FIRST SEMESTER

BEDC1001: Childhood & Growing Up

Objective: This course will enable student-teachers to understand child and adolescent growth and development, theoretical perspectives, dimensions and stages, cognitive processes, moral development, intelligence and creative phenomena in the Indian-social context.

Credits: 04   **L-T-P: 3-1-0**

Module No.	Content	Teaching Hours
I	**Growth & Development:** - Concept, Principles, Factors, & Stages; Characteristics of stages of development with special reference to Childhood and Adolescence. **Theory of Cognitive Development by Piaget:** Concept, Stages, and Implications with special reference to Indian Context. **Theory of Moral Development by Kohlberg:** Concept, Stages, and Implications with special reference to Indian Context.	28
II	**Motivation:** Meaning, Concept of Motivation, Maslow's theory of motivation, techniques of motivation. **Intelligence:** Meaning & Concept, Types of Intelligence, Theories of Intelligence. **Creativity:** Concept, Factors, and techniques to develop creativity in children.	28

Practicum/Assignment work: (any one)

- Case-study of an adolescent: Problems and Needs.
- Analysis of one Learning theory of child development and its Educational Implications.
- Report on how to increase intelligence and creativity among the students.

Reference Books:

- Backett Chris (2004), Human Growth & Development, Sage Publication
- Das, J. P. (1998), The Working Mind: An Introduction to Psychology, Sage Publication.
- Chomskey, N. (1968), Language and Mind, Harcourt Brace, Jovanobich.
- Singh Indramani & Parasuraman, Raja (1998) Human Cognition - A Multi-Disciplinary Perspective, Sage Publication.
- Baddeley, A. D. (1996) Human Memory : Theory and Practice, Washington, DC: Psychology Press.
- Gruneberg, M. M.; Marris, P.E. & Skyes, R.N. (1998) (Eds) Practical aspects of memory; Current research and issues (Vol.2) John Wiley, New York.
- Brown J. (1976), Recall and recognition, London.
- Piaget, J. (1970), Science of Education and The Psychology of child, New York Orion Press.
- Hurlock, Elizabeth B. (2007), Child Development, Tata Mc Grow-Hill Publishing Company Ltd. New Delhi

- गुप्ता, एस.पी., गुप्ता, अलका, 14200712, उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
- मंगल, एस.के.,14200812,शिक्षा मनोविज्ञान, प्रिंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटडे ,नईदिल्ली
- मूरजानी जानकी, नारंग, दर्शन कौर एवं मणिका मोहन, बाल विकास का मनोविज्ञान,अपोलो प्रकाशन, जयपुर
- यादव, सियाराम, 14200812,अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदापुस्तक भवन, इलाहाबाद
- श्रीवास्तव, प्रमिला, 14200812, बाल विकास एवं शिक्षा संदशिर्का, कनिष्क पब्लिशस, नईदिल्ली

Focus: **This Course is focusing on skill development and employability under the CO1, CO2, CO3, CO4 & CO5.**

Outcome:

After completion of this course the student teacher will able:

CO1: To understand the concept of growth & development in relation to characteristics of various Stages of growth & development.

CO2: To be familiar with theories of child development and their educational implications.

CO3: To develop skill in enhancing motivation in students.

CO4: To be aware of the role of family, school, and society in child development.

CO5: To understand the nature of intelligence and creativity among the students.

COs	POs/ PSOs
CO1	PO1, PO2, PO3/PSO1, PSO3, PSO4
CO2	PO1, PO2, PO3, PO7/PSO1, PSO4
CO3	PO1, PO2, PO3, PO5, PO6/PSO1, PSO2, PSO3
CO4	PO4, PO8, PO9/PSO1, PSO2, PSO4
CO5	PO1, PO2, PO3, PO5, PO6/PSO1, PSO2, PSO3

BEDC0005: Creating an Inclusive School

Objective: *The course will enable the student-teachers to gain knowledge on Policy and legislative frameworks promoting inclusion and learn to create inclusive classrooms using inclusive pedagogy (teaching strategies, CCE) by understanding the linkages and collaborations for resource mobilization.*

Credits: 04   **L-T-P- 3-1-0**

Module No.	Content	Teaching Hours
I	**Inclusive Education:** Concept, objectives, need and Difference between Special Education, Integrated Education and Inclusive Education, Constitutional provision and government policies: Rehabilitation Council of India Act 1992, Sarva Shiksha Abhiyan(SSA), and Persons with Disabilities Act (PWD) 1995, The Rights of Persons with Disability Act 2016. **Children with Special Need:** Concept and classification and Factors affecting the Children with Special Need. **Curriculum for children with special need** with reference to Children with Special Need: Visually Impaired, Hearing Impaired, Locomotors Disabled, Mentally Retarded.	28
II	**Inclusive School:** Readiness and Support Services for Inclusive Education, Teacher Competencies, Role of Class Teachers and Resource Teachers in Inclusive school. **Teaching-Learning Strategies in Inclusive School**: Co- Operative Learning, Peer Tutoring, Social-Learning, Multisensory Learning, Guidance and Counseling Services in Inclusive School.	28

Practicum/Assignment Work: (Any One)

- Evaluation of text book of any one subject from the perspective of differently able children.
- Prepare a report on Sarva Shiksha Abhiyan (SSA).
- Make a list of existing resources in the local area and discuss their use and limitation based on survey of two inclusive schools.

Reference Books:

- R.S. Pandey and Lal Adwani: A book on Exceptional children.
- Alur Mithu and Michael Bach, (2009), The Journey for Inclusive Education in The Indian Sub- Continent. UK: Routledge
- Dettmer, p., Dyck,N.and Thurston, L.P.(1999). Consultation collaboration and teamwork for students with special needs, Needham Heyats, M.a Allyn &Bacon

Epstein, C. (1984) Special Children in Regular Classrooms. Virginia: Reston Publishing Company, Inc

- Frostig, M, and, P. Maslow (1973) Learning Problems in the Classroom: Prevention and Remediation. New York: Grune & Stratton.
- Jorgensea, C.M.ed(1998). R restructuring High Schools for all Students: Taking inclusion to the next level, Baltimore: Paul H. Brookes.
- Hallahan, D & Kauffman, J.M. (1991). Exceptional Children: Introduction to special Education, Englewood, NJ: Prentice Hall.
- डॉ0 राजेष कुमार वशिष्ठः समावेशी विद्यालय का सृजन (2018) लक्ष्मी बुक डिपो
- डॉ0 एस.के. मंगल, डॉ श्रीमती उमा मंगलः समेकित विद्यालय की स्थापना (2019) टंडन पब्लिकेशन लुधियाना
- अजय कुमार पाण्डेय, यतीन्द्र ठाकुरः समावेशी विद्यालय का सृजन (2022) अग्रवाल पब्लिकेशन
- जसबंत के. विकः समावेशी विद्यालय की स्थापना (2016) ट्वेंटी फर्स्ट सेंचुरी पब्लिकेशन

Focus: This Course is focusing on employability, entrepreneurship and skill development under the CO1, CO2, CO3, CO4, CO5 & CO6

Outcome:
After completion of this course the student teacher will able:

CO1: To understand the need to address the children with diversities.

CO2: To identify the policies for classifying various diversities.

CO3: To understand classification and factors of children with special need.

CO4: To implement suitable curricular programme for children with special need.

CO5: To apply supportive services to include children with diversities in main stream.

CO6: To implement teaching learning method and process for children with special need.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/ PSOs
CO1	PO1, PO2, PO3, PO6, PO9/PSO1, PSO2, PSO4
CO2	PO1, PO2, PO3, PO6, PO9/PSO1, PSO2, PSO4
CO3	PO1, PO2, PO3, PO6, PO9/PSO1, PSO2, PSO4
CO4	PO1, PO2, PO3, PO6, PO9/PSO1, PSO2, PSO4
CO5	PO1, PO2, PO3, PO6, PO9/PSO1, PSO2, PSO4
CO6	PO1, PO2, PO3, PO6, PO9/PSO1, PSO2, PSO4

BEDP0001: Language Across the Curriculum

Objective: *The course will enable the student-teachers to understand the language background of students and nature of classroom discourse. Also understand the importance and role of language for content areas.*

Credits: 04   **L-T-P: 3-1-0**

Module No.	Content	Teaching Hours
I	**Language:** Concept, meaning, nature, and uses**:** Oral and written. **Language policy NEP2020:** **Language development:** From childhood to adult stages. **Language Skills:** (Listening, Speaking, Reading, Writing).	28
II	**Multilingualism** in the classroom, Schema theory. **Language phonemes** and identification of sound errors, Errors and Corrections of Language in class. **The nature of questioning** in the classroom, the types of questions and teacher's role.	28

Practicum Work/Assignment: (Any One)
- Identify speech defect in classroom teaching and prepare a Chart
- Prepare a Presentation on communication Skill.
- Prepare a chart on Phonetics Symbols.

Reference Books:
- Baruah, T.C. (1985), The English Teacher's Handbook, New Delhi, Sterling Publication Pvt. Ltd.
- Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc. Grew Hill Pub. Co. Ltd.
- Richards, J.C. and Rodgers, T.S. (2000), Approaches and Methods in Language Teaching, Cambridge, CUP.
- Freeman Diane-Larsen (2000) Techniques and principles in language teaching.
- David Corson, Oral Language Across the Curriculum
- Nunan, D. 1989. Understanding Language Classrooms. Prentice Hall.
- Agnihotri, R.K. & Sharma, A.L.: English Language Teaching in India – Issues & Innovations
- Allen, H.B. &Campbell, R.P.: Teaching of English as a Second Language
- Chaudhary, N.R.: Teaching English in Indian Schools
- Hornby, A.C.: Teaching of Structural Words
- Dr. Dheeraj Mehrotra (Author) NEP 2020- at a glance for educators towards excellence
- पटनायक, डी. पी. 1986, स्टडी ऑफ लैंग्वेजेज, ए रिपोर्ट, नयी दिल्ली: एन.सी.ई.आर.टी।
- श्रीधर, के.के. 1989, इंग्लिश इन इंडियन बाइलिंगुलिज्म,नयी दिल्ली, मनोहर।
- तिवारी, बी. एन., चतुर्वेदी, एम. और सिंह, बी. 1972 (संपादकगणद), भारतीय भाषा विज्ञान की भूमिका, दिल्ली : नेशनल पब्लिशिंग हाउस।
- http//www.languageindia.com
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_final_HINDI_0.pdf

Focus: This Course is focusing on skill development and employability under the CO1, CO2, CO3 & CO4

Outcome:

After completion of this course the student teacher will able:

CO1: To understand the nature and use of language.

CO2: To develop the idea of Multilingualism in classroom teaching.

CO3: To create the sense of language and its flavor.

CO4: To inculcate language skills among trainees.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

Cos	POs/ PSOs
CO1	PO1, PO2, PO4, PO8/PSO1, PSO3
CO2	PO2, PO4, PO5, PO9/PSO1, PSO4
CO3	PO2,PO4, PO5, PO7/PSO2, PSO4
CO4	PO2,PO4,PO7, PO9/PSO3, PSO4

BEDP0002: School Administration and Management

Objective: *The course will enable the student-teachers to understand educational management its resources, organizations, time management, quality classroom management and role of educational agencies in India at different level.*

Credits: 04   **L-T-P-3-1-0**

Module No.	Content	Teaching Hours
I	**School Administration and Management:** Concept**,** Process and difference between School Administration and School Management**.** **Administration of Schools:** Scope and Functions of Educational Administration, Role of a Head in a School, Organizational culture in a School to foster a Stress-free Work Environment for the Head, Teachers, Staff and Students. **Role of Educational Agencies in India at different level**- Central Agency – CBSE, NIOS, State Agency-SCERT, Local Agency-DIET.	28
II	**Supervision of School Education:** Supervision: Concept, Aims, Types & Techniques of Supervision, School Personnel, Headmaster/Principal, Teacher-Qualities and Duties. **Elements of School Management:** School Climate: Meaning and Types, Timetable, Principles and Techniques of Time -table preparation, Preparation of a Calendar of Activities of Co-Curricular Activities **School Discipline:** Concept and Approaches, Causes of Indiscipline, Juvenile Delinquency: Concept and Steps to Deal Effectively in a School	28

Practicum/Assignment work (Any One)
- Essential characteristics of a school campus,
- Types of school building,
- Components of school building (the class room, library room, science laboratory playground, the hostel)
- Types of co-curricular activities and organize one co-curricular activity in school, give review.
- Maintenance of school records –School Calendar, Class time –table, Admission register, Teacher Attendance Register, Annual Examination Result Register, log book.

Reference Books:
- Chandrashekaran Pramila: Educational Planning and Management: Sterling publishers: New Delhi: 1994
- Dash B.N., School Organization, Administration and management Neelkamal Publication Pvt. Ltd. Newdelhi, (2004)
- Jagannath Mohanthy, Educational Administration supervision and school management,
- Deep & deep publishers (2004)
- Kochhar S.K., Secondary School Administration, Vichara Sahithya Pvt. Ltd. Bangalore (1971)

- Pandya. S.R. Administration and Management of Education, Himalaya Publishing House, New Delhi
- Parti. R. Vasanthi: Education in India, Indian Institute of Counselling, New Delhi 2000.
- सिंह, हरिशंकर (2014), शैक्षिक प्रबन्धन एवं प्रशासन, आगरा राखी प्रकाशन Pvt.Ltd.

Focus: This Course is focusing on skill development & employability under the CO1, CO2, CO3, CO4, CO5 & CO6.

Outcome:
After completion of this course the student teacher will able:

- **CO1.** To meaning, purposes and process of Educational Management.
- **CO2.** To develop an understanding about various components of school administration to organization and management of School programs.
- **CO3.** To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel like headmaster, teacher etc.
- **CO4.** To the importance of student's discipline and classroom management.
- **CO5.** To the factors affecting the total quality management.
- **CO6.** To understand the role of central and state government agencies.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/ PSOs
CO1	PO2, PO3, PO5, PO6, PO9/PSO1, PSO3
CO2	PO2, PO3, PO5, PO6, PO9/PSO1, PSO3
CO3	PO2, PO3, PO5, PO6, PO9/PSO1, PSO3
CO4	PO2, PO3, PO5, PO6, PO9/PSO1, PSO3
CO5	PO2, PO3, PO5, PO6, PO9/PSO1, PSO3
CO6	PO2, PO3, PO5, PO6, PO9/PSO1, PSO3

BEDE0001: Art & Aesthetics

Objective:

The course will enable the student-teachers to understand basics of different art forms, artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms, through genuine exploration, experience and free expression also acquire skills for integrating different art forms across school curriculum for better learning and development.

