

**Faculty of Education
University of Delhi, Delhi**

Bachelor of Education (B.Ed.)

**Semester – I, II, III and IV
CURRICULAR STRUCTURE**

Curricular Structure
B. Ed. Programme (Semester Mode)
Department of Education, University of Delhi

Total Credits: 80

S. No.	Curricular Component	Courses	Credit per semester				Total Credits per course
			S-1	S-2	S-3	S-4	
1	Perspective Courses	PC1: Education in Contemporary India-I	2				2
		PC2: Education in Contemporary India-II		2			2
		PC3: Human Development and Diversity	2				2
		PC4: Learning, Cognition, and Diversity		2			2
		PC5: Conceptual Foundations of Education-I	2				2
		PC6: Conceptual Foundations of Education-II		2			2
		PC7: The Inclusive School-I	2				4
		PC8: The Inclusive School-II		2			2
		PC9: Knowledge, Disciplines and School Subjects	2				2
		PC10: Research in School Education				2	2
		PC11: Assessment for Learning			2		2
		PC12: Gender, School and Society-I		2			2
		PC13: Gender, School and Society-II			2		2
		PC14: School Leadership and Management			4		4
		PC15: Curriculum: Planning, Development and Evaluation				4	4
		PC16: Continuous Professional Development: Practices and Approaches				2	2
3	Pedagogy	Pedagogy –IA (Any One)					
		P.1.1A : Language					
		P.1.2 A: Science					
		P.1.3 A : Mathematics					
		P.1.4 A: Social Science					
		P.1.5 A: Commerce					
		Pedagogy –IB (Any One)					
		P.1.1 B: Language					
		P.1.2 B: Science					



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		P.1.3 B: Mathematics P.1.4 B: Social Science P.1.5 B: Commerce					
		Pedagogy II A P.2.1 A : English P.2.2 A: Hindi P.2.3A : Sanskrit P.2.4 A: Urdu P.2.5 A: Punjabi P.2.6 A: Physics P.2.7 A: Chemistry P.2.8 A: Biology P.2.9 A: Integrated Science P.2.10 A: Mathematics P.2.11 A: History P.2.12A : Political Science P.2.13 A: Economics P.2.14A : Geography P.2.15 A: Psychology P.2.16 A: Sociology P.2.17 A: Social Science P.2.18 A: Commerce P.2.19 A: Home Science	2				2
		Pedagogy II B P.2.1 B: English P.2.2 B: Hindi P.2.3 B : Sanskrit P.2.4 B: Urdu P.2.5 B: Punjabi P.2.6 B: Physics P.2.7 B: Chemistry P.2.8 B: Biology P.2.9 B: Integrated Science P.2.10 B: Mathematics P.2.11 B: History P.2.12 B: Political Science		2			2

		P.2.13 B: Economics P.2.14 B: Geography P.2.15 B: Psychology P.2.16 B: Sociology P.2.17 B : Social Science P.2.18 B : Commerce P.2.19 B: Home Science					
3	Tutorial, Engagement with Community and Students' Activities	TCE: Tutorial, Engagement with Community SA: Students' Activities	2				2
				1		1	2
4	Elective Courses (Any One)	Elective Courses (Any One) E.1 : Education for Mental Health E.2 : Art Education E.3 : Digital Technologies in Education E.4 : Educational Technology E.5 : Environment Education E.6 : Human Rights in Education E.7 : Peace Education E.8 : Adolescence Education E.9 : Rethinking Childhood E.10 : Cultivating Holistic Pedagogy Exploring Indian Perspectives in Education E. 11: Teacher and Society E. 12: School Development E.13: Foundations of Bi/Multilingual Education				4	4
5	Enhancement of Professional Capacities (EPC)	EPC1: Critical Understanding of ICTs in Education EPC2: Understanding Communication EPC3: Art, Craft and Aesthetics/music/ Drama EPC4: Yoga	2 2 				2 2
				2		2	2
6	School Experience Program (Field Engagement/School Attachment/Internship)	SEP I: Field observation (75) SEP II: Pedagogy III Planning (125) Lesson Planning and TLM (100+25) SEP III: (275) (Reflective Journal 15, Peer observation 15, School Project 15 Rotation 80, Regular 150) SEP: IV (Assessment Report (Pedagogy II)) (25)		3			3
					5		5
					7	4	11
						1	
Total Credit			20	20	20	20	80

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**Faculty of Education
University of Delhi, Delhi**

**Bachelor of Education (B.Ed.)
Courses
Semester – I**

Bachelor of Education (B.Ed.)

Title of the Course: Perspective Course PC 1: Education in Contemporary India-I
(Semester: I)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course focus on National Education System, students are anticipated to delve into discussions surrounding contemporary Indian society and education, gaining insight into both national and local educational landscapes, and recognizing the imperative of establishing a universally fair and just educational framework for a democratic society. This involves developing an awareness of the alienation and socio-economic disadvantages faced by many students, examining the intricate interplay between education and equality, and critically assessing the policies and recommendations put forth by significant commissions and committees.

Learning Outcomes

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

1. Develops critical analysis skills through conceptual understanding.
2. Understand the structure of the Indian Education System and the changes.
3. It will gain the perspective on socio-economic linkages of Education and contemporary issues.
4. Indian Educational thoughts and values.
5. Reflective learning and innovations in education.

Number of Units: 2

Weeks 15=30 hours

Unit 1: The Constitutional Context

(Weeks 7=14 hours)



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- Indian Constitution concerning with education, including the Preamble, Fundamental Rights, and Duties.
- Indian Constitution and Education's role in promoting social justice
- Right to Free and Compulsory Education Act of 2009 (RTE) and its focus on inclusion
- Education's placement in the concurrent list and the resulting implications.

Unit 2: The Social Context of Educational Policy

(Weeks: 04)

- Examination of Indian society's composition and its educational implications: Inequality, discrimination, exclusion, and marginalization based on factors like language, religion, caste, class, ethnicity, gender, region, and disability.
- Specific issues in the education of girls.
- Classroom dynamics as a focal point for exploration: Understanding the classroom environment concerning students from diverse socio-cultural and economic backgrounds.

Practicum/ Suggested Projects / Assignments (Any One)

1. Reflect on your own experience of schooling and education and develops a model for the change/innovation you would like to bring.
2. Document recurrent themes of socio-economic issues in education in contemporary times. (In news media, documentaries, reports, movies). Discuss the development and changes concerning any one of the issues.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Apple, M. W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*, 3(3), 239–261. 3



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- Balagopalan, S. (2003) Understanding educational innovation in India: the case of Ekalavya. *Education Dialogue* 1(1): 97-121.
- Balagopalan, S. (2010). Introduction: Children's Lives and the Indian Context. *Journal for the History of Childhood and Youth*, 18(3), 291-297.
- Balli, O., Nagpal, N., Sankar, D., Hnamte, L., Mehendale, A., Mohanty, S., ... & Addala, P. R. Digital Innovation, School Readiness and Intervention Approaches: a case of Connected Learning Initiative (CLIX) in Indian high schools. *Digital Inclusion: Transforming Education Through Technology*, 21.
- Chanana, K. (2001) *Interrogating women's education: bounded visions, expanding horizons*. Jaipur and New Delhi: Rawat
- Chandra, B. (2004) Gandhiji, Secularism and Communalism. *Social Scientist*, Vol. 32, No. 1/2pp. 3- 29
- Deshpande, S. (2014). The problem of caste. New Delhi: Orient Blackswan
- Dube, S.C. (1990, 2005) *Indian Society*. New Delhi: National Book Trust
- GOI. (1966). *Report of the education commission: Education and national development*. New Delhi: Ministry of Education.
- GOI. (1986). *National policy of education*. GOI.
- GOI. (1992, 1998). National Policy on Education, 1986 (modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
- GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
- Government of India. (n.d.). *National Education Policy 2020*. www.education.gov.in. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

- Govinda, R. (ed). (2002) *India education report: a profile of basic education*. New Delhi: Oxford University Press.
- Ghosh, S. C. (2007). *History of education in India*. Rawat Publications.
- Hindustani Talimi Sangh. (1938). *Basic national education: Report of the Zakir Hussain committee*. Sagaon, Wardha: Hindustani Talimi Sangh.
- Jhingran, D. (2023). Conversations/Interview with Dhir Jhingran. *Contemporary Education Dialogue*, 20(2), 236-255.
- *Letter to a teacher: By the school of Barbiana*. (1970). Retrieved from <http://www.arvindguptatoys.com/arvindgupta/letter.pdf>
- Naik, J.P. (1979) *Education Commission and After*. A P H Publishing Corporation: New Delhi. Also available in Hindi
- Nambissan, G. B. (2009). *Exclusion and discrimination in schools: Experiences of Dalit children*. Indian Institute of Dalit Studies and UNICEF.
- NCERT (2006/7) *National Focus Group Paper on the Problems of Scheduled Castes and Scheduled Tribes; National Focus Group Paper on Gender*. New Delhi: NCERT
- NCTE (2009) *National Curriculum Framework for Teacher Education*.
- Paliwal, D. (2019). Reaching the unreached through open and distance learning in India. *AAOU Journal*, 14(1), 39–49.
- Parekh, B. C. (2000). *Rethinking multiculturalism: Cultural diversity and political theory* (pp. 213- 230). Palgrave.
- Parimala, D. (2010). *Equity and Education in India: Policy, Issues and Challenges*. New Delhi: Kanishka Publisher.
- Parimala, D. (2011). *Diversity in Teacher Education: A Global Perspective*. New Delhi: Kanishka Publisher.

- Parimala, D. (2012). *Role of Teacher in Changing Context: Policy and Perspectives*. New Delhi: Kanishka Publisher
- Parimala, D. (2016). *Higher Education in India: Challenges and Possibilities*. New Delhi: Kanishka Publisher.
- Pathak, A. (2013). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. New Delhi: Aakar Books.
- PROBE (1999) *Public report on basic education in India*. New Delhi: Oxford University Press.
- Rai, A. (2000) *Hindi Nationalism*. Orient Longman
- Rampal, A. & Mander, H. (2013, July. 13). Lessons on food and hunger: Pedagogy of empathy for democracy. *Economic and Political Weekly* 48(28), 50-57.
- Rangarajan, R., Sharma, U., & Grové, C. (2023). Inclusion and equity in India's new National Education Policy (NEP): an analysis using the Context Led Model of Education Quality. *International Journal of Inclusive Education*, 1-21.
- Saxena, S. (2012, Dec. 8). Is equality an outdated concern in education? *Political and Economic Weekly* 47(49), 61-68.
- Shaban, A. (2016). Muslim Girls in Urdu Medium Schools of Maharashtra: Progress, retention and Aspirations. *Economic and Political Weekly* LI (25). 65-70.
- Sharma, G., Mittal, R., & Zayan. (2023). Teacher Education in India's National Education Policy 2020: Knowledge Traditions, Global Discourses and National Regulations. *Contemporary Education Dialogue*, 20(2), 256-282.
- Varma, A., Patel, P., Prikshat, V., Hota, D. K., & Pereira, V. (2021). India's new education policy: a case of indigenous ingenuity contributing to the global knowledge economy? *Journal of Knowledge Management*, 25(10), 2385-2395. <https://doi.org/10.1108/jkm-11-2020-0840>

- Subramanian, V. (2019). Parallel partnerships: Teach for India and new institutional regimes in municipal schools in New Delhi. *International Studies in Sociology of Education*, 29(4), 409–428. <https://doi.org/10.1080/09620214.2019.1668288>

Additional Readings

- Aggarwal, J. C. (1989). *Education in India: Policies, Programmes and Development: Global Perspectives*. New Delhi: Doaba House.
- Basu, A. N. (1947). *Education in Modern India*, Calcutta: Orient Book Company
- Bharti (2009). *Gandhi aur Ambedkar ka Yogdaan Dalit evam Mahila Utthan Mein*. New Delhi: Gautam Book Centre
- Dayal, B. (1955). *The Development of Modern Indian Education*. Bombay: Orient Longman Education as an Agent of Social Change in *Foundation Course in Humanities and Social Science* (IGNOU Study Material).
- Kumar, A. (1991). *Current Trends in India Education*. New Delhi: Ashish Publishing House.
- Lok Shikshak Manch (2016). *Humare Shikshak*. New Delhi: Lok Shikshak Manch.
- Mali, M.J. (2011). *Krantijyoti savitri Bai Phule*. New Delhi: Prakashan Vibhag, Government of India
- Nikolopoulou, A., Abraham, T. & Mirbagheri, F. (2010). *Education for Sustainable Development: Challenges, Strategies and Practices in a Globalizing world*. New Delhi: Sage.
- Ramchandran, P. & Ramkumar, V. (2009). *Education in India*. New Delhi: NBT.
- Rampal, A. (2008, April 21). Education for All. *The Times of India*.
- Sharma, R.N. & Sharma, R.K. (2002). *Problems of Education in India*. Delhi: Atlantic Publications.
- Vaidya, P.M. (2008). *Education for Peace: Relevance of Mahatma*. *Third World Impact*. XIX (177). 9- 13

Primary Sources:

- Government of India (2009). *Right to Education*, New Delhi: Ministry of Law and Justice.
- Government of India (1966). Kothari Commission Report- 1964-66. New Delhi: Most Education.

- Government of India (1966). *Kothari Commission Report- 1964-66*. New Delhi: Ministry of Education
- Hindustani Talimi Sangh (1938). *Basic National Education. Report of the Zakir Committee*, Sagaon, Wardha: Hindustani Talimi Sangh
- MHRD (1986). *National Policy on Education*, New Delhi: Ministry of Education.
- MHRD (1992). *Programme of Action*. New Delhi: Ministry of Education
- NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
- NCERT (2006/07). *National focus Group Paper on the Problems of Scheduled Castes and Scheduled Tribes*. New Delhi: NCERT.

Online links for Commission and Committee Reports:

1. Kothari, D. S. (1964). *Education and national development: Report of the education commission, 1964-66*. Available at www.mhrd.gov.in/
2. National Policy on Education (1986). Available at www.ncert.ac.in
3. Acharya Ramamurthy Report (Programme of Action) (1990). Available at www.ncert.ac.in
4. PROBE (1998) and PROBE 92011) Revisited available on www.academia.edu
5. NCF-2005 available on www.ncert.ac.in
6. NCFTE: http://www.ncte-india.org/publicnotice/NCFTE_2010.pdf
7. Sachar Committee Report available at <http://ncm.nic.in/pdf/compilation.pdf>
8. National Education Policy 2020:
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Teaching Learning Resources (Digital and others): Across Units (If any)

Nil if not given

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance

reading comprehension of core writings in the area, and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Constitutional Principles, Right to Education Act 2009, New Educational Policy 2020



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Bachelor of Education (B.Ed.)

Title of the Course: Perspective Course PC 3: Human Development and Diversity

(Semester – I)

Credits: 2

MM: 50 (External 35 Internal 15)

Contact Weeks: 15

Introduction of the Course

This paper explores the idea of human development and diversity from a psycho-social lens and adopts a lifespan approach for the same. The purpose is to enable the student-teachers to understand human development with a specific emphasis on the school stages and the implications of theoretical understanding on the process of learning and teaching. The course also touches upon human development as conceptualized in the Indian tradition. It engages the learners with contemporary issues and challenges and their ramifications. Additionally, by examining human development in the context of diverse backgrounds and experiences, this paper aims to foster a more inclusive perspective on human development. It seeks to develop a critical understanding of diversity and uniqueness. Development and diversity are conceptualized as highly interrelated processes, the understanding of which gets complemented by practical experiences in real contexts and not merely theoretical abstractions. In order that the theory-practice interface becomes more meaningful, it is proposed that the course be taught keeping in mind the basic organic unity between development and diversity.

