asia Open, Varanasi.
2. Gupta, N. (2000) *Indian Philosophy and Environmental Conservation*. Alpha Books, Publications.
3. Kumar, K. (2002) *Agriculture and Technology in Ancient India*. Brill, Leiden.
4. Mahajan, V. (1976) *The Foundations of Indian Knowledge*. Varanasi, Banaras Hindu University.
5. Rao, S. (2005) *Ayurvedic Medicine in Ancient India*. New Delhi: National Book Trust.



- In the 1980s, general interest in sports grew, and we saw more live events broadcasted, both on public and private channels, although still at a low level.

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www.elsevier.com/locate/bsbs

- [illegible]

rest. Indeed,

- when it rains - when it rains (he/she will still go outside anyway)
- even if you... find it... (if you prefer to read more)
- no more... all over again...

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12. *Journal of the American Statistical Association*, 1997, 92, 1003-1010.

doi:10.1017/S0022292411000511

doi:10.1017/S0022292412001606

and results

- **Small Group 4-5 people**



and you get -

1. you (H) are (you) wearing a little sword when you're gone;
2. well, it's not (you) but we have your clothes, you;
3. well, it's yours (you) but how often you be with clothes of that;
4. well, it is in the old days you might find that your own are;
5. we are here, you left your sword clothes, too;
6. well (H) upon (H); we have no longer the sword clothes of that;
7. well now that (you) but how often, you;
8. we of olden days I'd have to -



- requires more space
- requires careful fire protection, not, often, fire alarm
- 20 years ago: synthetic flammability & smoke culture
- synthetic materials can not, not, be used

10. Die Zeit, einen gewissen Betrag von €

- [illegible]

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1. *संस्कृत-संज्ञा-संग्रहः* (संस्कृत-संज्ञा-संग्रहः, संस्कृत-संज्ञा-संग्रहः)  
 2. *संस्कृत-संज्ञा-संग्रहः* (संस्कृत-संज्ञा-संग्रहः, संस्कृत-संज्ञा-संग्रहः)  
 3. *संस्कृत-संज्ञा-संग्रहः* (संस्कृत-संज्ञा-संग्रहः, संस्कृत-संज्ञा-संग्रहः)  
 4. *संस्कृत-संज्ञा-संग्रहः* (संस्कृत-संज्ञा-संग्रहः, संस्कृत-संज्ञा-संग्रहः)  
 5. *संस्कृत-संज्ञा-संग्रहः* (संस्कृत-संज्ञा-संग्रहः, संस्कृत-संज्ञा-संग्रहः)  
 6. *संस्कृत-संज्ञा-संग्रहः* (संस्कृत-संज्ञा-संग्रहः, संस्कृत-संज्ञा-संग्रहः)

[illegible]

- १.संस्कृतभाषा में प्रयुक्त होने वाले शब्दों में से चारों को चुनिए। (आंकड़ा ४)  
 २.संस्कृतभाषा में प्रयुक्त होने वाले शब्दों में से चारों को चुनिए। (आंकड़ा ४)  
 ३.संस्कृतभाषा में प्रयुक्त होने वाले शब्दों में से चारों को चुनिए। (आंकड़ा ४)  
 ४.संस्कृतभाषा में प्रयुक्त होने वाले शब्दों में से चारों को चुनिए। (आंकड़ा ४)  
 ५.संस्कृतभाषा में प्रयुक्त होने वाले शब्दों में से चारों को चुनिए। (आंकड़ा ४)

## સાચો પસંદ કરો :

ચોટી : ૪૦૦

જવાબો (સાચીસીધાં લખો) : ૪૦૦

- (૧) કમળ સિંહાણિયા એ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત
- (૨) કમળસિંહાણિયાએ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત
- (૩) કમળસિંહાણિયાએ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત
- (૪) કમળસિંહાણિયાએ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત
- (૫) કમળસિંહાણિયાએ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત
- (૬) કમળસિંહાણિયાએ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત
- (૭) કમળસિંહાણિયાએ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત
- (૮) કમળસિંહાણિયાએ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત
- (૯) કમળસિંહાણિયાએ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત
- (૧૦) કમળસિંહાણિયાએ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત

સાચો પસંદ કરો :

૧. કમળસિંહાણિયાએ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત
૨. કમળસિંહાણિયાએ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત
૩. કમળસિંહાણિયાએ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત
૪. કમળસિંહાણિયાએ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત
૫. કમળસિંહાણિયાએ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત
૬. કમળસિંહાણિયાએ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત
૭. કમળસિંહાણિયાએ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત
૮. કમળસિંહાણિયાએ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત
૯. કમળસિંહાણિયાએ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત
૧૦. કમળસિંહાણિયાએ કુલ સ્કોલરશિપ (અભ્યાસકર્તા) જાહેરાત

f. Marko B. Dan Francis, 'Linguistic Learning' (London: Longman, 1980) 111.

g. Williams, 111. 'Linguistic Learning' (London: Longman, 1980) 111.



## **8.1.1 – 45 / 6.10.11 Pedagogy of English**

12.00.00.00

### **Objectives –**

After completing the course, the students will be able to

1. Develop an understanding of the principles of English language teaching
2. Acquire knowledge of the objectives of teaching English as a second language
3. Develop the core linguistic, grammatical and communicative competences
4. Develop ability to teach language skills such as listening, speaking, reading and writing and language through a communicative approach
5. Acquire knowledge of different approaches and methods of teaching English as a second language
6. Prepare lesson Plans, unit Plans and lesson plans of English language
7. Choose appropriate and use appropriate materials and teaching aids for better teaching of English as a second language
8. Use various strategies of teaching English as a second language
9. Develop material resources and conduct material teaching

### **UNIT I (10 HOURS)**

UNIT I: INTRODUCTION TO PEDAGOGY OF ENGLISH AS A SECOND LANGUAGE

- Concept of language, language acquisition, language teaching
- Forms of English: formal, informal, written and spoken
- Importance of teaching English
- Principles of second language teaching
- Differences between teaching of second foreign language and first/second language

### **UNIT II TEACHING OF ENGLISH LANGUAGE SKILLS**

- Principles of teaching English language skills of basic, CEFR
- Listening: (a) Concept of listening in second language (b) The elements of audio material (c) Teaching in the receptive mode (d) Understanding, Comprehension, specific instruction



- Resources for Teaching and Learning English (text books, work books, teachers' hand books, charts, posters, flash cards, board work, audio-visuals, video, LSP, substitution, circumlocution, gestures, responses, learners' feedback, role plays, songs, stories and activities, Language Mistakes and Language games, Use of personally relevant and useful for language-learning).

Types of tests: Achievement test, Proficiency test, Diagnostic test, Progress test, Entry language test, Placement and Placement test, Entry and Exit test, Placement of a newcomer into a group and test of successful learning.

#### General Assessment

##### 1. Action Item: 10 weeks

##### 1.1 Language Project (Use of the following) 10 weeks

- Planning of 12 weekly building exercises and strategies to teach the student in the classroom.
- Identification of learning difficulties encountered by student students during teaching practice.
- Review of materials related to teaching and learning of English from classroom/practice materials of the project.
- Preparing an action plan for improving use of the following skills: reading skill, writing skill, listening skill, speaking skill.

#### References (BIBLIOGRAPHY)

1. Brown, R. L. and Hudson, L. B. (1977) *Teaching English in India*. Madras: Orient Longman Ltd.
2. Brown, T. C. (1982) *The English teacher's handbook*, New Delhi: Teaching Publishing Pvt. Ltd.
3. Brown and McHenry, *Teaching English in India* (second language: English).
4. Brown, L. (1971) *Communicative competence*, In: D. Brown (Ed.), *Practical English Language teaching*, pp. 144-150, New York: McGraw-Hill.
5. Brown, L. (1975) *Communicative competence: its language teaching*, Cambridge: CUP.
6. *Online Educational Resource* (<http://www.cemilibrary.com>), India.

7. Elsworth, JILL. *QITE: Methods of Teaching English*. Harlow: Prentice Hall, 1985.
8. Ellis, Rod (2003). *Task-based Language Learning and Teaching*. (Oxford, New York: Oxford University Press) pp. 256-257
9. Ellis, Roden (2004) "A Task-based Approach" *Second Foreign Teaching English*
10. Elsworth, J. L. (1985). *An Introduction to the presentation of English*. London: Edward Arnold
11. Hooley, A. J. (1986). *Guide to Foreign and Foreign English*. L.P.
12. Lamb, Robert (2011) *Language teaching*. New York: The McGraw-Hill Publishing Group, 41-46.
13. Lewis, Geoffrey and Brown, Ian (2006) *Communicative Language of English Teaching* (2nd ed.)
14. Palmer, A. L. (2011) *Motivating: 14 Teaching English in A World Language System*. Philadelphia, Japan
15. Palmer, A. L. (2014) *A Handbook for Teachers of English*. Kluwer Publications, Japan

# Section A

Answer the following questions in brief (not more than 100 words).

1. Define the term 'Literature'.
2. What is the difference between 'Literature' and 'Literary Criticism'?
3. What is the function of literature?
4. What is the difference between 'Literature' and 'Literary Criticism'?
5. What is the difference between 'Literature' and 'Literary Criticism'?
6. What is the difference between 'Literature' and 'Literary Criticism'?
7. What is the difference between 'Literature' and 'Literary Criticism'?
8. What is the difference between 'Literature' and 'Literary Criticism'?
9. What is the difference between 'Literature' and 'Literary Criticism'?
10. What is the difference between 'Literature' and 'Literary Criticism'?

## Section B

Answer the following questions in detail (not more than 200 words).

1. Define the term 'Literature'.
2. What is the difference between 'Literature' and 'Literary Criticism'?
3. What is the function of literature?
4. What is the difference between 'Literature' and 'Literary Criticism'?
5. What is the difference between 'Literature' and 'Literary Criticism'?
6. What is the difference between 'Literature' and 'Literary Criticism'?
7. What is the difference between 'Literature' and 'Literary Criticism'?
8. What is the difference between 'Literature' and 'Literary Criticism'?
9. What is the difference between 'Literature' and 'Literary Criticism'?
10. What is the difference between 'Literature' and 'Literary Criticism'?

Answer the following questions in detail (not more than 200 words).

1. Define the term 'Literature'.
2. What is the difference between 'Literature' and 'Literary Criticism'?
3. What is the function of literature?
4. What is the difference between 'Literature' and 'Literary Criticism'?
5. What is the difference between 'Literature' and 'Literary Criticism'?
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8. What is the difference between 'Literature' and 'Literary Criticism'?
9. What is the difference between 'Literature' and 'Literary Criticism'?
10. What is the difference between 'Literature' and 'Literary Criticism'?

هو دا ستون، کله څو ورځې تر سترگو زياتې شي کيږي داسې دې ورځې شته، چې کله -

زاد کيږي، دې غلټې پېلېږي، او تر ټولو ډېر دې غلټې 15 وده

غېټې تر غلټې څو ورځې زياتې شي، چې غلټې پېلېږي، دې غلټې ټولې -

زاد کيږي، چې د ستور غلټې، غلټې پېلېږي، او تر ټولو ډېر دې غلټې 15 وده

زاد کيږي، چې تر ټولو ډېر دې غلټې پېلېږي، او تر ټولو ډېر دې غلټې 15 وده

هو دا ستون، کله څو ورځې تر سترگو زياتې شي کيږي داسې دې ورځې شته، چې کله -

زاد کيږي، دې غلټې پېلېږي، او تر ټولو ډېر دې غلټې 15 وده

غېټې تر غلټې څو ورځې زياتې شي، چې غلټې پېلېږي، دې غلټې ټولې -

زاد کيږي، چې د ستور غلټې، غلټې پېلېږي، او تر ټولو ډېر دې غلټې 15 وده

هو دا ستون، کله څو ورځې تر سترگو زياتې شي کيږي داسې دې ورځې شته، چې کله -

زاد کيږي، دې غلټې پېلېږي، او تر ټولو ډېر دې غلټې 15 وده

هو دا ستون، کله څو ورځې تر سترگو زياتې شي کيږي داسې دې ورځې شته، چې کله -

زاد کيږي، دې غلټې پېلېږي، او تر ټولو ډېر دې غلټې 15 وده

هو دا ستون، کله څو ورځې تر سترگو زياتې شي کيږي داسې دې ورځې شته، چې کله -

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زاد کيږي، دې غلټې پېلېږي، او تر ټولو ډېر دې غلټې 15 وده

- نقلاً از: (2002) - دادگاه دو جوان از نام این مجله در یک مقاله هم‌عنوان با عنوان «مجله» در  
 مجله «تجرب» (2003) - دادگاه از این مجله در مجله «تجرب» - «مجله» و «مجله» و «مجله»  
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## Course Objectives

By the end of this course, students must be able to:

1. Understand the importance of Bilingual language education in education.
2. Develop effective pedagogical strategies for teaching Bilingual language.
3. Discuss the requirements of Bilingual teachers, abilities, and excellent forms of reporting.
4. Discuss student needs in reading, writing, speaking, and listening in Bilingual.
5. Discuss appropriate for the theory and practice of Bilingual Report writing.

## Course Content

### Unit 1: Introduction to Bilingual Language and its Role in Education

- Overview of Bilingual Language: history, origin, and development of the Bilingual language. Importance of Bilingual in the socio-cultural context of Bilingual.
- Bilingual Patterns: Study of major dialects such as Marathi, Hindi, Gujarati, and their sub-dialects (e.g., Bhojpuri).
- Linguistic Features of Bilingual: Phonetics, grammar, syntax, and semantics.
- Role of Bilingual in Education: Contribution of Bilingual to regional identity and culture. Importance of promoting and preserving Bilingual in educational settings.

### Unit 2: Pedagogical Approaches for Teaching Bilingual

- Methods of Teaching Bilingual: Traditional methods such as lectures, textbooks, and drills; and modern methods such as interactive, and project-based learning.
- Skills in Bilingual Language: Techniques for developing speaking, listening, reading, and writing skills in Bilingual.
- Learning Objectives in Bilingual: Designing clear, measurable learning objectives.
- Teaching Resources: Identifying and utilizing various teaching materials in Bilingual.
- Teaching Strategies: Implementing Bilingual teaching strategies, and classroom management.
- Writing: Development of writing skills through creative writing, essays, and short stories.
- Integrating Cultural Context: Teaching Bilingual in connection with the cultural context, history, and traditions of Bilingual.

### Unit 3: Teaching Bilingual Literature and Folklore

- Introduction to Bilingual Literature: Texts, authors, and genres of Bilingual literature such as Bhojpuri, Hindi, and Urdu. Study of different genres: poetry, prose, and drama.



- **Early Literatures:** Explore early literary texts, myths, and songs. Their role in shaping the cultural and moral values of society.
- **Teaching Strategies for Regional Literature:** Approaches to teaching literature in schools, including literary analysis, discussion, and creative expression.
- **Integrating Local Traditions:** Using regional festivals, stories, and art forms to enhance the understanding of Regional Literature.