Credits: 02   **L-T-P: 0-0-2**

Module No.	Content	Teaching Hours
I	**Visual Arts and Crafts (Practicum activities):** Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, Rangoli materials, clay, Painting, block printing, collage, clay modeling, paper cutting and folding, Paper framing and display of Art works. The student-teachers may be asked to prepare at least 5-items of different categories – • Paper meshing • Pot Decoration • Wall hanging • Paper cutting • Flower making • Candle Making • Stitching • Knitting/Embroidery • Soft toys making • Paper framing • Weaving or printing of textiles • Making of Rangoli • Making of Puppets etc.	24

Focus: This Course is focusing on skill development & entrepreneurship under the CO1, CO2 & CO3.

Outcome:

After completion of this course the student teacher will able:

CO1: To enhance artistic and aesthetic sensibility of learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.

CO2: To develop skills for integrating different Art forms across school curriculum at secondary level.

CO3: To develop motor skills and make students believe in the dignity of labor.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/ PSOs
CO1	PO5,PO7 /PSO1
CO2	PO2,PO7,PO5 /PSO1, PSO2
CO3	PO2,PO7/PSO1,PSO3

BEDE0002: Health, Physical Education & Yoga

Objective: *The course will enable the student-teachers to develop positive attitude towards health, yoga and physical education as individual; sensitize, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.*

Credits: 02   **L-T-P: 0-0-2**

Module No.	Content	Teaching Hours
I	**Health Education**: Concept, Need and Importance of Balance diet and Nutrition, Personal Hygiene, School Health Program. **Physical Education and Sports:** Need and Importance, types of Sports/Games (Minor and Major games). **Yoga:** Concept, need and importance of yoga, *Yogasanas*- Standing, Sitting, Prone and Supine positions, Do's & Don't of yogic practices, Role of *yogasanas* for prevention of common diseases.	24

Reference Books:
- Bucher, C. A. (1964). Foundations of Physical Education, New York: Mosby & Company
- Kilander, H. F. (1971). School Health Education, New York: Mac Millan Company
- Manjul, J. U. S. (1965). School Swasthya Shiksha, Agra University: Universal Publisher
- Rice.E.A.;A brief history of physical education, A5 bornes company, new York.
- Sukhiya S.P. - Educational management & Health Education Singh R.P. - Health Education
- Sharma.Rama; Sharirik shiksha, Agarwal publication, Agra.
- MDNIY.2010. "Yoga Teachers Manual for School Teachers", New Delhi
- NCTE. 2015. Yoga Education-Bachelor of Education Programme, New Delhi.

Focus: This Course is focusing on employability and skill development under the CO1, CO2, CO3 & CO4

Outcome:
After completion of this course the student teacher will able:

CO1: Introduce the student-teacher with the concept of holistic health and various dimension and determinants of health.
CO2: Acquaint them to school health programmed & its importance.
CO3: Sensitize the student teacher towards physical fitness & its importance.
CO4: Create interest for the practice of *yogasanas* and meditation.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

Cos	POs/ PSOs
CO1	PO2, PO5,PO7/PSO1, PSO3
CO2	PO2, PO4, PO5, PO9/PSO1, PSO2
CO3	PO1, PO2, PO6, PO7/PSO1, PSO4
CO4	PO2, PO3, PO5, PO7, PO9/PSO1, PSO3

BEDE0003: Understanding ICT and Its Application-I

Objective:
The course will enable the student-teachers to focuses on moving beyond computer literacy and ICT-aided learning, to help student-teachers interpret and adapt ICTs in line with educational aims and principles. It explores ICTs along three board strands; teaching-learning, administrative and academic support systems, and broader implications for society.

Credits: 02   **L-T-P: 0-0-2**

Module No.	Content	Teaching Hours
	ICT Fundamental: Computer Fundamental Instructions on operating the Computer, Connecting of all peripherals to CPU for a system, Switching on/off/restart, Copying files from one drive to another, Creating a new folder, Connecting the Digital Camera, Scanner, Interactive Whiteboard, Multimedia Projector, printer and print out hard copies, Using elementary job commands like – creating, saving, modifying, renaming, finding and deleting a file, creating and operating on a folder, Introduction to all properties such as changing settings like, date, time, calculator, color (back ground and fore ground), Installing a computer system by giving connection and loading the system software and application software and various sources to install software. **MS- Word :** Menus & Command, Toolbars & Buttons, Shortcut Menus, Creating a new Document, Saving and Opening documents in Word, Selecting, Inserting, Deleting, Moving Text, Previewing documents Different page views and layouts, Working with – Styles, Text attributes, Paragraph and Page Formatting, Text Editing using various features- Bullets, Numbering, Formatting Documents, Paragraph formats, Aligning Text and Paragraph, Borders and Shading, Headers and Footers, Multiple Columns, Find and Replace, Checking the Grammar and Spelling, Formatting via find and replace, tables and charts, Printing and Various Print options.	24

Reference Books:
- Cox, J. & Urban, P. (1999). Quick Courses in Microsoft Office, New Delhi: Galgotia Publications.
- Jain, Satish. (1990). Introduction to Computer Science and Basic Programming, New Delhi: Prentice Hall of India.
- Saxena, S. (1998). A first Course in Computer, New Delhi: Vikas Publications.
- Sinha, P.K. (1990). Computer Fundamentals, New Delhi: BPB Publications.
- Tanenbaum, A.S. (1998). Computer Networks, New Delhi: Prentice-Hall of India.
- Intel (2003). Intel Innovation in Education, New Delhi: Student Work Book.
- Rajasekar, S. (2010). *Computers in Education.* ND: Neelkamal Publications Pvt. Ltd.

Focus: This Course is focusing on skill development & entrepreneurship under the CO1, CO2, CO3, CO4 & CO5

Outcome:

After completion of this course the student teacher will able:

CO1: To explain the concept of ICT in education.

CO2: To develop skills in using Computer for Education.

CO3: To develop skills in using properties of Computer.

CO4: To develop skills in using MS Word applications for Education.

CO5: To develop skills in installing Software.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/ PSOs
CO1	PO2, PO4, PO7, PO8, PO9/PSO2,PSO3
CO2	PO2, PO4, PO7, PO8, PO9/PSO2,PSO3
CO3	PO2, PO4, PO7, PO8, PO9/PSO2,PSO3
CO4	PO2, PO4, PO7, PO8, PO9/PSO2,PSO3
CO5	PO2, PO4, PO7, PO8, PO9/PSO2,PSO3

Focus: This Course is focusing on skill development & entrepreneurship under the CO1, CO2, CO3, CO4 & CO5

BEDE0010: Soft Skills and Personality Development-I

Objective: *The course will enable the student-teachers to enhance holistic development of their personality, effective verbal and non-verbal communication skills, grooming and etiquettes and conflict resolution techniques.*

Credits: 02   **L-T-P: 0-0-2**

Module No.	Content	Teaching Hours
I	**Aspects of Time Management**: Managing yourself, Planning & Goal Setting, dealing with other people, how well are you managing your time? **Speaking & Listening:** Speak to communicate, Listening and responding, engaging in Discussions, Starting a Conversation **Presentation Skills:** Grooming & Power Dressing, Social Etiquettes, Making a PPT (Lab Session), Components of an effective Presentation Presentation delivery **Team Building:** Team Building Activities, Team Vs Group, Being an efficient Team Player, Boss Vs Leader (Leadership skills)	24

Focus: **This Course is focusing on skill development & employability under the CO1, CO2, CO3 & CO4.**

Outcome:
After completion of this course the student teacher will able:

CO1: To manage time for successful life.
CO2: To develop skills of speaking and listening.
CO3: To develop presentation skills.
CO4: To understand importance of team work.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/ PSOs
CO1	PO2, PO4, PO5, PO7/PSO2, PSO4
CO2	PO2, PO4, PO5, PO7/PSO2, PSO4
CO3	PO2, PO4, PO5, PO7/PSO2, PSO4
CO4	PO2, PO4, PO5, PO7/PSO2, PSO4

BEDE0008: Working with Community

Objective: *The course will enable the student-teachers to develop Social – sensitivity sympathy with the poor and the people below poverty line, and develop awareness about the environment.*
 Credits: 02   **L-T-P:0-0-2**

Module No.	Content	Teaching Hours
	This can be achieved by organizing a number of programme for the welfare of the community, like – To educate the dropouts and adults (Literate India) To educate the people of slum areas to take the nutritious diet. (Quit Mal-nutritious). To make the people learn the importance of small family norm (Chota Pariwar Sukhi Pariwar) To make the people learn the importance of the girls-child & its education for the Family and the society (Beti Bachao Beti Padhao) To motivate the people to grow more plants (Green India) To Motivate the people to keep the city and the public places clean (Clean India) To motivate the people to save river and ponds (Clean Water)	24

Focus: **This Course is focusing on skill development under the CO1, CO2, CO3 & CO4**

Outcome:
After completion of this course the student teacher will able:
    CO1: To develop Social – sensitivity among student-teachers.
    CO2: To develop sympathy with the poor and the people below poverty line.
    CO3: To develop awareness about the environment.
    CO4: To have the positive attitude toward the neglected class.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

Cos	POs/ PSOs
CO1	PO5, PO6, PO9/PSO1, PSO4
CO2	PO5, PO6, PO9/PSO1, PSO4
CO3	PO5, PO6, PO9/PSO1, PSO4
CO4	PO5, PO6, PO9/PSO1, PSO4

FACULTY OF EDUCATION

SECOND SEMESTER

BEDP0015: Assessment for Learning

Objective: *The course will enable the student-teachers to gain a critical understanding of issues in assessment and evaluation (from multiple perspectives with focus on constructivist paradigm), become cognizant of key concepts such as formative and summative assessment, evaluation and measurement, test, examination and be exposed to different kinds and forms of assessment that aid student learning.*

Credits: 04   **L-T-P-3-1-0**

Module No.	Content	Teaching Hours
I	**Measurement & Evaluation:** Concept, levels, Principles and types, Characteristics of a good measuring instrument, Validity, Reliability, Norms. **Techniques of Evaluation**: Observation, Interview, Questionnaire, Rating scale, Checklist and Cumulative Record, Self-assessment and Feedback	28
II	**New Trends in Evaluation**: Continuous and Comprehensive Evaluation, marking system, Grading system, Question bank. **Statistics in Education**: Concept and nature, collection and Tabulation of data, Measures of Central Tendency- Mean, Median and Mode (Meaning, computation & uses), Measures of Dispersion-Range, Mean Deviation, Quartile Deviation and Standard Deviation (Meaning, computation & uses), Correlation: (I) Meaning (II) Calculation of correlation (rank difference method)	28

Practicum/Assignment work:(Any one)

- Prepare a blue print of any one subject you taught during School Internship.
- Prepare Result of any class you taught during School Internship.
- Prepare one Multiple Choice Question Paper.

Reference Books:

- Aggarwal, Y.P. (2002). Statistical Methods: Concepts, Applications and Computation. New Delhi: Sterling Publishers Pvt. Limited.
- Anastasi, A. (1976). Psychological Testing. New York: McMillan Publishing Co., Inc.
- Asthana, B. (2008). Measurement and Evaluation in Psychology and Education. Agra: Agrawal Publications.
- Bhargava, M. and Mathur, M. (2005). Psychometrics and Statistical Applications in Educational and Behavioural Sciences. Agra: H. P. Bhargava Book House.
- Ferguson, G.A. (1976). Statistical Analysis in Psychology and Education. Tokyo: McGraw Hill Kogakusha Limited.
- Guilford, J.P. and Fruchter, B. (1970). Fundamental Statistics in Psychology and Education. New York: McMillan Publishing Co., Inc.
- Gupta, C.B. and Gupta, V. (1995). An Introduction to Statistical Methods. Kanpur: Vikas Publishing Pvt. House

Focus: **This Course is focusing on skill development under the CO1, CO2, CO3, CO4, CO5, CO6 & CO7.**

Outcome:

After completion of this course the student teacher will able:

CO1- To distinguish Measurement, Assessment and Evaluation.

CO2- To explain different forms of Measurement and Evaluation to understand student learning.

CO3- To use and construct wide range of measurement tools and techniques.

CO4- To evolve realistic, comprehensive and dynamic Assessment procedures.

CO5- To calculate item difficulty and discrimination power of a test item.

CO6- To realize the importance of Continuous and Comprehensive Evaluation in the process of students learning.

CO7- To describe the role of Statistics in Education.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

Cos	POs/ PSOs
CO1	PO2, PO7, PO8/PSO3, PSO4
CO2	PO2, PO7, PO8/PSO3, PSO4
CO3	PO2, PO7, PO8/PSO3, PSO4
CO4	PO2, PO7, PO8/PSO3, PSO4
CO5	PO2, PO7, PO8/PSO3, PSO4
CO6	PO2, PO7, PO8/PSO3, PSO4
CO7	PO2, PO7, PO8/PSO3, PSO4

BEDC1004: Learning and Teaching

Objective:

The course will enable the student-teachers to understand about differential learning needs of the learners with regard to abilities, learning styles, socio-cultural differences, language, and learning difficulties.

Credits: 04   **L-T-P: 3-1-0**

Module No.	Content	Teaching Hours
I	**Learning:** Concept, characteristics, types of learning & Factors influencing learning. **Theories of Learning:** Connectionism theory (Trial & Error: Thorndike), Conditioning theories, Social constructivist theory (Vygotsky), Insight theory (Kohlar), Modern Cognitive Development theory (Brunner) **Individual Differences:** Concept, Types, Causes & Educational implications.	28
II	**Teaching:** Concept, characteristics, features, and levels of teaching. Variables in the Teaching Process, Instructional Objectives. **Constructivism approach in teaching**: Applications of Bruner, Piaget & Vygotsky's ideas in teaching. **Teaching Strategies:** Brain-Storming, Simulation, Role-playing, Gaming, Remedial Teaching. Role of Teacher & School in relation to teaching strategies.	28

Practicum/Assignment (Any one)

- Observation report on Teaching-learning
- transaction process in School teaching practice.
- Assignment on any two teaching strategies- Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching.
- Case-study on Individual differences.

Reference Books:

Chauhan, S.S. (2014). "*Innovations in Teaching Learning Process*", Noida: Vikas Publishing House Private Ltd.

Gagne, R.M. (1977). "*The conditions of learning*", New York, Chicago: Holt, Rinchart and Winston.

Joyce, B. & Weil, M. (1992). "*Models of Teaching*", New Delhi, Prentice Hall.

Kulkarni, S.S. (1986). "*Introduction to Educational Technology*", New Delhi: oxford & IBH Publishing Company.

Pandey, K.P. (1980). "*A First Course in Instructional Technology*", Delhi: Amitash Parkashan.

Skinner, B.F.(1968). "*The Technology of teaching*", New York: Appleton Century Crofts.