Learning Outcomes

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

1. Explore the basic concepts and theories of Human Development from a psycho-social lens.
2. Critically examine the contemporary influences on human development.
3. Analyse and reflect on the inter-linkages between human development, diversity, and uniqueness in the Indian context.
4. Demonstrate a sustained commitment to creating more equitable and inclusive educational spaces as teachers.

Number of Units (3)

Weeks 15 = 30 hours

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Unit 1: Understanding Human Development

(3 weeks = 6 hours)

- Lifespan Development
- Principles and Debates of Human Development
- Human Development in the Indian tradition - (*Panchkosha Vikas* as an illustrative example)
- Contemporary Influences on Human Development: (Impact of technology-led existence, changing family structures, human conflicts, and emergencies etc.)

Unit: 2 Theoretical Perspectives on Human Development

(9 weeks = 18 hours)

(The selected theories have to be taught to enable an appreciation of the specific **developmental profiles** of the learner of the foundational, preparatory, middle, and secondary school stage respectively. The Educational Implications emanating from such profiles need emphasizing)

- Jean Piaget's theory of Cognitive Development
- Vygotsky's Sociocultural theory
- Erickson's theory of Psycho-Social Development
- Bronfenbrenner's Bioecological Systems Theory
- Kohlberg's theory of Development of Moral Reasoning and Gilligan's critique of it

Unit: 3 Diversity and Uniqueness in Educational Contexts

(3 weeks = 6 hours)

- Conceptualizing Diversity and Uniqueness
- Engaging with Diversity: Bias, Othering, Exclusion or Nurturance and Celebration
- Sources of Diversity (with emphasis on the development of an individual within society*)
- Understanding and Addressing Diversity within the classroom
- A whole - school approach to nurturing and celebrating diversity for all stakeholders

(*Understanding Diversity with reference to Socio-economic status, Culture, Geographic location, Religion, Caste, Class, Gender, and Sexual orientation as well as notions of Ability/Disability)

Practicum/ Suggested Projects / Assignments (Any Two)

10

1. Interview children who are making the transition from primary to secondary and secondary to senior secondary stage to identify the challenges which they face and how they deal with them. Focus on connecting with stage theories of development and spelling out the role of teachers and parents in this regard.
2. Choose any one school stage as suggested by NEP-2020. Based on your experiences, develop a profile of a child in the chosen stage w.r.t the multiple domains of development. Revisit your write up after finishing unit-II to compare your initial perceptions of the children of the chosen stage and the developmental profiles that emerge from the theories that you have studied.
3. Observe and interact with adolescents living in different contexts (for eg. rural areas, Dalit household, tribal community, urban slum, urban area, and working and street children). Profile their developmental challenges and the impact of their diverse life-locations on the same. If these students were in your class, how would you design your classroom engagements to both address and celebrate such diversity.
4. Watch any one of the following (The list is only suggestive)
 - a) Kota Factory (web-series)
 - b) Hichki (2018)
 - c) Chalk n Duster (2016)
 - d) I am Kalam (2010)
 - e) Rockford (1999)

Identify an adult-child relationship in your chosen movie/ web-series. How does this relationship support the development of the child? Now look at the adult as a developing human. Which factors support her/his development? How will this movie influence your approach as a teacher, if at all?

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential Readings:

- Berk, L. E. (2011). *Child Development*. (8th ed.). New Delhi: Pearson Prentice Hall.

- Christodoulou, J.A., Okano, K.H., Gove, A., McBride, C., Raihani, R., Strigel, C., Pérez, L.T. and Chakraborty, A. (2022) 'Diversity and social justice in education' in Vickers, E.A., Pugh, K. and Gupta, L. (eds.) Education and context in Reimagining education: e International Science and Evidence based Education Assessment [Duraiappah, A.K., Atteveldt, N.M. van et al. (eds.)]. NewDelhi: UNESCO MGIEP.
- Gilligan, C. (1982). *In a different Voice: Psychological Theory and Women's Development*. Cambridge: Harvard University Press.
- Kuther, T. L. (2022). *Lifespan development: Lives in context*. Sage publications.
- Reva Joshee (2003) A Framework for Understanding Diversity in Indian Education, Race Ethnicity and Education, 6:3, 283-297, DOI: [10.1080/1361332032000109646](https://doi.org/10.1080/1361332032000109646)
- Saraswathi, T. S. (1999). Adult-child continuity in India: Is adolescence a myth or an emerging reality?
- Garibay, C. J. (2014). *Diversity in the Classroom: UCLA Diversity & Faculty Development*.
- Verma, S., & Saraswathi, T. S. (2002). Adolescence in India: street urchins or Silicon Valley millionaires. The world's youth: Adolescence in eight regions of the globe, 105-140.
- Woolfolk, A. (2019). *Educational Psychology*. (14th ed.). New Delhi: Pearson Education
- Woolfolk, A., Misra, G. & Jha, A.K. (2012). *Fundamentals of Educational Psychology* (11th ed.). New Delhi: Pearson.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, and collaborative learning tasks, which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. A summative evaluation will be done through an end-semester examination.

Keywords: Human Development, Diversity

Bachelor of Education (B.Ed.)

Title of the Course: Perspective Course PC 5 : Conceptual Foundations of Education-I

(Semester: I)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

Education is a process of conscious endeavours towards developing and evolving man and society. It requires basic clarity about human nature, society and its aspirations. It is important to understand the nature and scope of educational processes. The present paper aims to facilitate an understanding of concepts and methods of knowing that will enable a prospective teacher to become a reflective practitioner.

Learning Outcomes

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

1. Sensitise themselves towards their selves, society, and nature
2. Understand concepts and theories of education
3. Enhance their capacity for reflective practice
4. Formulate their response to the reality of education

Number of Units (3)

Weeks 15 = 30 hours

Unit 1: Epistemological Concepts

(6 weeks = 12 hours)

- Education and schooling
- Relationship between Teaching, Training, and Learning
- Difference between Education, Propaganda, and Indoctrination
- Knowledge as Justified True Belief: Ways of Knowing and *Pramanas*
- Knowledge as a construct: Indigenous, local, and contextual knowledge

Unit 2: Methodological Concepts

(5 weeks = 10 hours)

- Assumptions about human nature; critique of behaviourism and its three alternatives:
A. Activity: With reference to Dewey's ideas on learning and Gandhi's Nai Talim

(13)

- B. Discovery: With reference to Montessori's description of children's intellectual growth and Dewey's concept of inquiry
- C. Dialogue: With reference to Plato (Allegory of the Cave), the Upanishads (The Nachiketa-Yama dialogue) and Buber's idea of a dialogue between teacher and student ('I and Thou'), along with a discussion on the role of a teacher

Unit 3: Ethical Concepts

(4 weeks = 8 hours)

- Values as Relative vs Values as Absolute
- Autonomy, Authority, and Responsibility
- Constitutional Values: Equality, Social Justice, Freedom, Inclusiveness, Fraternity, and Secularism.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Reflect on your own educational experiences with reference to the ideas you are studying in this course. From this, you are expected to develop your understanding of their role as a reflective teacher.
2. Conduct a case study of an alternative/ progressive school.
3. Document (textually, audio, video or any other form) dialogue(s) between the teacher and the learner about a contemporary issue.
4. Write a reflective journal to nurture Self-awareness and a sense of responsibility towards Self, Society, and Nature w.r.t. Sustainable Developmental Goals.
5. Analyse newspaper reports, magazine articles, news presentations, etc. to reflect on the constitutional values.
6. A detailed study of any one method mentioned in the syllabus.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Arthur, J., & Peterson, A. (Eds.). (2013). *The Routledge companion to education*. Routledge.
- Barrow, R., & Woods, R. (2006). *An introduction to philosophy of education*. Routledge.
- Baniwal, V. (2013). The 'Other' and the 'Intersubjective' in Dialogue: Reading Krishnamurti and Buber Together. *Online International Interdisciplinary Research Journal*. ISSN 2249-9598, 3, 314-327.
- Chambliss, J.J. (ed.) (1996). Ethics. In *Philosophy of Education: An Encyclopedia*. New York and London: Garland Publishing House. Pp.199-203
- Chambliss, J.J. (ed.) (1996). Aesthetics. In *Philosophy of Education: An Encyclopedia*. New York and London: Garland Publishing House. Pp.199-203

- Diwakar, R. R. (1988). *Upanishads in Story and Dialogue*. India: Bharatiya Vidya Bhavan.
- Miri, M. (2014). Philosophy, value and education. In *Philosophy and Education*. New Delhi: Oxford University Press. 1-24
- Losin, P. (1996). Education and Plato's Parable of the Cave. *Journal of Education*, 178(3), 49-65.
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- Montessori, M. (2012). *The Absorbent Mind*. New Delhi: Aakar Books
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- विंच, क्रि. & गिंगेल, जॉ. (नवम्बर-दिसंबर 2017) शिक्षा एवं बहुसंस्कृतिवाद-I. अनुवाद: रमणीक मोहन. *शिक्षा विमर्श*, 5-12
- विंच, क्रि. & गिंगेल, जॉ. (जनवरी-फरवरी 2018) शिक्षा एवं बहुसंस्कृतिवाद-II. अनुवाद: रमणीक मोहन. *शिक्षा विमर्श*, 20-25

Additional Readings

Reference Books

- Barrow, R., & Milburn G. (1986) *A critical dictionary of educational concepts: An appraisal of selected ideas and issues in educational theory and practice*. New York: St.
- Gingell, J., & Winch, C. (2002). *Philosophy of education: The key concepts*. Routledge.
- Phillips, D. C. (Ed.). (2014). *Encyclopedia of educational theory and philosophy*. Sage Publications.

Readings

- Baniwal, V. (2014). A Response to Jane Sahi's 'Dialogue as Education: Martin Buber. *Contemporary Education Dialogue*. ISSN 09731849. 11(2) 179-195.
- Biswas, G. (1995). *Art as dialogue: essays in the phenomenology of aesthetic experience*. Indira Gandhi National Centre for the Arts.
- Buber, M. (1970). *I and thou*. R. G. Smith (trans.). New York: Charles Scribner's Sons,
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- Hamm, C. M. (2003). *Philosophical issues in education: An introduction*. Routledge.
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- Warburton, N. (2014). *Philosophy: the classics*. Routledge.
- Woosley, A.D. 1949. *Theory of Knowledge: An Introduction*. London: Hutchinson's University Library. (Hindi Translation: Krishna, D. *Gyanmeemansa Parichay*. Patna: Bihar Hindi Granth Academy)

Teaching Learning Resources (Digital and others): Across Units (If any)

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Nil if not given

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, and collaborative learning tasks, which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. A summative evaluation will be done through an end-semester examination.

Keywords: foundations of education, epistemology, pedagogical ideas, ethical ideas in education



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University of Delhi, Delhi-110007

Bachelor of Education (B.Ed.)

Title of the Course: Perspective Course PC 7 : The Inclusive School -I

(Semester: I)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course encompasses the nature and needs of children with diverse needs in an inclusive educational set up - social, academic and emotional; and the role of teachers in addressing these needs. This paper starts with contextualizing diversities in different contexts in the beginning of Semester 1 and gradually moves towards diversities due to disabilities. However, the thrust of this course is on the needs of learners with disabilities as the socially, linguistically and economically marginalised learners and their needs are covered in the other core papers of the programme.

Learning Outcomes

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

1. explain diversity in the Indian context.
2. document concepts of intersectionality
3. describe the ideas related to inclusion
4. describe the processes of inclusion
5. critique the policies in India with reference to inclusion
6. demonstrate knowledge of different perspectives in the area of education of children with disabilities
7. develop sensitivity and positive attitudes towards children with special needs.
8. identify the needs of children with diversities
9. critique implementation of policies pertaining to education of learners with special needs/disabilities.
10. compare the historical perspectives of disability in India and abroad.

Number of Units: 2

Weeks 15 =30 hours

UNIT 1: Concept and Contextualisation of Inclusion

(Week 7= 14 hours)

- Concept of Normalcy:
 - Understanding Diversity in the Indian Context.

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- Exclusion and marginalisation.
- Exploring the ideas Equity, Equality and Inclusion
- Intersectionality between diversities: caste, class, gender, religion, demography, race, language and dialect, socio-economic, disability, others.
- Process of inclusion: Segregation, Integration, Inclusion, Unification, Belongingness
- Advocacy and leadership for inclusive society through education
- Contextualization of inclusion for diverse learners
- Policies Perspective in India
 - Constitutional provisions
 - NEP 86
 - DPEP
 - SSA
 - RMSA
 - RTE (2009)
 - NEP2020

UNIT 2: Inclusion and Disability

(Week 8= 16 hours)

- Understanding Disability
- Category of Disabilities (as per RPWD Act 2016)
- Concerns and issues across disabilities- Some debates: Disability and diversity; Segregated Education and Inclusive Education; Charity Model, Medical model, Social model and Right based Model.
- Stereotype and Myths,
- Opportunity, Employability and disability;
- Difference between Disability, Impairment and Handicap
- Historical Perspectives to understanding of disability: Ancient to Contemporary (Indian and Global)
- Policies Perspective in India and Abroad with special reference to disability
 - National Institutes of disabilities (Indian):
 - Salamanca Statement (1994)
 - National Trust Act (1999)
 - PwD Act (1995)
 - IEDSS (2000)
 - UNCRPD (2006)
 - NPE of Students with Disabilities (2006)
 - RPwD Act 2016
 - NEP 2020

Practicum/ Suggested Projects / Assignments (Any Two)

1. Visits to inclusive/special school with an objective of observing and understanding the transactional processes, school ethos and student-teacher relationships. Report of the visits to be presented and submitted.

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2. Develop a case study of a child with any of the disabilities discussed. Make a presentation in the class with focus upon characteristics, challenges, strategies utilised for inclusive and effective learning-teaching processes, possible accommodations that can be made.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Alan, J. (2010). The sociology of disability and the struggle for inclusive education. British Journal of Sociology of Education, Vol. 31, No. 5, The Sociology of Disability and Education (September 2010), pp. 603-619
- Bond, R. and Castagnera, E.. (1998). Peer Supports and Inclusive Education: An Underutilized Resource. Theory into Practice. Vol. 45, No. 3, Inclusive Schooling Practices: From Why to How (Summer, 2006), pp. 224-229
- Chander, S, Kumar, R. and Bharti. (2018). Teacher Education in the 21st Century. SAGE text. New Delhi
- Chander, S. and Arora, C. (2020). Integrating Technology into Classroom Learning. Indian Journal of Educational Technology. CIET, NCERT. Volume 2. Issue 1.
- Corbett, K. Susan Shurberg Klein and Jennifer Luna Bregante. (1987). The Role of Sexuality and Sex Equity in the Education of Disabled Women. Peabody Journal of Education. Vol. 64, No. 4, Sex Equity and Sexuality in Education , pp. 198-212.
- Department of Psychiatry All India Institute of Medical Sciences, (AIIMS), New Delhi (2015). Inclusive Education For Specific Learning Disorders: An Educator's Perspective.
- Ghai, A. Disabled Women: An Excluded Agenda of Indian Feminism. Hypatia Vol. 17, No. 3, Feminism and Disability, Part 2 (Summer, 2002), pp. 49-66
- India Moves Towards Equal Rights For Disabled People. BMJ: British Medical Journal Vol. 310, No. 6994 (Jun. 17, 1995), p. 1556
- Maitra, K., & Saxena, V. (2008). Inclusion: Issues and challenges. Kanishka.
- Malaviya, R. (2007). Creating a Learning School Environment: Child Development and Pedagogical Issues. New Delhi. Academic Excellence. ISBN: 81-89901-03-6
- Malaviya, R. (2020). Family- School: A Psycho-social analysis of the impact on the school going child. New Delhi. Renova International Publishers. ISBN : 81-89901-03-6
- Malaviya, R. (2008). Story telling: Reaching Out to the Child with Special Needs. Writer and Illustrator: Quarterly Journal of the Indian Section of IBBY (International Board on Books for Young People. Vol 27, No 1-2. Special Issue: Oct-Dec 2007 & Jan-March 2008 (AWIC) Pp: 131-136. ISSN 2321-3191 & ISBN 978-93-84124-23-6
- Mishra, A.K. and Gupta, R. (2006). Disability Index: A Measure of Deprivation among Disabled. Economic and Political Weekly. Vol. 41, No. 38, pp. 4026-4029.
- Naraian, S. Dis/ability, Agency, and Context: A Differential Consciousness for Doing Inclusive Education. Curriculum Inquiry, Vol. 43, No. 3 (JUNE 2013), pp. 360-387
- Research. British Journal of Educational Studies. Vol 46, No. 4, pp. 440-454.