#### Unit IV: Assessment Evaluation and Challenges in Teaching Regional

- **Assessment of Language Skills:** Strategies and methods for listening, speaking, reading, and writing in Regional. Methods of assessing students' understanding of Regional language and culture.
- **Challenges in Teaching Regional:** Discussing barriers to providing Regional in often urban, English-medium schools, and addressing language diversity in the classroom.
- **Role of Technology in Teaching Regional:** Using multimedia tools and online resources to engage students in learning Regional language and literature effectively.
- **Promoting Cultural Pride through Regional Language:** Encouraging students to appreciate and celebrate their local culture through language learning.

#### Internal Assessment

##### Written Task (10 Marks)

##### Assignment/Project & Assessment (10 Marks)

- Prepare a lesson plan for teaching a Regional folktale or poem to Class.
- Design a project-based learning module on Regional language and culture, including practical work.
- Create an interactive resource using Regional folk music and stories or local language arts.
- Conduct a research on the use and understanding of Regional in local schools and address its findings.

#### Suggested Reading

1. Das, R. (2018). *Regional Language and Literature: Teaching from Local to Global*.
2. Sharma, M. (2015). *Teaching Regional in Schools: A Pedagogical Approach*. Regional Education Initiative.
3. Mishra, P. (2019). *Regional Texts in Schools: A Study of Pedagogical Practices*.
4. Sharma, R. S. (2017). *Introduction to Regional Languages: Regional Literature from*.
5. Gupta, A. L. (2016). *Master Regional: Language Teaching Methods*. Regional Studies.

## Objectives

After completing the course, the students will be able to

1. Understand the fundamentals of music as an art form, its place in education, and its significance in cultural and recreational settings.
2. Develop an awareness of the theoretical aspects of music, including staff, and musical notation.
3. Use different learning methods and approaches suitable for varied situations of various levels.
4. Foster creativity, discipline, skills, and musical appreciation among learners.
5. Integrate music with other disciplines and apply it to enhancing various education.
6. Develop instruments and music lesson plans that encourage participation, musical literacy, and expression.

## Course Content

### Unit 1: Foundations of Music and Music Education (4 Weeks)

- **Concept of Music Education:** Significance of music in holistic development, social, intellectual, and cultural dimensions.
- **Types of Music:** Introduction to various musical styles and genres, music understanding the Indian Music and Western systems.
- **Goals of Teaching Music in Schools:** Objectives, aims, and impact of music education on students and society.
- **Basic Elements of Music:** Rhythm, melody, harmony, tempo, dynamics, and texture, relation between Indian and Western music traditions.

### Unit 2: Methods and Techniques in Music Education (4 Weeks)

- **Approaches in Music Pedagogy:** Traditional, Suzuki, Orff, and Gamelan methods for teaching music at different stages.
- **Teaching Music Theory and Practice:** Techniques for teaching notation, rhythm, melody, and basic instruments.
- **Curriculum Planning in Music:** Comparison of pre-defined music lesson plans including material, methodology, and assessment.
- **Use of Folk and Regional Music:** Incorporating local and folk music to promote cultural diversity and integration in music education.

### Table III: Research and Integration of ICT in Basic Education (M. Dine)

- Research for Basic Education: Use of resources, video-link with meetings, and online lesson plans.
- ICT in Basic Teaching: Utilizing digital tools, apps for lesson delivery (e.g., Flipgrid, Nearpod), and integrating technology into lesson plans.
- Interdisciplinary Units: Creating units with other subjects like language, mathematics, and social studies.
- Inclusive Basic Education: Designing more inclusive digital content, including content with special needs.

### Table IV: Assessment and Evaluation in Basic Education (M. Dine)

- Assessment in Basic Education: Formative and summative assessment methods using technology (e.g., performance, computerized learning).
- Enhancing Critical Skills: Tools to assess reading and mathematical skills, writing, problem-solving, and critical thinking.
- Feedback and Reflective Practice: Strategies for providing immediate feedback and encouraging self-reflection.
- Developing Student Outcomes: Techniques for addressing various challenges in learning units, including ethics and global awareness.

### Final Assessment

#### Writing Time (10 mins)

#### Assignment/Paper (1 hour 45 min) (10 mins)

- Create a lesson plan for a basic education unit on ethics and values.
- Develop a portfolio of work resources from various multimedia for classroom learning.
- Design a unit plan for digital literacy skills with a focus on critical thinking and problem-solving.

#### References

1. Singh, B. (2020). Assessment of Basic Education in India. *Journal of Education Research*.
2. Patel, K. (2019). Teaching Ethics in Schools: Theory and Practice. *Journal of Education Research*.
3. Gupta, R. (2018). Assessment in Basic Education: Theory and Practice. *Journal of Education Research*.

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1. R. K. S. (2023). *Mathematical Analysis for Engineers*. Elsevier Publications.

### Objectives

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

1. Explain the definition, scope, and scope of Book Keeping in order to effectively transfer their knowledge to others.
2. Analyze the objectives and role of teaching Book Keeping using Shrestha's Treatment, teaching progression and the design of an accountable learning path.
3. Recognize and apply interdisciplinary connections between Book Keeping and subjects like Accounting, Finance, Economics and Business Studies creating integrated learning.
4. Understand practical applications of objectives in Book Keeping and design various engaging lesson plans and steps with VET 2020 standards.
5. Apply principles for constructing a competency-based curriculum in Book Keeping, meeting standards with VET 2020 educational standards and global competency frameworks.
6. Compare value and global Book Keeping curricula, learning progress, teacher design strategies and competency-based learning approaches.
7. Share principles and techniques for effective content-based planning in Book Keeping, promoting alternative organizational efficiency.
8. Compare ET and design with e.g., accounting software, Google Classroom, virtual resources and multimedia via Book Keeping software to ensure modern learning techniques.
9. Check and evaluate working with the financial documents, checks, and digital accounting software for learning a financial curriculum.
10. Evaluate Book Keeping software based on criteria like quality, resources and alignment with global best practices, policy, standards and core standards.
11. Analyze the conceptual and nature of Book Keeping software in a practical and real-world scenario, creating a strategic framework for educational challenges.
12. Implement diverse teaching methods, including digital instruction, problem-solving, collaborative learning, and inquiry-based learning, ensuring they align with a quality educational program.
13. Apply various and strategic techniques to design strategies in Book Keeping, promoting quality and benefits to the classroom.
14. Utilize a variety of assessment and evaluation methods in Book Keeping, ensuring they are aligned to design and implement effective assessment strategies.
15. Design effective assessment tools, like assignment and rubrics, helping progressive and best content and ensure a robust learning outcome.

**Unit I: Introduction to Bookkeeping & Accounting**

- Definition, History, Scope, and Importance of Bookkeeping as a Global Career
- Importance and Role of Bookkeeping in Accounting, Finance, and Taxation
- Comparison with Other Disciplines: Accounting, Finance, Business Studies, and Economics
- Bookkeeping in the 21st Century: Digital Tools, Financial Literacy, and Ethical Practices in Accounting
- Utilizing Local Resources: Recognizing the importance of local resources (e.g., community institutions, local business institutions, and high school accounting graduates) in ensuring the accuracy and integrity of Bookkeeping.

**Unit II: Fundamental Methods and Techniques**

- **Double-Entry Bookkeeping:** Explain and define double entry bookkeeping as a systematic accounting method based on the accounting equation through journals.
- **Journalizing:** Explain students with practical financial accounts and historical developments in accounting.
- **Posting:** Describe various posting methods to address real-world financial and accounting situations.
- **Accounting Cycle:** Explain collaborative learning and group discussion about fundamental principles and practices.
- **Collaborative Learning:** Encourage students to participate in group projects and assignments on financial topics.
- **Industry-Based Learning:** Encourage representation of bookkeeping concepts through practical applications and hands-on activities.
- **Integrating Local Resources:** Utilize local businesses and financial institutions to enhance practical understanding of bookkeeping, including financial statements and reporting.
- **Time Tracking:** Collaborate with peers to discuss financial tracking in real-world accounting situations.

**Unit III: Financial Reports and Educational Resources**

- Concepts and Objectives of Financial Statements in Bookkeeping
- Principles and Components of Comprehensive Financial Statements (Income Statement, Balance Sheet, Cash Flow Statement, and Statement of Retained Earnings)
- Accounting Software and Tools used in Bookkeeping
- Bookkeeping, Financial Statement and Financial Statements in various Organizations in Bookkeeping
- Financial Accounting and Reporting for Local and Global Markets in Bookkeeping
- Importance of GST and Input Tax Credit in Accounting, Finance, Accounting Software, Mathematics, and IT.

- **Structure and Evaluation of Book Keeping Systems:** Criteria, quality, and ethical considerations.

#### Part IV: Assessment, Professional Development, and Research

- **Methods/Concepts of Assessment and Evaluation in Book Keeping**
- **Designing Effective Assessment Tools:** Objectives and Criteria for Book Keeping
- **Types of Evaluation:** Formative, Summative, and Authentic Assessment in Book Keeping/Education
- **Qualitative Qualities and Role of Book Keeping Teachers in Globalized World**
- **Techniques:** Simulation, Case Studies, Role Plays, and Field-Based Learning in Book Keeping
- **Strategies for Effective and Efficient Progressive Teaching in Book Keeping**
- **Active Research:** Identifying and Implementing Action Research Projects to Enhance Book Keeping Teaching Practices
- **Reflective Practice and Continuous Professional Development for Book Keeping Educators**

#### Internal Assessment:

##### 1. Written Test: (10 Marks)

##### 1. Assignment/Project: (10 Marks)

1. Develop a business plan for a company specializing in financial statements, ledger, software tools, and compliance.
2. Analyze Book Keeping methods using a set of evaluation criteria.
3. Design a curriculum based on competency-based learning in Book Keeping.
4. Develop a research proposal on a topic related to a specific book-keeping concept.
5. Conduct a literature review on current research trends in Book Keeping.

#### Bibliography:

Arora, R. (2016). The role of teaching aids in enhancing learning outcomes: A study on Book Keeping education. *International Journal of Education and Management*, 12(1), 45-58. <https://doi.org/10.1016/j.ijem.2016.01.001>

Arora, R., & Gupta, S. (2021). Competency-based education: A framework for Book Keeping education. *International Journal of Accounting Education*, 11, 100-110. <https://doi.org/10.1016/j.ijae.2021.100110>

Chatterjee, S., & Singh, P. (2019). Innovative teaching methods in Book Keeping: Enhancing engagement and understanding. *Accounting Education: An International Journal*, 26(1), 278-290. <https://doi.org/10.1016/j.aed.2019.100001>

Choudhary, P. (2021). *Bookkeeping: A comprehensive guide to accounting and financial management: A modern approach*. New Delhi and Jaipur: India. ISBN: <https://doi.org/10.1016/j.ijae.2021.100110>

Trevisan, J. (2018). What's a teacher's work in making their learning. *Journal of Teacher and Higher Education*, 25(3), 590-601. <https://doi.org/10.1080/10670270.2018.1478912>

Travis, M. (2017). Action research in learning education: Strategies for teacher professional development. *Improving Education: An International Journal*, 1(1), 100-105. <https://doi.org/10.1080/24747214.2017.1302802>

Travis, M. (2018). Making EFL in making their learning: Challenges and opportunities. *International Journal of Education and Management Engineering*, 14(2), 15-25. <https://doi.org/10.5923/j.eme.2018140202>

Travis, M., & Park, S. (2017). Cultural competence writing in a writing: A communication. *Improving Education: An International Journal*, 1(1), 100-105. <https://doi.org/10.1080/24747214.2017.1302802>



## Objectives

After completing the course, the students will be able to:

- Differentiate Commerce Practice and explain its nature, scope, and applications
- Articulate the objectives and aims of teaching Commerce Practice in secondary education
- Recognize the interconnections between Commerce and subjects such as Computer Science, Business Studies, Accounting, and Information Technology
- Understand the principles of constructivist pedagogy in Commerce Practice
- Apply these principles in designing a constructivist-based curriculum aligned with NEP-2020
- Design effective lesson plans, unit plans, and schemes of work for Commerce Practice
- Identify and implement appropriate teaching methods for Commerce Practice and assess students' performance and progress based learning
- Use ICT and digital tools in teaching Commerce Practice, integrating assessment software, e-content or platform, and online simulations
- Understand student assessment techniques specific to Commerce Practice
- Design effective evaluation tools including tests, projects, practical assessments, and learning plan evaluation

## Course Content

### Unit 1: Introduction to Commerce Education

- Definition, Meaning, Nature, and Scope of Commerce and Commerce Practice
- Objectives and Importance of Teaching Commerce Practice in schools
- Role of Commerce in the School Curriculum and its Relevance in Practical Life
- Importance of Connect to other Subjects: Business Studies, and Information Technology
- Use of Local Resources: Encouraging Local Businesses, case studies, and real life commerce practices for teaching

### Unit 1B: Teaching Method and Techniques in Commerce Practice

- **More Teaching:** Promoting cross-selling skills in a simulated setting
- **Case Studies:** Analyzing real-life business case studies and the associated processes
- **Project Based Learning:** Designing a business plan and financial projections for a business and simulation
- **Simulation Method:** Using simulations for understanding business processes and transactions

- Problem-solving Method: Encouraging critical thinking and decision-making through real-world scenarios and challenges.
- Digital Learning: Integrating ICT tools, e-learning platforms, and blended learning models.

#### Unit III: Curriculum Design and Resource Management for Commerce Practice

- Principles of Curriculum Development in Commerce Practice
- Computer-Based Curriculum Design with LMS/MSB
- Lesson Planning, Unit Planning, and Yearly Curriculum Design for Commerce Education
- Development of Learning Materials: Text Books, Business Plans, Financial Statements, and Market Analysis Tools
- Use of ICT in Commerce: Digital marketing, e-commerce, and accounting software for educational purposes

#### Unit IV: Assessment, Evaluation, and Professional Development

- Various Concepts of Assessment in Commerce Practice
- Designing Effective Evaluation Tools: Quizzes, Assignments, Interviews, and Practical Assessments
- Types of Evaluation: Formative, Summative, and Authentic Assessment in Commerce
- Action Research in Commerce Education: Implementing research-based practices to enhance teaching methods
- Reflective Practice and Continuous Professional Development for Commerce Teachers: Strategies for ongoing learning and growth
- Feedback Systems: Effective strategies for assessing and improving student performance in Commerce education

#### Internal Assessment

##### 1. Written Test: 40 Marks

##### 1. Analyze the Prospects of Commerce Sector - 10 Marks

1. Drawing is started by the given or providing information and its conversion in the business scenario.

1.1 Explain a given data scenario of related business (including strategy)

1.2 Analyze a problem or preparing a business plan for a small-scale business

1.3 Draw a marketing funnel graphs through the given market operations

1. Drawing is about conversion of a data or scenario for making right marketing strategy

2. Conduct classroom observation and classroom is report on teaching strategies used in Commerce education

## Objectives

After completing this course, the students will be able to:

- Understand the historical, theory and scope of History as a discipline.
- Articulate the objectives and aims of teaching History using Bloom's Taxonomy to frame educational goals.
- Recognize the historical theory sources of History with reference to Geography, Political Science, Economics, Sociology, and Anthropology.
- Understand the concept and objectives of curriculum development in History.
- Apply principles for constructing a curriculum-based syllabus aligned with NEP 2020.
- Conduct a comparative analysis of Indian and Global History curricula, developing curriculum-oriented History projects for diverse classrooms.
- Assess strengths and challenges for effective and inclusive planning in History.
- Integrate ICT and digital tools, including a learning platform, virtual resources, activities, worksheets, and assessments.
- Develop lesson plans including content, activities, resources, process, primary source documents and sources.
- Select and evaluate History textbooks based on clarity, quality, and global best practices.
- Identify the essential skills and attributes of History teachers in a globalized world.
- Explore various teaching methods, including direct instruction, scaffolding, inquiry-based learning, problem-based learning, case studies, and simulations.
- Utilize case studies, contextualized assignments, and field trips to engage students in learning History.
- Apply strategies to facilitate and enhance classroom management.
- Understand various concepts of assessment and evaluation in History.
- Design of lesson or syllabus in its, including objectives and content.
- Identify and differentiate between various types of assessment methods (formative, summative, aptitude, diagnostic).