Sharma, S.K. (2005). "*Learning and Teaching: Learning process*", Delhi: Gyan Books Private Ltd.

Srivastava, D.S. and Kumari, S. (2005). "*Education: Understanding the learner*", Delhi: Gyan Books Private Ltd.

Walia, J.S. (2012). "*Teaching Learning Process*", Jalandhar: Ahim Paul Publishers.

Focus: This Course is focusing on skill development & employability under the CO1, CO2, CO3, CO4, CO5 & CO6.

Outcome:

After completion of this course the student teacher will able:

After completion of this course the student teacher will able:

CO1: To understand the Concept of learning its nature and factors influencing.

CO2: To apply the educational implications of different theories of learning.

CO3: To understand the Concept, characteristic, features and levels of teaching.

CO4: To identify the individual differences among the learners.

CO5: To apply constructivist approach in teaching

CO6: To evaluate and create the Strategies of Teaching.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/ PSOs
CO1	PO3, PO6, PO8/PSO1, PSO4
CO2	PO1, PO2, PO8/PSO1, PSO2, PSO4
CO3	PO2, PO3, PO6, PO7/PSO1, PSO2, PSO3
CO4	PO1, PO2, PO3, PO4, PO9/PSO1, PSO4
CO5	PO3, PO5, PO6, PO8, PO9/PSO2, PSO3, PSO4
CO6	PO2, PO7, PO8/PSO3, PSO4

BEDP0003: Understanding Disciplines and Subjects

Objective: *The course will enable the student-teachers to understand the nature, changes in disciplines and subjects in terms of social, Political and Intellectual contexts, 'disciplinary role' and relationship between academic disciplines and relationship between academic disciplines and school subjects.*

Credits: 04   **L-T-P: 3-1-0**

Module No.	Content	Teaching Hours
I	**Disciplines:** Meaning, Types and Importance. **Developing Discipline:**- Core ideas, importance and historical perspective of Science, Social Science, Mathematics, and Languages and their correlation.	28
II	**Curriculum:** Concept, Principles of curriculum construction, Difference and relationship between curriculum & syllabus **Meaning of inter disciplinary approach** to education and its effects on school subjects, Criterion of content for selection of school subjects in view of objectives and sources.	28

Practicum/Assignment Work: (Any One)
- Analysis of any two disciplines and their branches (like natural sciences, humanities, social sciences, science, Bio sciences, and their branches etc.).
- Analysis of overall scheme of school curriculum of any two boards at secondary level.

Reference Books:
- Butchvarov,P. (1970), The concept of Knowledge, Evanston, Illinois: Western University Press.
- Debra H. Martin,H. Pam C. & Lingard,B. (2007), Teachers and Schooling: making a difference. Australia: Allen and Unwin.
- Gardner,H. (1993), Creating Minds, New York: Basic Books.
- Noddings,N. (2007), Critical Lessons: What our schools should teach, Cambridge University Press.
- Ornstein,Allen C.,Edward F.P.& Stacey B.O.(2006) Contemporary issues in curriculum, Allyn & Bacon.
- Bruner, J.S. ((2006) In Search of Pedagogy, Vol-I &II, (he selected works), London: Routledge.
- Kneller, G.F.,(1963) Foundations of Education, London and New York: John Wiley & Sons, Inc.
- NCERT (2005), National Curriculum Framework, New Delhi.
- सिंह, राम किशोर (2016) अनुशासन और विषयों की समझ, आर–लाल बुक डिपो, मेरठ
- शर्मा, जया, 2016 अनुशासन और विषयों की समझ, श्री विनोद पुस्तक मंदिर आगरा

Focus: **This Course is focusing on skill development & employability under the CO1, CO2, CO3 & CO4.**

Outcome:

After completion of this course the student teacher will able:

CO1. To understand concept, types, core ideas and historical perspective of various disciplines.

CO2. To analyze correlation among different school subjects.

CO3. To evaluate interdisciplinary and disciplinary approaches to education in context to effects on school subjects.

CO4. To identify determinates of curriculum construction.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/ PSOs
CO1	PO1, PO2, PO8, PO9/PSO1, PSO3
CO2	PO1, PO2, PO8/PSO1, PSO3
CO3	PO1, PO2, PO3, PO6, PO8, PO9/PSO1, PSO3, PSO4
CO4	PO1, PO3, PO7, PO8, PO9/PSO1, PSO2, PSO3

BEDP0004: Pedagogical Basis of Hindi

Objective

The course will enable the student-teachers to understand the different roles of Hindi language, identify methods, approaches and materials for teaching Hindi at various levels in the Indian context.

Credits: 03   **L-T-P: 3-0-1**

Module No.	Content	Teaching Hours
I	**हिन्दी भाषा:** भाषा वैज्ञानिक स्वरूपए मातृभाषा एवं राष्ट्रभाषा के रुप में हिन्दी भाषा का महत्वए मातृभाषा एवं अन्य भाा के रुप में हिन्दी शिक्षण के सामान्य एवं विशिष्ट उद्देश्यए हिन्दी भाषा का पाठय पुस्तक के गुण एवं उपयोगिताए हिन्दी भाषा शिक्षण के सिद्धान्त **हिंदी शिक्षण:** सामान्य उद्देश्यए ब्लूम के वर्गीकरण पर विशेष जोर देने के साथ निर्देशात्मक उद्देश्यए व्यवहार उद्देश्यों का विवरण।	21
II	**शिक्षण विधियॉं:** अनुवाद विधि, प्रत्यक्ष विधि, आगमन.निगमन विधि, प्रायोजना विधि, पर्यवेक्षित अध्ययन विधि, निर्देशन विधि, स्वाध्याय विधि, अर्थबोध विधि, प्रश्नोत्तर विधि, व्याख्यान विधि, **पाठ्यपुस्तक विधि,** पाठ.योजना निर्माण **हिन्दी भाषा में दृश्य.श्रव्य उपकरण** **हिन्दी शिक्षण में मूल्यांकन-** मूल्यांकन का अर्थए स्वरुपए महत्वए विशेषताएं एवं विधियॉंए नील पत्र निर्माणए प्रश्न पत्र निर्माण	21

प्रायोगिक/प्रदत्त कार्य –

एक माध्यमिक कक्षा / उच्चतर माध्यमिक के लिए एक उपलब्धि परीक्षा तैयार करें।

Reference Books:

- पाण्डेय, आर0 एस0 (2008) हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा–2
- नाथ, देवेन्द्र, राष्ट्रभाषा हिन्दी की समस्याऐं एवं समाधान।
- भाई, योगेन्द्र जीत, (2007) हिन्दी भाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा–2
- शर्मा, लक्ष्मीनारायन (2001) हिन्दी संरचना का अध्ययन–अध्यापन, केन्द्रीय हिन्दी संस्थान, आगरा
- शर्मा, लक्ष्मीनारायन (2004) भाषा की शिक्षण विधियॉं एवं पाठ नियोजन विनोद पुस्तक मन्दिर, आगरा–2
- ओड, एल0 के0 (1986) हिन्दी शिक्षण

Focus: **This Course is focusing on skill development and employability under the CO1, CO2, CO3, CO4, CO5 & CO6.**

Outcome:

इस पाठ्यक्रम के पूरा होने के बाद छात्र शिक्षक सक्षम हो सकेगा।

- **CO1.** हिन्दी भाषा का अर्थ एवं प्रकृति एवं भाषा वैज्ञानिक स्वरूप का ज्ञान कराने में।
- **CO2.** मातृ भाषा एवं राष्ट्रभाषा के रुप में हिन्दी की स्थिति से अवगत कराने में।
- **CO3.** हिन्दी भाषा के विभिन्न उद्देश्यों एवं भाषायी कौशलों को जानने में।
- **CO4.** उत्तम हिन्दी पाठ्य पुस्तक कें गुण एवं विशेषताओं के ज्ञान में।
- **CO5.** दैनिक व सूक्ष्म पाठ योजनाओं के महत्व से अवगत कराना है।
- **CO6.** हिन्दी भाषा की विभिन्न विधाओं एवं उनके व्यवहारिक शिक्षण पाठ योजनाओं का ज्ञान कराना।

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

Cos	POs/ PSOs
CO1	PO2, PO4, PO8/PSO1, PSO3
CO2	PO4, PO5, PO8, PO9/PSO2, PSO3
CO3	PO2, PO4, PO8,/PSO3, PSO4
CO4	PO2, PO4, PO7,/PSO3, PSO4
CO5	PO2, PO4, PO8/PSO3, PSO4
CO6	PO2, PO4/PSO2

BEDP0005: Pedagogical Basis of English

Objective:

The course will enable the student-teachers to understand the different roles of English as second language, identify methods, approaches and materials for teaching English at various levels in the Indian context.

Credits: 03   **L-T-P: 3-0-1**

Module No.	Content	Teaching Hours
I	**English language:** Importance, comprehension of English and mother tongue based learning, Position of English**:** Pre & post-Independence in India, Status of English in Indian school curriculum. **Teaching of English**: General aims, Instructional objectives with special emphasis on Bloom's Taxonomy, statement of objectives in behavioral terms. **Teaching Aids**: Concept, types and importance. **English language teaching:** problems & issues, Aims and objectives teaching English at different levels.	21
II	**Teaching Methods**: Grammar-cum-Translation method, Direct method, Audio- lingual and bilingual method **Strategies of Teaching Skill:** Listening, Reading, Speaking and Writing, Language games, Puzzles, role playing, concept mapping. **Lesson planning:** Concept, importance, preparation of Lesson plan and Teaching; Prose, Poetry, Story and Grammar, Structural approach and Communicative approach, Supplementary skills: Reference Skill (e.g. using Dictionaries, Thesaurus, and Encyclopedias)	21

Practicum/Assignment Work:

- Prepare one achievement test for a secondary class/higher secondary.

Reference Books:

- Bansal, R.K. and Harrison, J.B. (1972), Spoken English for Indians, Madras : Orient Longman Ltd.
- Baruah, T.C. (1985), The English Teachers' Handbook, New Delhi: Sterling Publishing Pvt. Ltd.
- Gimson A.C. (1980), An Introduction to the Pronunciation of English, London: Edward Arnold.
- Hornby, A.S. (1998), Guide to-Patterns and Usage in English O.U.P
- Lado, Robert (1971), Language Teaching, New Delhi, Tata McGraw Hill Publishing House Co. Ltd.
- Paliwal, A.K. (1998), English Language Teaching, Jaipur: Surbhi Publication.
- Quirk, Randolph and Greenbaum, (1973), A University Grammar of English, London.
- Richards J,C. and Rodgers.T.S. (1985), Approaches and Methods in Language Teaching, Cambridge C.U.P.
- Thomson, A.J. and Martinet (1998), A Practical English Grammar, ELBS, O.U.P.
- Willis, Jane (1997), Teaching English Through English, O.U.P.

Focus: **This Course is focusing on skill development & employability under the CO1, CO2, CO3, CO4, CO5 & CO6.**

Outcome:

After completion of this course the student teacher will able:

- **CO1.** To understand English language, its Status and importance in Indian school curriculum.
- **CO2.** To analyze problems and issues in English language teaching.
- **CO3.** To understand the aims and objectives of teaching English at different level of school.
- **CO4.** To understand apply different methods and Strategies in teaching English.
- **CO5.** To prepare lesson plan for English teaching.
- **CO6.** To apply approaches and Methods of Teaching English.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

Cos	POs/ PSOs
CO1	PO2, PO4, PO8/PSO1, PSO3
CO2	PO4, PO5, PO8, PO9/PSO2, PSO3
CO3	PO2, PO4, PO8,/PSO3, PSO4
CO4	PO2, PO4, PO7,/PSO3, PSO4
CO5	PO2, PO4, PO8/PSO3, PSO4
CO6	PO2, PO4/PSO2

BEDP0006: Pedagogical Basis of Sanskrit

Objective:

The course will enable the student-teachers to understand the different roles of Sanskrit language, identify methods, approaches and materials for teaching Sanskrit at various levels in the Indian context.

Credits: 03   **L-T-P: 3-0-1**

Module No.	Content	Teaching Hours
I	**संस्कृत भाषा:** परिभाषाऐं एवं विशेषताऐं, भारतीय समाज में संस्कृत का महत्व और इसका पाठ्यक्रम में स्थान एवं राष्ट्रीय शिक्षा नीति 2020 के अन्तर्गत संस्कृत **संस्कृत का शिक्षण:** सामान्य उद्देश्य, ब्लूम के वर्गीकरण पर विशेष जोर देने के साथ निर्देशात्मक उद्देश्य, व्यवहार उद्देश्यों का विवरण। संस्कृत भाषा शिक्षण के सिद्धान्त संस्कृत भाषा की पाठय पुस्तक के गुण एवं उपयोगिता	21
II	**पाठ-योजना निर्माण:**	शिक्षण, काव्य शिक्षण, नाटक शिक्षण, व्याकरण शिक्षण, रचना शिक्षण, अनुवाद शिक्षण, । **शिक्षण सहायक उपकरण:** अवधारणा, प्रकार और महत्व। **संस्कृत भाषा शिक्षण की विधियां:** संभाषण विधि, अनुकरण विधि, प्रत्यक्ष विधि, अनुवाद विधि, चित्र वर्णन विधि, कहानी विधि, अभ्यास विधि, संवाद विधि, आगमन-निगमन विधि, प्रायोजना विधि, पर्यवेक्षित अध्ययन विधि, निर्देशन विधि, स्वाध्याय विधि, अर्थबोध विधि, प्रश्नोत्तर विधि, व्याख्यान विधि, पाठ्यपुस्तक विधि,भण्डारकर विधि । **संस्कृत शिक्षण में मूल्यांकन:** मूल्यांकन का अर्थ, स्वरुप महत्व, विशेषताएं एवं विधियॉं, नील पत्र निर्माण, प्रश्न पत्र निर्माण ।	21

प्रायोगिक/प्रदत्त कार्य-
माध्यमिक कक्षा/उच्चतर माध्यमिक के लिए एक उपलब्धि परीक्षा तैयार करें.

Reference Books:
1. चतुर्वेदी, एस0 संस्कृत शिक्षण, नन्द पब्लिकेशन,...........................
2. चौबे, बी0 एस0 (1985)संस्कृत शिक्षण, उ0 प्र0 हिन्दी संस्थान, लखनऊ
3. मित्तल, सन्तोष (2004)संस्कृत शिक्षण, आर0 लाल0 बुक डिपो, मेरठ
4. पाण्डेय, आ0 एस0 (1991)संस्कृत शिक्षण, विनोद पुस्तक मन्दिर, आगरा-2
5. गौतम, शैलजा एवं गौतम, रजनी (2006)संस्कृत शिक्षण, विनोद पुस्तक मन्दिर, आगरा-

Focus: This Course is focusing on skill development & employability under the CO1, CO2, CO3, CO4, CO5 & CO6.