- Riddell, S., Tinklin, T. and Wilson, A. (2005). New Labour, Social Justice and Disabled Students in Higher Education. British Educational Research Journal Vol. 31, No. 5, Education Policy and Social Justice (Oct., 2005), pp. 623-643
- Roger Slee .Inclusive Education? This Must Signify 'New Times' in Educational
- Singal, N.. An ecosystemic approach for understanding inclusive education: An Indian case study. European Journal of Psychology of Education. Vol. 21, No. 3 (September 2006), pp. 239- 252
- Soodak, L.C. (2003). Classroom Management in Inclusive Settings. Theory into Practice Vol. 42, No. 4, Classroom Management in a Diverse Society (Autumn, 2003), pp. 327-333
- Stone, D.L and Adrienne Colella.(1996). A Model of Factors Affecting the Treatment of Disabled Individuals in Organizations. The Academy of Management Review Vol. 21, No. 2 (Apr., 1996), pp. 352-401
- Todd Lekan.(2009). Disabilities and Educational Opportunity: A Deweyan Approach Transactions of the Charles S. Peirce Society. Vol. 45, No. 2 (pp. 214-230)

Policy Documents for Reference:

SARVA SHIKSHA ABHIYAN

(SSA): https://dsel.education.gov.in/sites/default/files/2019-05/Manual_Planning_and_Appraisal.pdf

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA):

https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/JRM1.pdf

District Primary Education Programme:

https://doccentre.net/docsweb/Education/Scanned_material/New-Folder/dpep_n21.r60.pdf

RTE (2009)

https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf

The Salamanca Statement and Framement and Framework for Action on Special Needs Education. <https://www.european-agency.org/sites/default/files/salamanca-statement-and-framework.pdf>

The National Trust Act (1999): <https://thenationaltrust.gov.in/upload/uploadfiles/files/act-englsih.pdf>

UNCRPD (2006) <https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd>

Inclusive Education for Disabled at Secondary Stage (IEDSS):

https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/Annexure-14%20%28SE%29%20%28IEDSS%20%29.pdf

The Rights of Persons with Disabilities (RPwD) Act, 2016: <https://depwd.gov.in/acts/>

NEP2020:

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Keywords: School, Education, Inclusion



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Bachelor of Education (B.Ed.)

Title of the Course -Perspective Course PC 9: Knowledge, Disciplines, and School Subjects (Semester: I)

Credits: 2

MM 50 (External : 35 Internal : 15)

Contact Weeks 15

Introduction of the Course

This compulsory course aims to introduce students to the basics of curriculum theory, enabling them to develop informed perspectives on knowledge, its character in different disciplines, pedagogic requirements, and the larger factors influencing its status in society. The course underlines curiosity as a foundation of knowledge and aims to study curriculum policies vis-à-vis their assumptions about the nature of knowledge and pedagogical concerns.

Learning Outcomes:

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

1. analyse the structure of knowledge as reflected in disciplinary streams and subjects;
2. understand the links between disciplines and school subjects and the importance that different disciplines acquired in different periods in our education system;
3. examine the structure of the school curriculum across stages in terms of the underlying structure of knowledge;
4. encourage students to reflect on their education and notice how the curriculum structure, factors internal and external to the educand, and the larger socio-political ethos have shaped their interests and capacities.

Number of Units: 4

Weeks 15 = 30 hours

Unit I: Knowledge and its structure

(3 weeks=6 hours)

- Knowledge, curiosity, and Inquiry;
- Structure of knowledge; knowledge as a system: pedagogical demands and expectations;
- The role played by the concept of knowledge in shaping teaching-learning

processes.

Unit 2: Disciplinary Streams and Subjects (4 weeks= 8 hours)

- Disciplines and their nature; disciplinary streams and their evolution; classification as Science and Arts, Humanities and Social Sciences, etc.;
- The nature of knowledge, curiosity, and inquiry under distinct disciplinary streams, e.g., sciences, social sciences, languages, mathematics, and others.
- Interrelationships, overlaps, and distinctions between/ among different disciplines and disciplinary streams.
- The notion of 'subject streams' and 'subjects' in the school curriculum, their distinct pedagogical demands at different stages in school education and their relative significance.
- Role of arts, crafts, physical education, work experience, etc., in developing learner-centred and inclusive pedagogies.

Unit 3: Knowledge and Curriculum Policy (4 weeks= 8 hours)

- Study of relevant parts of the following documents that are instrumental in shaping curriculum policies in India since independence in relation to their assumptions about knowledge, pedagogical demands, and social concerns: National Education Commission (Kothari Commission), Learning without Burden (Yash Pal Committee Report), National Curriculum Framework 2000, 2005, 2023.
- Distinction and relation between 'Curriculum' and 'Syllabus'; Relation between Syllabus and Textbooks; implications of prescribing a textbook, and the importance of other sources and resources of knowledge;
- Critical understanding of the important dimensions of school curriculum - morning assembly; timetable and co-curricular initiatives in the backdrop of knowledge and pedagogical concerns.

Unit 4: Subject Streams, Choices, and Opportunities (4 weeks= 8 hours)

- Options available to students for choosing different subjects and subject streams;
- Factors affecting their choices — internal vs. external; subject-specific vs. interdisciplinary options and their availability for students;
- Social perceptions and stereotypes influence choices, e.g., employment opportunities, status, power, gender, etc.



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University of Delhi, Delhi-110007

Practicum/ Suggested Projects / Assignments (Any Two)

1. An analysis of factors that have shaped the personal trajectories of students in the context of disciplines and subject choices made in school and college, interests, and capacities leading to a reflective essay.
2. Interaction with teachers to document their understanding of the nature of their disciplines.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments

Recommended/ Essential Readings

- Apple, M. (2004). On analyzing hegemony. In Michael Apple (ed.) *Ideology and curriculum*. (3rd ed.) (Hindi Translation: (2012). *वर्चस्व के विश्लेषण पर*. अनुवादक: योगेन्द्र दत्त. बत्रा, पू. & दत्त, यो. *पाठ्याचर्या विमर्श*. हिन्दी अनुवाद शृंखला. Regional Resource Centre for Elementary Education. Department of Education, University of Delhi)
- Bruner, J. S. (2009). The importance of structure. In *The process of education*. Harvard University Press.
- Chrisman, L. H. (1950). Arousing curiosity. *The Journal of Education*, 133(3), 78-80.
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. (2nd ed.). D. C. Heath & Company
- Hamm, C. M. (2003). *Philosophical issues in education: An introduction*. Routledge. (Chapter 5: Educational Curricula and the Nature of Knowledge)
- Kumar, K. (2004). *What is worth teaching?* Orient Blackswan. क्या पढ़ाया जाए? (2016) अनुवादक: योगेन्द्र दत्त. बत्रा, पू. & दत्त, यो. *पाठ्याचर्या विमर्श*. हिन्दी अनुवाद शृंखला. Regional Resource Centre for Elementary Education. Department of Education, University of Delhi, Tata Trust, & MHRD
- Marsh, C. (2009). *Key concepts for understanding curriculum*. Routledge
- NCERT. (2005). *National Focus Group Position Papers*. (Papers on the Teaching of Science; Social Science; Mathematics; Curriculum, Syllabus, Textbooks; Work and Education)
- NCERT. (2005) *National Curriculum Framework-2005*. New Delhi: NCERT
- NCERT. (2023). *National Curriculum Framework*. New Delhi: NCERT
- Paulos, J. A. (1988). *Innumeracy: Mathematical illiteracy and its consequences*. Macmillan. Vintage Books
- Schwab, J. J. (1964). Structure of the Disciplines: Meanings and Significances. In G. W. Ford & L. Pugno (eds.), *The Structure of Knowledge and the Curriculum*.



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Chicago: Rand McNally. pp. 6-30 (पाठ्यविषयों की संरचना: अर्थ एवं महत्व. अनुवादक: संतोष शर्मा. शिक्षा विमर्श. अक्टूबर 2000, p.6-18)

- Thakur, M.N. (2022). ज्ञान की राजनीति: समाज अध्ययन और भारतीय चिंतन. सेतु प्रकाशन
- शर्मा. गु. (नवम्बर-दिसंबर 2015). पाठ्यक्रम पर राजनैतिक निर्णय: सवाल और सरोकार. शिक्षा विमर्श. 21-25.

Additional Readings

- Barrow, R., & Milburn G. (1986) *A critical dictionary of educational concepts: An appraisal of selected ideas and issues in educational theory and practice*. New York: St.
- Chambliss, J.J. (ed.) (1996). *Philosophy of Education: An Encyclopedia*. New York and London: Garland Publishing House.
- David, L. (1968). *International encyclopedia of the social sciences*. Macmillan
- Phillips, D. C. (Ed.). (2014). *Encyclopedia of educational theory and philosophy*. Sage Publications.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: Knowledge, Disciplines, School Subjects



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Bachelor of Education (B.Ed.)

**Title of the Course: Pedagogy IA: P.1.1A: Language
(Semester: I)**

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course aims to enable student-teachers to understand the concept of language and its functions. They will be introduced to different theories of first and second language acquisition. It will help them to exchange ideas and communicate thoughts in a variety of settings, accepting bi/multilingualism as a norm. The course will enhance critical thinking capacities as envisaged in the National Education Policy 2020 by imparting an understanding of language and literacy processes as part of holistic education. Further, the course will help support higher-order language and literacy process for the development of a holistic personality of the learners.

Learning Outcomes

After completing the course, students will be able to:

1. Define language, its components, and functions in a variety of contexts
2. Recognize the link between language and cognition
3. Understand the various constitutional perspectives and trace the genesis and changes to the language policies in India
4. Understand and bridge the differences between the language environment at home and school
5. Use linguistic knowledge and reading and writing processes for effective communication of ideas and thoughts in the classroom
6. Understand the nature and concept of bi/multilingualism and use it to support students' literacy development in the classroom

Number of Units 4

Weeks 15 = 30 hours



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दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007

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Unit 1: General Introduction to Language (4 weeks = 8 hours)

- What is Language?
- Various components of language
- Functions of language
- How different are different languages?
- Critical analysis of the following terms: Classical language, Dialect, Standard and Non-standard language
- Characterizing mother tongue, first language, and second language
- How language pedagogy needs to be visualized beyond the language classroom (at different sites)

Unit 2: Language Policies and Politics (4 weeks = 8 hours)

- Power, identity, and politics of language
- Language as a medium of instruction and debates about English as a medium of instruction
- The recommendations of NEP1968, NCF-2005, NEP 2020, and NCFSE 2023 on language education

Unit 3: Language and Literacy in the Context of School (4 weeks = 8 hours)

- The language environment of school and the varied nature of Indian classrooms
- Language Learner's profile
- Language environment at home
- Bi/multilingualism in the Indian classroom
- Notions about interference or bridge
- School's Expectations: Views relating to child's home language and literacy practices
- What is viewed as "right" and "wrong" language in schools and the underlying assumptions
- Critically understanding "errors" and the insights they provide.

Unit 4: Language Acquisition (3 weeks = 6 hours)

- Language learning in early childhood
- Difference between language acquisition and learning
- Second language acquisition
- Language and Cognition: Piaget, Vygotsky, and Chomsky on language acquisition and relevance of their views for the language teacher

Practicum/ Suggested Projects / Assignments (Any Two)



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1. Analyze literature said to be written in standardized and non-standardized forms of a language
2. Comparative Study of the NEPs and their recommendations for Language Education
3. Examine the differences and similarities in the curriculum evolved on the basis of the different NEPs on language Education

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Agnihotri, R. K. (1996). Kaun Bhasha Kaun Boli. Sandarbh 13, 37-43
- Agnihotri, R. K. (2009). Language and dialect. Learning curve, 13.
- Agnihotri, R.K., & Kumar, S. (2001). Bhasha, boli, aur samaj. Deshkal Publications.
- Agnihotri, R.K. (2007). Identity and Multilinguality: The Case of India. In Amy B.M. Tsui, James W. Tollefson
- Agnihotri, R.K. (2007). Identity and Multilinguality: The Case of India. In Amy B.M. Tsui, James W. Tollefson (Eds.) Language Policy, Culture, and Identity in Asian Contexts. Routledge, 185-204
- Agnihotri, R.K. (2007). Identity and Multilinguality: The Case of India. In Amy B.M. Tsui, James W. Tollefson (Eds.) Language Policy, Culture, and Identity in Asian Contexts. Routledge, 185-204
- Agnihotri, A.K. (2014): Multilinguality, education and harmony, International Journal of Multilingualism, DOI: 10.1080/14790718.2014.921181
- Agnihotri, R. K. (2015). Constituent Assembly Debates on Language. Economic and Political Weekly, 50(8), 47-56. <http://www.jstor.org/stable/24481425>
- Rao, S. S. (2008). India's Language Debates and Education of Linguistic Minorities. Economic and Political Weekly, 43(36), 63-69. <http://www.jstor.org/stable/40277928>

हिन्दी में पठन सामग्री:

- ब्रिटन, जेम्स, (2006): भाषा और अधिगम, ग्रंथ शिल्पी, दिल्ली
- श्रीवास्तव, रवीन्द्रनाथ, (2016): भाषा शिक्षण, वाणी प्रकाशन, दिल्ली
- राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् (2018): भाषा शिक्षण, भाग-1 एवं 2

- राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्(2018):भारतीय भाषाओं का शिक्षण: राष्ट्रीय फोकस समूह का आधार पत्र.नई दिल्ली
- एल.एस.व्यगोत्स्की:विचार और भाषा,ग्रंथ शिल्पी,दिल्ली
- अग्निहोत्री,रमाकांत एवं खन्ना,अमृतलाल(2014):भाषा एवं भाषा शिक्षण,खण्ड-1एवं2,वाणी प्रकाशन,नई दिल्ली
- अग्निहोत्री,रमाकांत एवं खन्ना,अमृतलाल(2011):भाषा में अंग्रेजी की समस्या,एकलव्य,मध्यप्रदेश

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, critical media analysis, collaborative learning tasks (which enhance comprehension and understanding of core writings in the area) and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Language, Literacy, Policy



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Bachelor of Education (B.Ed.)