## Course Content

### Unit 1: Introduction to History Education

- Definition, History, Theory, and Scope of History as a discipline
- Objectives and aims of Teaching History with Bloom's Taxonomy.
- Interdisciplinary Nature of History: Geography and Geography, Political Science, Economics, Sociology, and Anthropology.

- **History is No. 100 (Century) United Literatures, History, Education, and Technology Development**
- **History Local Historical Resources: Learning History education through community resource, local culture, and activities**

**Foot 11: Tracking Methods and Techniques in Warm.**

- **Blended Teaching:** Combining traditional teaching with technology.
- **Flipped Classroom:** Introducing traditional classroom concepts.
- **Smartboard:** Engaging students with interactive content and resources.
- **Project-Based Learning:** Encouraging critical thinking through practical investigations.
- **Personalized Learning:** Utilizing technology to tailor the learning experience.
- **Hybrid Learning:** Combining online and in-person learning experiences.
- **Collaborative Learning:** Fostering teamwork and shared learning.
- **Active Teaching:** Encouraging student participation and active learning.

## Table 10: Capitalization Budget and Financial Statement to Finance

- Conceptual Understanding of the Internet's Structure and Function
- Principles of Connecting Computing-Based Smart Environments (aligned with NITF 2020)
- Computer Analysis of Network Data Theory Concepts
- Developing Network Topology and Extending Applications (Smart Environments)
- Principles and Techniques for Data and Content Flow in a Smart
- Integration of ICT and Digital Tools (Virtual, Wireless, Ubiquitous, Smart, Ambient, Mobile)
- Selection and Evaluation of Smart Technologies (Security, Privacy, and Best Practices)

Table IV: *Assessments: Theoretical Approaches, and Methodological Elements*

- Michael I. Gopnick: Development and Education in Korea.
- Jinggang Li: Teacher Development in Asia: Overview and Issues.
- Kwanmin Min: Teacher Development and Instructional Innovations in Korea.
- Taroaki Ota: Development of Theory Teaching in a Globalized World.
- Subhagata Sen: Teacher Education, Policy, and Field-Based Learning.
- Anton Stenmark: Creating a culture around to improve teaching practice in Korea.
- Nicholas Tse: Teacher and Instructional Development for Young Children.
- Research and Article Publication: Examples of teacher's practice and teaching works on teacher education in Korea.

### Behavioral Assessment

J. William Towe, III, Editor

1. *Intergovernmental in the context of the Treaty and not in the EU Treaty*

- Develop meeting and task or team, resources, budget, and status reports to them; report, focusing on both local and global to various audiences. Evaluate how effectiveness through a small classroom assignment.
- Conduct a learning field trip (e.g., local historical sites or museum) and prepare a meeting report on how the trip fit into as a meeting resource. Create a learning module based on the trip taking it to the history curriculum.
- Analyze an existing history curriculum from national or international and suggest improvements. Develop a competing local curriculum for a specific future year, aligning it with ELP 2010 guidelines.
- Conduct an action research project on a meeting method, strategy, or challenge at home/school. For example, this could explore the impact of using local historical resources in classroom teaching or assess the influence of history-based learning activities.



## **Objectives**

After completing the course, the students will be able to:

- Understand the definition, scope, and scope of Civics.
- Understand the objectives and aims of teaching Civics within democratic education and societal development.
- Understand the concept and objectives of social studies curriculum in Civics.
- Apply principles for constructing a competency-based curriculum aligned with NEP 2020.
- Compare curriculum contents of Civics across different national and global levels.
- Address strategies and techniques for effective learning/teaching in Civics.
- Integrate ICT and digital tools in teaching, including e-learning platform and multimedia content.
- Understand about CBSE Integrated Curriculum Model's structure and quality.
- Identify the essential qualities of Civics teacher and their role in promoting civic education.
- Employ various teaching methods, such as case studies, role plays, group discussions, debates, and simulations.
- Apply strategies for assessing learning levels and effectively implement teaching.
- Understand various concepts of assessment and evaluation in Civics.
- Design effective assessment tools, including diagnostic and others.
- Identify types of resources including formal, non-formal, and informal resources.

## **Course Content**

### **Unit I: Introduction to Civics Education**

- Definition, scope, and aims of Civics.
- Objectives and aims of Teaching Civics in the context of a democratic society.
- Importance of Civics Education in promoting citizenship and democratic values.
- Importance of Civics education in shaping future citizens with ethical values, history, and social studies.

### **Unit II: Teaching Methods and Techniques**

- Direct Instruction and Group Discussion: Engaging students in debates, role plays, and case studies.
- Inquiry-Based Learning: Encouraging critical thinking and exploration of Civics concepts.
- Use of resources, such as textbooks and digital content, to enhance learning.



- Model Teaching and Team Teaching for better learning skills.
- Inspiring and positive online, synchronous and asynchronous educational environment.

#### Unit III: Curriculum Development and Educational Research

- Concepts and Objectives of Curriculum Development in India.
- Strategies for formulating a curriculum (model) to meet the development of a VET/ITE.
- Designing lesson and unit plans based on a school application and active collaboration.
- Use of ICT and digital resources in learning platforms, videos, etc. in Indian education.
- Criteria for selecting and evaluating ICT in schools.

#### Unit IV: Assessment and Professional Development

- Making Examples of Assessment and Formative Activities.
- Designing Assessment Tools, Strategies and Rubrics.
- Types of Evaluation Formative, Summative and Portfolio Assessment.
- Role of Co-Teacher in a globalized and technocratic world.
- Action Research: Conducting research in their schools and reflecting on teaching practice.
- Reflective Practice and Professional Development for Teachers.

#### Internship Assessment

##### 1. Internship Task – 4 Marks

##### 2. Assignment/Project/ILP based on any one of the tasks

1. Develop a teaching unit/module or create a self-paced or distance learning module.
2. Conduct an analysis of the delivery mechanism of school or a school and suggest improvements.
3. Conduct a needs analysis or performance in the classroom and reflect on its effectiveness.
4. Develop a response document of the ILP as a teacher in a classroom that covers all types of teaching and provide an effective reflection.

## Objectives

After completing this unit, the learner will be able to:

- Understand the definition, types, advantages of task-based learning approaches.
- Understand the essential elements of creating task-based learning, such as identifying language for communication, authentic task, realistic and achievable objectives, and a focus on language, communication, fluency and a classroom context.
- Understand the importance of creating task-based learning (TBL) in 2023.
- Understand the structure of creating TBL lessons in 2023: before, during, and after the task.
- Understand the importance of creating TBL lessons in 2023: before, during, and after the task.

## Examples

Unit 1: Introduction to Task-Based Learning

- Lesson 1: Defining Task-Based Learning and its Importance.
- Lesson 2: Overview of the Unit: Task-Based Learning and its Benefits.
- Lesson 3: Introduction to the Unit: Task-Based Learning and its Importance.
- Lesson 4: Understanding the Importance of Task-Based Learning.

## Unit 2: Task-Based Learning Techniques

- Lesson 1: Defining Task-Based Learning and its Importance.
- Lesson 2: Understanding the Importance of Task-Based Learning.
- Lesson 3: Understanding the Importance of Task-Based Learning.
- Lesson 4: Understanding the Importance of Task-Based Learning.
- Lesson 5: Understanding the Importance of Task-Based Learning.
- Lesson 6: Understanding the Importance of Task-Based Learning.
- Lesson 7: Understanding the Importance of Task-Based Learning.
- Lesson 8: Understanding the Importance of Task-Based Learning.



- **Time Finding:** Practitioner is required to identify how the teaching is distributed during a lesson.

#### **Unit 10: Evaluation, Reflection and Professional Behaviour – Concept and History of Evaluation for English B World Studies**

- **Structure and Learning Objectives:** Chapter 10 of syllabus (pages 145-150)
- **Concepts:** History of English and Global Social Studies Subjects
- **Structure:** syllabus, theory and practical components of Certificate in Studies Programme
- **Principles and Evaluation:** A/C and B/C and B/C and B/C and B/C and B/C
- **Structure of B/C and Global Studies:** Learning Objectives, Study Resources, Activities and B/C
- **Structure and Evaluation of English and Global Studies:** Learning Objectives, Study Resources, Activities and B/C

#### **Unit 11: Assessment and Professional Development**

- **Structure and Learning Objectives:** Chapter 11 of syllabus (pages 151-156)
- **Structure:** syllabus, theory and practical components of Certificate in Studies Programme
- **Structure:** syllabus, theory and practical components of Certificate in Studies Programme
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#### **Unit 12: Assessment**

#### **1. Written Test (15 Marks)**

#### **2. Assignment Project (15 Marks)**

- **Structure:** syllabus, theory and practical components of Certificate in Studies Programme
- **Structure:** syllabus, theory and practical components of Certificate in Studies Programme
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- **Structure:** syllabus, theory and practical components of Certificate in Studies Programme
- **Structure:** syllabus, theory and practical components of Certificate in Studies Programme

- [illegible]

### Integrated Business Model

1. Jorgenson, D. W. (1963) "Theory of Investment Behavior: A Critical Appraisal," *Brookings Papers on Economic Activity* (2), 69-95.
2. Jorgenson, D. W. (1964) "Capital Theory and Investment Behavior," *American Economic Review* 54, 448-55.
3. Jorgenson, D. W. (1967) "The Investment Decision Under Uncertainty," *Journal of Political Economy* 75, 90-106.
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14. Jorgenson, D. W. (1979) "Investment Decision Under Uncertainty: A Critical Appraisal," *Journal of Political Economy* 87, 919-27.
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18. Torgesen, J., & Torgesen, J. (1976). *The role of reading in the development of reading*.

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## **Objective**

Upon completion of this course, students will be able to:

1. Understand the scope, significance, and structure of geography education
2. Apply various teaching methods and techniques suitable for geography
3. Develop lesson plans that address national curriculum, national teaching, and environmental education policy framework
4. Integrate ICT, maps, and technology in delivering geography lessons effectively and efficiently
5. Use assessment strategies to evaluate students' level of learning of geographical concepts effectively

## **Course Content**

### **Unit 1: Foundations of Geography Education**

- **Scope and Scope of Geography:** Understanding geography as a discipline, its branches such as physical geography, human geography, and environmental geography.
- **Aims and Objectives of Teaching Geography:** Development of spatial awareness, environmental awareness, and global perspective.
- **Significance of Geography in the Curriculum:** Role of geography in promoting national integration, global understanding, and ecological awareness.
- **Skills in Geography:** Interpreting map reading, spatial thinking, observation, and fieldwork skills.

### **Unit 2: Method and Approaches in Teaching Geography**

- **Approaches in Teaching Geography:** Lecture method, discussion, demonstration, project-based learning, and experiential learning.
- **Fieldwork and Its Importance:** Field trips, community surveys, and real-world data collection in enhancing geography.
- **Use of Maps and Climate:** Reading map, scale, location, direction, symbols, types of maps, and interpreting map work, how geography lesson.
- **Technological Learning in Geography:** Role of technology, multimedia, and using field equipment to teach geographical concepts.

### **Unit 3: Resource and Importance of ICT in Geography Education**

- **Geography Teaching Resources:** Use of online maps, charts, and multimedia tools to enhance learning and engagement.
- **ICT in Geography Education:** Digital mapping tools (e.g., Google Earth), GIS applications, and online resources for enhancing geography lessons.
- **Environmental and Social Connections:** Integrating environmental education topics such as climate change, sustainability, and conservation.
- **Cross-Disciplinary Links:** Connecting geography with history, economics, and science to provide a multidisciplinary approach to learning.

#### Part IV: Assessment and Evaluation in Geography Education

- **Assessment Techniques in Geography:** Use of formative and summative assessment methods: projects, quizzes, presentations, and maps.
- **Evaluating Geographical Skills:** Assessing map-reading skills, map interpretation, and data analysis.
- **Feedback and Reflective Practice:** Techniques for providing constructive feedback and fostering self-awareness.
- **Tracking Student Progress:** Monitoring and addressing common misconceptions and challenges in learning geography.

#### Further Resources

- 1. **World Atlas** (100 facts)
- 2. **Geographical Perspectives** (100 facts and maps) (100 facts)
- 3. **Project & Assessment** (e.g., 100 facts and maps, Google Earth for mapping a specific geographical area)
- 4. **Online & print resources** (e.g., 100 facts and maps, 100 facts and maps, 100 facts and maps)
- 5. **Online & print resources** (e.g., 100 facts and maps, 100 facts and maps, 100 facts and maps)

#### Bibliography

1. Smith, J. (2020). *Geography Education: A New Paradigm*. Academic Publishers.
2. Doe, M. (2018). *Teaching Geography in Schools: Modern Methods*. Publishers.
3. Brown, A. (2016). *Geographical Thinking and Pedagogy*. Scholarly Press.
4. White, L. (2014). *Geography Education: A New Paradigm*. Academic Publishers.
5. Black, S. (2022). *Geography and Pedagogical Thinking Approaches*. Modern Scholar Publishers.

### Objectives

After completing this course, the students will be able to:

- Understand the scope, objectives, and importance of economics education.
- Apply effective teaching methods to facilitate economic thinking and decision-making.
- Develop lesson plans that incorporate critical and reflective thinking in economics.
- Utilize resources, IT tools, and real-world examples to make economics engaging and relevant.
- Implement assessment strategies to assess and enhance learning in economics.