Outcome:

अधिगम उपलब्धियाँ-

CO1. संस्कृत भाषा का अर्थ एवं प्रकृति एवं भाषा वैज्ञानिक स्वरूप का ज्ञान कराने में।

CO2. भाषा शिक्षण के आधारभूत सिद्धान्तों का विकास करना।

CO3. संस्कृत भाषा के विभिन्न उद्देश्यों एवं भाषायी कौशलों को जानने में।

CO4. संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान करना।

CO5. दैनिक व सूक्ष्म पाठ योजनाओं के महत्व से अवगत कराना है।

CO6. संस्कृत भाषा की विभिन्न विधाओं एवं उनके व्यवहारिक शिक्षण पाठ योजनाओं का ज्ञान कराना।

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/ PSOs
CO1	PO2, PO4, PO8/PSO1, PSO3
CO2	PO4, PO5, PO8, PO9/PSO2, PSO3
CO3	PO2, PO4, PO8,/PSO3, PSO4
CO4	PO2, PO4, PO7,/PSO3, PSO4
CO5	PO2, PO4, PO8/PSO3, PSO4
CO6	PO2, PO4/PSO2

BEDP0007: Pedagogical Basis of Physical Science

Objective:

The course will enable the student-teachers to -gain insight on the meaning and nature of physical science for determining aims and strategies of teaching-learning.

Credits: 03   **L-T-P: 3-0-1**

Module No.	Content	Teaching Hours
I	**Physical Sciences:** Concept, nature & its classification, Physical Science at different stages of school at primary, upper primary secondary, higher secondary. **Teaching of Physical Sciences**: General aims, Instructional objectives with special emphasis on Bloom's Taxonomy, statement of objectives in behavioral terms. **Methods and techniques of teaching Physical Sciences**: Teacher centered Methods: Lecture, Demonstration, Pupil centered Method: Problem-solving, Heuristic, Project, Assignment, Laboratory& Field Trip.	21
II	**Physical Science text book:** Characteristics of a good text-book. **Lesson plan:** approaches- Herbart's, Morison, RCEM. Lesson plan: Concept, Importance and preparation. **Teaching Aids**: Concept, types and importance. **Evaluation in Physical Sciences Teaching**: Meaning and Types of tests - achievement and diagnostic test.	21

Practicum/Assignment Work:

• Prepare one achievement test for a secondary class/higher secondary.

Reference Books:

• Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.

• Joshi, D. (2012).Methodology of Teaching Science. New Delhi: Dorling Kindersley (India) Pvt. Ltd.

• Mangal, S.K. (2009). Teaching of Physical Sciences. New Delhi: Arya Book Depot

• Pandey.(2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.

• Radha, M.(2010). Teaching of Physical Science. New Delhi: Neelkamal Publishers.

• Rahi, A.S. (2012). Pedagogy in Physical Sciences and Teachers. U.S: Createspace Publications

• Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publication.

• Sonika, R.(2012). Methodology of Teaching Science. New Delhi: Dorling Kindersley (India) Pvt. Ltd.

• एस.बी.शर्मा 2018 विज्ञान शिक्षण राखी प्रकाशन

• डॉ. भगवान स्वरूप वर्मा विज्ञान शिक्षण साहित्य प्रकाशन

Focus: **This Course is focusing on skill development & employability under the CO1, CO2, CO3, CO4, CO5, CO6 & CO7.**

Outcome:

After completion of this course the student teacher will able:

CO1. To understand the nature and structure of Physical Science.

CO2. To understand the aims and objectives of teaching Physical Science at different level of school.

CO3. To apply principles of learning processes in teaching of Physical Science.

CO4. To create Instructional objectives with special emphasis on Bloom's Taxonomy.

CO5. To prepare lesson plan for Physical Science teaching.

CO6. To apply evaluation in Physical Science Teaching.

CO7. To Evaluate Importance and types of audio-visual aids and preparation.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/ PSOs
CO1	PO1, PO2,PO3, PO8/PSO1, PSO3
CO2	PO2, PO6, PO8/ PSO1, PSO3
CO3	PO1, PO3, PO8,/ PSO1, PSO3
CO4	PO2, PO4, PO7/ PSO1, PSO3
CO5	PO2, PO5/ PSO1, PSO3
CO6	PO1, PO2, PO3, PO6/ PSO1, PSO3
CO7	PO2, PO4, PO5, PO7/ PSO1, PSO3

BEDP0008: Pedagogical Basis of Life Sciences

Objective:
The course will enable the student-teachers to develop insight about nature of life sciences and for determining strategies of teaching-learning

Credits: 03   **L-T-P-3-0-1**

Module No.	Content	Teaching Hours
I	**Life Sciences:** Concept, nature & its classification, Life Sciences at different stages of school at primary, upper primary secondary, higher secondary. **Teaching of Life Sciences**: General aims, Instructional objectives with special emphasis on Bloom's Taxonomy, statement of objectives in behavioral terms. **Methods and techniques of teaching Life Sciences**: Teacher centered Methods: Lecture, Demonstration, Pupil centered Method: Problem-solving, Heuristic, Project, Assignment, Laboratory& Field Trip.	21
II	**Life Sciences text book:** Characteristics of a good text-book. **Lesson plan:** approaches- Herbart's, Morison, RCEM. Lesson plan: Concept, Importance and preparation. **Teaching Aids**: Concept, types and importance. **Evaluation in Life Sciences Teaching**: Meaning and Types of tests - achievement and diagnostic test.	21

Practicum/Assignment Work: (any one)
- Prepare pedagogical analysis of any one lesson from Physical Science book.
- Prepare one diagnostic/Achievement test for a secondary class.
- Prepare working model for Physical Science teaching for secondary classes.

Reference Books:
- Aggarwal, D. D. (2008). Modern Method of Teaching Biology, Karanpaper Books. New Delhi.
- Bremmer, J. (1967). Teaching Biology, Macmillan, London.
- Gupta, S.K. (1985).Teaching of Physical Science in Secondary Schools. New Delhi,Sterling Publishing (Pvt. Ltd).
- Heiss. E.D., Obourn. S., & Hoffman. C.W. (1985) Modern Science Teaching. New Delhi: Sterling Publishing (Pvt) Ltd. Macmillian Company Press.
- Nayak, (2003). Teaching of Physics. New Delhi: APH Publications.
- Pandey,(2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Sharma, R.C. (2006). Modern Science Teaching .New Delhi: Dhanpat Rai Publications.
- Siddifit, S. (1985). Teaching of Science Today and Tomorrow. New Delhi: Doba's House.
- Yadav, M.S. (2003) Teaching of Science. New Delhi: Anmol Publications
- भूषण शैलेन्द्र, 2020 जीव विज्ञान शिक्षण, श्री विनोद पुस्तक मंदिर
- विनोबा भावे 2020 जीव विज्ञान शिक्षण श्री विनोद पुस्तक मंदिर

Focus: This Course is focusing on skill development & employability under the CO1, CO2, CO3, CO4, CO5, CO6 & CO7.

Outcome:

After completion of the course, student-teachers will be able to:

CO1. Understand Origin, nature of Life Sciences and relation to other school subject.

CO2. Understand the aims and objectives of teaching Life Sciences at different level of school.

CO3. Create Instructional objectives with special emphasis on Bloom's Taxonomy.

CO4. Apply Different method and techniques of teaching Life Sciences.

CO5. Evaluate Importance and types of audio-visual aids and preparation.

CO6. Prepare lesson plan for Life Sciences teaching.

CO7. Apply evaluation in Life Sciences Teaching.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

Cos	POs/ PSOs
CO1	PO1, PO2,PO3, PO8/PSO1, PSO3
CO2	PO2, PO6, PO8/ PSO1, PSO3
CO3	PO1, PO3, PO8,/ PSO1, PSO3
CO4	PO2, PO4, PO7/ PSO1, PSO3
CO5	PO2, PO5/ PSO1, PSO3
CO6	PO1, PO2, PO3, PO6/ PSO1, PSO3
CO7	PO2, PO4, PO5, PO7/ PSO1, PSO3

BEDP0009: Pedagogical Basis of Mathematics

Objective:

The course will enable the student-teachers to develop insight into the meaning, nature, scope and objective of mathematics education and competencies for teaching-learning of mathematics through various measures.

Credits: 03   **L-T-P-3-0-1**

Module No.	Content	Teaching Hours
I	**Mathematics:** Concept, nature and Importance, Contribution of Indian and western mathematicians, **Teaching of Mathematics**: General aims, Instructional objectives with special emphasis on Bloom's Taxonomy, statement of objectives in behavioral terms. **Methods and Techniques of teaching Mathematics:** Modified form of lecture (lecture-cum-demonstration), Inductive-Deductive, Analytic-synthetic, Problem-solving, Laboratory, Project), Techniques of teaching Mathematics: Oral, Written, Drill, Self-study.	21
II	**Mathematics text book:** Characteristics of a good text-book. **Lesson plan:** approaches- Herbart's, Morison, RCEM. Lesson plan: Concept, Importance and preparation. **Teaching Aids**: Concept, types and importance. **Evaluation in Mathematics Teaching**: Meaning and Types of tests - achievement and diagnostic test.	21

Practicum/Assignment Work: (any one)

- Improvising Low cost teaching aids in mathematics.
- Preparation of a Lesson plan in Mathematics.
- Prepare one working model for teaching mathematics in secondary class.
- Prepare one diagnostic/achievement test for a secondary class.

Reference Books:

- Kumar S., Ratnalikar D. N. (2003), Teaching of mathematics, Anmol Publications Pvt. Ltd. New Delhi.
- Mustafa M. (2004), Teaching of mathematics, New trends and innovations, Deep and Deep Publications Pvt. Ltd., New Delhi.
- Wadhwa S., (2000), Modern methods of teaching mathematics, Sarup and sons,New Delhi.
- Yadav S. (2007), Teaching of mathematics, Vinod Pustak Mandir, Agra.
- जैन, एस. एल. (2007), गणित शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
- नेगी जे. एस. (2006), गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा
- रावत एम. एस. (1960), अग्रवाल एम. बी. एल., गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा
- सिंह एस. (2005), गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा

Focus: This Course is focusing on skill development & employability under the CO1, CO2, CO3, CO4, CO5, CO6 & CO7.

Outcome:

After completion of this course the student teacher will able:

CO1. To understand Concept, and nature of mathematics.

CO2. To analyze Contribution of Indians and western mathematicians.

CO3. To create the aims and objectives of teaching mathematics according to Bloom Taxonomy.

CO4. To apply Methods and Techniques for teaching Mathematics.

CO5. To prepare lesson plan for Mathematics teaching.

CO6. To apply evaluation in Mathematics Teaching.

CO7. To Evaluate Importance and types of audio-visual aids and preparation.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

Cos	POs/ PSOs
CO1	PO1, PO2,PO3, PO8/PSO1, PSO3
CO2	PO2, PO6, PO8/ PSO1, PSO3
CO3	PO1, PO3, PO8,/ PSO1, PSO3
CO4	PO2, PO4, PO7/ PSO1, PSO3
CO5	PO2, PO5/ PSO1, PSO3
CO6	PO1, PO2, PO3, PO6/ PSO1, PSO3
CO7	PO2, PO4, PO5, PO7/ PSO1, PSO3

BEDP0010: Pedagogical Basis of Social Sciences (History, Civics, Economics, Geography)

Objective:
The course will enable the student-teachers to understand key concepts of the various social sciences as well as related pedagogical issues.
Credits: 03   **L-T-P-3-0-1**

Module No.	Content	Teaching Hours
I	**Social Sciences:** Concept, nature & its classification, Social Sciences at different stages of school at primary, upper primary secondary, higher secondary. **Teaching of Social Sciences**: General aims, Instructional objectives with special emphasis on Bloom's Taxonomy, statement of objectives in behavioral terms. **Methods and techniques of teaching Social Sciences**: lecture, observation, socialized recitation, Demonstration and discussion, Project, Techniques- Questioning, Excursion, Narration, review and role playing.	21
II	**Social Sciences text book:** Characteristics of a good text-book. **Lesson plan:** approaches- Herbart's, Morison, RCEM. Lesson plan: Concept, Importance and preparation. **Teaching Aids**: Concept, types and importance. **Evaluation in Social Sciences Teaching**: Meaning and Types of tests - achievement and diagnostic test.	21

Practicum/Assignment Work: (Any one)

- Visiting Historical monuments available locally and writing a report on it.
- Prepare a Geographic scrap book of India.
- Studying any social problem and write a report of the same.
- Prepare one diagnostic/achievement test for a secondary class.

Reference Books:
- Agrawal, J.C., Teaching Social Studies, Vikas Publishing House, Put. Ltd., Delhi, 1989.
- Bining, A.C. and Brining, D.H., Teaching the Social study in Secondary School, Mc Graw Hill Company, New York, 1952
- Bhattacharya and Daqi, D.R.., Teaching of Social Study in Indian School, Acharya Book Depot, Baroda, 1966.
- Ellis, Arthur K, Teaching and Learning Elementary Social studies, Alloy and Bacon, Boston 1991
- Kaushik, Vijay kumar, Teaching of Social Studies in Elementary School, Anmol Publication, New Delhi.
- Kochher, S.K., Teaching of Social Studies, Sterling Publisher Pvt. Ltd. New Delhi, 1999.
- Wesley, E.B. & Wronski, S.P. Teaching of Social Studies in High School, D.C. Health and Company Bostan, 1958
- Yagni, K.S., Teaching of Social Studies in India, Orient Longman, Bombay, 1996
- प्रसाद, भुवनेश्वर, समाज अध्ययन का शिक्षण, ज्ञानपीठ प्रा. लिमिटेड, पटना – 1992
- सिंह रामपाल, सामाजिक अध्ययन का शिक्षण, लक्ष्मी नारायण अग्रवाल, आगरा, 1998
- जितेन्द्र अलेटाः सामाजिक विज्ञान का शिक्षा-शास्त्र (2019) लक्ष्मी पब्लिकेशन

- चंचल कुमार, दीपक शर्मा, अमरजीत कौरः सामाजिक विज्ञान शिक्षण (2013) ट्वेंटी फर्स्ट सेंचुरी पब्लिकेशन
- डॉ. रेणु सिंहः सामाजिक विज्ञान का शिक्षाशास्त्र (2019) आर. लाल ऐजुकेशन पब्लिशर्स

Focus: This Course is focusing on skill development & employability under the CO1, CO2, CO3, CO4, CO5, CO6 & CO7.

Outcome:

After completion of this course the student teacher will able:

CO1. To understand the nature and structure of Social Sciences.