**Title of the Course: Pedagogy IA: P.1.2A: Science
(Semester: I)**

Credits 2

MM: 50 (External: 35 Internal: 15)

Contact Week: 15

Introduction of the Course

This course would enable the pupil teachers to understand Science as a discipline through its philosophical and epistemological perspectives. The insights into the nature of science and how children construct knowledge of science would help in developing a critical understanding about science and how it unfolds through the transactional processes at the various levels of school education. This course also aims to develop an understanding about Indian Contributions to science from ancient to modern times and to develop insights about the evolution of scientific knowledge and methods of science. In this course, we will also explore the various factors that influence a science classroom as to develop a profound understanding of the pedagogical underpinnings in the domain of science education

Learning Outcomes:

After completion of the course, student will be able to

1. Develop understanding about the nature of science and establish its meaningful linkages with science as a discipline.
2. Critically study science within historical and philosophical contexts.
3. Apply principles of Science-Technology-Society-Environment (STSE) interface to real-world issues.
4. Critically analyze the Indian Contributions from ancient to modern times and their relevance in contemporary pedagogical practices.
5. Develop an understanding of a science classroom.
6. Foster scientific thinking among learners.

Number of Units 3

Weeks 15 = 30 hours

Unit I: Nature of Science and Science Education (7 weeks = 14 hours)

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- The nature of science- science as a process and science as a body of knowledge, as a social enterprise;
- The development of science as a discipline; awareness of the contributions like Popper and Kuhn.
- Development of scientific temper and public understanding of science, ethics of science; Science-Technology-Society-Environment (STSE) Interface, Science for Sustainable Development

Unit II: Science in Indian context

(4 weeks = 8 hours)

- Understanding the evolution of scientific knowledge and methods of science through Indigenous Knowledge Systems.
- Conceptualizing the development of scientific temper, critical thinking, and enquiry-based learning through the Indian Contributions from ancient to modern times in areas like medicine, agriculture, health and well-being, physics, chemistry, and other forms (Like Baudhayan Sulbha-Sutra, Aryabhat and Aryabhatika, Varahmihira, Sir J. C. Bose, Ramanujan, P.C. Ray, APJ Abdul Kalam, Anadibai Joshi etc.) *

*The list is suggestive and can be expanded both for areas as well as contributors to science and technology, as per the context. For assessment purposes names are to be considered just examples.

Unit III: Understanding the Science Classroom

(4 weeks = 8 hours)

- Understanding children's fear of science addressing their inability to correlate the observed phenomena with micro level processes and with their symbolic/mathematical representations.
- Role and limitation of language: its contribution towards expression, articulation and understanding of science
- Addressing Learner-diversity: gender issues, socio-cultural diversity, special need-learners, contextual factors.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Reflect upon the tentative and revisionary nature of science
2. Research and develop a community-based project related to a specific ecological or environmental issue. In what ways will this project contribute meaningfully towards understanding the STSE principles?



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3. Document and analyze contributions of any one of the Indian thinkers/scientists in any area. Reflect upon the role of systematic enquiry and evidence-based research that is fundamental for contributions in science

Note: On the basis of the above, the teacher may design his/her own relevant projects/assignments.

Essential/ Recommended Readings

- Aikenhead, W. W. (1998). Cultural aspects of learning science. Part one, pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.
- Alavi, S. (2008). Medical culture in transition: Mughal gentleman physician and the native doctor in early colonial India. *Modern Asian Studies*, 42(5), 853-897.
- Chander, S. (2018). Developments in Information and Communication Technology for Inclusive Education: Issues of Access and Pedagogy. In V. Saxena & S. Kumar (Eds.), *Psychological and Sociological Perspectives in Diversity and Inclusion: An Anthology for Researchers and Practitioners*. Kanishka Publication.
- Chaudhari, P. (2022). *Teaching-Learning Resources for Science Teachers*. New Delhi: ABI.
- Chhabra, M., & Das, R. (2023). Students' understanding of electrostatic force as a vector quantity at the undergraduate level. *Physics Education*, 58(3), 035016.
- Cobern, W. W. (1998). *Socio-Cultural Perspectives on Science Education*. London: Kluwer Academic Publisher.
- D.M. Bose, S.N. Sen & B.V. Subbarayappa, eds, *A Concise History of Science in India*, Universities Press, Hyderabad, 2nd edn, 2009
- Deo, M.G. & Pawar, P.V. (2011), General Article: Nurturing Science Talent in Villages, In *Current Science*, Vol. 101, No. 12, pp1538-1543.
- Fabrizio Speziale. The Circulation of Ayurvedic knowledge in Indo-Persian Medical Literature. *Ayurveda in Post-Classical and Pre-Colonial India*, Jul 2009, Leiden, Netherlands.
- Hines, S. M. (Ed.). (2005). *Multicultural science Education: Theory, Practice, and Promise* (Vol.120). New York, U.S.A: Peter Lang.
- Jain, N. K. (1982). *Science and Scientists in India: Vedic to Modern*. Indian Book Gallery.
- Lee, E. & Luft, J. (2008), Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge. *International Journal of Science Education* 30(10), 1343-1363(21), August

- Lee, O. (2003). Equity for Linguistically and Culturally Diverse Students in Science Education. *Teachers College Record*, 105 (3), pp 465-489.
- Lynch, S. J. (2000). *Equity and Science Education Reform*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Nath, B. K. (2018). *Pedagogy of Science at Secondary level*. New Delhi: Shipra Publications.
- National Curriculum Framework for School Education, (2023), NCERT: New Delhi
- National Curriculum Framework, (2005), NCERT: New Delhi
- National Education Policy, (2020).
- NCERT (2013). *Pedagogy of Science. Physical Science Part I: Textbook for B.Ed.* New Delhi: NCERT.
- NCERT (2013). *Pedagogy of Science. Physical Science Part II: Textbook for B.Ed.* New Delhi: NCERT.
- NCERT (2019). *Vigyan Shiksha shastra (Bhautik Vigyan Bhag I)*. New Delhi: NCERT.
- NCERT (2019). *Vigyan Shiksha shastra (Bhautik Vigyan Bhag II)*. New Delhi: NCERT.
- Newsome, J. G. & Lederman, N. G. (Eds.) (1999), *Examining Pedagogical Content Knowledge: The Construct and its Implications for Science Education*. Kluwer Academic Publishers, The Netherlands
- Parkinson, J. (2002). Chapter-1. Learning to Become an Effective Science Teacher. In *Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory*. New York: Continuum. pp. 1-12.
- *Pedagogy of Science: Physical Science – (Part I & II)* (2013). National Council of Educational Research and Training.
- Quigley, C. (2009). Globalization and Science Education: The Implications for Indigenous knowledge systems. *International Educational Studies*, 2 (1), pp 76-88.
- *Rashtriya Madhyamik Shiksha Abhiyan* (2005), MHRD: New Delhi
- Rivet, A.E. & Krajick, J.S. (2008), Contextualizing Instruction: Leveraging Students' Prior Knowledge and Experiences to Foster Understanding of Middle School Science, In *Journal of Research in Science Teaching*, Vol. 45, No. 1, pp 79-100.
- Sears, J. and Sorensen, P. (Eds.). (2000) *Issues in Science Teaching*. Routledge Falmer, The Netherlands.
- Sherman, S.J., & Sherman, R.S. (2004). *Science and Science Teaching: Methods for Integrating Technology in Elementary and Middle School*. USA: Wiley Student Edition

- Tobin, K. (Ed.). (1993). The Practice of Constructivism Science Education. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.
- Van Driel, J.H.V., Beijaard, D. & Verloop, N. (2001), Professional Development and Reform in Science Education: The Role of Teachers' Practical Knowledge. Journal of Research in Science Teaching, 38(2), 137-158, February
- Wallace J. and Loudon W. (eds.). Dilemmas of Science Teaching: Perspectives on Problems of Practice. London: Routledge Falmer. pp. 191-204.
- Wang, H. A and Schmidt, W. H. (2001). - History, Philosophy and Sociology of Science in Science Education: Results from the Third International Mathematics and Science Study. In F. Bevilacqua, E. Giannetto, and M.R. Mathews, (eds.). Science Education and Culture: The Contribution of History and Philosophy of Science. The Netherlands: Kluwer Academic Publishers. pp.83-102.
- Wellington, J. (2018). Secondary Science: Contemporary Issues and Practical approaches. USA: Routledge
- Wellington, J., & Ireson, G. (2012). Science learning, Science Teaching (3rd ed.). London and New York: Routledge

Teaching Learning Resources (Digital):

- Amrita Vishwa Vidyapeetham. (n.d.). Virtual Labs. <http://www.amrita.edu/virtual-labs>
- e-PG Pathshala. (n.d.). <https://epgp.inflibnet.ac.in/>
- e-Yantra. (n.d.). Robotics and Embedded Systems. <http://www.e-yantra.org/>
- Gupta, A. (n.d.). Arvind Gupta Toys. <http://www.arvindguptatoys.com/>
How Not to Tell the History of Science. <https://www.bostonreview.net/articles/how-not-to-tell-the-history-of-science/>
- Indian Academy of Sciences. (n.d.). Journals. <https://www.ias.ac.in/Journals>
- Ministry of Education, Government of India. (n.d.). National Digital Library of India (NDLI). <https://ndli.iitkgp.ac.in/>
- National Aeronautics and Space Administration. (n.d.). NASA's Education Resources. <https://www.nasa.gov/audience/foreducators/index.html>
- National Council of Educational Research and Training. (n.d.). Diksha. <https://diksha.gov.in/>

- National Council of Educational Research and Training. (n.d.). National Repository of Open Educational Resources (NROER). <https://nroer.gov.in/>
- National Council of Educational Research and Training. (n.d.). NISHTHA. <https://diksha.gov.in/nistha>
- NPTEL. (n.d.). <https://nptel.ac.in/>
- OpenStax. (n.d.). <https://openstax.org/>
- Remembering Acharya Prafulla Chandra Ray, Father of Indian Chemistry. <https://axial.acs.org/inorganic-chemistry/remembering-acharya-prafulla-chandra-ray-father-of-indian-chemistry>
- Sanrachna. <https://www.epicon.in/tv-shows/sanrachna/season-1>
- University of Colorado Boulder. (n.d.). PhET Interactive Simulations. <https://phet.colorado.edu/>
- Vigyan Prasara. (n.d.). <http://www.vigyanprasara.gov.in/>

Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussions, debates, collaborative learning tasks and laboratory methods with the appropriate use of digital processes, so as to enhance reflective practices and critical analytical thought processes among learners. Self-learning, self-exploration, creative expression and comprehension & application of concepts will be encouraged.

Assessment Method:

The assessment will be formative in nature both in theory and practicum and will focus on rigorous student participation. Individual and group tasks will aim at developing scientific temper, social skills, and values among learners. Assessment will also be based on development of creative expressions, critical understanding, reflections, and ethics in science.

Key words: Nature of Science, Pedagogy of Science, Science in Indian Context



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Bachelor of Education (B.Ed.)

**Title of the Course: Pedagogy IA: P.1.3A: Mathematics
(Semester: 01)**

**Credits: 2
MM: 50 (External:35 Internal:15)
Contact Week 15**

Introduction of the Course

This course will be the first Stream-based pedagogy course that student-teachers will study to know the nuances of the discipline of mathematics at School level. This course aims to develop an understanding of the pedagogic challenges posed by Mathematics as a broad disciplinary stream. It describes the pedagogic needs of studying mathematics at all stages of school education following the recommendations of the National Education Policy 2020.

Learning Outcomes

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

1. Understand the nature of Mathematical thinking.
2. Express their understanding to Mathematics as a study of patterns.
3. Appreciate the historical roots of development of Mathematical concepts.
4. Comprehend the growth of Ancient mathematics.
5. Using historical perspectives for developing a mathematical thinking in school students

Number of Units: 2

Weeks 15 = 30 hours

Unit I: Introduction to Mathematical Thinking

(8 weeks = 16 hours)

- Mathematics as study of Patterns of shapes, motion, repeating chance, numerical patterns.
- Understanding Mathematics as a humanly created subject: idea of axioms, postulates and proofs, what is a proof? Different methods of proofs: direct proof, indirect proof, counter examples, proof by induction.
- Societal beliefs related to 'knowing' and 'doing' mathematics.

Unit 2: Historical Perspectives of Mathematics

(7 weeks = 14 hours)

- Ancient Indian Mathematics: Vedic Mathematics, Contribution of Indian Mathematicians with emphasis on the works of Aryabhata, Brahmagupta, Bhaskar I, Srinivasa Ramanujan. Using the contributions for building an understanding of mathematics
- Historical evolution of mathematical concepts taught at middle and secondary stages. Using historical perspectives for developing a mathematical thinking in school students

- Mathematics as an art, music, beauty, and aesthetic experience in Indian context.

Practicum/ Suggested Projects / Assignments (Any One)

- Observe and document the ways in which mathematics is integrated in other disciplines.
- Choose any one topic of Mathematics from secondary school curriculum and make a project on the development of topic historically.
- Visit the architectural designs of Indian Temples and structures. Make a document of the mathematics that is involved in it.
- Interview five children from secondary classroom and ask them about their views on learning mathematics.
- Watch the BBC documentary “Story of One “and describe how the basic tenets of mathematics flourished in various civilizations.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Devlin K. (2011). Introduction to Mathematical thinking.
- MESE -001(2003). Teaching and Learning Mathematics. IGNOU series Newman, J. (2003).
- Sautoy, M. du. (2008). The Story of Maths. UK: BBC Four Documentary. (Also available as a book)
- Timothy Gowers (2002). Mathematics: A Very Short Introduction. Oxford University Press
- Wheeler D (1983). Mathematisation matters. For the Learning of Mathematics, 3(1).
- Gandhi, H. (2021). Embracing Ancient Indian Mathematics in the Indian Curriculum. Education in India. Institute of Research in Indian Wisdom (IRIW) NCERT (2012), Pedagogy of Mathematics- Textbook for Two-Year B.Ed Course, New Delhi.
- Thakur, R.K. (). The essential of Vedic Mathematics, Rupa Publications, New Delhi

Additional Readings

- Bishop, A. J. (1988). The interactions of mathematics education with culture. Cultural Dynamics, 1(2), 145–157.
- D'Ambrosio, U. (1985). Ethnomathematics and its place in the history and pedagogy of mathematics. For the Learning of Mathematics, 5(1), 44–48.

- Kazemi, E., & Stipek, D. (2001). Promoting conceptual thinking in four mathematics classrooms. *The Elementary School Journal*, 102(1), 59–80.
- Ernest, P. (2009). New philosophy of mathematics: Implications for mathematics education. In B. Greer, S. Mukhopadhyay, A. B. Powell, & S. Nelson-Barber (Eds.), *Culturally responsive mathematics education* (pp. 43–64). Routledge.
- Gutstein, E. (2007). “And that’s just how it starts”: Teaching mathematics and developing student agency. *Teachers College Record*, 109(2), 420–448.
- *The World of Mathematics: A Four-Volume Series*. Washington Tempus

Teaching Learning Resources (Digital and others): Across Units (If any)

- <https://www.youtube.com/watch?v=V6yixyiJcos>. Math isn't hard, it's a language | Randy Palisoc | TEDxManhattanBeach
- <https://www.youtube.com/watch?v=HnecUrHgTkc>: Making sense of Math | Greg Tang | TEDxAmoskeagMillyard
- <https://www.youtube.com/watch?v=GTPSnXpqW4E>: Mathematics: how do we make it popular and exciting? Keith Devlin answers
- <https://www.youtube.com/@haneetgandhi7828>: Do you have mathematical eye?