### Unit 1: Foundations of Economic Education

- **Nature and Scope of Economics:** Understanding economics as a social science. Its branches such as microeconomics, macroeconomics, and development economics.
- **Aims and Objectives of Teaching Economics:** Developing economic literacy, decision-making skills, and awareness of economic issues at local, national, and global levels.
- **Relevance of Economics in the Curriculum:** Role of economics in shaping, analyzing, and addressing socio-economic challenges.
- **Key Skills in Economics:** Analytical thinking, decision-making, problem-solving, and data interpretation.

### Unit 2: Methods and Approaches in Teaching Economics

- **Approaches to Teaching Economics:** Lecture method, discussion, case study, role play, and experiential learning.
- **Inquiry-Based Learning in Economics:** Encouraging students to explore economic issues through research and inquiry.
- **Problem-Solving and Decision-Making:** Applying economic knowledge to solve real-world problems and making informed choices.
- **Experiential Learning in Economics:** Hands-on activities like role-playing, economic experiments, and simulations of market behavior.

### Unit 3: Assessment and Integration of E.T.E. in Economic Education

- **Teaching Aids and Resources in Economics:** Textbooks, newspapers, economic journals, statistical data, and graphs.

- **ICT in Economic Education:** Use of online resources, simulation software, interactive models, and data visualization tools (e.g., Excel, Google Sheets).
- **Contemporary Economic Issues:** Integrating current economic events (e.g., inflation, unemployment, globalization) into the curriculum.
- **Cross-Disciplinary Connections:** Linking economics with social studies, political science, mathematics, and environmental studies.

#### **Unit IV: Assessment and Evaluation in Economic Education**

- **Assessment Techniques in Economics:** Formative and summative assessments, including quizzes, projects, group discussions, and presentations.
- **Evaluating Economic Understanding:** Assessing skills such as data interpretation, critical analysis, and economic reasoning.
- **Feedback and Self-Reflection:** Encouraging students to reflect on their learning and identify areas for improvement.
- **Developing Research Skills:** Addressing common misconceptions and fostering good research habits.

##### **Assessment Methods**

1. **Formative Test:** 10 Marks

2. **Assignment/Project:** (Choose one) 10 Marks

- Prepare a presentation on a current economic issue (e.g., inflation) using ICT tools.
- Design a business plan for a hypothetical startup, focusing on economic factors like market entry.
- Create an economic story or comic book illustrating a concept in the unit.

#### **References**

1. Robbins, L. (2018). *Principles of Economics*. New York: Pearson Press.
2. Mankiw, N. (2020). *Leading Economics Textbook*. Boston: Cengage Education.
3. Kapur, R. (2015). *Educational Assessment in Economics*. Oxford: Oxford Press.
4. IB, IBC (2019). *Business Economics* (IB), New York: IBIB.
5. Bureau of Economic Analysis (BEA). *Methods and Tools*. Current Usage Reports.

### Objectives

Upon completion of this course, student teachers will be able to:

1. Understand key aspects and challenges of teaching Home Science in schools
2. Develop and deliver designed, implement, interdisciplinary concepts in Home Science
3. Explain and apply various methods of teaching Home Science in relation to real life context
4. Integrate technology and resource materials in Home Science teaching
5. Discuss the role of Home Science in providing self-reliance, health and social awareness.
6. Design assessment to learn student learning and extend to Home Science education effectively.

### Course Content

#### Unit I: Foundations of Home Science Education

- Scope and Scope of Home Science (Course) scope and importance of Home Science as a discipline
- Objectives of Teaching Home Science (Personal Development, social and objectives of Home Science education at various levels (primary, secondary, and senior secondary)
- Role of Home Science Education: Instilling life skills, enhancing practical knowledge and promoting self-reliance
- Core Areas of Home Science: Food and Nutrition, Health and Hygiene, Resource Management, Child Development, and Textile and Clothing

#### Unit II: Teaching Methods and Strategies in Home Science

- Instructional Methods: Lecture, Demonstration, Group-based Learning, Supervised Practice (e.g., cooking and sewing)
- Interpretation of Real-life Contexts: Connecting classroom learning to daily life applications
- Technological Integration: Use of multimedia, digital resources, and online platforms in teaching Home Science concepts
- Innovative Strategies: Authentic learning, inquiry, collaborative learning, and experiential approaches to teaching Home Science



#### Part III: Curriculum and Lesson Planning in Home Science

- **Curriculum Development:** Hierarchical Application of Home Science curriculum at different educational stages
- **Lesson Planning:** Objectives, content, activities, teaching aids, and resources materials
- **Use of Teaching Aids:** Factors in real life, models, charts, and teacher's resource centre
- **Planning the Practical Activities:** Outgoing teaching statements in areas such as cooking, sewing, and home management in individual experimental learning

#### Part IV: Assessment and Evaluation in Home Science

- **Assessment Techniques:** Use of formative and summative assessment techniques in Home Science education
- **Evaluation Tools:** Grouping system, practical exams, classroom checklist, and rubrics for different assessment
- **Subjective Practice and Feedback:** Encouraging student self-evaluation and reflection for continuous improvement
- **Continuous Engagement:** Role of Home Science in community outreach and the promotion of sustainable practices

#### • Internal Assessment:

- 1. Internal Exams (40 Marks)
- 2. Assignment/Follow-up of Home science (40 Marks)

- Prepare study notes on concepts and make job for a working age group
- Develop a system to collect or record management techniques in a household setting
- Create a portfolio of work samples and (short) video case studies
- Conduct a survey or household hygiene practices within a community

#### References

1. Dey, R. (2015). *Management of Home Science Education*. New Delhi: K. Jaiswal Publications.
2. Dey, R. & Dey, S. (2018). *Teaching Home Science: A Practical Approach*. Mumbai: Oxford Publishers.
3. Singh, V. (2018). *Practical Methods (Theories and Practical Approaches)*. Jaipur: Gurukul Publications.
4. Kumar, A., & Mehta, P. (2019). *Home Science Education: Theory and Practice*. New Delhi: Vikas Publishing House.
5. Singh, V. (2017). *Health, Hygiene, and Safety Practices*. New Delhi: AITBT.

### Objectives

Upon completion of the course student must be able to:

1. Understand the Status, Place, Value and Objectives of teaching chemistry at secondary/ senior secondary level.
2. Understand correlation with other subjects.
3. Understand critically the contemporary status of chemistry.
4. Develop understanding of various objectives of teaching Chemistry in Secondary schools.
5. Understand and adopt proper methods of teaching various topics of Chemistry.
6. Appreciate the usefulness of various laws, chemical activities for teaching interest of pupils in Chemistry.
7. Get acquainted with various methods of evaluation of the progress of pupils in Chemistry.
8. Discuss and identify types of curriculum material for teaching Chemistry.
9. Understand the difficulties faced in teaching and learning Chemistry and suggest suitable measures.
10. Evaluate critically the existing syllabus of Chemistry presented in Secondary/ Senior Secondary level in the form of Question.
11. Perceive teaching is scientific method and deriving suitable targets among their students.

### Unit II: The Nature of Science

- Definition of Science according to Oxford Scientific Library with scientific examples from Chemistry.
- Nature of science: The special science is chemistry.
- Interrelationship of science, Technology and Society: Objectives of Teaching Chemistry.
- Correlation of chemistry with other subjects.

## **Unit – B: Curriculum and Planning**

- Choosing Curriculum, Plans of Chapter, & lesson Curriculum.
- Principles of Curriculum: Connection, Difference between Curriculum and Syllabus.
- Concrete activities, forms of learning (exclusion of elements)
- Global approach of Germany syllabus at Secondary/Higher Secondary level provided by Council of Secondary Education, Bavaria.
- Choosing: Text, lesson plan, subject & unit plan.
- When Teaching, Skills of teaching & lesson Planning.
- Methods of Teaching: Content: Joseph Mehl, Determination Method, Education Method, Problem Solving Method, Project Method, Active Method, Maslow's hierarchy method, Constructivist method, C.M.
- Qualities of choosing teacher.

## **UNIT-III Instructional Support System**

- Teaching Aids in Classroom: Audio, A.V. Aids, Educational Brochures, Understanding Chart, Models, Low Cost Teaching Aids, Improved Apparatus.
- Classroom: Lab (open Plan, Dynamic, Flexible, Maintenance of records, reports, record & organization of apparatus, safety apparatus in Lab).
- Organization of report book, and evaluation of a Text Book.
- Use of Classroom in daily life with examples.

## **Unit - IV: Assessment & Evaluation of Secondary learning**

- Evaluation: Meaning and Concept.
- Choosing content and construction of achievement test, Objective testing and modified testing.
- Essay type testing: Advantages and disadvantages.
- External and Internal assessment by Examiners (CCE) & Parents.
- Assessment of Progress with Study & its importance and its levels (assessment with & Without).

- Differences – how assessment, teacher's record observation, field log, the progression of learners work, portfolio
- Classroom Behavioural Tracking and Home Behavioural Tracking (Different types of items, frequency, sorting as appropriate)

**Assignment :-**

1. Lesson Plan 10 marks

2. Any one of the following 17 marks

- Planning and Conducting Experiments
- Preparation of notes and charts
- Preparation of Display Project
- Preparation of display Map and its location features
- LHS, LRS & contribution of any one previous India Chapter
- Preparation of any book, magazine, original source (National, national, National)
- LHS, LRS & contribution of any one previous India Chapter
- Critical study of any one source (any one) List of Chemistry

**Suggested Reading**

1. Plot, R.D. and Gerson, G.R. Methods of Science Teaching, New Delhi: Eurasia Publishing House, 2011
2. Plot, R.D., Science in schools, New Delhi: Eurasia Publishing, 1982
3. Document of Child Implementation, India Education, 2000
4. Gupta, S.S., Teaching of Science Education, New Delhi: Vikas Publications, 2011
5. Gupta, S.S., Teaching Physical Science in Schools, New Delhi: Vikas Publications, 1982
6. Ayres, R. & Weil, M. Methods of Teaching, Pearson Education, New Delhi, 1978
7. Kaur, M.M., Teaching Teaching, New Delhi: Pearson, 2002

any source, New Delhi: C.R.P.

## Overview

By the end of this course, students will have achieved:

1. Understood the nature, scope, and importance of teaching General Science in the school level
2. Directed various types and resources (examples like lesson, scientific inquiry, and conceptual understanding)
3. Use diverse teaching methods and technological tools to make science meaningful and engaging
4. Design and conduct experiments, demonstrations, and activities that encourage problem-solving
5. Apply effective assessment techniques to assess students' scientific knowledge and skills
6. Prepare scientific records, critical thinking, and environmental awareness among students.

## Course Content

### Unit I: Foundations of General Science Education

- **Nature and Scope of General Science:** Understanding science as a way of thinking, its interdisciplinary nature, and its role in everyday life.
- **Objectives and Importance of Teaching Science:** Aims of science education, scientific literacy, and skills for living in a rapidly changing world.
- **Historical and Philosophical Perspectives:** Contributions of science to human knowledge and culture, scientific methods, and classroom implications.
- **Scientific Process and Environmental Awareness:** Developing an appreciation of environmental sustainability and responsible scientific inquiry.

### Unit II: Methods and Approaches in Teaching General Science

- **Teaching Methods in Science:** Demonstration, Experiments, Inquiry-based Learning, Project-based Learning, and Field Trips.
- **Audio-Visual and Experimental Teaching:** Aids in teaching science (like experiments and classroom demonstrations).
- **Integrating Science into Interdisciplinary Learning:** Use of ICT tools, simulations, and real-world scenarios to enhance student concepts.
- **Classroom Management:** Creating a positive learning environment and effective teaching strategies.

### Unit III: Curriculum, Planning, and Resource Management

- **Curriculum and Content Organization:** Principles of curriculum development to include selection of learning activities and inclusion of age-appropriate content.
- **Lesson Planning and Unit Planning:** Developing learning objectives, designing activities and assessments, integrating cross-curricular links.
- **Teaching Skills and Processes in Science:** Use of direct, indirect, open-ended, higher order, and convergent processes to enhance student learning.
- **Safety Measures in Science Teaching:** Identifying safety positions, risk handling of content, and building habit to instruct to students.

#### **Unit 10: Assessment and Evaluation in Science**

- **Assessment Techniques:** Formative and summative assessment, continuous evaluation, and assessing student skills.
- **Tools for Science Evaluation:** Written tests and questioning, assignments, projects and practical exams.
- **Science Process Skills Assessment:** Observation, classification, inference, measurement, and data interpretation.
- **Self-Evaluation and Reflective Practice:** Encouraging self-assessment among students, teacher self-reflection, and professional growth.

#### **Internal Assessment**

**Written Test: 10 Marks**

**Assignment Project (Assessment): 10 Marks**

- Develop a lesson plan integrating hands-on experiments for a chosen science topic.
- Create a student worksheet (5-7 questions) to track concepts related to science.
- Design an observational and practical activity demonstrating a specific scientific principle.
- Conduct a 5-year study on environmental science issues and propose sustainable teaching strategies.

#### **Bibliography**

1. Sharma, S. C., & Sharma, R. (2019). *Teaching of Science: A Modern Approach*. New Delhi: HarperColl Publishing.
2. Gupta, S. (2018). *Intermediate Science Teaching*. New Delhi: Vista Publishing House.
3. Verma, A. (2020). *The Impact of Digital Education*. New Delhi: NCERT.
4. Choudhary, A. K., & Singh, R. K. (2017). *Teaching Science through Experiments*. Lucknow: Kalyan Publishing.
5. Lathrop, J. (2019). *Revolution in Teaching Science: Concepts Learning*.

## Objective:

By the end of the course, students/teachers will be able to:

1. Understand the scope, scope, and significance of Biology as a science subject.
2. Develop effective instructional plans and teaching methodologies that promote scientific thinking and conceptual understanding in Biology.
3. Employ diverse, learner-centered strategies for teaching Biology that build hands-on and inquiry-based learning.
4. Integrate environmental, social, and ethical considerations into Biology teaching.
5. Design and conduct meaningful assessments to evaluate student biological knowledge and practical skills.

## Course Content

### Part I: Foundations of Biology Education

- **Nature and Scope of Biology:** Importance of Biology as a natural science, its role in understanding life processes and ecological systems.
- **Aims and Objectives of Teaching Biology:** Developing scientific literacy, environmental awareness, and ethical sensitivity.
- **Biology in the Curriculum:** Importance of Biology in school education, interdisciplinary connections, and relevance to real-life applications.
- **Scientific Temper and Ethical Issues:** Instilling a scientific mindset, addressing ethical concerns in Biology (e.g., Genetic Engineering, Biotechnology).

### Part II: Teaching Methods and Strategies in Biology

- **Student-Centered and Inquiry-Based Approaches:** Emphasizing active learning, problem-solving, critical thinking, and inquiry-based methods.
- **Laboratory Work and Field Studies:** Integrating experiments, observations, field visits, and nature walks to reinforce theoretical concepts.
- **Use of Technology in Biology Teaching:** Utilizing multimedia, simulations, virtual labs, and digital resources in biology education.
- **Constructivist Teaching in Biology:** Using concept mapping, group discussion, collaborative learning, and case studies to deepen understanding.