CO2. To understand the aims of teaching Social Sciences at different level of school.

CO3. To apply principles of learning processes in teaching of Social Sciences.

CO4. To create Instructional objectives with special emphasis on Bloom's Taxonomy.

CO5. To prepare lesson plan for Social Sciences teaching.

CO6. To apply evaluation in Social Sciences Teaching.

CO7. To Evaluate Importance and types of audio-visual aids and preparation.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/ PSOs
CO1	PO1, PO2,PO3, PO8/PSO1, PSO3
CO2	PO2, PO6, PO8/ PSO1, PSO3
CO3	PO1, PO3, PO8,/ PSO1, PSO3
CO4	PO2, PO4, PO7/ PSO1, PSO3
CO5	PO2, PO5/ PSO1, PSO3
CO6	PO1, PO2, PO3, PO6/ PSO1, PSO3
CO7	PO2, PO4, PO5, PO7/ PSO1, PSO3

BEDP0011: Pedagogical Basis of Commerce

Objective:

The course will enable the student-teachers to understand key concepts of the commerce as well as related pedagogical issues.

Credits: 03   **L-T-P-3-0-1**

Module No.	Content	Teaching Hours
I	**Commerce:** Concept, nature and Importance of Commerce in daily life. **Teaching of Commerce**: General aims, Instructional objectives with special emphasis on Bloom's Taxonomy, statement of objectives in behavioral terms. **Methods of teaching Commerce:** lecture, Demonstration, Discussion, Project, Problem-solving. **Book Keeping Teaching:** Approaches- journal, ledger, cash-book & equation.	21
II	**Commerce text book:** Characteristics of a good text-book. **Lesson plan:** approaches- Herbart's, Morison, RCEM. Plans of Commercial practice teaching, Lesson plan: Concept, Importance and preparation. **Teaching Aids**: Concept, types and importance. **Evaluation in Commerce Teaching**: Meaning and Types of tests - achievement and diagnostic test.	21

Practicum/Assignment Work: (any one)

- Visit to banks/insurance house/ trade centers/companies/other business house and prepare a report.
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Organize a co-curricular activity related to commerce for BEDEthe knowledge of any topic taught recently in the class.
- Prepare one diagnostic/achievement test for a secondary class.

Reference Books:

- Singh, R.P. & Singh, and P.: Vanijya Shikshan, Agra: Vinod Pustak Mandir.
- Tripathi, S.: Teaching Methods, New Delhi: Radha Publications.
- Chauhan, S.S.: Innovations in Teaching Learning Process, New Delhi: Vikas Publication House.
- Siddiqui, M.H.: Excellence of Teaching, Asia Publication House, New Delhi
- Rao, S.: Teaching of Commerce, New Delhi: Anmol Publications.
- Tyagi, G.D.: Vanijya Shikshan, Agra, Agarwal Publications.
- Singh,Y.K: Teaching of Commerce, New Delhi: A.P.H. Publishing House

- महेन्द्र गर्गः वाणिज्य का शिक्षाशास्त्र (2019) लक्ष्मी पब्लिकेशन
- प्रो0 हरीष शर्माः वाणिज्य शिक्षा, विनोद पब्लिकेशन
- बी.एल. शर्मा, इम्तियाज़ मंसूरीः वाणिज्य शिक्षण (2021) आर. लाल ऐजुकेशन पब्लिशर्स
- देवेन्द्र कुमारः वाणिज्य शिक्षण का शिक्षाशास्त्र (2022) ठाकुर पब्लिकेशन

Focus: **This Course is focusing on skill development & employability under the CO1, CO2, CO3, CO4, CO5, CO6 & CO7.**

Outcome:
After completion of this course the student teacher will able:

CO1. To understand Nature significance of teaching commerce at secondary level.
CO2. To understand the aims of teaching Commerce at different levels of school.
CO3. To create Instructional objectives with special emphasis on Bloom's Taxonomy.
CO4. To apply approaches and Methods of Teaching Commerce.
CO5. To create Teaching aids and Co-curricular activities in commerce.
CO6. To prepare lesson plan for commerce teaching.
CO7. To apply evaluation in commerce Teaching.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/ PSOs
CO1	PO1, PO2,PO3, PO8/PSO1, PSO3
CO2	PO2, PO6, PO8/ PSO1, PSO3
CO3	PO1, PO3, PO8,/ PSO1, PSO3
CO4	PO2, PO4, PO7/ PSO1, PSO3
CO5	PO2, PO5/ PSO1, PSO3
CO6	PO1, PO2, PO3, PO6/ PSO1, PSO3
CO7	PO2, PO4, PO5, PO7/ PSO1, PSO3

BEDP0012: Pedagogical Basis of Home Science

Objective:
The course will enable the student-teachers to understand the meaning and scope of Home Science and various techniques and approaches of Teaching of Home Science at Higher Secondary level.

Credits: 03   **L-T-P-3-0-1**

Module No.	Content	Teaching Hours
I	**Home Science:** Concept, nature and Importance of Home Science in daily life. **Teaching of Home Science**: General aims, Instructional objectives with special emphasis on Bloom's Taxonomy, statement of objectives in behavioral terms. **Methods of teaching Home Science:** Demonstration, Discussion, Project, Problem-solving, Field Trips, Assignment, Exhibition and Displays.	21
II	**Home Science text book:** Characteristics of a good text-book. **Lesson plan:** approaches- Herbart's, Morison, RCEM. Lesson plan: Concept, Importance and preparation. **Home Science Laboratory:** use and management. **Teaching Aids**: Concept, types and importance. **Evaluation in Home Science Teaching**: techniques fir assessment in theory and practical.	21

Practicum /Assignment Work: (any one)
- Flower arrangement.
- Visit to an industry related to food processing/ home decoration and report writing.
- Prepare nutrition chart.
- Prepare one diagnostic/achievement test for a secondary class.

Reference Books:
- Bloom, Benjamin, (Ed.) and others (1965) Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook 1: Cognitive Domain, New York,David McKay Company Inc.
- Broudy, Harry S. and Palmer, John R. (1966) Examples of Teaching Method, Chicago, Second Printing, Chicago, Rand McNally & Co.
- Chandra A. (1995) Fundamentals of Teaching Home Science, ND: Sterling publishers. Dale Edgar (1962), Audio Visual Methods in Teaching, revised edition, Hold, Rivehart and Winston, New York.
- Das,R.R. & Ray B. (1989) Teaching of Home Science, ND: Sterling Publishers.
- Devdas R.P.(1976). Teaching Home Science, AI Council for Teaching Science.
- Hall & Paolucci (1968), Teaching Home Economics, NY: Wiley Eastern P. Ltd.

Focus: This Course is focusing on skill development & employability under the CO1, CO2, CO3, CO4, CO5, CO6 & CO7.

Outcome:

After completion of this course the student teacher will able:

CO1. To understand Nature significance of teaching Home Science at secondary level.

CO2. To understand the importance of Teaching Home Science in Schools.

CO3. To create Instructional objectives with special emphasis on Bloom's Taxonomy.

CO4. To apply approaches and Methods of Teaching Home Science.

CO5. To create Teaching aids and Co-curricular activities in Home Science

CO6. To prepare lesson plan for Home Science teaching.

CO7. To apply evaluation in Home Science Teaching.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

Cos	POs/ PSOs
CO1	PO1, PO2,PO3, PO8/PSO1, PSO3
CO2	PO2, PO6, PO8/ PSO1, PSO3
CO3	PO1, PO3, PO8,/ PSO1, PSO3
CO4	PO2, PO4, PO7/ PSO1, PSO3
CO5	PO2, PO5/ PSO1, PSO3
CO6	PO1, PO2, PO3, PO6/ PSO1, PSO3
CO7	PO2, PO4, PO5, PO7/ PSO1, PSO3

BEDP0013: Pedagogical Basis of Drawing & Painting

Objective: *The course will enable the student teachers to understand the meaning, scope of Drawing & Painting and various techniques and approaches of teaching of Drawing & Painting at Secondary and Higher Secondary level.*

Credits: 03   **L-T-P: 3-0-1**

Module No.	Content	Teaching Hours
I	**Drawing & Painting:** Concept, Importance and its place in the secondary and higher secondary school curriculum. **Teaching of Drawing & Painting**: General aims, Instructional objectives with special emphasis on Bloom's Taxonomy, statement of objectives in behavioral terms. **Methods and Techniques of teaching Drawing & Painting:** Demonstration, Free Expression, Project method, Direct Observation Method, Methods of Imagination, Nature Method, Drill Method and Excursion Method.	21
II	**Lesson Planning**: –approaches & preparation of lesson plan, New Trends in Teaching Drawing & Painting. **Art Room & Art Teacher:** Importance, organization and various requirements, roles and characteristics of Art Teacher. **Evaluation in Drawing & Painting**: Meaning and Types of tests - achievement and diagnostic test, Different types of tests used in evaluation of practical work (Designing nature drawing, object drawing, memory drawing).	21

Practicum/ Assignment Work:

- One Canvas in size 18'X22/ One utility item / Size -1/2 Imperial size sheet. I. Landscapes – 2 II. Design -244
- A Report based on critical analysis of school curriculum and activities of Drawing and painting.
- Prepare one diagnostic/achievement test for a secondary class.

Reference Books:

- Arts Education (Resource Book for Teachers) https://www.exoticindiaart.com/book-publisher/national council of educational research and training/
- Brown, Percy (1953). Indian Painting, Calcutta.
- Chawla, S.S. (1986). Teaching of Art Patiala: Publication Bureau, Punjabi University.
- Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.
- Jaswani, K.K., Teaching and Appreciation of Art in Schools.
- Lowenfeld Viktor . Creative and Mental Growth.
- Margaret, Marie Deneck (1976). Indian Art. London: The Himalata Publication.
- Read, Herbert. Education through art [paperback]. Shelar, Sanjay. Still Life. Jyotsna Prakashan.
- Sharma, L.C., History of Art, Goel Publishing House, Meerut

- Training Package on for Primary Teachers Art Education Volume I, National Council of Educational Research and Training, 2015.

Focus: This Course is focusing on skill development & employability under the CO1, CO2, CO3, CO4, CO5 & CO6.

Outcome:

After completion of this course the student-teacher will able to:

CO1 Learn and understand the concept, importance and scope of art and to apply them in teaching and in daily life.

CO2 Acquaint with objectives and different principles of fine arts.

CO3 Develop the skill of using various teaching methods and techniques for teaching of fine arts.

CO4 Develop criticism and aesthetic sense.

CO5 Develop imagination and sense of appreciation and interest in teaching of fine arts.

CO6 Know about professional competencies of fine arts teacher

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/ PSOs
CO1	PO1,PO3,PO6,PO10 /PSO1, PSO2, PSO3,PSO4
CO2	PO1,PO3,PO6,PO10 /PSO1, PSO2, PSO3,PSO4
CO3	PO1,PO3,PO6,PO10 /PSO1, PSO2, PSO3,PSO4
CO4	PO1,PO3,PO6,PO10 /PSO1, PSO2, PSO3,PSO4
CO5	PO1,PO3,PO6,PO10 /PSO1, PSO2, PSO3,PSO4
CO6	PO1,PO3,PO6,PO10 /PSO1, PSO2, PSO3,PSO4

BEDE0004: Strengthening Language Proficiency

Objective: *The course will enable the student teachers to Strengthen the ability to read correctly, pronunciation, write correctly and communicate correctly.*

Credits: 02   **L-T-P: 0-0-2**

Module No.	Content	Teaching Hours
	हिन्दी भाषा (1) वर्ण-स्वर व व्यंजन ध्वनि, मात्राएं (2) शब्द - पर्यायवाची व विलोम शब्द (3) शब्द रचना-सन्धि, समास, उपसर्ग, प्रत्यय (4) रूप विचार- संज्ञा, सर्वनाम, विषेषण, क्रिया क्रियाविषेशण, आदि (5) वाक्य विचार-विराम चिन्ह, आदि (6) रचना-पत्र, प्रार्थना पत्र, निबन्ध कहानी आदि। **English Language** – 1. Alphabet-Vowel & Consonants sounds word-synonyms & Antonyms 2. Word Formation 3. Parts of Speech – Noun, Pronoun, Adjective, Verb, Adverb, etc. 4. Sentence – Punctuation & Analysis 5. Composition-Letter, Application, Essays, Story, etc.	24

Focus: This Course is focusing on employability and skill development under the CO1, CO2, CO3 & CO4

Outcome:

After completion of this course the student teacher will able:

  CO1: Strengthen the ability to read correctly.

  CO2: Strengthen the ability to pronunciation.

  CO3: Strengthen the ability to write correctly.

  CO4: Strengthen the ability to communicate correctly Activities.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/ PSOs
CO1	PO2, PO4, PO7/PSO3
CO2	PO2, PO4, PO7/PSO3
CO3	PO2, PO4, PO7/PSO3
CO4	PO2, PO4, PO7/PSO3

BEDE0005: Understanding ICT and Its Application-II

Objective: *The present course focuses on moving beyond computer literacy and ICT-aided learning, to help student-teachers interpret and adapt ICTs in line with educational aims and principles. It explores ICTs along three board strands, teaching-learning, administrative and academic support systems, and broader implications for society.*

Credits: 02   **L-T-P: 0-0-2**

Module No./Unit	Content	Teaching Hours
	MS-Excel: - Concepts of Workbook, Concepts of Worksheets, Various Data Types, Using different features with data-Cell and Texts, Inserting, Removing , Resizing of Columns & Rows, Working with Data and Ranges, Entering data into worksheet, Heading information, data, text, dates, alphanumeric, values, Saving & Quitting worksheet, Opening and moving around in an existing worksheet, Toolbars and menu, keyboard shortcuts, Coping, Renaming, moving, adding and deleting, coping entries and moving between workbooks, Different Views of Worksheets-Column Freezing, Labels, Different Views of Worksheets-Hiding, Splitting etc., Using different features with Data and Text, Use of Formulas-Calculations and Functions, Cell Formatting including Borders & Shading, Working with Different Chart Types, Printing of Working with various options, Printing of Worksheets with various options. **MS-Power Point:** Creating new presentations, working with Presentation, Using Templates and Wizards, Slides & it's different views, Inserting, Deleting, Copying of Slides, working with Notes, working with Handouts, working with Columns and Lists, Adding Graphics, Animation, Sound and Movies to a Slide, PowerPoint Designing, Presentation of a Slide Show, Printing Presentations, Notes, and Handouts with print options.	24

Reference Books:

- Cox, J. & Urban, P. (1999). Quick Courses in Microsoft Office, New Delhi: Galgotia Publications.
- Jain, Satish. (1990). Introduction to Computer Science and Basic Programming, New Delhi: Prentice Hall of India.
- Saxena, S. (1998). A first Course in Computer, New Delhi: Vikas Publications.
- Sinha, P.K. (1990). Computer Fundamentals, New Delhi: BPB Publications.
- Tanenbaum, A.S. (1998). Computer Networks, New Delhi: Prentice-Hall of India.
- Intel (2003). Intel Innovation in Education, New Delhi: Student Work Book.
- Rajasekar, S. (2010). *Computers in Education.* ND: Neelkamal Publications Pvt. Ltd.