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words : Mathematical Patterns, history of Mathematics, Indian Mathematics


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Bachelor of Education (B.Ed.)

**Title of the Course: Pedagogy IA: P.1.4A: Social Science
(Semester: I)**

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Weeks: 15

Introduction of the Course:

This course seeks to help prospective teachers analyze the nature and philosophy of social science. It will help to understand key concepts of various social sciences as well related pedagogical issues. It also facilitates the development of a reflective understanding of contemporary society and the relevance of the teaching of social science in schools. There are many different effective tools that can be incorporated in to an active learning classroom. The further course aims to help learners understand the issues and challenges in articulating the nature of the social science curriculum and its pedagogical practices.

Learning Outcomes:

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


1. Understand the concept Social Science and social studies.
2. Analyse distinction between natural science and social science.
3. Evaluate uniqueness and interdisciplinary nature of social science.
4. Understand the impact of history and world.
5. Appreciate and respect diversity.
6. Understand social issues and formulate effective solutions to these issues.

Number of Units 3

Weeks 15 = 30 hours

Unit 1: Evolutionary/perceptual Framework of Social Science: (6 weeks = 12 hours)

- An Overview of the Foundations of each Discipline: A) History and Geography- Temporal and Spatial Dimensions.
- Political science and Economics – The Systems and Processes of Society.
- Specialised Knowledge versus Inter Disciplinary Knowledge


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- Trajectory of Social Science Evolutionary Process. Philosophical and Theoretical discourses.
- Concept of Social Science and Social Studies.
- Evolution of Social Science Curriculum to the present stage in terms of various Indian educational policies.

Unit 2: Social Science in Schools (6 weeks = 12 hours)

- General Approaches in the construction of social science curriculum. thematic organisation; Interdisciplinary, multi disciplinary and fused frameworks.
- Cross Cultural perspectives and issues in social science.
- Teaching of Social Science : Development of Critical Enquiry, Critical Thinking and Problem Solving in building perspectives in Social Sciences: Social, Historical, Environmental, Economic and Constitutional perspectives.

Unit 3: Contexts in Social Science instruction: (3 weeks = 6 hours)

- Inclusive Classroom : Inclusive pedagogy, understanding situational context, sense of belonging, deliver instructions in a variety of ways.
- Democratic Space: Sharing concerns and confronting issues, recognize rights and freedom, Discussion involvement and equality
- Technology Resources.: use of computer and internet, Web Quests, group projects, historical documents (online resource) archives, photos,

Practicum/ Suggested Projects / Assignments (Any Two)

1. Collaborative Projects on selected Cross Curricular areas taken from School Syllabus; Written Assignments on issues, Seminar presentation, Action Research with peers involvement.
2. Establishment and Enrichment of Social Science Resource Centre
3. Engagement with Curriculum policies/ documents and Curriculum Framework.
4. Enrichment of Subject areas like History, Geography, Political and Social life and Economic.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Arora & Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd.


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- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education.NCERT, New Delhi. .
- Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.
- Hamm, B. (1992).Europe – A Challenge to the Social Sciences. International Social Science Journal (vol. 44).
- Haralambos, M. (1980). Sociology Themes and Perspectives. New York. O.U.P.
- Science: Research, Methods and Scope, New York, The free press.
- Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International Social Science Journal (vol. 44).
- Popper, Karl. (1971). The Open Society and its Enemies. Princeton University Press.
- Prigogine, I., &Stengers I. (1984). Order Out of Chaos: Man's New Dialogue with Nature. Batnam Books.
- UNESCO-World Social Science Report (2013)
- Wagner, P. (1999). The Twentieth Century – the Century of the Social Sciences? World Social Science Report.
- Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.
- Webb,Keith (1995). An Introduction to problems in the philosophy of social sciences, Pinter, London, New York.
- Winch,Peter (1958).The idea of a Social Science and its relation to Philosophy Routledge and Kegan Paul, London, New York: Humanities Press.
- Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erlbaum Associates Publishers, London.

Teaching Learning Resources (Digital and others): Across Units (If any)

Nil if not given

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, and collaborative learning tasks, which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method


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 विश्वविद्यालय, दिल्ली-110007
 University of Delhi, Delhi-110007

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. A summative evaluation will be done through an end-semester examination.

Keywords: Social Science, Nature, Pedagogy, Debates


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शिक्षा विभाग/Deptt. of Education
दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007

Bachelor of Education (B.Ed.)

Title of the Course: Pedagogy IA: P.1.5A: Commerce
(Semester: I)

Credits: 2
MM: 50 (External: 35 Internal: 15)
Contact Week 15

Introduction of the Course

This course will enable the learners to understand the historical and evolutionary basis of commerce education. It will also introduce the nature of commerce education as conceptualized in the larger framework of disciplinary pool of knowledge. Alongside, it will help the learners to understand and appreciate the inter-relation of commerce with other areas of study. It will also provide an opportunity to the learners to conceptualize the aims and place of commerce in school curriculum.

Learning Outcomes

After completion of the course students will be able to:

1. Understand the nature of commerce as a discipline in the larger pool of disciplinary knowledge.
2. Correlate the need for academic engagement with other disciplinary fields with commerce.
3. Appreciate the historical and socio-political contexts that have contributed to the evolution of commerce as a distinguished area of study.
4. Appreciate the need for professional growth and association as commerce teachers.

Number of Units (4)

Weeks 15 = 30 hours

Unit 1: Disciplinary Evolution of Commerce

(5 weeks = 10 hours)

- Tracing the history of commerce education.
- Nature of knowledge in Accountancy and Business Studies.
- Historical and socio-political context and changes in business environments.
- Evolving conceptions of Business forms, Labour, and Society.
- Relationship of commerce education with business, trade and industry.


Unit 2: Aims of Commerce Education

(4 weeks = 8 hours)

- Aims of commerce education in school.
- Commerce education with reference to recent trends: Market demands, emphasis on professional and vocation education
- Integration of ethics and values in commerce education.

Unit 3: Teaching across Disciplinary Boundaries

(3 weeks = 6 hours)


Head/Dean

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- Interrelationships within Commerce - Accountancy, Business studies and Management
- Interrelationship of commerce with disciplines of Sociology, Psychology, Mathematics, Law and Social Sciences.
- Interdisciplinary, multidisciplinary, and transdisciplinary teaching: Constructs and practice

Unit 4: Professional Development for Commerce Educators (3 weeks = 6 hours)

- Continued professional Learning for Commerce Educators
- Participating in Conferences and Workshops
- Professional associations and networking
- Professional Responsibilities and Relationships

Practicum/ Suggested Projects / Assignments (Any Two)

1. Prepare a digital project (interactive PPT or a short audio-video presentation) on historical development of commerce education in India.
2. Identify three topics from the curriculum of commerce and their interrelationship with other disciplinary areas. Identify adequate resources to teach the same through an interdisciplinary approach.
3. Identify key business trends from the last decade and discuss teaching content in school curricula that is impacted by the same.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

1. Amdam, R P. 'Business Education', in Geoffrey Jones, and Jonathan Zeitlin (eds), *The Oxford Handbook of Business History* (2008; Online Edn, Oxford Academic, 24 Sept. 2009),
2. Bhatia, Harjeet. (2012). *Objectives of Commerce Education*. University News. 50. 9-14.
3. Creemers, B. Kyriakides, L. & Antoniou, P. (2012). *Teacher Professional Development for Improving Quality of Teaching*. NY: Springer
4. Devi, L., & Cheluvaraju. (2020). A Study on Awareness about the Impact of National Education Policy-2020 Among the Stakeholder of Commerce and Management Disciplinary. *European Journal of Business and Management Research*, 5(6).
5. Guskey, T.R. (2010). Professional Development in Teacher Change. *Teachers and Teaching*, 8(3). 381-391.
6. Hargreaves, D.H. (1994). The new professionalism: the synthesis of professionalism and institutional development. *Teaching and teacher education*. 10(4). 423-438
7. Hendrickson H.S., and Williams, P F. (2004) *Accounting Theory: Essays by Carl Thomas*

- Devine. London: Routledge. (Chapter 3: Addendum: Different views of natural man)
8. Kaufman, D. Osborn, A. and Moss, D.M. (2003). Where do we go when we step beyond the boundaries? In Douglas Kaufman, Terry A. Osborn, and David M. Moss. *Beyond the Boundaries: A Transdisciplinary Approach to Teaching and Learning*. (pp. 155-166). Westport: Praeger.
 9. Mulligan, T. M. (1987). The Two Cultures in Business Education. *Academy of Management Review*, 12(4), 593-599.
 10. Schweigert, F.J., (2018). *Business Ethics Education and the Pragmatic Pursuit of the Good*. Switzerland: Springer. (Introduction and Chapter 1)
 11. Singh, A.R. (2010). *Commerce Education in North-East India*. New Delhi: Mittal Publications (Chapters 1,2,6)

Teaching Learning Resources (Digital and others):

Nil

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion and debates, text analysis, through active engagement and collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged through constructive pedagogical approaches.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Commerce education, curriculum, business environment



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University of Delhi, Delhi-110007

Bachelor of Education (B.Ed.)
Title of the Course: Pedagogy IIA: P.2.1A: English
Semester: I)

Credits: 2
Mm: 50 (External:35; Internal:15)
Contact Week 15

Introduction of the Course

This course is designed to orient the pre-service teachers to various approaches, methods and techniques of transacting English in schools at middle and secondary levels. It endeavors to engage the pre-service teachers with both the theory and practice of teaching of English as a second language, with specific focus on language skill development, grammar transaction and aspects of vocabulary building. The suggested practicum is designed to help the pre-service teachers internalize the concepts.

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

1. Become familiar with various approaches, methods and techniques of transacting English.
2. Identify approaches, methods and techniques for varying contexts and abilities.
3. Identify components of the English language, viz Listening, Speaking, Reading and Writing.
4. Develop tasks and activities for the development of language skills.
5. Identify resources for developing language skills.
6. Develop materials for enhancing language skills.
7. Identify contemporary classroom concerns when transacting grammar and vocabulary.
8. Identify means of developing vocabulary.
9. Arrive at an understanding of possible ways of engaging school learners with grammar.
10. Explore possible ways of assessing learners' language abilities.


Number of Units: 5

Weeks 15 = 30 hours

Unit 1: Approaches and Methods in English Language Teaching: (3 weeks = 6 hours)

- Various approaches, methods, and techniques in use for teaching English.
 - a) The Direct Method
 - b) Structural Approach
 - c) Communicative Language Teaching
 - d) Task Based Language Learning
 - e) Lexical Approach
 - f) Language learning in the constructivist paradigm
 - g) Eclectic Approach

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Unit 2: Listening and Speaking Skills

(3 weeks = 6 hours)

2. A Listening

The Concept of Listening

- a) Sub-skills of Listening
- b) Tasks, Materials and Resources for developing Listening skills: story-telling, dialogues, situational conversations, role plays, simulations, speech, language laboratories, pictures, authentic materials and multi-media resources.
- c) Assessing Listening

2. B Speaking

- a) Phonetics: the consonant and the vowel system, intonation and stress.
- b) Tasks, Materials and Resources for developing speaking skills including storytelling, dialogues, situational conversations, role plays, simulations, speech games and contexts, language laboratories, pictures, authentic materials and multi-media resources.

Unit 3: The Reading Skill:

(3 weeks = 6 hours)

- Teaching Reading: Theories; the mechanics of Reading; Reading as a process. The various stages of different types of Reading: extensive and intensive reading.
- Tasks, Materials and resources for developing the Reading skill through practice activities and games including skimming and scanning and comprehension.
- Developing study skills including thesaurus, dictionary, encyclopaedia.
- Assessing Reading.

Unit 4: The Writing Skill:

(3 weeks = 6 hours)

Teaching Writing: The mechanics of writing including punctuation, spelling, handwriting, indentation; writing as process; the various stages of different types of writing.

- a) Tasks, Resources and Materials for developing the writing skills through practice activities and games for messages reflective journals, diary writing, notices, circulars, letters, articles, reports, dialogues, speeches, advertisements; creative writing such as poetry- writing short stories.
- b) Developing study skills: referring to dictionary, thesaurus/encyclopaedia, note-making, note-taking, summarising, making bibliographic entries.
- c) Assessing Writing, Giving Feedback

Unit 5: Teaching Grammar and Vocabulary

(3 weeks = 6 hours)

- Concerns in teaching Grammar and Vocabulary.

- a) Possible approaches to Teaching Grammar: Grammar components parts of speech, tenses, determiners, direct/indirect speech, active/passive voice, modals /auxiliaries, types of sentences and clauses, and so on.
- b) Teaching Vocabulary: Adhoc, Active, Passive Vocabulary, Compound Words, Root words, Base words, Content and Structure words.
- c) Tasks, Materials and Resources for Teaching Grammar and Vocabulary.
- d) Assessing Grammar and Vocabulary

Practicum/ Suggested Projects / Assignments (Any Two)

1. Develop a detailed Activity Bank transacting different skill areas, grammar and vocabulary for school learners from different types of schools.
2. Develop CALL Programmes for Grammar topics.
3. Develop Audio resources for transacting Speaking and Listening in class.
4. Develop resources for vocabulary enhancement of school learners.
5. Board Work on any one of the above mentioned Units.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/Recommended Readings:

- Anderson & Lynch(1988). Listening. Oxford: OUP.
- Bygate, M. (1987), Speaking: Oxford: OUP.
- Carley, P., Mees, M., and Collins Beverley (2017). English Phonetics and Pronunciation Practice. London: Routledge.
- Doff, A. (1988) Teach English. CUP: Cambridge.
- Donough, Jo Mc. & Christopher Shaw (1993). Materials and Methods in ELT: A Teacher's Guide. Blackwell: Oxford UK.
- Grellet, F. (1981). Developing Reading Skills, CUP; Cambridge.
- Hayes, B.L. (ed) (1991). Effective Strategies for Teaching Reading. Allyn and Bacon.
- Hewings, Martin (2004). Pronunciation Practice Activities: A resource book for teaching English Pronunciation. Cambridge. UK: CUP.
- Lewis, M. (1993). The Lexical Approach. Croatia: ITP.
- Lewis, M. (1997). Implementing the Lexical Approach: Putting Theory into Practice.
- Littlewood, W. (1992). Teaching Oral Communication. Oxford: Blackwell Publishers.
- Morgan J. & Rinovoluceri M. (1986). Vocabulary, OUP: Oxford.
- Nunan, D. (1989). Designing Tasks for the Communicative Classroom. Cambridge: CUP.
- Nunan, D. (1991). Communicative tasks and Language Curriculum TESOL Quarterly, 25, 2, pp. 279-295.
- Nutall, Chrishrine (1987), Teaching Reading Skills in a Foreign Language. London Heinemann Educational Books Ltd.

- Palmer, G. (2004) Writing Extra: A resource book of multi-level skills activities. Cambridge University Press
- Parrott, M. (2000) Grammar for English Language Teachers, CUP.
- Richards and Rogers (2001). Approaches and Methods in Language Teaching. Oxford: OUP.
- Roach, P. (2000) English Phonetics and Phonology, CUP.
- Sethi, J., and P.V. Dhamija (1999). A Course in Phonetics and Spoken English. 2nd ed. New Delhi: Prentice-Hall of India Pvt Ltd.
- Ur, P. (2005) Teaching Listening Comprehension, CUP
- Ur, P. (2007) Grammar Practice Activities: A practical guide for teachers, CUP
- Weir, C. J. (1993). Understanding and Developing Language Tests. London's Prentice Hall.
- Willis, D & Willis. J. (2007) Doing Task-based Teaching. Oxford: OUP.