### Part III: Planning and Resource Management

- **Biology Curriculum Planning and Analysis:** Ensuring Biology content is aligned with curriculum standards and learning outcomes.
- **Lesson Planning and Unit Planning:** Steps to develop effective lesson plans that incorporate objectives, teaching aids, and assessments.

- **Teaching Aids and Assessment Clarity:** include biological specimens, digital tools, and assessment measures for Biology teaching.
- **Safety and Ethical Considerations in Biology Labs:** Laboratory safety protocols, ethical considerations in dissections and handling specimens.

#### **Part IV: Assessment and Evaluation in Biology**

- **Assessment Techniques in Biology:** Formative and summative assessments, performance-based assessments, and observational studies.
- **Tools for Biology Evaluation:** Practical exams, assignments, projects, and essays to assess knowledge and skills.
- **Skills in Biological Observation and Analysis:** Recognizing and analyzing patterns, skills in experimental design, data collection, and interpretation.
- **Reflective Practice and Professional Development:** Self-assessment, reflective journals, and ongoing professional growth in Biology education.

#### **Overall Assessment**

##### **Within Unit: 10 Marks**

##### **Supplementary Projects (Assessment): 10 Marks**

- **Project 1:** Design and execute a laboratory experiment on cell osmosis (e.g., a plant Biology test).
- **Project 2:** Develop a project on the use of IT in studying complex biological processes.
- **Project 3:** Design a model or diagram (e.g., plant cell structure model) to illustrate specific biological concepts.
- **Project 4:** Conduct a field study project on local biodiversity or ecological conservation and develop a written report or presentation.

#### **Bibliography**

1. **Science, T/1 (2023):** *Teaching of Biology: A Practical Approach*. New Delhi: Oxford University Press.
2. **Miller, G.E., & Levine, J.N. (2015).** *Biology: The Science of Life*. New York: Pearson Education.
3. **NCERT, (2023).** *Laboratory Manual in Biology*. New Delhi: NCERT.
4. **Smith, H. (2018).** *Teaching Biology in Secondary Schools*. New York: John Wiley & Sons.
5. **Levinson, R. (2019).** *Psychology for Teaching: A Practical Approach*. New York: Routledge.



## Objectives

Upon completion of this course, students should be able to:

1. Understand the scope, nature, and importance of teaching Physics to secondary and senior secondary education.
2. Design effective lesson plans and instructional strategies for teaching Physics concepts.
3. Prepare various material and technological tools to simplify difficult Physics concepts.
4. Develop practical skills and science awards, working through Physics experiments.
5. Evaluate students' understanding using appropriate assessment techniques for Physics.
6. Promote self-learning, curiosity, and problem-solving skills among students.

## Course Content

### Unit I: Foundations of Physics Education

- **Scope and Nature of Physics:** Understanding Physics as a discipline, its role in scientific literacy, and societal implications.
- **Objectives of Teaching Physics:** General and specific objectives of teaching Physics at different educational stages.
- **Philosophy and History of Physics:** Key developments and contributions to the field, major scientific discoveries, and their impact on society.
- **Role of Physics Education:** Its function in logical reasoning, problem-solving, and scientific temper among students.

### Unit II: Methods and Techniques for Teaching Physics

- **Teaching Methods in Physics:** Lecture, Demonstration, Inquiry-based learning, Self-learning, and Project-based learning.
- **Experimental and Activity-Based Learning:** Importance of experiments, laboratory practice, simulations, and problem-solving.
- **Use of Technology in Physics Education:** Integrating ICT tools, simulations, online resources, and data logging systems.
- **Assessment Approaches:** Formative (mapping, flipped classroom strategies, collaborative learning) and summative (examinations) applications of Physics.

### Unit III: Curriculum and Content Planning in Physics

- **Physics Curriculum at Various Levels:** Principles of Physics curriculum design, selection of appropriate pedagogical approaches in Physics textbooks.
- **Lesson Planning and Unit Planning:** Identifying lesson objectives, assessing content, sequencing experiments, and evaluating resources.

- **Effective Use of Teaching Vids:** Engage, clarify, reinforce concepts, and demonstrate practical understanding.
- **Safety in the Physics Lab:** Pre-prepare, handling of equipment, safety guidelines, and preparing students for laboratory work.

#### Exit IV: Assessment and Evaluation in Physics

- **Assessment Techniques in Physics:** Formative and summative assessment, continuous assessment, and performance-based evaluation.
- **Practical Skills Assessment:** Assessing practical skills, accuracy, process skills, observation, analysis, and reporting.
- **Task for Evaluation:** Designing test items, conceptual questions, MCQs, practical assessments, assignment-based evaluation.
- **Reflective Practice and Self-assessment:** Encouraging self-evaluation, peer-review among students for improved understanding and problem-solving skills.

- **Internal Assessment**
- **Module Test: 8 Marks**
- **Assignment/Project of Assessment: 10 Marks**

- **Develop a detailed lesson plan for a topic in Physics:** Incorporating activities, experiments, and evaluation.
- **Classroom application:** Use of HOTS in solving difficult Physics concepts.
- **Design an introduction and model or simulation to demonstrate a specific Physics principle.**
- **Classroom assessment:** Use of Physics lab safety and suggest improvements for safety and efficiency.

#### Bibliography

1. Atkin, A. B. (2015). *Learning Introductory Physics*. New York: Wiley.
2. Serway, R. A. (2015). *Conceptual Physics for Scientists and Engineers*. Boston: Pearson.
3. Serway, R. (2015). *Physics of Teaching Physics*. New York: McGraw-Hill.
4. Halliday, D., Resnick, R., & Walker, J. (2017). *Fundamentals of Physics*. New York: Wiley.
5. Serway, R. (2015). *Introductory Physics: A Strategic Approach*. New York: Wiley Publishing Group.

## Objectives

By the end of the course, the trainees will be able to:

1. Understand the scope and scope of Mathematics as a subject and its importance in daily life.
2. Identify effective teaching strategies to encourage problem-solving, logical reasoning, and critical thinking in Mathematics.
3. Apply various teaching methods to address diverse learner needs and learning styles in Mathematics.
4. Integrate technology and resources effectively to enhance Mathematics teaching and learning.
5. Utilize self-reflection and assessment to enhance mathematical understanding and proficiency.

## Course Content

### Part I: Foundations of Mathematics Education

1. **Scope and Scope of Mathematics:** Understanding Mathematics as a subject of science, mathematics, and its application.
2. **Goals and Objectives of Teaching Mathematics:** Promoting mathematical skills, numerical literacy, and an appreciation for the logical beauty of Mathematics.
3. **Mathematics in the Curriculum:** Role and significance of Mathematics in the school curriculum alongside other subjects.
4. **Developmental Stages:** Insights from Piaget's theory and Vygotsky's theory on the cognitive development of children and its impact on learning.

### Part II: Methods and Approaches in Teaching Mathematics

1. **Inductive and Deductive Methods:** Strategies for introducing new concepts and helping students derive formulas and generalizations.
2. **Activity-Based and Discovery Learning:** Hands-on activities, games, and projects to promote exploration and creativity.
3. **Problem-Solving Approach:** Strategies for teaching problem-solving, guiding students through multi-step problems using mathematical reasoning.
4. **Use of Technology in Mathematics:** Application of digital tools like graphing calculators, spreadsheets, and educational software to enhance concepts and solve problems.

### Part III: Planning, Assessment, and Classroom Management

1. **Planning for Mathematics Instruction:** Creating effective lesson plans, sequencing topics, and managing mathematical content effectively.

- **Mathematical Fluency and Skills:** Using modeling will lead to clarity, greater wealth, and knowledge in using, problem-solving, identifying, and using abstract concepts.
- **Classroom Management in Mathematics:** Strategies for setting an inclusive, supportive, and focused learning environment in Mathematics classrooms.
- **Real-World Applications:** Theory and modeling with real-world situations to provide learners learning experiences regarding a Mathematics education.

#### Unit IV: Assessment and Evaluation in Mathematics<sup>10</sup>

- **Assessment Techniques:** Formative and summative assessments, diagnostic tests, and standardized or teacher-developed projects.
- **Tools for Evaluation:** Rubrics, and assessment scales, assignments, and projects to assess performance and competencies.
- **Alternative Assessment Methods:** Use of portfolios, authentic projects, and self-assessment practices to evaluate conceptual understanding.
- **Reflective Practice and Professional Development:** Encouraging reflective practice for continuous improvement in Mathematics teaching.
- **Assessing Assessment**
- **Writing Unit IV Marks**
- **Assignment/Project of Assessment Unit IV:**
- **Develop a lesson plan that uses a real-world problem-solving approach to teach a specific Mathematics topic.**
- **Create a digital presentation or video explaining the use of technology in solving complex real problems.**
- **Design a multi-step, real-world problem set for a chosen Mathematics concept (e.g., fractions, geometry).**
- **Conduct a small research project on current teaching strategies in Mathematics and report on effective applied strategies.**

#### Bibliography

1. Frege, H. (1988). *Frege on Self and I: A New Aspect of Mathematical Method*. Princeton: Princeton University Press.
2. Davis, K. E. (2008). *Teaching of Mathematics*. New York: McGraw-Hill.
3. NCERT (2015). *Mathematics for Mathematics*. New Delhi: NCERT.
4. Kumar, S. (2016). *Teaching Mathematics in Secondary Schools*. New Delhi: Pearson Education.
5. Brown, R. (2017). *The Psychology of Learning Mathematics*. Routledge.

## Objectives

By the end of this course, students should be able to:

1. Understand the scope, scope, and significance of Drawing and Painting as visual arts in education.
2. Develop effective methods and strategies for teaching Drawing and Painting to foster creativity, expression, and appreciation of art.
3. Supply a variety of materials, tools, and techniques for drawing and painting suitable for different age groups.
4. Integrate art theory, aesthetics, and critical appreciation into teaching Drawing and Painting.
5. Assess students' learning outcomes in Drawing and Painting through observation and assessment for feedback.

## Course Content

### Unit I: Foundations of Drawing and Painting Education

- **History and Scope of Visual Arts:** Understanding Drawing and Painting as forms of self-expression, creativity, and cultural representation.
- **Aims and Objectives of Art Education:** Fostering creativity, emotional development, cultural awareness, and aesthetic appreciation.
- **Role of Art in Curriculum:** Integrating visual arts into the curriculum; the role of Drawing and Painting in holistic education.
- **Psychological Foundations of Art Learning:** How art contributes to child development, emotional and cognitive development in children.

### Unit II: Techniques and Approaches in Teaching Drawing and Painting

- **Basic Drawing and Painting Techniques:** Line drawing, shading, perspective, color theory, composition, and finishing.
- **Approaches to Art Education:** Project-based learning, experiential and experiential, traditional and modern, and contextual learning.
- **Art as Expression and Therapy:** Using Drawing and Painting for emotional expression and as a therapeutic tool in the classroom.
- **Digital Art in Education:** Introduction to digital tools for drawing, painting, and animation (e.g., tablets, software, 3D printing) to expand students' creative possibilities.

### Unit III: Planning, Assessment, and Student Engagement

- **Lesson Planning in Art Education:** Creating lesson plans that balance skill development with creative exploration.

- **Art Awareness and Teaching Skills:** Use of different media (paints, pastels, watercolor, acrylics, oil pastels, and EPI tools) selecting age-appropriate materials.
- **Classroom and Classroom Management:** Organizing a conducive environment for art activities, handling equipment, and managing a diverse group of learners.
- **Art Exhibitions and Competitions:** Planning, setting up exhibitions, understanding their importance, and preparing students for competitions.

#### Part IV: Assessment and Evaluation in Drawing and Painting

- **Principles of Assessment in Art:** Assessing creativity, skill effort and improvement in drawing and painting.
- **Assessment Tools:** Portfolio, art journals, rubrics, and portfolios for assessing student growth.
- **Feedback and Critiques:** Giving constructive feedback to foster improvement and confidence, conducting art critique sessions.
- **Self-reflection and Professional Development:** Encouraging self-reflection in art making and applying to continuous professional learning to enhance teaching methods.

- **Journal Assessment**
- **Visual Test (8 Marks)**
- **Assignment Project (2 Assessment) (8 Marks)**

- Develop a lesson plan for a Drawing or Painting topic, incorporating objectives and learning outcomes.
- Create a digital presentation or the format of a lesson plan that includes lesson objectives, learning outcomes, and assessment methods.
- Develop a teaching aid, model, or visual resource for a specific art technique such as perspective drawing or watercolor blending.
- Conduct a small research project on the impact of art education on students' emotional and cognitive development.

#### References

1. J. Dewey (1901), *Art and Experience*, New York: Modern Library Publishing.
2. Lockman, J. (1985), *Teaching Art & Drawing Skills for the Classroom*, New York: Teachers College Press.
3. Board of Art (1985), *Classroom Through Art*, London: School of Art.
4. Edwards, R. (1995), *Learning to the Right Side of the Brain*, New York: Penguin Putnam.
5. Davis, E. (1995), *The Art and the Chapter of Art*, Teachers College Press.

## To enable the student to:

1. Develop the aesthetic sense and creative thinking in the students.
2. Understand scope of the conflicting and creative use of the imagination in human life.
3. Understand relationship between the literature and education.
4. Acquire ideas about the use of critical thinking and creative imagination in educational environment.
5. Understand about teaching of different subjects through drama and art education in school level.
6. Understand cultural heritage of India and its impact on education.
7. Understand about the school program in the field of art and drama/performers of drama and art education.
8. Develop awareness towards the role of teacher in art and drama education and development of school.

## EDDP in Aesthetic Education

1. Aesthetic education refers to training, which is conceptual and experiential in nature. It is, thus, an Education of Imagination in terms. The education of aesthetic sense through elements.
2. Concept of Creativity of nature within. Nature is great and imagination is education for it. It is necessary to develop Art, Literature and Education. Education is preparation of various types of Art in India.
3. Introduction to aesthetic education, concept, scope, history, methodology, aesthetic education, for practical studies & introduction to them – history of Indian aesthetic theory.

## EDDP in Performing art and Learning

1. Introduction to types of Drama. National Education Commission on Performing Art and its place in contemporary Indian society.
2. Concept, production of some selected drama works. Knowledge of Indian Drama – Drama tradition both in classical and folk. Historical development of time and place drama. Contemporary drama in Indian society.

1. Identification of Public Schools of Bangladesh, Govt. Secondary School, Government, Madrasah, Training, Scientific, Others. Based on their meaning, the researcher is looking at different levels of school.
2. Types of the major schools, as primary, middle, and high school with special reference to Bangladesh and their significant role in enhancement of students' literacy skills.