Focus: **This Course is focusing on skill development under the CO1, CO2, CO3, CO4, CO5, CO6 & CO7**

Outcome:

After completion of this course the student teacher will able:

CO1: To explain the concept of ICT in education.

CO2: To develop skills in using MS Excel applications for Education.

CO3: To perform simple arithmetic calculations directly in a cell as well as by referring to another cell.

CO4: To develop skills in using MS Power Point applications for Education.

CO5: To Develop Skills in Insert clipart images and shapes to slides.

CO6: To use internet efficiently to access information and communicate with others.

CO7: To understand the applications of E-learning in Education.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

Cos	POs/ PSOs
CO1	PO2, PO4, PO7/PSO2,PSO3
CO2	PO2, PO4, PO7/PSO2,PSO3
CO3	PO2, PO4, PO7/PSO2,PSO3
CO4	PO2, PO4, PO7/PSO2,PSO3
CO5	PO2, PO4, PO7/PSO2,PSO3
CO6	PO2, PO4, PO7/PSO2,PSO3
CO7	PO2, PO4, PO7/PSO2,PSO3

BEDE 0011: Soft Skills and Personality Development-II

Objective: *The course will enable the student-teachers to enhance holistic development of their personality, effective verbal and non-verbal communication skills, grooming and etiquettes and conflict resolution techniques.*

Credits: 02   **L-T-P: 0-0-2**

Module No.	Content	Teaching Hours
I	**Time Management Strategies:** Setting Priorities, Using Time Effectively, Concentrating, Remaining Flexible, Time Management Tools: To-Do List, Planners, Google Calendar, Dealing with Procrastination **Effective Communication:** Active Listening, Communication Process, Verbal & Non Verbal Communication, Modes of Communication **Presentation & Public Speaking:** Audio Visual components of a Presentation, Online and offline Presentation delivery, 3 Ps of Public speaking: Prepare, Practice, Perform **Leadership & Problem Solving:** Importance of motivation, power, and team dynamics for effective leadership, Roles of decision-making and delegation in developing leadership style, Activities through role plays, Problem solving skills: analytical skills, creative thinking, adaptability and flexibility.	24

Focus: This Course is focusing on skill development & employability under the CO1, CO2, CO3 & CO4.

Outcome:
After completion of this course the student teacher will able:
    CO1: To apply in their day to day life strategies of time management.
    CO2: To use effective communication in their life.
    CO3: To develop public speaking.
    CO4: To solve problems in their life.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/ PSOs
CO1	PO2, PO4, PO5, PO7/PSO2, PSO4
CO2	PO2, PO4, PO5, PO7/PSO2, PSO4
CO3	PO2, PO4, PO5, PO7/PSO2, PSO4
CO4	PO2, PO4, PO5, PO7/PSO2, PSO4

THIRD SEMESTER

BEDC 1003: Knowledge and Curriculum

Objective: *The course will enable the student-teachers in dealing with various dimensions of knowledge and its transaction in a social environment and the basic concepts and process of curriculum planning, preparation of syllabi and its development.*

Credits: 04   **L-T-P: 3-1-0**

Module No.	Content	Teaching Hours
I	**Knowledge:** Concept, sources & types of Knowledge, Distinction between Knowledge and Skill, Teaching and Training, knowledge and Information, Reasoning and Belief. Different facets of Knowledge-Local and Universal, Concrete and Abstract, Theoretical and Practical, School and out of school. **Indian Thinker:** Contribution of Tagore in relation to child-centered education (activity, Discovery, Dialogue).	28
II	**Concept of Curriculum and Syllabus:** Dimensions of Curriculum and relationship with aims of education. **Curriculum at different levels**- National, State and School. **Determinants of curriculum:** Philosophical, Psychological, Sociological, Political, Culture and Economic.	28

Practicum/Assignment Works: (Any one)

- Socio-economic educational survey of nearby village/ urban settings.
- Role of education in empowerment of weaker sections of society**.**
- To analyze and prepare a report on the present curriculum of Board/ CBSE in the light of various determinates of curriculum development.

Reference Books:

- Butchvarov, P. (1970), The Concept of Knowledge, Evanston, Illinois: North Western University Press.
- Datta, D.M. (1972). Six ways of Knowing. Calcultta.: Calcultta University Press,
- Dewey, J (1956). The Child and the Curriculum and School and Society, University of Chicago Press, U.S.A. Chicago, Illinois.
- Krishna M. J. (1947) On Education, New Delhi: Orient Longman.
- Kumar K. (1996). Learning From Conflict, New Delhi: Orient Longman.
- Lakshmi, T.K.S. & Yadav M.S.(1992). Education: Its Evolving Characteristics, in New Frontiers in Education, Vol. XXII, No.4, Oct-Dec.
- Power, E, J., M (1962). Currents in the History of Education, New York. : McGraw Hill Book Co. Inc.
- Prema C. (2001). Teaching & Learning: The Culture of pedagogy, New Delhi: Sage Publication.
- डॉ. राजेश कुमार वशिष्ठ प्रकाशक प्रकाशक लक्ष्मी बुक डिपो

Focus: **This Course is focusing on skill development & employability under the CO1, CO2, CO3, CO4, CO5 & CO6**

Outcome:

After the transaction of the course, student-teachers will be able to:

CO1: Understand and explore the concept of education.

CO2: Analyze the philosophical reflections and educational thoughts of great Educational thinkers.

CO3: Understand the nature of knowledge in Education and its contribution to status of Education as a discipline and interdisciplinary in nature.

CO4: Analyze different facets of knowledge.

CO5: Understand the concept of Curriculum and Syllabus and their relationship with aims of education.

CO6: Evaluate Philosophical, Psychological, Sociological, Political, Culture and Economic Determinants of curriculum.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/ PSOs
CO1	PO1, PO2, PO3/PSO1, PSO3
CO2	PO1, PO2, PO6, PO8/PSO1, PSO2
CO3	PO1, PO3, PO7, PO8/PSO2, PSO4
CO4	PO6, PO7, PO8, PO9/PSO1, PSO4
CO5	PO1, PO2, PO4, PO5/PSO2, PSO4
CO6	PO2, PO6, PO7, PO8/PSO1, PSO4

BEDC0006: Gender, School & Society

Objective:

The course will enable the student-teachers to develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender know about policies, plans and schemes of the government for addressing all forms of disparities and inequalities existing in the society.

Credits: 04   **L-T-P-3-1-0**

Module No.	Content	Teaching Hours
I	**Gender**: Concept, Social construction of Gender, Gender socialization, Gender Roles and Gender discrimination at different levels of institutions. Gender Concerns related to access, enrolment, retention, participation and overall achievement. **Gender Issues in Curriculum:** Gender, Culture and Institution Intersection of class, caste, religion and region.	28
II	**Gender Jurisprudences (Indian Context):** Prenatal diagnostic Technique Act 1994, The draft sexual Law Reforms in India 2000, Domestic Violence Act 2005, Reservation for Women, Supreme Court Verdict about transgender. **Creating Gender Equality and Inclusive Classroom:** Need and Strategies, developing positive self-concept and self-esteem among girls, overcoming Gender Stereotypes, Teacher as an agent of change.	28

Practicum/Assignment work :(any one)

- Observe Participation of Boys and Girls in different Activities in Heterogeneous Schools-Public and Private-Aided and managed by Religious Denominations and prepare a report.
- Collect material related to Women Role Models or Male Role Models in various fields with Emphasis on their Unconventional Roles and prepare a brief report.

Reference Books:

- Desai, Neera and Thakkar, Usha. (2001).Women in Indian Society. National Book Trust,New Delhi
- Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO
- Kirk Jackie (ed) , (2008),Women Teaching in South Asia, SAGE, New Delhi
- Leach, Fiona. (2003).Practising Gender Analysis in Education, Oxfam
- NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, New Delhi
- Nayar, Sushila and Mankekar Kamla (ed.) 2007, ‗Women Pioneers in India's Renaissance,National Book Trust, New Delhi, India.
- Sherwani, Azim. (1998).The Girl Child in Crisis. Indian Social Institute, New Delhi.
- Unterhalter, Elaine. (2007).Gender, Schooling and Global Social Justice, Routledge.
- Dr. Goyal Rajkumar, Dr. Agrawal Meera, लिंग, विद्यालय और समाज, आर लाल

- DR. VASHISHT RAJESH KUMAR, (2019) लिंग, विद्यालय और समाज, लक्ष्मी बुक डिपो

- Lata Suman, Dagar Manju (2016) लिंग, विद्यालय और समाज, बालाजी प्रकाशन

- Dr. Pathak Sumedha,(2023) लिंग, विद्यालय और समाज, नीलकमल प्रकाशन (पी.) लिमिटेड (हैदराबाद)

Focus: This Course is focusing on skill development under the CO1, CO2, CO3 & CO4.

Outcome:

After completion of this course the student teacher will able:

CO1: To develop basic understanding and familiarity with key concepts-gender, Gender bias, Gender stereotype, Empowerment, Gender parity, Equity and Equality, Patriarchy and Feminism and transgender.

CO2: To know about policies, plans and schemes of the government for addressing all forms of Disparities and inequalities existing in the society.

CO3: To learn about gender issues in school, curriculum, textual materials across disciplines, Pedagogical processes and its intersection with class, caste, religion and region.

CO4: To understand the need to address gender based violence in all social spaces and evolve Strategies for addressing it.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

Cos	POs/ PSOs
CO1	PO1, PO2, PO3, PO6, PO9/PSO1, PSO3, PSO4
CO2	PO1, PO2, PO3, PO6, PO9/PSO1, PSO3, PSO4
CO3	PO1, PO2, PO3, PO6, PO9/PSO1, PSO3, PSO4
CO4	PO1, PO2, PO3, PO6, PO9/PSO1, PSO3, PSO4

BEDC0002: Contemporary India & Education

Objective: *The course will enable the student-teachers to acquire knowledge about the salient features of our Constitution, constitutional measures and policies to protect diversities issues, and challenges faced by Indian Contemporary Society.*

Credits: 04   **L-T-P: 3-1-0**

Module No.	Content	Teaching Hours
I	**Meaning, Aims, Objectives and function of education,** Education in the Indian context with reference to Swami Vivekananda, Mahatma Gandhi, J. Krishnamurti. **Overviews of Western Educational Schools** - Idealism, Naturalism, Realism and pragmatism. **Overviews of Indian Educational Schools-** Sankhya, Yoga And Vedanta.	28
II	**Overview of Education Commissions and Government bodies:** NCERT (1961), Kothari Commission (1969), NPE 1986, NCTE (1995), Mid-Day Meal Programme (1995) Sarva Shiksha Abhiyan (2001) National knowledge commission report (2005), NCF 2009, Rashtriya Madhyamik Shiksha Abhiyan (2009) and NEP 2020. **Indian Constitutional values** related to aims of education and its Directive Principles.	28

Practicum/Assignment Works: (Any one)

- Write the educational contribution of anyone Modern Indian Thinker.
- Prepare a structure of education from the ancient period to the present time.
- Write the comparison of the education system in Indian and Western School

Reference Books:

- Crown, R.G. (1965), A Society of Education, Engineering patterns of class, status and power in the public school, New York: Appleton-century crofts.
- Durkhem, S. (1956), Education and Sociology of Education, New York: The Free Press of Glenoce. .
- Gore, M.S., et. al. (1967), Papers in the sociology of Education in India, New Delhi, NCERT.
- Hanseu, D.A. et. al (1965), On Education: Sociological Perspective. New York: John Wiley and Sons
- चाबे, सरयूप्रसाद, (2005), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
- त्रिपाठी, शालिग राम, (2008), शिक्षा सिद्धान्त, कनिष्क पब्लिशर्स डिस्ट्रीब्यूटर्स , अंसारी रोड, नई दिल्ली
- पाण्डेय, रामशक्ल, (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
- पाण्डेय, रामशक्ल, (2007), शिक्षा के मूल सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
- शर्मा, आ. पी., गुप्ता शोभा, (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
- सिन्हा, मंजरी, सिन्धु, आई. एस., (2007), विकासोन्मुख भारतीय समाज में शिक्षा तथा शिक्षक की भूमिका, विनोद पुस्तक मंदिर, आगरा

Focus: **This Course is focusing on skill development and employability under the CO1, CO2, CO3, CO4 & CO5.**

Outcome:

After completion of this course the student teacher will able:

CO1: To know philosophical aspects of education and develop an educational perspective.

CO2: To understand the concept, principle of sustainable development, and the core concept of educational thinkers.

CO3: To understand the knowledge of the Indian education system as it has evolved from the past, as it is today.

CO4: To develop knowledge about various policies on education and schemes in India.

CO5: To be aware of Indian Constitutional values related to the aims of education and its Directive Principles.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/ PSOs
CO1	PO1, PO6, PO7, PO8/PSO1, PSO4
CO2	PO2, PO5, PO9/PSO2, PSO4
CO3	PO1, PO2, PO3, PO7/PSO1, PSO3, PSO4
CO4	PO1, PO2, PO3, PO4,PO9/PSO2, PSO3
CO5	PO3,PO4, PO5, PO6, PO9/PSO1, PSO2, PSO3, PSO4

BEDP0016: Environmental Education

Objective: *The course will enable the student-teachers to understand possible environmental hazards their negative effects and method to minimize them also establish the relationship of human with environment.*

Credits: 03   **L-T-P-3-0-0**

Module No.	Content	Teaching Hours
I	**Environment:** Concept, Natural and human-made environment. **Ecosystem**: structure, function and components, Food chains, food webs and ecological pyramid. **Forest, Grass land and Desert**: Introduction and characteristic features. **Natural Resources and associated problems:** Forest resources, water resources, food resources.	21
II	**Environmental Pollution:** Air, water, Noise, Chemical. **Solid waste:** causes, effects and controlling measures of urban and industrial waste. **Climate change**: global warming, acid rain and ozone layer depletion, **Natural Disaster:** flood, earthquake, cyclone and land slides	21

Practicum/Assignment work:(any one)
- Work on project related to any issue of environmental preservation and protection.
- Preparation of a scrap file on ecosystem.
- Prepare a working model on any one natural disaster.