Additional Readings

- Agnihotri & Khanna (eds.) (1991). Second Language Acquisition. New Delhi: Sage.
- Agnihotri, R.K., and A.L. Khanna (1995). English Language Teaching in India: Issues and Innovations. New Delhi: Sage Pvt Ltd.
- Anderson, R. C., Osborn, J., & Tierney, R. J. (1984). *Learning to Read in American Schools: Basal Readers and Content Texts*. Hillsdale, N.J: L. Erlbaum Associates.
- Asher, R. E. (ed.) (1994). The Encyclopaedia of Language and Linguistics.
- Brown, H. D. (2001). Teaching by Principles: An interactive approach to language pedagogy. White Plains, NY: Longman.
- Crystal, David (1971). Linguistics. England: Penguin.
- Hadfield, J. and C. (2001) Simple Writing Activities. Oxford University Press. (Activity Book)
- Hancock, Mark (2003). English Pronunciation in Use: Self Study & Classroom Use. Cambridge: CUP
- Hedge, T. (1998). Writing: Resource Book for Teachers, Oxford: OUP.
- Kuppel, F. (1984). Keep Talking: Communicative Fluency Activities for Language Teaching. Cambridge: CUP.
- Leech, G. (1982) Meaning and the English Verb, Thomson-Heinle
- Malini, S. Devika (2011). English Language Teaching in India: A critical evaluation of ELT in India. International Multidisciplinary Research Journal.
- Nunan, D. and C. Lamb (1996). The Self-directed Teacher: Managing the Learning Process. Cambridge: CUP.
- Parrott, M. (1993). Tasks for Language Teachers. Cambridge: CUP.
- Prabhu, N.S. (1987). Second Language Pedagogy. Oxford: OUP.
- Prabhu, N.S. (1990). 'There is no best method-why?' TESOL Quarterly Vol 24(2): 122-128
- Ralabate, P., & Nelson, L.L. (2017). Culturally responsive design for English learners: The UDL approach. (No Title).
- Reading Development Cell, NCERT (2008). Reading For Meaning. New Delhi: NCERT

- Richards and Lockhart (1994) *Reflective Teaching in Second Language Classrooms*. Cambridge: CUP.
- Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: OUP
- Underhill, N. (1987) *Testing Spoken Language*, CUP.
- Ur, P. (1991). *Discussions that work*. Cambridge: CUP.
- Ur, P. (2014). *A Training Course in Teaching English*. CUP: Cambridge.
- Wallace, C. (1992). *Reading*. New York: Oxford University Press.
- Watkins, P. (2018). *Teaching and Developing Reading Skills*. (Cambridge Handbooks for Language Teachers). Cambridge University Press.

Teaching Learning Process

The course shall be transacted through interactive pedagogic methods such as classroom discussions, flip, collaborative learning tasks based on readings. Reflective expression and learning shall be encouraged.

Assessment Method

The assessment shall be formative in nature and will factor in student participation. Individual and group tasks and assignments shall be allocated. Summative evaluation shall be undertaken through end-semester examinations.

Key words: English Language, Language Skills, Teaching Grammar.



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दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007

Bachelor of Education (B.Ed.)
Title of the Course: Pedagogy IIA: P.2.2A: Hindi
Semester: I)

Credits: 2
Mm: 50 (External:35 Internal:15)
Contact Week 15

पाठ्यक्रम- परिचय

प्रस्तुत पाठ्यक्रम प्राग्विद्यालयी शिक्षकों को विद्यालय के माध्यमिक एवं सेकेंडरी स्तर पर हिन्दी भाषा शिक्षण की विधियों, तकनीकों और उपागमों के प्रति उन्मुख करने का प्रयास है। यह प्राग्विद्यालयी शिक्षकों में हिन्दी भाषा के स्थान, हिन्दी भाषा - शिक्षण के महत्व विशेषकर प्रथम भाषा के रूप में हिंदी शिक्षण के सिद्धांतों और अनुप्रयोग की समझ को विकसित करने का प्रयास करता है। यह पाठ्यक्रम मुख्य रूप से भाषा - कौशलों की समझ, विकास और उनके मूल्यांकन पर बल देता है। साथ ही सुझाया गया प्रायोगिक कार्य प्राग्विद्यालयी शिक्षकों को अवधारणाओं को आत्मसात करने के अवसर देता है।

अधिगम - प्रतिफल :

पाठ्यक्रम की समाप्ति के उपरान्त विद्यार्थी:

1. शिक्षा एवं विद्यालयी पाठ्यचर्या में भाषा के महत्व को रेखांकित कर सकेंगे।
2. अपने विद्यार्थियों में अपेक्षित भाषा कौशलों के विकास के लिए स्वयं में भी भाषा-कौशलों के विकास के लिए सतत प्रयत्नशील रहेंगे।
3. भाषा कौशलों के विकास के लिए स्रोतों एवं संसाधनों का अभिनिर्धारण कर सकेंगे
4. प्रथम भाषा अधिगम की समस्याओं को समझकर उन्हें दूर करने का प्रयास कर सकेंगे।

Number of Units: 4

Weeks 15 = 30 hours

इकाई 1 हिन्दी भाषा-शिक्षण: सैद्धांतिक परिप्रेक्ष्य
घंटे

3 सप्ताह = 6

- भाषा: अर्थ, महत्व एवं प्रकार्य , हिन्दी भाषा की प्रकृति
- हिन्दी की व्याकरणिक व्यवस्था - ध्वनि विचार, वर्ण विचार, शब्द विचार, वाक्य विचार

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- हिन्दी शिक्षण के उद्देश्य-प्रथम भाषा एवं अन्य भाषा के रूप में, संपर्क भाषा एवं राजभाषा के रूप में, विद्यालयी पाठ्यचर्या में हिन्दी का स्थान, विभिन्न शिक्षा आयोगों एवं समितियों की संस्तुतियाँ

इकाई 2 भाषा कौशलों (सुनना और बोलना) का विकास 8घंटे

4 सप्ताह =

- भाषा कौशलों से अभिप्राय, भाषा शिक्षण में उनका स्थान एवं महत्व
- श्रवण कौशल - तात्पर्य , महत्व, उद्देश्य, प्रकार , शिक्षण विधियाँ, कौशल विकासक क्रियाएँ, मूल्यांकन
- मौखिक अभिव्यक्ति कौशल- तात्पर्य, महत्व, उद्देश्य, प्रकार ,मौखिक रचना की विशेषताएँ, उच्चारण संबंधी सामान्य दोष, कारण एवं निराकरण, कौशल विकासक क्रियाएँ , मूल्यांकन

इकाई 3 भाषा कौशल (पठन) का विकास घंटे

4 सप्ताह = 8

- पठन कौशल - तात्पर्य , महत्व, उद्देश्य, पठन की विशेषताएँ
- उद्देश्यों के सन्दर्भ में पठन के प्रकार -सस्वर तथा मौन पठन, गहन अध्ययननिष्ठ पठन तथा व्यापक पठन,
- पठन कौशल विकासक क्रियाएँ
- पठन दोष-कारण तथा निराकरण

□इकाई 4 भाषा- कौशल (लेखन) का विकास

4 सप्ताह = 8घंटे

- लेखन कौशल - तात्पर्य , महत्व, शिक्षण-उद्देश्य, प्रभावी लेखन की विशेषताएँ
- लिखित अभिव्यक्ति के विविध रूप
- लेखन कौशल विकासक क्रियाएँ,
- रचना शिक्षण- निर्देशित लेखन, स्वतंत्र लेखन, सृजनात्मकता
- लेखन कार्य का मूल्यांकन

प्रस्तावित प्रायोगिक / परियोजना कार्य (कोई दो)

- भाषा कौशलों संबंधी भाषा खेल निर्माण
- सुनने एवं बोलने के लिए श्रव्य संसाधनों का विकास
- ज्ञानपीठ, साहित्य अकादमी, हिन्दी अकादमी आदि द्वारा पुरस्कृत रचनाओं में से किन्हीं दो रचनाओं का पठन एवं उन पर समीक्षात्मक लेखन

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- विविध विषयों में से किसी एक का चयन कर उसपर भिन्न-भिन्न विधाओं में लेखन कार्य

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments

अनिवार्य सन्दर्भ - ग्रन्थ :

- कुमार कृष्ण(2004), बच्चे की भाषा और अध्यापक, राष्ट्रीय पुस्तक न्यास, नई दिल्ली
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शिक्षण - अधिगम प्रक्रिया : पाठ्यक्रम संव्यवहार के लिए अंतःक्रियात्मक शिक्षणशास्त्रीय पद्धतियों यथा कक्षा- चर्चाओं, पठन सामग्री पर आधारित सामूहिक अधिगम कार्य, विमर्शात्मक अभिव्यक्ति को प्रोत्साहन दिया जाएगा।

आकलन - पद्धति : आकलन अपनी प्रकृति में निर्माणात्मक (फार्मेटिव) होगा और उसमें विद्यार्थियों की सहभागिता, व्यक्तिगत एवं सामूहिक कार्य तथा प्रदत्त कार्य (असाइनमेंट) दिए जाएँगे। संकलनात्मक (सम्मेटिव) मूल्यांकन सेमेस्टर के अंत की परीक्षाओं से होगा।

Keywords: Hindi, Shikshan Shastr,



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Bachelor of Education (B.Ed.)

**पाठ्यक्रम का शीर्षक: शिक्षाशास्त्र IIA:P.2.3A : संस्कृत
(सेमेस्टर: प्रथम)**

Credits: 2

अधिकतम अंक: 50 (बाह्य: 35 आंतरिक: 15)

सप्ताह -15

कार्यक्रम का विवरण

इस पाठ्यक्रम का उद्देश्य विद्यार्थियों को संस्कृत के शास्त्रीय एवं आधुनिक भाषा के रूप का परिचय कराते हुए, उनमें संस्कृत भाषा अध्ययन-अध्यापन के उद्देश्यों एवं शिक्षणशास्त्रीय उपागमों के प्रति गहन अवबोध विकसित करना है। शैक्षिक एवं नीतिगत दस्तावेजों में निहित भाषा विमर्श के मध्य संस्कृत अध्ययन-अध्यापन की चुनौतियों एवं संभावनाओं के प्रति विद्यार्थियों में संचेतना का विकास करना भी इस पाठ्यक्रम का एक महत्वपूर्ण उद्देश्य है। यह पाठ्यक्रम विद्यार्थियों में संस्कृत अध्ययन-अध्यापन के प्रति आलोचनात्मक, सृजनात्मक, प्रयोगधर्मिता एवं नवाचारी दृष्टिकोण का विकास करेगा।

अधिगम परिणाम -

इस कार्यक्रम की सम्पूर्ति का पश्चात् विद्यार्थी समर्थ हो सकेंगे-

1. बृहतर शिक्षणशास्त्रीय विमर्श के मध्य संस्कृत शिक्षण के उद्देश्य एवं संस्कृत अध्यापन की समझ का विकास।
2. बहुभाषिकता एवं लोकतांत्रिक मूल्यों से संस्कृत अध्ययन-अध्यापन के संबंध का अवबोध का विकास करना।
3. भाषा से संबंधित विभिन्न नीतियों के प्रति समीक्षात्मक दृष्टि का विकास।
4. विद्यालयों में संस्कृत शिक्षण की अवस्थिति एवं संभावनाओं के प्रति अवबोध।

इकाई (इकाई 2)

समय- 15 = 30 घंटे

इकाई-1: संस्कृत शिक्षण का नीतिगत विमर्श

8 सप्ताह = 16 घंटे

- संस्कृत भाषा का वैशिष्ट्य एवं विविध रूपों का परिचय.
- त्रिभाषा सूत्र.
- कोठारी आयोग, संस्कृत आयोग- प्रथम एवं द्वितीय.

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इकाई 2: संस्कृत अध्ययन-अध्यापन के उद्देश्य
घंटे

7 सप्ताह = 14

- संस्कृत शिक्षणशास्त्र के उद्देश्यों की विविधता एवं उनका सामाजिक, दार्शनिक एवं शिक्षणशास्त्रीय आधार.
- संस्कृत शिक्षण की पाठ्यचर्या एवं पाठ्य पुस्तकों के निर्माण की विमर्श एवं चुनौतियां.

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अतिरिक्त पाठ्यसामग्री:

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प्रस्तावित परियोजनाएं एवं प्रायोगिक कार्य -

- संस्कृत शिक्षण में नवाचार हेतु कार्य कर रहे संस्थानों का निरीक्षण.
- पाठ्यचर्या एवं पाठ्य पुस्तकों का विश्लेषण.
- समसामयिक संस्कृत लेखन एवं उसकी समीक्षा.
- अभिलेखागारों में संग्रहीत संस्कृत भाषा की पांडुलिपियों अवलोकन.

अध्ययन-अध्यापन प्रक्रिया-

पाठ्यक्रम का अध्ययन-अध्यापन कक्षा चर्चा, वाद-विवाद, फिल्म चर्चा, मीडिया विश्लेषण, सहयोगात्मक शिक्षण कार्य जैसे अंतर्क्रियात्मक (इंटरैक्टिव) प्रक्रियाओं के माध्यम से जाएगा जो विद्यार्थियों में चिन्तनशीलता, रचनाधर्मिता एवं प्रयोगशीलता का विकास करेगा।

मूल्यांकन पद्धति

मूल्यांकन प्रकृति में रचनात्मक एवं विद्यार्थियों की सहभागिता का समावेशन किया जाएगा। व्यक्तिगत और सामूहिक रूप से प्रदत्त कार्य दिए जाएंगे। मूल्यांकन में विद्यार्थियों के लेखन एवं मौखिक दक्षताओं का ध्यान रखा जाएगा।



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بیچلر آف ایجوکیشن (پی، ایڈ)

اردو تدریسیات (A4.2.P : اردو)

سمسٹر - ۱

نمبر مقررہ : ۵۰

رابطہ ہفتہ : ۱۵

ایکسٹرنل تشخیص : ۳۵

انٹرنل تشخیص : ۱۵

تعارف:

اردو ایک جدید ہندوستانی زبان ہے۔ ہندوستان کے تقریباً سارے صوبوں میں کسی نہ کسی شکل میں اردو درس و تدریس کا کام ہو رہا ہے خواہ وہ اختیاری مضمون کی حیثیت سے یا رابطہ کی زبان کی حیثیت سے ہو۔ قومی اور صوبائی سطح پر اردو نصاب کی تیاری کا اہتمام بھی کیا جاتا رہا ہے۔ اردو تعلیم کی مختلف سطحوں کے لیے اردو اساتذہ کی دستیابی اور تربیت کو بھی یقینی بنایا گیا ہے۔

جدید تجربات اور علم کے وسعت کے پیش نظر تربیت اساتذہ کے نصاب میں (با شمول اردو) وقتاً فوقتاً رد و بدل ہوتا رہتا ہے اور کی کوشش اسی سلسلے کی کڑی ہے۔ جس کے (NCTE - 2014) ۲۰۱۴ اصطلاح و بہتری کا عمل مسلسل جاری ہے۔ این. سی. ٹی. ای متعین ضابطوں کے مطابق پی ایڈ کے دو سالہ کورس کے لیے اردو تدریسیات کا بھی نصاب تیار کیا گیا ہے۔ مذاق کی ترتیب کرتے کی ضروریات کو اولین اہمیت دی گئی ہے۔ (Stakeholders) وقت درسی آموزشی سرگرمیوں سے متعلق شریک کاروں