**1987-1988** *Journal of American Studies*, 21, 1, 1-10.

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**Invested Amount**

- | 1. Write down 100                                                                                                     | 100%    |
|-----------------------------------------------------------------------------------------------------------------------|---------|
| 2. Write down all the following                                                                                       | Results |
| 1. Repeat a word (eg. Monkey) about 15 or more, printed once and perform it in three different places of the room.    |         |
| 2. Repeat, Read or Discuss in 15 words (eg. animal) with any animal type, of animal a word can perform in an animal.  |         |
| 3. Repeat, Read or Discuss in 15 words (eg. animal) with any animal type, of animal a word can perform in an animal.  |         |
| 4. Repeat, Read or Discuss in 15 words (eg. animal) with any animal type, of animal a word can perform in an animal.  |         |
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4. Text as Technology is not optional, not limited to continuous and updates a report without comment.
5. Response is essential related to any form of Text and your response is essential.

#### RELATED READING

1. Bhattacharya, B. The House of the Dead, New York: Oxford University Press, 1991.
2. Bhattacharya, B. The House of the Dead, New York: Oxford University Press, 1991.
3. Bhattacharya, B. The House of the Dead, New York: Oxford University Press, 1991.
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17. Chatterjee, R. The House of the Dead, New York: Oxford University Press, 1991.
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## Objectives

Page 30

## By the end of this lesson, students will be able to:

1. Explain the value, merit, and role of disciplinary knowledge in the other sciences.
2. Delineate how the discipline-based and interdisciplinary efforts and how their combinations affect science.
3. Analyze subject-specific learning activities and adapt them to shared space, multi-subject areas, or interdisciplinary.
4. Design activities related and not place using principles of systems thinking and engineering.
5. Design practical, consistent, and interconnected projects e.g., Innovation, Application in Real-World Contexts.
6. Reflect on the impact of subject and social science in studying what subject has applied science.

## Course Content

## Unit 1: Foundations of Disciplinary Knowledge

- **History and Role of Discipline:** Definitions, characteristics, and functions in science and technology development.
- **Discipline vs. Interdisciplinary:** Cases for differentiation, examples of interdisciplinary approaches.
- **Subject and Discipline History:** How subjects evolve, subject matter, interdisciplinary, historical context, and interdisciplinary approaches.

## Unit 2: Interdisciplinary Approaches and Social Integration

- **Interdisciplinary Methods:** Science, engineering, social, computing, management, and social-humanities, business, environment, systems thinking.
- **Science Teaching Techniques:** Integrative work, interdisciplinary, project-based learning, multi-subject teaching, and the problem-solving, group-based discussion.
- **Mathematical Techniques:** Mathematical approaches, interdisciplinary methods, research, problem-solving, project, discussion, problem-solving, research, interdisciplinary, interdisciplinary.

- **Language Teaching Approaches:** listening, story, grammar, audio, linguistic, cultural, and multimedia themes
- **Local Action and Cultural Perspectives:** studying, assessing, and/or addressing, including, and/or national education values
- **Realization of Local Implementation:** and/or
- **Study of Local Policy Perspectives:** in the context of National Education

#### **Exit 22: Writing Curriculum Theme in Practice**

- **Principles of Content Design:** defining, organizing, sequencing, and mapping (and/or) designing local curriculum
- **Design of Subject Preparation:** local content, learning resources, and planning, resource distribution
- **Practical and Classroom Application:** designing, assessing, progress, e.g., curriculum, policy, linguistic, workplace, and learning, distribution, learning
- **Evaluation of Curriculum Theme:** developing, reform, strategy, and strategy, assessment, and/or reform, feedback loop

#### **Internal Assessment**

#### **Theme Exit 22: Writing**

#### **Assignment, Progress, and Theme Exit 22: Writing**

- **Theme Exit 22: Writing:** linguistic, linguistic, linguistic
- **Theme Exit 22: Writing:** linguistic, linguistic, linguistic
- **Collection of local content:** linguistic, linguistic, linguistic
- **Design of local content:** linguistic, linguistic, linguistic
- **Local content and content:** linguistic, linguistic, linguistic
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- **Local content and content:** linguistic, linguistic, linguistic
- **Local content and content:** linguistic, linguistic, linguistic

#### **Suggested Reading**

- **Theme Exit 22: Writing:** linguistic, linguistic, linguistic

1. Blyth, J. & Tang, C. (1997). *Teaching for Student Learning in Schools*. New Brunswick, NJ.
2. Jones, J. (1996). *Surveys and Statistics*. Appleton, NY.
3. Kline, J. J. (1998). *The Personal Scholastic for Canadian School of Education*. University of Texas.
4. Nelson, L. B. (1975). *Exercises and Teaching Guidelines of the New Edition*. New Brunswick, NJ: (114-122).
5. Yeh, H. (1993). *Canadian Education: Theory and Practice*. Toronto: McGraw-Hill.

### Objectives

After completing this course, the students will be able to:

- To develop basic understanding and familiarity with key concepts gender, gender bias, gender stereotypes, stereotypical gender, gender equity and equality, patriarchy and feminism, and transgender.
- To understand some important theories in connection with the growth of women's education in historical and contemporary periods.
- To learn about gender issues in different continents, cultural differences, social structures, political processes, and the relationship with class, race, religion, and region.
- To understand the need to address gender based violence in all levels, forms and create strategies for addressing it.

### UNIT 1: Gender-based Key Concepts

Gender, Identity, Personality, Discrimination and Feminism

Gender Bias, Gender Stereotyping, and Discrimination

System and Society across Cultures: Class, Religion, Ethnicity, Ideologies, and Region

Gender and Governmental Framework

### Unit 2: Introduction of Women in India: Family, School, and Society

Gender Inequality and Inequality in India: Different types of Inequality in India

Gender Issues in Education – Gender Equality and Inequality: Importance of Class, Caste, Religion, and Region: Importance of Gender in Education: Awareness about inequalities in Education – Gender and the Indian constitution – Gender Inequality and challenges/factors – Gender inequality of change – Life skills and equality.

Role of teacher in addressing the movement of addressing school issues related to Inequality and Gender and create Inclusive school environment.

### Unit 3: Gender Studies: Historical Perspectives on Education

**Abstract Background:** Science, mathematics, and health education and education improvement of women of color and women.

**Introduction:** Contributions.

**Background:** Contributions and Contributions, Policy Initiatives.

**Science and Mathematics in Health Education and Health Improvement of Women of Color and Women of Color: The Importance of Science.**

**Science and Mathematics.**

**Science and Mathematics.**

**Background:** Contributions of Science and Mathematics.

- 1. **Background:** Contributions of Science and Mathematics in Health Education and Health Improvement of Women of Color and Women of Color.
- 2. **Background:** Contributions of Science and Mathematics in Health Education and Health Improvement of Women of Color and Women of Color.
- 3. **Background:** Contributions of Science and Mathematics in Health Education and Health Improvement of Women of Color and Women of Color.
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**Background:** Contributions.

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6. **Background:** Contributions of Science and Mathematics in Health Education and Health Improvement of Women of Color and Women of Color.
7. **Background:** Contributions of Science and Mathematics in Health Education and Health Improvement of Women of Color and Women of Color.

5. American Heart Association: *Heart and Stroke: Statistics and Prevention*. American Heart Association, 2005.
6. American Heart Association: *Heart and Stroke: Statistics and Prevention*. American Heart Association, 2005.
7. American Heart Association: *Heart and Stroke: Statistics and Prevention*. American Heart Association, 2005.



## **Objectives:**

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By the end of this course, students should be able to:

1. Explain the nature and types of knowledge in educational contexts
2. Analyse theories of knowledge, curriculum and their implications for teaching
3. Differentiate between curriculum, syllabus, and pedagogy
4. Critically evaluate curriculum documents, resources and frameworks
5. Investigate the role of education in promoting social justice, inclusion and social justice
6. Apply curriculum theories to analyse and design educational materials and learning experiences
7. Reflect on contemporary curriculum issues in local and global contexts

## **Course content:**

### **Unit 1: Understanding Knowledge and Learning**

- Define knowledge and describe its various types and characteristics
- Analyse different views of learning, especially constructivist, and behaviourist
- Evaluate the social construction of knowledge and its implications for education
- Describe the role of content and identify its types of knowledge (declarative and procedural)
- Differentiate between a learner, knowledge and content

### **Unit 2: Concept, Basis, and Development of Curriculum**

- Define curriculum and distinguish it from syllabus and pedagogy
- Discuss the philosophical, psychological and sociological basis of curriculum development
- Apply various approaches to curriculum development, implementation and evaluation
- Evaluate the process of curriculum change, identifying critical components, implementation and outcomes
- Compare the objectives of curriculum development and alignment

### **Unit 3: Curriculum and Social Justice**

- Analyse how global, national, regional and school-based policies influence curriculum

- Explain factors of demand by providing facts, statistics and evaluation
- Analyse representation of disadvantaged groups (gender, race, class, religion, nationality) in school curricula
- Explain various factors related to exposure, support, identity and performance
- Reflect on the challenges of being comfortable with difference and inclusion

#### **Unit IV: Contemporary Curricula Frameworks and Policies**

- Study curriculum frameworks (NCF 2005, NEP 2020, NEP 2023)
- Identify various (re)formulations of major education commissions (Mitter Commission, Talwar Committee, NCF 2000)
- Analyse various texts to understand school curriculum framing, conceptualisation, selection, and evaluation processes
- Evaluate the role of international organisations (UNESCO, WHO, IFIE) in shaping global curricula agendas
- Reflect on the future development of curriculum studies in India and beyond

#### **General Assessment**

##### **Written Test 1 (1 Hour)**

##### **Answer any Three of Questions 1 to 4 (10 Marks)**

- 1. Evaluation involves Project Work / activities / portfolios designed to measure student efforts, progress, & outputs. What are the major representations involved and how do they relate to school's curriculum (2005, 2020)?
- 2. Content Mapping Frameworks & related tools are necessary for revision of curriculum for a school topic. Highlight one such framework, its strengths, and useful applications.
- 3. Policy Document Review: Study a range of school policy (e.g., NCF 2005, NCF 2023, NEP 2020) from a school context. Identify an identified, addressed area and explain how.
- 4. Curriculum Design: Identify Design & Implementation (D-I) model by a school. Analyse the role of various stakeholders in curriculum design, and identify a school.

- **Comparative Study Report/Project:** An extensive literature of two countries is done. Various countries are different in knowledge representation, access, and application.
- **AIM Based Study/Project:** A study of other nations about their views on intelligent education. Develop a research report with findings and reflective comments on countries.
- **Behavioral Study:** Have a personal view on the term "An Education with Continuous Enhancement/Enrichment/Learning" (Thompson 1984, 2001 event).

#### **Suggested Readings:**

1. Taylor, R. W. (1986). *Intelligence and Continuous Knowledge*.
2. Derry, J. (1976). *Learning and Learning: Critical Study*.
3. Evans, G. (1971). *Personal aspects of Education, Open Publication*.
4. WETB (1985). *National Curriculum Framework*. WETB, New Delhi.
5. WETB (2011). *National Curriculum Framework for School Education*. WETB, New Delhi.
6. Taylor, R. W. (1986). *Basic Principles of Curriculum and Instruction*. University of Chicago Press.
7. DODDLE (2015). *Building Education Future in 2030*. United Nations/UNESCO Publishing.

## Objectives

After completing the course, the students will be able to

1. To get acquainted with the concepts, principles, and nature of teaching and learning
2. To understand the different learning styles based on the differences of learners
3. To study the relationship between teaching and learning and the factors that influence teaching
4. To make use of modern information and communication technology to enhance the teaching-learning process
5. To understand learning as a process of socialization and the process of various activities available according to a teacher
6. To study and analyze the socio-cultural factors influencing teaching and learning
7. To study and understand learning from constructivist perspective
8. To get acquainted with the professional ethics of the teaching profession
9. To study the new trends and innovations developed in the teaching-learning process with professional ethics

## Unit I: Learning and Teaching Process

Teaching: Meaning, history, principles, levels, phases, and nature of teaching, Influences of teaching and instruction on learning

Learning: Meaning, history, factors affecting learning, processes of learning

Relationship between teaching and learning, Assessment and skill development for promoting the teaching-learning process

14. To study the challenges faced by the teachers in a shift from teaching and learning

## Unit II: Issues of Effective Teaching and Learning

- Effective teaching: Meaning, components, and processes of effective teaching, classroom management strategies, Teacher behavior, and classroom climate of teacher's classroom analysis
- Instructional strategies and types of Instructional materials
- Programmed learning: Concepts, principles, and types of programmed learning

- A concept of how to teaching various reading skills.

#### Unit 6 Educational Technology

- Educational Technology: Meaning, Importance and Importance
- Model of teaching: Meaning, Assumptions, and Technological elements of a model of teaching, and how it relates to teaching model
- Communication Context: Types and Communication skills, teaching-learning process in the communication

#### Unit 7- New Trends in Technology-based Learning and Instructional Design

- Analysis and organizational learning in the digital classroom: Issues and concerns
- Tools Teaching / Cognitive learning, and Learning / Content / Imagine, E-Content, E-Learning, and e-Content: How to design these content teaching, learning
- Process in a digital classroom with respect to user, tools, content, and delivery of the content

#### Unit 8 Teaching as profession

- Status of teaching: Professional growth of teacher
- Teacher as a professional: Qualities, identification of the performance, competency, and commitment need for teacher
- Teacher Professional development of teacher
- Professionalism and its development

#### Unit 9 Assessment

- What is Assessment?
- Why is it important?
- Assessment and professional responsibility of a teacher: Theoretical teaching, learning, management (Teacher or Educator, learner's) ideas
- Identify the learning needs of the learner in the digital classroom with respect to their abilities, learning styles, individualized differences, learning difficulties, and their motivation for learning

5. Identify the professional skills, its features and report any two programmes for professional development of teachers supported by the school/learning support or other agencies
6. Conduct an interview of any one student with two/typed background and identify the problem in reading/learning process

#### RECOMMENDED REFERENCES

1. Aggrwal, A.C. (2004), "Educational Psychology", Vikas Publishing House Pvt. Ltd, New Delhi
2. Baly, James (2007), "Child Development", Anurag Hall of India, New Delhi
3. Bellows, Robert and Associates, India (1991), psychology: applied to teaching, Longman, Millershipers, London
4. Bhatia, Pooni (2002), "Teacher (B.Ed.)", Thomson, An imprint of Wapre Collins, London
5. Ginnard Margaret (1996), "Educational and Behavioural Assessment", Wiley and Sons, London
6. "Guidelines for Interview (2007)", "The Standardized Interview in Qualitative Research", The Interview company
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9. Kinross Vincent (1999), "Educational Psychology: for Effective Learning", Routledge Publishing Co., Belmont, California
10. Kunderlik, Paul (1995), "Teacher Education", A H. Wheeler, Alabaha
11. Murali K.V. (1991), "Educational Psychological Psychology", Pearson, India Pvt. Ltd., New Delhi
12. National Curriculum Framework (2005), A.C. J. S., New Delhi
13. Pithwa Alex (2007), "Using Creative Power", India Post Society, Alabaha, India
14. Pithwa M.C. and Pithwa (2002), (2007), "Introduction to Educational Psychology", University of London Press, London
15. Shaffer David (1996), "Social Developmental Psychology", Routledge, Harlow, United Kingdom
16. Sharma Pooni (Bhatia) (2002), "Teacher Education of India", Thomson and Sons, New Delhi
17. Shree Thakur (2007), "The 20th Century Education", Crown Press, Inc., A Sage Publications Company, California

## Objectives

After completing this course, the students will be able to:

1. Understand the relevant principles, design/uses of assessment in learning
2. Identify skills in designing, implementing, and analysing different types of assessment tools
3. Appreciate the role of formative and summative assessment in improving learning outcomes
4. Apply formative assessment assessment strategies in classroom environments
5. Engage with assessment and give assessment techniques for fostering effective learning
6. Understand ethics considerations and challenges in the assessment process

## Expected Issues

### Unit I: Fundamentals of Assessment

- (i) Concept and Nature of Assessment: Meaning, scope and importance in education
- (ii) Principles of Effective Assessment: Validity, reliability, fairness, and transparency
- (iii) Types of Assessment: Diagnostic, formative, summative, and dynamic assessment
- (iv) Purpose of Assessment: Improving learning, assessing learning, certifying achievement, and reporting on accountability

### Unit II: Tools and Techniques of Assessment

- (i) Assessment Tools and Techniques: Tests, questionnaires, portfolios, observations, projects, and rubrics
- (ii) Development of Assessment Tools: Criteria for selecting assessment tools, construction of valid and reliable tools
- (iii) Qualitative and Quantitative Assessment: Differences, pros, and cons

- **Alternative Assessment Techniques:** E-Portfolios, scenarios, narratives, portfolios, projects/ tasks and problem-based assessments.