Reference Books:
- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- Cunningham, W.P.Cooper, T.H. Gorhani, E & Hepworth, M.T.2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p.
- Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws Himalaya Pub. House, Delhi 284 p.
- Mckinney, M.L. & School, R.M. 1996. Environmental Science systems &Solutions, Web enhanced edition. 639p.
- Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
- Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut.
- NCERT (1981) Environmental Education at school level, New Delhi.

Focus: This Course is focusing on skill development & employability under the CO1, CO2, CO3 & CO4.

Outcome:

After completion of this course the student teacher will able:

CO1- To understand the concept, meaning of environment, Ecosystem and Food chain.

CO2- To understand natural resources and associated problems.

CO3- To understand possible environmental hazards and their negative effects and method to minimize them.

CO4- To establish the relationship of human with environment.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

Cos	POs/ PSOs
CO1	PO1, PO4, PO5, PO7, PO9/PSO1, PSO3
CO2	PO1, PO4, PO5, PO7, PO9/PSO1, PSO3
CO3	PO1, PO4, PO5, PO7, PO9/PSO1, PSO3
CO4	PO1, PO4, PO5, PO7, PO9/PSO1, PSO3

Focus: This Course is focusing on skill development & employability under the CO1, CO2, CO3 & CO4.

BEDP0017: Peace Education

Objective: *The course will enable the student-teachers to understand Peace education its relevance and connection to inner harmony as well as harmony in social relationships.*

Credits: 03   **L-T-P-3-0-0**

Module No.	Content	Teaching Hours
I	**Peace Education** – meaning & scope, Need and importance of peace education, Human Rights and peace Education, Peace Education and conflict resolution in school, Frontiers of Education for peace - Personality formation, living together in Harmony, Responsible citizenship, National Integration, Education for peace as a life style movement.	21
II	**Education for Peace** – Values and Life Skills, Designing Programmes – Ways of Integrating peace into the curriculum, Practice that make school a place of peace, teacher as peace builders, pedagogical skills and strategies, integrating peace concerns in classroom transaction. Concept of peace according to – Gandhi, Krishnamurthy, Aurobindo, Mother Teressa, Initiatives at National and International levels, Agencies contributing to peace – UNO, Gandhi Peace foundation etc.	21

Practicum/Assignment work: (Any One)
- Preparation of collages from newspapers magazines etc. to highlight issues and challenges to peace or positive response to them.
- Prepare a poster based on the classification of peace values.
- Case study of a child suffering from stress & tension or bad habits.

Reference Books:
- Balasovriya, A.S. (1994) Teaching Pace to Children, National Institute of Education Maharagama, Sri Lanka.
- Balasovriya, A.S. (2000) World Peace through School National Institute of Education, Maharagama.
- Canfeid, Jack (1975) 101 Ways to enhance self concept in the classroom, Prentice Hall, Engle Cliffs.
- Fountain, Suan (1988) Learning together – Global education, Stanley Thrones Publishers, Ltd. York University.
- Graham and David Seiby (1993) Global Teacher – Global learner, Hodder and Stoughton Ltd., London.
- Kreidler Willam, I, (1991) Creative Conflict Resolution more than 200 activities for keeping pace in the Classroom,

Focus: **This Course is focusing on skill development under the CO1, CO2, CO3, CO4, CO5, CO6, CO7 & CO8.**

Outcome:

After completion of this course the student teacher will able:

CO1 To explain and know about peace education, their relevance and connection to inner harmony as well as harmony in social relationships.

CO2 To study about Human Rights and peace Education.

CO3 To study and understand the views of different philosophies about peace.

CO4 To know how peace education in helpful in conflict resolution.

CO5 To study the ways of integration peace into the curriculum

CO6 To study how teacher can be as peace builder

CO7 To use pedagogical skills and strategies in and out of classroom for promoting peace.

CO8 To understand and resolve conflicts within self and in society.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

Cos	POs/ PSOs
CO1	PO1, PO3, PO6, PO7, PO9/PSO1, PSO4
CO2	PO1, PO3, PO6, PO7, PO9/PSO1, PSO4
CO3	PO1, PO3, PO6, PO7, PO9/PSO1, PSO4
CO4	PO1, PO3, PO6, PO7, PO9/PSO1, PSO4
CO5	PO1, PO3, PO6, PO7, PO9/PSO1, PSO4
CO6	PO1, PO3, PO6, PO7, PO9/PSO1, PSO4
CO7	PO1, PO3, PO6, PO7, PO9/PSO1, PSO4
CO8	PO1, PO3, PO6, PO7, PO9/PSO1, PSO4

BEDP0018: Population Education

Objective: The course will enable the student-teachers to understand importance of population, factors responsible for population growth and Educational intervention for upgrading the quality of Social functioning.

Credits: 03   **L-T-P-3-0-0**

Module No.	Content	Teaching Hours
I	**Population Education**: Concept, Need, Scope, Importance and Objectives. **Factors affecting the Population growth:** Fertility, Mortality and Migration (mobility). **Population and quality of Life:** Population in relation to Socio-Economic Development, Health Status, Nutrition Health Services and Education. **Use of Mass-Media:** Newspapers, Radio, Television, A.V. Aids.	21
II	**Scope of Population Education in Schools:** Role of Teachers in Creating awareness Consequences of Population problems, working with Community to build awareness **Role of Central and State Government in Population Control and Health Preservation:** National Population Policy , various Population related Policies and Programmers, Voluntary and International Agencies –UNEPA, WHO, UNESCO etc.	21

Practicum/Assignment Work:(any one)
• Population Survey of a nearby Community.
• Preparing a report of an exhibition concerning Population Education.
• An Essay (about 200 words) on the role of Mass – Media in Population control.

Reference Books:
• Mehta, T.S. & Pathak B.S.: Population Education for Teachers NCERT Publication.
• Mehta, T.S. and Chandrar: Population Education: Selected Reading NCERT Publication.
• Wadia, A.B.: Population Education for young on the Nature and Methodolog of Population
  Education FPAT,Mumbai. FPAL, Mumbai.
• UNESCO: Reading on the Nature and Methodology of Population Education Bangkok, 1982.
  Bangkok, 1982.
• Vyas & Vyas : Population : Problem and Solution, Asha Prakashan Grah 30, Naiwala, Karol Bag, New Delhi-5

Focus: This Course is focusing on skill development under the CO1, CO2, CO3 & CO4.

Outcome: After completion of this course the student teacher will able:

CO1. To develop in the student-teacher an understanding of the concept, and importance of Population Education.

CO2. To enable the students to understand various terminologies connected with Population studies and factors responsible for population growth.

CO3. To develop an awareness of the implications of population growth on various aspects of social functioning.

CO4. To help student-teacher to appreciate the role of Population Education as an Educational intervention for upgrading the quality of social functioning.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

Cos	POs/ PSOs
CO1	PO1, PO5, PO7, PO9/PSO1, PSO4
CO2	PO1, PO5, PO7, PO9/PSO1, PSO4
CO3	PO1, PO5, PO7, PO9/PSO1, PSO4
CO4	PO1, PO5, PO7, PO9/PSO1, PSO4

BEDP0019: Value Education

Objective: *The course will enable the student-teachers to develop good moral character through Value Education and understand relation between Value and personal behavior affecting the achievement of sustainable future.*

Credits: 03   **L-T-P-3-0-0**

Module No.	Content	Teaching Hours
I	**Value Education**: Concept, Need, Sources and Classification of values, Celebration of Value based Activities for Promoting National Values, Constitutional Values. **Nurturing Agencies:** Formal –School, Informal-Home and Society and Non Formal-Mass Media	21
II	**Value erosion and Conservation**: Value in Modern Society, Challenges of disseminating values in the millennium, Moral development theory of lawrence Kohlberg, Role of Education in diluting value crisis.	21

Practicum/Assignment work: (Any One)
- Content analysis of one teaching subject regarding development of values.
- Prepare the list of activities and their related values in School.
- Write a short story on any one value

Reference Books:
- पाण्डेय, रामशक्ल, एवं मिश्रा, करूणा शंकर, (2006), मूल्य शिक्षण, विनोद पुस्तक मंदिर,आगरा
- मिश्रा, रेणु, मूल्यपरक शिक्षा, राजस्थान बोर्ड शिक्षण पत्रिका, अंक: 3-4, खण्ड 44-4
- राधाकृष्णन्, एस.: जीवन का आदर्श दृष्टिकोण
- लोढ़ा, महावीरमल, (1996), नैतिक शिक्षा के विविध आयाम, राजस्थान हिन्दी ग्रथ अकादमी,जयपुर
- Gupt N.L.Value Oriented Education,Krishna brothers,Ajmer
- Prem Kripal-Value in Education NCERT, New Delhi 1981
- Swami Raghunath Anand- Eternal values for a changing society, BVB Bombay1971

Focus: This Course is focusing on skill development under the CO1, CO2, CO3 & CO4.

Outcome:

After completion of this course the student teacher will able:

CO1. To develop good moral character through Value Education.

CO2. To build good teacher through Value Education.

CO3. To develop and understanding of Value Education strategies and theory.

CO4. To develop skills for using values clarification and values analysis in teaching.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

Cos	POs/ PSOs
CO1	PO1, PO2, PO3, PO6, PO7, PO9/PSO1, PSO4
CO2	PO1, PO2, PO3, PO6, PO7, PO9/PSO1, PSO4
CO3	PO1, PO2, PO3, PO6, PO7, PO9/PSO1, PSO4
CO4	PO1, PO2, PO3, PO6, PO7, PO9/PSO1, PSO4

BEDP0020: Fundamentals of Artificial Intelligence in Education

Objective: *The course will enable the student-teachers to understand the basics of Artificial Intelligence and its application in education.*

Credits: 03   **L-T-P--3-0-0**

Module	Content	Teaching Hours
I	**Introduction to AI**: Concept, Applications of AI in various fields and in Education Ethical issues in AI, Future of AI. **Data & Data Sets**: concept, its utility in Education, Different types of Data, Visual Representation of Data, Saving and sharing Data **Machine Learning:** Concept, Need, Types, Applications of Machine Learning in Education.	21
II	**Natural Language Processing and Computer Vision**: Concept and importance of NLP, Understanding of NLU & NLG, Sentiment analysis &Text Analytics, Applications of NLP in Education, Understanding of Computer Vision and Applications **Robotics**: Robots, Robotics & its History, Aspects of Robotics and building blocks, Application of Robotics in various fields, Robotics in Education	21

Practicum/Assignment work (anyone):

- Brainstorm around the applications of AI in Smart Cities, Smart Homes, and Smart schools.
- Workaround the scenarios given to them and think of ways to acquire data.
- Select an appropriate graphical format to represent the data acquired and make it with the use of graphical tools.

Reference Books:

- Christopher D. Manning and HinrichSchütze (1999) Foundations of Statistical Natural Language Processing. The MIT Press. ISBN 978-0-262-13360-9.
- Daniel Jurafsky and James H. Martin (2008). Speech and Language Processing, 2nd edition Pearson Prentice Hall. ISBN 978-0-13-187321-6.
- Dunham Margaret H,(2003.) Data Mining Introductory and Advanced Topics, Pearson/Prentice-Hall, (QA76.9.D343D917)
- George F. Luger, (2009). Artificial Intelligence: Structures and Strategies for Complex Problem Solving, 6th Edition,
- Addison Wesley, Han Jiawei and Kamber Micheline(2012.), Data Mining: Concepts and Techniques, 3rd Edition,
- Jain, V.K. (2018), Khanna Book Publishing; 1 edition, ISBN-13: 978-9386173676
- Luger George F, (2009.)Artificial Intelligence: Structures and Strategies for Complex Problem Solving, 6th Edition, Addison-Wesley, (Q335.L951).
- Michael Negnevitsky,(2005)Artificial Intelligence: A Guide to Intelligent Systems. 2nd edition, Mohamed ZakariaKurdi (2017). Natural Language Processing and Computational Linguistics: semantics, discourse, and applications, Volume 2. ISTE-Wiley. ISBN 978- 1848219212.

Focus: This Course is focusing on skill development & employability under the CO1, CO2, CO3 & CO4

Outcome:

After completion of this course the student teacher will be able to:

CO1: Understand the basic concepts of Artificial Intelligence and explore the applications of AI in various fields.

CO2: Develop competence in an understanding of data filtering and explore various data visualization tools.

CO3: Associate the basic concepts of NLP, the working mechanism behind NLP, and its importance in education.

CO4: Understand the basics of robotics and its applications in various fields

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/ PSOs
CO1	PO2,PO4 PO8,PO9/PSO2, PSO4
CO2	PO2,PO4 PO8,PO9/PSO3, PSO4
CO3	PO2,PO4 PO8,PO9 /PSO2, PSO4
CO4	PO2,PO4 PO8,PO9/PSO3, PSO4

BEDE0006: Reading & Reflecting Text

Objective: *The course will enable the student-teachers to develop proficiency in reading and responding to written texts, examine and appreciate authentic literary and non-literary texts and develop study and reference skill.*

Credits: 02   **L-T-P: 0-0-2**

Module No.	Content	Teaching Hours

	Attempt any Five
	• Read an Educational Journal Article and summarize in your own words. (100-150 words).
	• Read a chapter from an Educational Book and summarize in your own words. (100-150 words).
	• Give Review on any one Educationist's Autobiography. (100-150 words).
	• Give Review on any one Educationist's Biography. (100-150 words).
	• Write a review on National Curriculum frame work-2009. (100-150 words).
	• Write a review on RTE Act, 2009. (100-150 words).
	• Write a review on Policy document. (100-150 words).
	• Give Review on a Historical book or a Mythological book. (100-150 words).
	• Give book review with critical analysis of Content and Language of the text. (Any two from following). (100-150 words).
	   • Wings of Fire A.P.J. Abdul Kalam (अग्नि की उड़ान)
	   • Swami Vivekananda autobiography (विवेकानन्द की आत्मकथा)
	   • The Story of My Experiments with Truth. (Gandhi Ji)
	   • Malgudi Days short story (R. K. Narayan)
	   • Swami Vivekananda Turning Points (हिन्दी)
		24

Reference Books:

• Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University.
• Grellet, F. (1981). Developing Reading skills: A practical guide to reading comprehension exercise Cambridge University Press.
• NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT.
• Reading Development Cell, NCERT (2008).Reading for meaning. New Delhi: NCERT.
• California Yule, G. (2006).The study of language. Delhi: Cambridge University Press.
• Martin, Jr. B. (1987). The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, Children's Literature in the Reading Programme. Michigan: International Reading Association.

Focus: **This Course is focusing on skill development under the CO1, CO2, CO3, CO4, CO5, CO6, CO7, CO8 & CO9**

Outcome:

After completion of this course the student teacher will able:

CO1: To read and respond to variety of texts in different ways, may be personal, creative or Critical.