اس کے علاوہ ان دو سالہ نصاب میں مشقی تدریس کی معیاد اور معیار میں اضافہ کیا جانا یقینی بنایا گیا۔ تدریسی عمل میں جدید سمی و بصری امدادی اشیاء کے استعمال کو ضروری امر قرار دیا گیا ہے۔

آموزشی ما حاصل

یہ کورس پی. ایڈ کے طلبہ کو اس قابل بنائے گا کہ وہ :

۱- حصول علم کے لیے زبان کی جانکاری کی اہمیت کو سمجھیں؛

۲- بولی اور زبان کے فرق کو سمجھیں؛

۳- اردو زبان کے آغاز و ارتقا کا علم حاصل کر لیں؛

۴- اردو زبان کی تشکیل و ساخت کے اصول سے آگاہ ہو جائیں؛

۵- اردو زبان کی مختلف اصناف سے روشناس ہو جائیں؛

۶- اردو زبان کی بنیادی مہارتوں سے آگاہ ہو جائیں؛

۷- اردو زبان کی تدریس کے لیے مختلف طریقہ کار کو جان لیں؛

۸- اردو کی بنیادی مہارتوں کی تدریس کے لیے سمی و بصری امدادی اشیاء کا

موثر استعمال جان لیں؛

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दिल्ली विश्वविद्यालय, दिल्ली-110007

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۹۔ اندازہ قدر کے مختلف طریقوں سے واقف ہو جائیں؛

۱۰۔ تعلیمی ادارے میں عملی تحقیق کی ضروریات، استعمال اور طریقہ کار سے واقفیت حاصل کر سکیں۔

اکائیوں کی تعداد (۱ سے ۳)

ہفتہ - ۱۵

اکائی - ۱۔ اردو زبان کا تعارف اور ہندوستان میں اس کی حیثیت

(ہفتہ - ۴)

- ہندوستانی زبان کی حیثیت سے اردو زبان کا آغاز اور ارتقا؛

- اردو زبان کی ترکیب و ساخت، حروف تہجی، الفاظ اور جملوں کی ساخت (صرف و

نحو)، مصوئے، مصمت، رموز اوقات، محاورے اور ضرب المثال؛

- ہندوستان میں اردو کی حیثیت تقسیم سے پہلے اور تقسیم کے بعد؛

- قومی یکجہتی کے فروغ میں اردو زبان کا رول؛

- ہندوستان کے آئین اور پالیسیوں میں اردو کی حیثیت (آئین ۳۴۳-۳۵۱ اور

۳۵۰ اے)، کوٹھاری کمیشن (۱۹۶۴-۶۶)، قومی تعلیمی پالیسی (۱۹۸۶)، پروگرام آف ایکشن (۱۹۹۲)، نیشنل کریکلم فار اسکول ایجوکیشن (۲۰۰۰)، قومی درسیات کا خاکہ (۲۰۰۵)، قومی تعلیمی پالیسی (۲۰۲۰)، لینگویج ایجوکیشن۔

اکائی - ۲۔ اردو ادب، اصناف، قواعد

(ہفتہ - ۵)

- اردو نثر کے اصناف: داستان، ناول، افسانہ اور ڈرامہ۔ اجزائے ترکیبی؛

- اردو نظم کے اصناف: قصیدہ، غزل، مرثیہ، مثنوی، رباعی، نظم۔ اجزائے ترکیبی؛

- مضمون: اقسام؛

- ذخیرہ الفاظ: اقسام، توفیر لغت؛

- قواعد: مربوط قواعد، عملی قواعد۔

اکائی - ۳۔ زبان کی مہارتوں کی نشوونما

(ہفتہ - ۶)

- سماعت: سماعت کے اوصاف، سماعت کے مدارج، لسانی ماحول اور سماعت، سماعت

اور تفہیم، سماعت ۸ کے نقائص و جوابات اور اس کے تدارک؛



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University of Delhi, Delhi-110007

- گفتگو: گفتگو کے اوصاف، گفتگو کے مدارج، تقریر: فی البدیہہ تقریر، مکالمہ، مباحثہ
موقع و محل کے مطابق گفتگو، حکایت گوئی، پہیلیاں، گفتگو کے نقائص و وجوہات اور
ان کے تدارک !

- مطالعہ: گہرا مطالعہ اور سرسری مطالعہ، بلند خوانی اور خاموش مطالعہ، خود آموزی
اور مطالعہ کی عادتیں؛

- تحریر: لکھنے کے مدارج، رسمی اور غیر رسمی تحریر، نقل اور املا، ڈائری
لکھنا، کہانی لکھنا، نوٹس، دعوت نامے، رپورٹاژ، استہارات، مضمون، تخلیقی تحریر، مقالے
اور خطوط نویسی۔

تجویز کردہ کتب :

- اردو زبان و قواعد (حصہ اول)، شفیع احمد صدیقی، مکتبہ جامعہ لمیٹڈ، نئی دہلی، ۱۹۹۱۔
- اردو زبان و ادب کی تاریخ (ثانوی اور اعلیٰ ثانوی درجات کے لیے)، این. سی. ای.
آر. ٹی، نئی دہلی، ۲۰۱۳۔

- تدریس اردو، فرمان فتح پوری، اسلام آباد، پاکستان، ۱۹۸۶۔
- اردو زبان کی تدریس، قومی کونسل برائے فروغ اردو زبان، نئی دہلی، ۲۰۱۱۔
- اردو تدریس (جدید طریقے اور تقاضے)، ریاض احمد، مکتبہ جامعہ لمیٹڈ، نئی
دہلی، ۲۰۱۳۔

- اردو تدریسیات (حصہ اول)، این سی ای آر ٹی، نئی دہلی، ۲۰۱۵۔
- قومی تعلیمی پالیسی، نئی دہلی، ہندوستان، ۲۰۲۰۔
- اصول تعلیم اور عمل تعلیم، ڈی. ایس. گارڈن، نئی دہلی۔
- کوٹھاری کمیشن، (۱۹۶۴-۶۶)، ہندوستان۔
- قومی تعلیمی پالیسی (۱۹۸۶)، ہندوستان۔

- قومی درسیات کا خاکہ، این سی ای آر ٹی، نئی دہلی، ۲۰۰۵۔
- اردو کی ادبی اصناف (اور اعلیٰ ثانوی درجات کے لیے)، این سی ای آر ٹی، نئی
دہلی، ۲۰۱۲۔

تجویز کردہ کام، پروجیکٹس اور سرگرمیاں :

- کسی بھی دو تخلیقی تحریر کا اردو میں ترجمہ کریں۔
- کسی بھی کہانی یا ڈرامے کا جائزہ لیں اور گروپس میں بحث کریں۔
- ثانوی سطح کی تجویز کردہ کسی بھی نصابی کتاب کے متنی مواد کا جائزہ لیں۔

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- چھوٹے بچوں میں بولنے، سننے، پڑھنے اور لکھنے کی مہارت کو فروغ دینے کے لیے سرگرمیاں تیار کریں۔
- ہنوسان میں شائع ہوئی بچوں کی میگزین اور دیگر لٹریچر کی فہرست تیار کریں۔
- طلبہ کی دلچسپی کو ذہن میں رکھتے ہوئے ورکشاپ، سیمینار، کانفرنس یا اس سے متعلق موضوعات کا اہتمام کریں۔
- ایک بیت بازی مقابلے کا اہتمام کریں۔
- تمسلی مشاعرہ کا اہتمام کریں۔
- تخلیقی تحریر کے لیے طلبہ کی حوصلہ افزائی کریں اور رسالوں میں اشاعت کے لیے تحریری تھیم جمع کریں۔

درس و تدریس کا عمل :

- یہ کورس تعامل تدریسی طریقوں، جیسے کہ کمرہ جماعت میں کسی موضوع پر گفتگو یا ڈسکشن، ڈبٹس، سیمینار پریزینٹیشن، پینل ڈسکشن، فلم ڈسکشن، میڈیا کا تنقیدی تجزیہ کے ذریعہ باہمی تعاون کے ساتھ طلباء کو پڑھایا جائے گا۔ جو کہ تعلیمی میدان میں بنیادی تحریروں اور جدید منصوبوں پڑھنے اور سمجھنے کے عمل کو بڑھاتا ہے اس کے ساتھ کسی بھی موضوع پر اظہار خیال کرنے کی صلاحیت، کو بھی فروغ دیگا۔

سلمان، اسسٹنٹ پروفیسر، یونیورسٹی اف دہلی، سیمسٹر وائز سلیبس تیار کیا گیا۔

تشخیص کا طریقہ :

- تشخیص ابتدائی نوعیت کا ہو گا اور طلباء کی شرکت میں اہم کردار ادا کرے گا۔ انفرادی اور گروہی کام اور اسائنمنٹ دیے جائیں گے۔ سیمسٹر کے اختتامی امتحان کے ذریعے مجموعی تشخیص کی جائے گی۔

کلیدی الفاظ :

اردو، درس و تدریس، تشخیص۔



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Bachelor of Education (B.Ed)
Pedagogy Of Language (P.2.4 A: Urdu)
(Semester -1)

Credit:2
MM:50 (External: 35 Internal: 15)
Contact Week: 15

Introduction of the Course

Urdu is a modern Indian language. The teaching learning program of urdu language is available all most in all over Indian school, it may be as an optional form or as medium of instruction. The curriculum for urdu teaching is being designed at national and state level according to the need of levels.

The availability and training of urdu teacher for all levels of school education has been also ensured keeping in view the expansion of knowledge and new techniques in the field of education, new experiments are being practiced, which is betterment for the betterment and improvement of teachers training program. The two years B.Ed. syllabus for pedagogy of urdu language education has also been designed in this regard by N.C.T.E. 2014.

According to the regulation of N.C.T.E. 2014 a harmonious bond between the teacher education and school education is concerned necessary. While designing the syllabus of teachers training program. The concerned stake-holders have been taken into account.

Two hands qualitative improvement in teaching learning process. The school education and teacher education mutually share their experience and strengthen to each other. The effective use of modern audio visual techniques at every stage of teaching learning process is envisaged.


Learning Outcomes

The course will enable the pupil-teachers :-

- To understand the importance of language learning to gain knowledge;
- To understand the difference between dialect and language;
- To know about the evolution and development of urdu language;
- To know the structural principle of urdu language;
- To know the different forms of urdu prose and poetry;
- To understand the different skills of urdu language;
- To know the different teaching methods of urdu language;
- To know the effective use of audio-visual aids in urdu teaching;
- To know the different methods of evaluation in urdu;
- To know about action research : importance, needs and uses in educational institutions.

Numbers of units: 3

Weeks: 15 = 30 hours


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Unit 1- Introduction of urdu llanguage

(4 Weeks =8 hours)

- Evolution and development of urdu as an Indian language;
- Structure and composition of urdu language: Phonology, Morphology, Syntax and Semantics, Vowels, consonants, punctuation in urdu , idioms and proverbs;
- Position of urdu in India – pre and post-independence;
- Role of urdu in national integration;
- Position of urdu in the constitution and policies of language education ;(article 343-351 and 350 a); Kothari commission 1964-66; NPE 1986; POA 1992; NCFSE 2000; NCF 2005, NEP 2020 in the context of language education.

Unit 2- urdu literature, forms, grammar

(5 Weeks = 10 hours)

- Forms of urdu prose: Dastan, novel, afsana and drama-its composition (ajzaye tarkeebi);
- Forms of urdu poetry: qasida, ghazal, marsiya, marsiya, nazm, geet, rubai-its composition (ajzaye tarkeebi);
- Essay and its types and promotion;
- Vocabulary in urdu types and promotion;
- Grammar integrated and functional.

Unit 3- development of language skills

(6 weeks=12 hours)

- Listening: qualities of listening, stages of listening, listening atmosphere, listening and comprehension, defects in listening and remedies;
- Speaking: qualities of speaking, stages of speaking, speech, extempore, dialogue delivery, discussion, situational conversation, story-telling, riddles, announcement, defects in speaking: causes and remedies;
- Readings: intensive and extensive reading, loud reading, silent reading, self-reading, reading habits;
- Writing: stages of writing, formal and informal writing, transcription and dictation, diary
- Writing, story writing, notices, invitation, report, advertisement, articles, essay writing, creative writing, letter writing.

Suggested readings

- Urdu Zaban O Qawaid (Part-1), Shafi Admad Siddiqui, Maktaba Jamia Ltd, New Delhi, 1991.
- Urdu Zaban O Adab Ki Tareekh, Secondary and Higher Secondary, N.C.E.R.T, New Delhi, 2013.
- National Educational Policy, India, 2020.
- Kothari Commission, India, 1964-66.
- National Policy of Education, India, 1986.
- National Curriculum Of Framework, N.C.E.R.T, New Delhi, 2005.
- Urdu Zaban Mein Adab Ki Tareekh , For Secondary and Higher Secondary Classes N.C.E.R.T, New Delhi, 2013.
- Urdu Ki Adbi Asnaf , for Secondary and Higher Secondary Classes, N.C.E.R.T, New Delhi, 2012.



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- Urdu Tadreesiyat , Part-1, N.C.E.R.T, N.D,2015.
- Urdu Tadrees, Jadeed Tareeqe Aur Taqaze , Reyaz Ahmad, Maktaba Jamia Ltd, New Delhi,2013.
- Urdu Qawaid, NCERT, New Delhi, 2012.
- Urdu Asnaf Ki Tadrees, Ncpul, New Delhi, 2003.
- Urdu Zaban Ki Tadrees, National Council for Promotion of Urdu Language, New Delhi, 2011.
- Tadrees E Urdu, Farman Fatehpuri, Islamabad, Pakistan, 1986.

Proposed Tasks, Projects and Activities

- Take Two Piece Of Creative Writing And Translate It In Urdu.
- Review Any Story Or Drama And Make A Discussion In Groups.
- Review The Textual Materials Of Any Text Book Prescribed At Secondary Level.
- Prepare Activities To Develop Speaking, Listening, Reading And Writing Skills In Young Learners.
- Prepare A List Of Children Magazine And Other Literature Published In India.
- Organise A Workshop/Seminar/Conference Or Its Topics Related To Child's Interest.
- Organise A Bait-Bazi Competition.
- Organise A Tamseeli Mushaira.
- Encourage The Students For Creative Writing And Collect Theme Writings For Publication In The Magazines.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words : Pedagogy, urdu, teaching-learning, assessment.



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Bachelor of Education (B. Ed)

P- 2.5 A: Punjabi

(Semester - 1)

Credit 2

Mm:50(External: 35 Internal:15)

Contact Week 15

Introduction of the Course

Punjabi is a Modern Indian Language as well as Second language in Delhi. The Teaching Learning Program of Punjabi Language is available almost in all over Indian Schools. The Curriculum for Punjabi Teaching is being designed at National and State level according to the need of levels.

The Bachelor of Education program, generally known as B. Ed., is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII). The Two Years B.Ed. Syllabus for Pedagogy of Punjabi Language Education has been designed by N.C.T.E 2014. The availability and training of Punjabi teachers for all levels of school education has been also ensured. Keeping in view the expansion of knowledge and new techniques in the field of education, New experiments are being practised, which is better for the Betterment and improvement of teacher training programs.

Learning Outcomes

After completion of the course student will be able to:

1. To know the structural principles of Punjabi language.
2. To understand the difference between dialect and language.
3. To know the different teaching methodology and pedagogy of Punjabi language.
4. To know the effective use of Audio-Visual Aids and other ICT in Punjabi language.
5. To know the different methods of assessment and evaluation In Punjabi language etc.