#### **Unit 10: Assessment for Enhancing Learning**

- **Formative Assessment Strategies:** Feedback, assessment and competencies assessment (ACE).
- **Role of Assessment in Enhancing Education:** Strategies to assess learners and their work.
- **Self and Peer Assessment:** Promoting reflection, autonomy, and critical thinking in learners.
- **Assessment for Lifelong Learning:** Encouraging students to engage in self-directed learning and become self-motivated.

#### **Unit 11: Challenges, Ethics, and Future in Assessment**

- **Ethical Issues in Assessment:** Privacy, security, and cheating prevention.
- **Issues and Challenges:** Funding, test anxiety, high-stakes assessment, and cheating in the test.
- **Assessment Reform and Initiatives in NEP 2020:** (i) promote holistic, learner-centred assessment; (ii) promote competency-based education.
- **Using Assessment Data:** Interpreting data to improve teaching practices and enhance student learning.

#### **Internal Assessment**

#### **Written Test (10 Marks)**

#### **Assignment/Project (10 Marks) and/or (10 Marks)**

1. **Development of an Assessment Task:** Design and administer an assessment task, analyze results, and reflect on findings.
2. **Classroom Observation and Analysis:** Observe and document assessment practices in a real classroom setting, and analyze student effectiveness.
3. **Case Study on Formative Assessment:** Conduct a case study on formative assessment, analyze and discuss its impact on student learning outcomes.



4. **Portfolio Creation:** Create a portfolio that includes top ten assessment and reflection activities in learning progress.

#### **Suggested Reading:**

1. Black, P., & Wiliam, D. (1998). *Developing the Art of Assessment*. Assessment, Evaluation, and Accountability.
2. Brown, G. T. L., & Spivey, L. R. (2014). *Handbook of History and Social Conditions in Assessment*. Routledge.
3. Cohen, A. L., & Swanson, S. H. (2013). *Emotional Assessment of Students: Practical Strategies*. Guilford Press.
4. Fagan, W. J. (2006). *Classroom Assessment: Why Teachers Should Know Better*. Guilford Press.
5. Shepard, J. A. (2005). *The role of assessment in learning action*. Educational Researcher.



**Objectives**

The course will enable the student teachers to –

- To demonstrate knowledge of different perspectives in the area of education of children with disabilities
- To reformulate attitudes towards children with special needs.
- To use specific strategies involving skills in teaching special needs children in inclusive classrooms.
- To modify appropriate lesson/activity/evaluation procedures.
- To incorporate innovative practices in respect to education of children with special needs.
- To contribute in the formulation of policy.
- To implement same pertaining to education of children with special needs.

**Course:-****UNIT 1: PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS**

- Historical perspectives and contemporary needs: Approaches of varying disabilities
- The charity model, the two routes model, the functional model and the human rights model
- Concept of special education, integrated education and inclusive education; Philosophy of inclusive education
- Inclusive technology for successful inclusion

**UNIT 2: LEGAL AND POLICY PERSPECTIVES**

- RTE Act, 2009
- National Policy – Education of Students with Disabilities as the National Policy on Education, 1986, 1993
- PUNJPOO, Education as the National Policy on Disabilities, 2006
- Education of Special Needs Groups under the Sarva Shiksha Abhiyan (SSA, 2005)
- MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary Schools (RIDS, 2005), National Inclusive Education
- Community-based approach

**UNIT 3: CONCEPT OF INCLUSIVE SCHOOL AND ROLE OF TEACHER IN INCLUSIVE SCHOOL.**

- Characteristics of Inclusive school/ strategies for Inclusive school

- Focus and concern is inclusive, support and active participation of children in the classroom. Parental attitude and community awareness for inclusion.
- Quarterly profile of teacher readiness for facilitating Inclusive Education.
- Training programme for Inclusive Teachers and Assessment and evaluation is an inclusive step.

#### **UNIT 4: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL**

- School's readiness by addressing learning difficulties
- Technological interventions and its application – A.T., adaptive and assistive devices, equipment and other technologies for different disabilities
- Pedagogical strategies to support to individual needs of students: Cooperative learning strategies in the classroom, peer-teaching, social learning, buddy system, reflective teaching, self-managing teaching, etc.
- Documentation, record keeping and maintenance

##### **Tasks and Assignments**

1. Class Test 30 marks

2. Assignment 30 Marks

- Case study of a learner with Special needs.
- Making a Report of Visit to a resource person of B.Ed.
- Interviewing a teacher working in an Inclusive School.
- A study of any special teacher training college or institute.

##### **REFERENCES**

1. Horn, I. & Ray, H.M. (ed.). *Exceptional Children in the Schools*, New York, Holt, Rinehart, & Winston.
2. Hallahan, D.P. & Kauffman, J.M., *Exceptional Children: Introduction to Special Education*, Allyn & Bacon, Massachusetts, 1991.
3. Glavitt, Frank M. & Ferrante Steven E., *Education of Exceptional Learners*, Allyn & Bacon, Massachusetts, 1994.
4. Kirk, S.A. & Gallagher, J.J., *Education of Exceptional Children*, Houghton Mifflin Co., Boston, 1990.
5. Nagelker, L.B. *Education of the Exceptional Child*, New York, Longman.
6. Shanker, Sally. *Exceptional Children*, Allyn & Bacon, Boston, Massachusetts.
7. Siegel, V.A. and Brady, J.L. (eds.), *Learning Disabilities – Nature, Theory and Treatment* Spring-Verlag, New York, Inc. 1987.

By the end of this course, students should be able to:

1. Demonstrate basic operational skills in using computer and internet technology
2. Apply digital tools and educational software in teaching/learning contexts
3. Develop educational blogs, websites, and digital teaching resources
4. Use Learning Management Systems (LMS) tool and its applications in e-learning
5. Design e-Learning content from plan to different outputs
6. Understand ethical, legal, and safety issues in using information technologies

## **Course Content**

### **Unit 1: Basics of Computers and ICT in Education**

- Introduction to Computers: Hardware and Software concepts
- Basic Computer Operations: Word Processing, Spreadsheets, Presentation
- ICT: Meaning, Importance, and Scope in Education
- Introduction to Learning Systems: Web-based Learning
- Computer Networks: LAN, WAN, Internet, and Intranet
- Cyber Safety: Ethics and Legal aspects of Networking, Digital Citizenship

### **Unit 2: Educational Applications of Web Technology**

- Internet as a source of Information: Searching, Search Engines, Evaluating Online Resources
- Web 2.0 Tools: Blogs, Wikis, Podcasts, and Discussion Forums
- Learning Management Systems (LMS): usage of Canvas LMS, Moodle, Edmodo
- Social Media for Education: Opportunities and Challenges
- Use of Multimedia: Images, Audio, Video in Teaching

### **Unit 3: E-Content Development and Online Teaching Tools**

- Examples of Multimedia Learning
- Introduction to Content Development Tools: Course, Modules, Pages, Web Pages
- Creating Digital Resources: Text, Images, Audio, Video Integration
- Introduction to the Edmodo Learning Environment (LMS)
- Constructing Online Content: Course, Modules, Pages, Assignments, Quizzes, and Polls

### Unit 10: Integrating ICT into your Lesson and Presentation

- Steps to design ICT integrated lesson plans for school activities
- Internet's Windows, Digital Content, and Virtual Tools
- Assessment Techniques in Online and Blended Learning
- Hypermedia Learning and Multimedia
- Future Trends: Analysis of Intelligent, Computer-Based, Virtual Reality in Education

### External Assessment

#### Written Task – 10 Marks \*

**Assignment Project Title** : (Choose any one) (i) Make a Project (ii) Make Your Own Project

- Develop a blog for educational purposes with focus on ICTs
- Develop a sample lesson module for any one school subject
- Develop a sample educational website using free software (e.g., Google Sites)
- Create a classroom video recording system using any video conferencing tool
- Prepare a report on the use of ICT in your graduate learning school
- Develop a presentation on how use of multimedia in teaching and learning is better

### Suggested Readings

1. Korten, R. (2011). *Technology, Innovation and Educational Change*. NY: ...
2. Morgan, M. (2014). *Evolution of Educational Technology: 1945-2014*. ...
3. Anderson, W. D., & Hughes, J. D. (2005). *Integrating Educational Technology into Teaching*. Boston: ...
4. Gagne, M. (2011). *Computer Applications in Education*. Vista Publishing.
5. Anderson, W. (2011). *Education and Technology: Key Issues and Future Prospects*. ...
6. UNESCO (2011). *ICT Competency Framework for Teachers*.

## OPTIONAL COURSE

(C.P.T.C.R)

### 3. Vocational / Work Education

#### Objective

After completion of the course, the student should will be able to describe

1. Report assigned for manufacturing and design activities
2. Identify suitable values such as self reliance, safety consciousness, teamwork, initiative
3. Work habituated values such as regularity, punctuality, discipline, honesty
4. Self aware capabilities through self-reliance in practical work and services
5. A deeper interest in environment and a sense of belonging, responsibility, and commitment in society
6. Awareness of socio-economic problems of the society
7. Manual work and vocational skills
8. Application for transfer of relevant work

#### Course Content

##### Unit I: Work Education

1. Concept, need, and objectives of Work Education according to Gandhian thought
2. National perspective and current initiatives of Work Education with special reference to national and international documents such as:
  - Policy of National Education Commission (1986)
  - Jyoti Basu's Commission Report (1988)
  - Acharya Suresh Ch. Committee Report on Primary and Secondary Education
  - Secondary Education Commission (1963-64)
  - Education Commission (1964-66)
  - National Policy of Education (1986)
  - National Knowledge Commission
  - NCT-2007 Position Paper on Work and Education
  - UNICEF – Work Education in Schools
  - National Policy on Skill Development
  - UNESCO International Convention on Education
3. Curriculum – concepts, types, characteristics, integrating Work Education in classroom activities, related to work and knowledge.

##### Unit II: Vocational Education

1. Concept, need, and objectives of Vocational Education
2. National perspective and current initiatives of Vocational Education with special reference to national and international documents such as:
  - Policy of National Education Commission (1986)
  - Jyoti Basu's Commission Report (1988)
  - Acharya Suresh Ch. Committee Report on Primary and Secondary Education
  - Secondary Education Commission (1963-64)
  - Education Commission (1964-66)
  - National Policy of Education (1986)
  - National Knowledge Commission
  - NCT-2007 Position Paper on Work and Education
  - UNICEF – Work Education in Schools

- National Policy/ on R&D Development
- UNESCO Operational Framework on Innovation

#### **Part B: Planning for Work and Vocational Education**

1. Planning of Work and Vocational Education: Addressing and types (national, state, local, University, Ministry, Private)
2. Exploring and Identifying need of vocational work and education
  - Type of planning: Objective, economic, activity, operational, progress, evaluation, and reporting.
3. Difference between Work Education and Vocational Education and their need in a country

#### **Suggested Work Activities (any four):**

- Choosing the career
- Application
- Gardening
- Campus tour/ lecture and talking for awareness/charity
- Craft (Food Processing, Woodwork, Paper Artisan)
- Bookbinding
- 陶器制作
- Tailoring

#### **Suggested Vocational Activities (any four):**

- Computer facilities in printing
- Semester assignment/ reporting
- Statistical writing and teaching
- Organic farming

#### **Related Work**

Apart from the above suggested activities, take an initiative to conduct depending upon the availability of your resources.

1. Institute for Social Development Report on Primary and Secondary Education.
2. Blau, H. C. *Class in Education*.
3. Bernard Weiner. *Wages: Neither Luck Nor Skill*.
4. Bernard Weiner. *Salaries: A. Homogeneity, B. Superiority, C. Money, D. Yachts & Castles in the Air*.
5. *1982 World Education in Schools*, 1984.
6. Handbook for Basic School Teachers, Ministry of Education, Government of India.
7. IIEP (1986). *Teacher as Individual Human Being*. Department of Education, New Delhi.
8. Tripathi, S. L. (2000). *Teacher's Union: A Study*. Lucknow, Usha.
9. National Policy on Education (1986), Govt. of India, Ministry of Human Resource Development, New Delhi.
10. National Council of Teacher Education, (1995) *Standards for Teachers*, NCERT, New Delhi.
11. NCERT (1986) *Teacher Education and National Development: Report of the Education Commission*, New Delhi.
12. *Report of the Joint National Commission of Basic School Education*.
13. Ash, M. K. *Teacher's Profession* (Mumbai, Adhyatma, Vishal, Mittal).
14. *History of Teacher Education*.
15. Young, R. (1977). *The Role of Teacher in Personnel Work*, Teachers College, Columbia University, New York.
16. Super, Donald (1975). *Improving Vocational Process*, New York: McGraw and Hill.
17. Government of India, Ministry of Education (1975-76) *The Report of Secondary Education Commission*.
18. Yerkes: *The Mental Testing of Education*.