CO2: To enhance their capabilities as readers and writers by becoming participants in the process of reading

CO3: To get involved in the reading interactively – individually and in groups become resources for one another

CO4: To comprehend and think reflectively on spoken or written texts

CO5: To read critically and analyze course readings, ideas presented in the class and experiences in schools

CO6: To write with a sense of purpose and for an audience

CO7: To learn to think together and develop meta-cognitive awareness to become conscious of their own thinking process

CO8: To develop study habits of reading and writing.

CO9: To develop skill of summarization and note-making.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

Cos	POs/ PSOs
CO1	PO1, PO2, PO3, PO4, PO9/PSO1, PSO4
CO2	PO1, PO2, PO3, PO4, PO9/PSO1, PSO4
CO3	PO1, PO2, PO3, PO4, PO9/PSO1, PSO4
CO4	PO1, PO2, PO3, PO4, PO9/PSO1, PSO4
CO5	PO1, PO2, PO3, PO4, PO9/PSO1, PSO4
CO6	PO1, PO2, PO3, PO4, PO9/PSO1, PSO4
CO7	PO1, PO2, PO3, PO4, PO9/PSO1, PSO4
CO8	PO1, PO2, PO3, PO4, PO9/PSO1, PSO4
CO9	PO1, PO2, PO3, PO4, PO9/PSO1, PSO4

BEDE0007: Understanding the Self

Objective: *The course will enable the student-teachers to understand their own potential, gives conscious direction to their lives to take responsibility for their actions, and develop a holistic and integrated understanding of the human self and personality.*

Credits: 02   **L-T-P:0-0-2**

Module	Content	Teaching Hours
	The World within the Self: Exploring the Self, Analysis of strengths, weaknesses, opportunities, and challenges (SWOC),Development of self-esteem and self-confidence, Management of emotions, and Positive thinking. **Self and the World:** Harmony and peace with self through mindfulness; Development of resilience, Empathetic listening and sensitivity, Assertive self-expression, Conflict resolution.	24

Practicum/Internal work:
- Present a narrative on "Your Journey as a person". Include major insights, takeaways, breakthroughs achieved, and action plans for the future.
- Prepare a student portfolio containing evidence of your strengths in the form of creative art/ writing/ pictures of your achievements/ testimonials/ appreciation received. How have these achievements helped you to evolve as a person by helping you build a positive self-image?
- Identify one personal conflict experienced and the process of resolution of the conflict

Reference Books:

1. Bhatt, H. (n.d.). The diary of a school teacher. An Azim Premji University Publication. Retrieved from http://www.arvindguptatoys.com/arvindgupta/diary-school-teacher eng.pdf
2. Bhattacharjee, D. K. (Ed). (2010). Psychology and Education – Indian Perspectives. New Delhi: NCERT.
3. Dalal, A.S. (d.) (2001). A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry: Sri Aurobindo Ashram.
4. Delors, J. (1996). Learning the Treasure within –Twenty-First Century Education. UNESCO: Education Commission Report.
5. Gulati, S., & Pant, D. (2012). Education for Values in Schools – A Framework. New Delhi: NCERT.
6. Krishnamurti, J. (1998). On Self-knowledge. Chennai: Krishnamurti Foundation India.
7. Krishnamurti, J. (2000). Education and Significance of Life. Chennai: Krishnamurti Foundation India.
8. Pant, D. & Gulati, S. (2010). Ways to Peace–A Resource Book for Teachers. New Delhi: NCERT.
9. Venkateshamurthy, C. G., & Rao, A.V.G (2005). Life Skills Education Training Package. Mysore: R.I.E. C-Practice

Focus: This Course is skill development under the CO1, CO2, CO3 & CO4

Outcome:

After completion of this course the student teacher will be able to:

CO 1. Understand the development of self as a person and as a teacher;

CO 2. Develop sensibilities, dispositions, and skills;

CO 3. Develop social-relational sensitivity and effective communication skills;

CO 4. Develop an integrated understanding of the human self and personality to deal with conflicts at different levels.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/ PSOs
CO1	PO2,PO7,PO9,PO10 /PSO1, PSO4
CO2	PO2,PO7,PO9,PO10 /PSO1, PSO4
CO3	PO2,PO7,PO9,PO10 /PSO1, PSO4
CO4	PO2,PO7,PO9,PO10 /PSO1, PSO4

BEDE0009: Online Teaching Practice

Objective: *The course will enable the student-teachers to develop online teaching skills by using latest technology.*

Credits: 02   **L-T-P-0-0-2**

Module No.	Content	Teaching Hours
	Technology for preparation of Lesson plan(5 Lesson Plan). Use of Online Resources for classroom Teaching-Learning. Tools for Digital Lesson Planning and assessment. Preparation and Teaching two ICT/multimedia based lesson plans in each subjects.	24

Focus: This Course is focusing on skill development & employability under the CO1, CO2 & CO3.

Outcome:

After completion of this course the student teacher will able:

CO1- To Use Technology for preparation of Lesson plan.

CO2- To Online Resources for classroom Teaching-Learning.

CO3- To Tools for Digital Lesson Planning and assessment.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

Cos	POs/ PSOs
CO1	PO2, PO4,PO7, PO8/PSO2, PSO3
CO2	PO2, PO4,PO7, PO8/PSO2, PSO3
CO3	PO2, PO4,PO7, PO8/PSO2, PSO3

BEDE0012: Soft Skills and Personality Development-III

Objective: *The course will enable the student-teachers to enhance holistic development of their personality, effective verbal and non-verbal communication skills, grooming and etiquettes and conflict resolution techniques.*

Credits: 02   **L-T-P: 0-0-2**

Module No.	Content	Teaching Hours
	Professional Etiquettes: Email Etiquette, Cover letter, Business Etiquette, Telephonic Etiquette **Out of The Box Thinking:** Creative Thinking, Brainstorming: A tool to creative thinking, Mind Mapping, the art of Thinking Differently **Group Discussions:** What is Group Discussion?, Why Group Discussion?, Important traits of Group Discussion, Pocket rules for GD, Do's and Don'ts for GD, Group Discussions on various topics **Personal Interview:** Resume writing, Online/Offline Interview Preparation, Handling Telephonic Interviews, Mock Personal Interviews	24

Focus: This Course is focusing on skill development & employability under the CO1, CO2, CO3, CO4 & CO5

Outcome:

After completion of this course the student teacher will able:

   CO1: To assimilate professional etiquettes.
   CO2: To think differently.
   CO3: To develop skill of group discussion.
   CO4: To face successfully interview related to placement.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/ PSOs
CO1	PO4, PO6, PO7, PO9/PSO1, PSO3
CO2	PO4, PO6, PO7, PO9/PSO1, PSO3
CO3	PO4, PO6, PO7, PO9/PSO1, PSO3
CO4	PO4, PO6, PO7, PO9/PSO1, PSO3

FOURTH SEMESTER

BEDP0014: School Internship

Objective: *The field experience helps in expanding the competencies and skills which are essential for a teacher to serve as a facilitator of learning. During internship student-teachers interact with the teachers, students, administrators and community including parents and try to understand the problems of schools and students which helps in their development as a teacher. They are also provided with opportunities to participate and organize various programmes and activities which schools generally organize to facilitate students' learning and development.*

Credits: 18   **L-T-P: 0-0-6**

Module No.	Content	Credits	Teaching Hrs.
Pre-Internship	Micro Teaching/Skill orientation (One week)	5	270
	Simulation Teaching (One week)		
	Teaching of selected pedagogy subjects in classes with constructivist approach by student teacher/intern (Twenty in each pedagogy subject total 40 including criticism lesson plan)		
	Peer –Observation (10 in each subject) **Participation in co-scholastic work of school with report making-** 1.Organizing morning Assembly 2.Preparation of time-table of the class 3.Maintaining student's attendance and preparing a monthly record of student's attendance. 4.Planning and participation in community awareness programme with school children (Rallies, Awareness campaign and cleanliness campaign), Or Planning and participation in games and sports programme during school internship, Or Planning and participation in literary & cultural activities- Drama/Art/Debate/quiz/science fair, exhibition, science club, nature study.		
	Preparation, Orientation and use of Teaching Learning material (TLM) in each teaching subjects.		
	Criticism		
	Final Lesson of two pedagogy of school subjects (Written Lesson, Presentation, External Viva-voce, Teaching Aids)	8	
	Total	18	

Focus: This Course is focusing on employability, entrepreneurship and skill development under the CO1, CO2, CO3, CO4 & CO5

Outcome:

After completion of course, the student will be able to:

CO1: Develop a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.

CO2: Experience and understand the real world of teaching with the help of systematic supervisory support and feedback.

CO3: Develop understanding about teaching, pedagogy, school management and community involvement

CO4: To improve knowledge, skill, social and moral values

CO5: Development of competencies and skills needed for becoming effective teachers in the new scenario

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

Cos	POs/ PSOs
CO1	PO1, PO2, PO4, PO5/PSO3, PSO4
CO2	PO1, PO2, PO4, PO5/PSO3, PSO4
CO3	PO1, PO2, PO4, PO5/PSO3, PSO4
CO4	PO1, PO2, PO4, PO5/PSO3, PSO4
CO5	PO1, PO2, PO4, PO5/PSO3, PSO4

BEDO 0001: Physical Education & Yoga

Objective: Students will learn the introduction of Physical Education, the Concept of fitness and wellness, Weight management and the lifestyle of an individual. The student will also learn about the relationship of Yoga with mental health and value education. In this course, students will also learn about the aspects of the Traditional games of India.

Credits: 02   **L-T-P: 1-0-2**

Module No.	Content	Teaching Hours
	Physical Education: Meaning, Aim, Need, Importance and Scope of Physical Education in the Modern Society. Physical Education in India before and after Independence. **Concept of Fitness and Wellness:** Meaning, Importance, and Factors affecting Fitness and Wellness. Components and fitness equipment. **Weight Management:** Meaning, Factor affecting weight management. BMI: (Body mass index) Meaning, charts, range and category. Obesity: Meaning, Causes and its types, Solutions for Overcoming Obesity. **Lifestyle:** Meaning, Definition, Importance, Factor affecting Lifestyle. Healthy Lifestyle through Diet. Relationship between Diet and Fitness. **Yoga and Meditation**: Definition, importance of Yoga.Yoga relation with mental health and sports. Definition of Asana and Pranayama, differences between Asana and physical exercise. Asana-Suraya-Namaskar, Bhujang Asana, Naukasana, Halasana, Vajrasan, Padmasana, Shavasana, Makrasana, Dhanurasana, Tad Asana. Pranayam - Anulom, Vilom, Bhramary. **Traditional Games of India:** Meaning, types and benefits of Traditional Games.	**30** (15 Theory, 15 Practical)

Suggested Readings

- Singh, Ajmer, Physical Education and Olympic Abhiyan, "Kalayani Publishers", New Delhi, RevisedAddition, 2006
- Patel, Shri krishna, Physical Education, "Agrawal Publishers", Agra, 2014-15 Panday, Preeti, Sharirik Shiksha Sankalan, "Khel Sanskriti Prakashan, Kanpur
- Kamlesh M.L., "Physical Education, Facts and foundations", Faridabad P.B. Publications.
- B.K.S. Yengar, & quot; Light and Yog. Yoga Deepika & quot;, George Allen of Unwin Ltd., London,1981.Braj Bilari Nigam, Yoga Power & quot; The Kpath of Personal achievement & quot; Domen and Publishers,New Delhi, 2001.
- Indira Devi, & quot; Yoga for You & quot;, Gibbs, Smith Publishers, Salt Lake City, 2002 Domenand Publishers, New Delhi - 2001.
- Jack Peter, & quot;Yoga Master the Yogic Powers & quot;, Abhishek Publications, Chandigarh, 2004.Janice Jerusalim, & quot; A Guide To Yoga & quot; Parragon Bath, Baiihe-2004.
- नारंग, प्रियंका, परम्परागत भारतीय खेल, "स्पोर्ट्स पब्लिकेशन", नई दिल्ली, 2007

Outcomes:

After completion of this course, the student will be able:

CO1: to understand the concept of holistic health and various dimensions and determinants of Physical health.

CO2: Acquaint them with the Fitness, Wellness and Weight Management programmed & its importance.

CO3: Create interest in the practice of *yoga asanas* and meditation.

CO4: Sensitize students towards Traditional games of India, recreation and fit India movement.

BEDM 0001: Rashtra Gaurav

Objective: Students will comprehensively understand India's rich cultural heritage, explore its various aspects, cultivate critical thinking, and reflect on the significance of India's cultural legacy in contemporary society, fostering a sense of responsibility toward preserving and promoting India's cultural heritage for future generations.

Credits/Unit: 02   **L-T-P: 2-0-0**

Module No.	Content	Teaching Hours
I	**Features of Indian culture –** Unity in diversity: Geographical, ethnic, Indian people (Indian Diaspora), Religious and cultural harmony, Ancient urban civilization, Vedic Culture.	8
II	**Philosophical and Spiritual Enlightenment:** Introduction of Jainism, Buddhism, Shatdarshan, Vedanta, Shankaracharya, Ramanuja, Sagun and Nirgun Bhakti Saints and Sufi Devotional traditions.	6
III	**Ancient and Medieval Literature:** Great Epics- Mahabharat, Ramayan Tamil Literature Major literary works-Kalidas, BanBhatt, Kalhan, Abu Fazal, Bharatendu Harishchandra Kautilya's Arthashastra **Science in Ancient and Medieval India**. **Mathematicians and Astronomers of Ancient India**-Aryabhata, Varahamihira, Brahmagupta **Art and Architecture of India-** Ashoka Pillars, Sanchi Stupa, Ajanta and Ellora Caves, Konark Sun Temple, Khajuraho temples and various medieval monuments**.**	6
IV	**Important National Personalities and their Contributions:** Rabindranath Tagore, Sarojini Naidu, Bhagat Singh, Dadabhai Naoroji, Bankim Chandra Chattopadhyay,	4

Reference Books:
- Nehru Jawaharlal, "The Discovery of India" Penguin Random House India Private Limited, 2008.
- S C Dubey, "Indian Society" National Book Trust, Paperback,12th edition,2020.
- Hasnain Nadeem, "Indian Society and Culture" New Royal Book Company,2010.
- Shah G, "Social Movements in India" Sage India,2004.

Outcomes:
After completion of the course, the student will be able to:
CO 1-Understand the significance of ancient Indian civilization and features of Indian culture.
CO 2-Develop critical thinking and reflection on the relevance of Indian Philosophical and spiritual traditions in contemporary society.
CO 3-Appreciate the richness and diversity of Indian literature, epic contributions of Indian scientist and the basics of Indian astrology concepts.
CO 4-Identify Indian personalities as role models and be inspired to emulate them values and achievements.