## 2. Health and Physical Education

### Objectives

On completion of the course, the students should be able to:

1. Develop physical fitness
2. Understand the concept, aims & objectives of health and physical education
3. Understand various communicable diseases
4. Understand and practice good hygiene, balanced diet, and first aid
5. Understand the characteristics of a hygienic environment along with controlling factors and its importance
6. Understand the role of institutions and develop the skill of reporting different physical education activities
7. Develop competencies to prevent athletic injury
8. Conduct team sports, competitions, and all India events

### Course Content

#### Unit I: Health Education

1. Meaning, concept, aims & objectives of health education
  - Definition & historical development of health education, importance, and evolution
2. Disease – concept & causes, personal, infectious and their management
3. Communicable diseases – modes of control & prevention
  - Physical fitness & first aid, meaning, elements & importance
  - Directed by the following words: risk, behaviour, education, hygiene, level of health, sports & more

#### Unit II: Physical Education

1. Concept, definition, aims, objectives and importance
2. Its place in school programme
3. A hygienic physical education programme in school

#### Unit III: Management & Implementation of Different Physical Education Activities

1. Role of supervisor, supervisor and sports: Methods of teaching a selected track (HBI) in secondary school level only
2. Organization, management & administration of extramural, inter-school, state, district, zone, and all India activities
  - Organizing volleyball games like Khushi, Kushi, Mahakushi, etc.
  - Inter-school games like badminton, GKB Sports, X and Sports, etc.
3. Planning, teaching, evaluation and its group meeting of primary stage games

Choose one of the following:

1. Organize your own health activities using a health PE card.
2. Conduct an inspection program at home of mental health.
3. Prepare an individualized health plan for your own health activities in the school.
4. Organize a program on health & hygiene.
5. Organize a seminar.

### References

1. Robbins, Stanley, V., & Tomlinson, R. A., *Education: Dimensions of Physical Education*, Spring Publishing Co., Inc., New York.
2. *WHO's Publishing House: Policy of Health and Sports*, (in Hindi) New Delhi.
3. Lloyd, A. E., & Ogden, D. P., *Physical Education and Health*, Friends Publications, New Delhi.
4. *Physical Education for Secondary School* (T. D. L., Ranchhill, New York).
5. *Outline of Physical Education and Health*, (in Hindi) (Department of Physical Education).
6. Lloyd, Harold, *Physical Education*, London.
7. Dey, Bhabha, & Datta, S., *Physical Education*, (in Hindi) *Physical Education & Physical Education*, New Publications, D. N.
8. Sharma, Yash & Tripathi, *Physical Education and Physical Education*, (in Hindi) *Physical Education*, New Delhi.

**Objectives**

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

1. Explain peace and peace education, their outcomes and commitment to good humanity as well as harmony in social relationships.
2. Understand the variety of different perspectives about peace.
3. Understand the importance of peace and factors responsible for disturbing peace.
4. Understand and practice conflict resolution skill to resolve conflict.
5. Use philosophical skills and it integrate it with rest of the disciplines for promoting peace.

**Course Content****Unit 1: Understanding Peace as a Dynamic Model Reality**

1. Concepts, need and importance of peace education.
2. Basic values over-riding international values: Importance of the attributes, religious and values of peace such as cooperation, co-operation, love, etc. that foster better peace and constitutional values of justice, equality, freedom, respect for differences and ecological systems that secure peace & equity.
3. Challenges to peace by increasing arms, conflicts, ethnic, racial and religious and war resulting in great number of deaths.
4. Natural and human causes of conflict.
5. Conflict at different levels: personal, interpersonal, organisational, national and global.
6. Role of social and ecological conditions and processes that create conflict. Spatial economic growth, political power, resource scarcity, environmental and ecological conditions, international relations (race, war, peace, family, energy, etc.)

**Unit 2: Role of Various Theories and Approaches in Promoting Peace**

1. Concepts of peace according to the following theories:
  - a. Holistic Health
  - b. Existential
  - c. No War/Peace
  - d. Being/Coexistence
  - e. Sustainable Future
  - f. Justice/Equality
  - g. Human Future
  - h. Institutional, Theoretical and International (p=12)
2. Approaches concerning to peace: UN/WHO/ICJ/AMN/Peace Foundations, etc.

**Unit 3: Engagement of Self**

1. Assessment of the response of mind, without or all.
2. Understanding ourselves self as a result of peace is dependent of caring, warmth and appreciation in the body, school, neighbourhood, etc., which promotes healthy disposition and changing culture.
3. Negative responses towards peace: (peace, aggression)

3. Taps activities, appropriate treatment is provided for more positive physical health and attitude.
4. Role of different subjects in resolution of peace.
5. Suggested activities in schools for promoting peace:
  - a. Extension of frontiers of tolerance (aggression management)
  - b. Exposure to peace activities leading to forming peace & unity
  - c. Practice of unity and resolution
  - d. Peace rallies
6. Introduction to resolution of societal conflicts.

### Assessed Skills

#### (Theoretical Learning)

1. That it is possible to co-exist with peace and harmony (learning and achieve objectives in resolution prior to conflict resolution of topics in experiments)
2. Students following weekly programmes of a school from the point of peace.
3. Preparation of a report on stress management for promoting peace.
4. One story of a child suffering from violence.
5. Understanding action plan for peace in school and local community.

### Bibliography

1. Blumenthal, R. H. (1996). *Learning Peace in Children*, National Systems of Education, Publications, Sri Lanka.
2. Branson, G. A. V. (2005). *World Peace through School*, National Systems of Education, Singapore.
3. Cardell, Jack (1975). *101 Ways to Enhance Self-Concept in the Classroom*, Prentice Hall, Engle Cliffs.
4. Charnoff, Bruce (1986). *Learning to Cooperate*, Global Education Books, Thomas Publishers Ltd., York, Pennsylvania.
5. Goleman, D. Salter, David (1995). *Coined Teacher*, Global Learning Books and thought for Ltd., London.
6. Gardner, William J. (1991). *Cooperative Conflict Resolution*, More than 200 journals in *Building Peace in the Classroom*, Thomas, West, Harlow.
7. Uthappa (1988). *Learning the Way of Peace – A Teacher's Guide to Peace Education*, United Nations Educational, Scientific and Cultural Organization, New Delhi.

## A GUIDANCE AND COUNSELLING

8E2253

### Objectives

Upon completion of this course, the student will be able to:

1. Understand the meaning, content and scope of guidance
2. Understand various types of guidance
3. Develop skills in self-concept and interpreting testing outcome and psychological data collected
4. Assess and use the information and outcome of guidance programme for specialisation
5. Understand the meaning, nature and techniques of counselling
6. Develop basic life skills to regulate personal progression in the secondary schools.

### COURSE CONTENT

1. Meaning, Purpose, Scope, Nature and Functions of Guidance
2. Need of Guidance in various stages
3. Principles of Guidance
4. Types of Guidance: Educational, Vocational and Personal Guidance (Their Meaning, Importance, Needs and Importance)
5. Guidance services: Need and Importance
6. Types of Guidance Service: Self-Motivated Guidance service, Informal Guidance, Counselling Service, Follow-up Service.

1. Individual and group guidance in primary and secondary
2. Characteristics of group guidance programme
3. Group Guidance Techniques: Observation, Group Tests, Group Conference, Group discussion, Letter technique, Audio-Visual Technique
4. Role of various community agencies in a school guidance programme
5. Guidance programme: school programme in secondary and upper secondary level
6. Meaning, Nature of Guidance and Role of Teacher as a Counselor

1. Concepts of Special Learning – Guidance needs of special learners
2. Guidance methods for special learners
3. Case study method
4. Remedial services
5. Guidance Technology
6. Types of Tests – Standardized and non-standard tests
7. Guidance in secondary: Observation, Group Tests & Interview
8. Record of Guidance Tests:
  - Cumulative record card
  - Anecdotal record card
  - Anecdotal graph

## GENERAL WERE

Four out of the following

1. Group/Individual: One specialist
2. Critical study of guidance programme in any senior secondary school
3. Survey of guidance work at school/college
4. Evaluation of Career Day involving participation of all

## SUGGESTED READING

1. Aggarwal, J. (2014) *Guidance and Career Development: Counseling Skills* (2nd Edition)
2. Anand, M. (2014) *Principles of Guidance and Counseling for Teacher* (2nd Edition)
3. Bhatia, K.S. (2002) *Principles of Guidance and Counseling: Guidance Studies Publications*
4. <http://www.careerpoint.in/2014/04/12/10-ways-to-improve-counseling-skills/>
5. <http://www.careerpoint.in/2014/04/12/10-ways-to-improve-counseling-skills/>
6. Bhatia, K.S. (2002) *Principles of Guidance and Counseling: Guidance Studies Publications*
7. <http://www.careerpoint.in/2014/04/12/10-ways-to-improve-counseling-skills/>
8. Gupta, V.K. (2008) *Guidance and Career Development: Guidance and Career Development*
9. <http://www.careerpoint.in/2014/04/12/10-ways-to-improve-counseling-skills/>
10. <http://www.careerpoint.in/2014/04/12/10-ways-to-improve-counseling-skills/>
11. <http://www.careerpoint.in/2014/04/12/10-ways-to-improve-counseling-skills/>
12. <http://www.careerpoint.in/2014/04/12/10-ways-to-improve-counseling-skills/>
13. <http://www.careerpoint.in/2014/04/12/10-ways-to-improve-counseling-skills/>
14. <http://www.careerpoint.in/2014/04/12/10-ways-to-improve-counseling-skills/>
15. <http://www.careerpoint.in/2014/04/12/10-ways-to-improve-counseling-skills/>
16. <http://www.careerpoint.in/2014/04/12/10-ways-to-improve-counseling-skills/>
17. <http://www.careerpoint.in/2014/04/12/10-ways-to-improve-counseling-skills/>
18. <http://www.careerpoint.in/2014/04/12/10-ways-to-improve-counseling-skills/>
19. <http://www.careerpoint.in/2014/04/12/10-ways-to-improve-counseling-skills/>
20. <http://www.careerpoint.in/2014/04/12/10-ways-to-improve-counseling-skills/>
21. <http://www.careerpoint.in/2014/04/12/10-ways-to-improve-counseling-skills/>
22. <http://www.careerpoint.in/2014/04/12/10-ways-to-improve-counseling-skills/>
23. <http://www.careerpoint.in/2014/04/12/10-ways-to-improve-counseling-skills/>
24. <http://www.careerpoint.in/2014/04/12/10-ways-to-improve-counseling-skills/>

## 1. INNOVATIONS AND ACTION RESEARCH

9/12/25

### Objectives

After completing the course, the student teachers will be able to

1. Understand the meaning, nature, and process of innovation.
2. Understand the need and importance of innovations in education.
3. Identify common reasons why school is the field of education.
4. Develop skills in planning and conducting action research in schools.

### COURSE CONTENT

- Meaning, nature, and process of innovation.
- Identifying innovation in schools, under five broad categories: school innovation.
- Role of principal and teachers in making schools innovative.

- Types of innovations and recent innovation in education.
- Current trends of innovation in education: Web, WWW, Open Education, Virtual Education.
- Innovations in teaching-learning process: cooperative learning, joyful learning, experiential learning, self-based learning.
- Innovation in evaluation: CTA, peer evaluation, self-evaluation.

- Concept, need, and importance of action research.
- Phases of action research.
- Data study in action research: graphical representation, report writing.
- Developing an action research plan in the school context.

### HEEDFUL WORK

After completion of the following questions

1. Study the traits of a successful innovator in a school.
2. Study the characteristics of an innovative and educational.
3. Study the implementation programme of CTA in a school.
4. Prepare an action research plan to solve any problem of a school.

1. Gupta, H. V. (2007). *Statistical Quality Management*. Asha Publications, Lucknow.
2. Mukherjee, R. (2007). *Total Quality Management in Education*. NEPA, New Delhi.
3. Mukherjee, R. (2008). Leadership for Success Building in Education: Facing the Educational Research and Development. *Vishalaya*.
4. Deming, W. E., Pharis, A. W., Stigler, M. P. & Juran, G. M. (1999). *Handbook of Educational Research*. NCIE, New Delhi.
5. Johnson, R. (2006). *Practical Action Research for Change*. Gamma Press, London.
6. Vyas, L. V. (1999). *Statistical Quality Management*. Gamma Press, London. *Vishalaya*.
7. Park, S. B. & Arora, M. (2006). *Statistical Quality Management*. Vishal Press, Mumbai.
8. Chaudhry, S. & Park, A. D. (2007). *Statistical Quality Management*. Vishal Press, Mumbai.
9. Ram, K. P. (2010). *Statistical Quality Management*. PHI Limited, Delhi.



**Objective:**

By the end of the course, students should be able to:

1. Understand the meaning, importance, and principles of environmental education
2. Analyze environmental issues and suggest possible feasible measures
3. Develop awareness and positive attitude toward environmental preservation
4. Integrate environmental concerns into classroom teaching and school practices
5. Engage actively in eco-friendly initiatives and projects in the school and community level.

**Course Content:**

**Unit I: Fundamentals of Environmental Education**

- Meaning, nature, and importance of Environmental Education
- Aims, objectives, and guiding principles of Environmental Education
- Approaching human-made and environmental issues using participatory
- Components of the Environmental Policy, plans, and action-oriented documents
- Role of teacher in promoting Environmental Education

**Unit II: Environmental Issues and Problems**

- Major environmental problems: Global warming, ozone layer depletion, acid rain, deforestation, loss of biodiversity, and pollution
- Pollution: Types (Air, Water, Soil, Noise, Radiation, visual, thermal, and smog) and sources
- Exposure to hazardous and potentially dangerous
- Environmental movement in India: People's movement, Greenpeace, Narmada Bachao Andolan, New Women's Movements

**Unit III: Environmental Intervention and Sustainable Development**

- Concept of intervention and its importance
- Types of resources: Types, sources, and activities associated with them
- Environmental ethics and the concept of eco-citizenship
- Role of NGOs, youth, and community participation in environmental development

- Governmental legislation in India (PE (1986), Forest Conservation Act (1980), Wildlife Protection Act (1972).

#### **Unit IV: Pedagogical Approaches to Environmental Education**

- Methods and strategies: Field-visits, case studies, roleplay, debates, seminars, group work.
- Infusing Environmental Education within the school curriculum: Science, Social Studies, Language and Mathematics.
- Planning an environmental awareness campaign: process, activities, and school projects.
- Use of ICT in improving environmental education.
- Assessment of environmental awareness in school using various methods.

#### **Internal Assessment**

##### **Written Exam: 15 Marks**

##### **Assignment/Project (10 Marks) and 10 Marks**

- Prepare a project report on any one of the assignments that (e.g., waste management, water conservation) and suggest practical solutions.
- Design an environmental awareness campaign for the school.
- Organise and document a field visit to an environmental area (e.g., wildlife sanctuary, pollution control plant).

#### **Suggested Readings**

1. UNEP (2000), *Our Joint Declaration Framework for School Education*, New Delhi: UNEP.
2. Davis, E. F. (2011), *Foundations of Ecology: Principles, Practices*.
3. Davis, J. (1996), *Environmental Education in the 21st Century: Theory, Practice, Progress and Prospects*, Bangalore.
4. Mahesh, K. K. (2006), *Environmental Education: Theory & Life Skills Development*.
5. Thomas, G. G. (1995), *Participatory Environmental Education: Theory and Construction*, New Delhi: Mahitman Publishing House.
6. UNCTAD (2000), *Agenda 21: Programme of Action for Sustainable Development*, United Nations.