Number of Units: 2

Weeks:15=30 hours

Unit - 1: Position of Punjabi Language

(8 Weeks=16 hours)

- Language: Nature of language, theory of language origin, emergence and development of language.
- Punjabi as Mother Tongue: Importance, objectives and Principles of Mother Tongue in education of a child and for further life.
- Punjabi language and Script: Origin and development of Punjabi Language and Script.
- Punjabi as a first/second/third language: Rationale and objectives. special problems of teaching Punjabi in different school contexts at different stages.


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- Present position Punjabi in Delhi and the Indian school curriculum. Challenges faced by Punjabi language in the present day.
- Preparation of language kit for teaching skill.

Unit - 2: Four Modules of Language Learning

(7 Weeks=14 hours)

- Listening: Concept, Significance and activities(listening to text aloud, mutual conversation, speech, debate, question-answer method, telling stories, dictation, use of listening material, cinema, tape recorder, audio, video etc.)to develop listening skills in Punjabi.
- Speaking: Concept, Significance and activities(conversation, debate, speech/lecture, storytelling, role play etc.) to develop speaking skills in Punjabi. Correct pronunciation and correction for appropriate pronunciation.
- Reading: Concept, Methods (Phonic, Whole Word), Micro and Macro reading, Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading). Creating good reading interests in children.
- Writing: Types of Composition (Guided, Free and Creative), to improve the creative skill on poetry, fiction, autobiography, travelogue etc. Methods of improvement spelling mistakes, to enable improvement efforts. Evaluating Compositions, Formal and Informal writing.
- Supplementary Skills: Study Skills (Note Taking and Making), Reference Skills(Dictionary, Encyclopaedia, Thesaurus)

Suggested Readings:

- Joshi, J. S. (2006). Punjabi Adhyan te Adhyapan. Amritsar: Waris Shah Foundation.
- Bhatia & Bhatia (2007). Adhyapan Vidhiya ate Sidhant. Patiala: Punjabi University.
- Jass, J.S. and Kaur, J. (2010). Maatra Bhasha Di Shikiya Vidhi. Jalandhar: New Book Company.
- Kang, A.S. (1992). Punjabi Bhasha Te Gurmukhi Lipi. Amritsar: Kastoori Lal Sons.
- Kaur, Dhanwant (2009). Punjabi Bhasha, Sahit te Sabhyachar. Patiala: Punjabi University.
- Nandra, I.S. (2008). Punjabi Bhasha da Adhyapan. Patiala: Twenty First Century Publications.
- Singh, P.P. (1996). Punjabi Bhasha Da Sarota Te Bantar. Patiala: Punjabi University.

Proposed Tasks, Projects and Activities:

- Take two pieces of creative writing and translate in Punjabi.
- Review any story or drama and make a discussion in groups.
- Review the textual materials of any text book prescribed at secondary level.
- Prepare activities to develop speaking, listening, reading and writing skills in young learners.
- Prepare a list of children magazines and other literature published in India.

Head/Dean

- Encourage The Students For Creative Writing.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through the end- semester examination.

Key words : Pedagogy, Punjabi, Teaching-Learning, Assessment



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ਬੈਚਲਰ ਆਫ ਐਜੂਕੇਸ਼ਨ (ਬੀ.ਐੱਡ)

ਪੀ - P.2.5 A ਪੰਜਾਬੀ

(ਸਸਮੈਸਟਰ - 1)

Credit 2

ਵੱਧ ਤੋਂ ਵੱਧ ਅੰਕ: 50 (ਬਾਹਰੀ: 35 ਅੰਦਰੂਨੀ:15)

ਸੰਪਰਕ ਹਫ਼ਤਾ 15

ਕੋਰਸ ਦੀ ਜਾਣ-ਪਛਾਣ

ਪੰਜਾਬੀ ਇੱਕ ਆਧੁਨਿਕ ਭਾਰਤੀ ਭਾਸ਼ਾ ਹੈ ਅਤੇ ਨਾਲ ਹੀ ਦਿੱਲੀ ਵਿੱਚ ਦੂਜੀ ਭਾਸ਼ਾ ਹੈ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਟੀਚਿੰਗ ਲਰਨਿੰਗ ਪ੍ਰੋਗਰਾਮ ਲਗਭਗ ਸਾਰੇ ਭਾਰਤੀ ਸਕੂਲਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ। ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਲਈ ਪਾਠਕ੍ਰਮ ਰਾਸ਼ਟਰੀ ਅਤੇ ਰਾਜ ਪੱਧਰ 'ਤੇ ਪੱਧਰਾਂ ਦੀ ਲੋੜ ਅਨੁਸਾਰ ਤਿਆਰ ਕੀਤਾ ਜਾ ਰਿਹਾ ਹੈ।

ਬੈਚਲਰ ਆਫ ਐਜੂਕੇਸ਼ਨ ਪ੍ਰੋਗਰਾਮ, ਆਮ ਤੌਰ 'ਤੇ ਬੀ. ਐਡ. ਵਜੋਂ ਜਾਣਿਆ ਜਾਂਦਾ ਹੈ, ਇੱਕ ਪੇਸ਼ੇਵਰ ਕੋਰਸ ਹੈ ਜੋ ਅਧਿਆਪਕਾਂ ਨੂੰ ਉੱਚ ਪ੍ਰਾਇਮਰੀ ਜਾਂ ਮੱਧ ਪੱਧਰ (ਜਮਾਤ VI-VIII), ਸੈਕੰਡਰੀ ਪੱਧਰ (ਕਲਾਸ IX-X) ਅਤੇ ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਪੱਧਰ (11ਵੀਂ ਜਮਾਤਾਂ) ਲਈ ਤਿਆਰ ਕਰਦਾ ਹੈ। XII). ਦੋ ਸਾਲਾ ਬੀ.ਐੱਡ. N.C.T.E 2014 ਦੁਆਰਾ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਸਿੱਖਿਆ ਸ਼ਾਸਤਰ ਲਈ ਸਿਲੇਬਸ ਤਿਆਰ ਕੀਤਾ ਗਿਆ ਹੈ। ਸਕੂਲੀ ਸਿੱਖਿਆ ਦੇ ਸਾਰੇ ਪੱਧਰਾਂ ਲਈ ਪੰਜਾਬੀ ਅਧਿਆਪਕਾਂ ਦੀ ਉਪਲਬਧਤਾ ਅਤੇ ਸਿਖਲਾਈ ਨੂੰ ਵੀ ਯਕੀਨੀ ਬਣਾਇਆ ਗਿਆ ਹੈ। ਸਿੱਖਿਆ ਦੇ ਖੇਤਰ ਵਿੱਚ ਗਿਆਨ ਦੇ ਪਸਾਰ ਅਤੇ ਨਵੀਆਂ ਤਕਨੀਕਾਂ ਨੂੰ ਪਿਆਨ ਵਿੱਚ ਰੱਖਦੇ ਹੋਏ, ਨਵੇਂ ਪ੍ਰਯੋਗ ਕੀਤੇ ਜਾ ਰਹੇ ਹਨ, ਜੋ ਕਿ ਅਧਿਆਪਕ ਸਿਖਲਾਈ ਪ੍ਰੋਗਰਾਮਾਂ ਦੀ ਬਿਹਤਰੀ ਅਤੇ ਸੁਧਾਰ ਲਈ ਬਿਹਤਰ ਹਨ।

ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ

ਕੋਰਸ ਪੂਰਾ ਹੋਣ ਤੋਂ ਬਾਅਦ ਵਿਦਿਆਰਥੀ ਇਹ ਕਰਨ ਦੇ ਯੋਗ ਹੋ ਜਾਵੇਗਾ:

1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਸੰਰਚਨਾਤਮਕ ਸਿਧਾਂਤਾਂ ਨੂੰ ਜਾਣਨਾ।
2. ਬੋਲੀ ਅਤੇ ਭਾਸ਼ਾ ਵਿੱਚ ਅੰਤਰ ਨੂੰ ਸਮਝਣ ਲਈ।
3. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਵੱਖ-ਵੱਖ ਅਧਿਆਪਨ ਵਿਧੀ ਅਤੇ ਸਿੱਖਿਆ ਸ਼ਾਸਤਰ ਨੂੰ ਜਾਣਨਾ।
4. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਆਡੀਓ-ਵਿਡੀਓ ਏਡਜ਼ ਅਤੇ ਹੋਰ ਆਈ.ਸੀ.ਟੀ. ਦੀ ਪ੍ਰਭਾਵੀ ਵਰਤੋਂ ਨੂੰ ਜਾਣਨ ਲਈ।
5. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਮੁਲਾਂਕਣ ਅਤੇ ਮੁਲਾਂਕਣ ਦੇ ਵੱਖ-ਵੱਖ ਤਰੀਕਿਆਂ ਨੂੰ ਜਾਣਨਾ ਆਦਿ।

ਯੂਨਿਟਾਂ ਦੀ ਗਿਣਤੀ (ਇਕਾਈ 1 ਤੋਂ 2)

ਹਫ਼ਤੇ - 15

ਇਕਾਈ - 1: ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਥਿਤੀ

ਹਫ਼ਤੇ - 8

- ਭਾਸ਼ਾ: ਭਾਸ਼ਾ ਦੀ ਪ੍ਰਕਿਰਤੀ, ਭਾਸ਼ਾ ਦੀ ਉਤਪਤੀ ਦਾ ਸਿਧਾਂਤ, ਭਾਸ਼ਾ ਦਾ ਉਭਾਰ ਅਤੇ ਵਿਕਾਸ।

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- ਮਾਂ-ਬੋਲੀ ਵਜੋਂ ਪੰਜਾਬੀ: ਬੱਚੇ ਦੀ ਸਿੱਖਿਆ ਅਤੇ ਅਗਲੇਰੇ ਜੀਵਨ ਲਈ ਮਾਂ-ਬੋਲੀ ਦੀ ਮਹੱਤਤਾ, ਉਦੇਸ਼ ਅਤੇ ਸਿਧਾਂਤ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਲਿਪੀ: ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਲਿਪੀ ਦੀ ਉਤਪਤੀ ਅਤੇ ਵਿਕਾਸ।
- ਪਹਿਲੀ/ਦੂਜੀ/ਤੀਜੀ ਭਾਸ਼ਾ ਵਜੋਂ ਪੰਜਾਬੀ: ਤਰਕ ਅਤੇ ਉਦੇਸ਼ ਵੱਖ-ਵੱਖ ਪੜਾਵਾਂ 'ਤੇ ਵੱਖ-ਵੱਖ ਸਕੂਲਾਂ ਦੇ ਸੰਦਰਭਾਂ ਵਿੱਚ ਪੰਜਾਬੀ ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ ਸਮੱਸਿਆਵਾਂ।
- ਦਿੱਲੀ ਵਿੱਚ ਪੰਜਾਬੀ ਦੀ ਮੌਜੂਦਾ ਸਥਿਤੀ ਅਤੇ ਭਾਰਤੀ ਸਕੂਲੀ ਪਾਠਕ੍ਰਮ। ਅਜੋਕੇ ਸਮੇਂ ਵਿੱਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੂੰ ਦਰਪੇਸ਼ ਚੁਣੌਤੀਆਂ।
- ਹੁਨਰ ਸਿਖਾਉਣ ਲਈ ਭਾਸ਼ਾ ਕਿੱਟ ਦੀ ਤਿਆਰੀ।

ਯੂਨਿਟ - 2: ਭਾਸ਼ਾ ਸਿੱਖਣ ਦੇ ਚਾਰ ਮਾਡਿਊਲ

ਹਫ਼ਤੇ - 7

- ਸੁਣਨਾ: ਸੰਕਲਪ, ਮਹੱਤਵ ਅਤੇ ਗਤੀਵਿਧੀਆਂ (ਉੱਚੀ ਆਵਾਜ਼ ਵਿੱਚ ਟੈਕਸਟ ਸੁਣਨਾ, ਆਪਸੀ ਗੱਲਬਾਤ, ਭਾਸ਼ਣ, ਬਹਿਸ, ਪ੍ਰਸ਼ਨ-ਉੱਤਰ ਵਿਧੀ, ਕਹਾਣੀਆਂ ਸੁਣਾਉਣਾ, ਡਿਕਟੇਸ਼ਨ, ਸੁਣਨ ਵਾਲੀ ਸਮੱਗਰੀ ਦੀ ਵਰਤੋਂ, ਸਿਨੇਮਾ, ਟੇਪ ਰਿਕਾਰਡਰ, ਆਡੀਓ, ਵੀਡੀਓ ਆਦਿ) ਸੁਣਨ ਦੇ ਹੁਨਰ ਨੂੰ ਵਿਕਸਤ ਕਰਨ ਲਈ।
- ਬੋਲਣਾ: ਪੰਜਾਬੀ ਵਿੱਚ ਬੋਲਣ ਦੇ ਹੁਨਰ ਨੂੰ ਵਿਕਸਤ ਕਰਨ ਲਈ ਸੰਕਲਪ, ਮਹੱਤਵ ਅਤੇ ਗਤੀਵਿਧੀਆਂ (ਗੱਲਬਾਤ, ਬਹਿਸ, ਭਾਸ਼ਣ/ਲੈਕਚਰ, ਕਹਾਣੀ ਸੁਣਾਉਣਾ, ਭੂਮਿਕਾ ਨਿਭਾਉਣਾ ਆਦਿ)। ਉਚਿਤ ਉਚਾਰਨ ਲਈ ਸਹੀ ਉਚਾਰਨ ਅਤੇ ਸੁਧਾਰ।
- ਪੜ੍ਹਨਾ: ਸੰਕਲਪ, ਢੰਗ (ਫੋਨਿਕ, ਪੂਰਾ ਸ਼ਬਦ), ਮਾਈਕ੍ਰੋ ਅਤੇ ਮੈਕਰੋ ਰੀਡਿੰਗ, ਕਿਸਮਾਂ (ਉੱਚੀ, ਚੁੱਪ, ਤੀਬਰ, ਵਿਆਪਕ ਅਤੇ ਪੂਰਕ), ਪੜ੍ਹਨ ਦੀ ਗਤੀ ਵਧਾਉਣ ਦੀਆਂ ਤਕਨੀਕਾਂ (ਵਾਕਾਂਸ਼, ਸਕਿਮਿੰਗ, ਸਕੈਨਿੰਗ, ਕਾਲਮਨਰ ਰੀਡਿੰਗ, ਮੁੱਖ ਸ਼ਬਦ ਪੜ੍ਹਨਾ), ਬੱਚਿਆਂ ਵਿੱਚ ਪੜ੍ਹਨ ਦੀ ਚੰਗੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨਾ।
- ਲਿਖਣਾ: ਰਚਨਾ ਦੀਆਂ ਕਿਸਮਾਂ (ਗਾਈਡਡ, ਮੁਫਤ ਅਤੇ ਸਿਰਜਣਾਤਮਕ), ਕਵਿਤਾ, ਗਲਪ, ਸਵੈ-ਜੀਵਨੀ, ਸਫਰਨਾਮਾ ਆਦਿ 'ਤੇ ਰਚਨਾਤਮਕ ਹੁਨਰ ਨੂੰ ਸੁਧਾਰਨ ਲਈ। ਸਪੈਲਿੰਗ ਗਲਤੀਆਂ ਨੂੰ ਸੁਧਾਰਨ ਦੇ ਤਰੀਕੇ, ਸੁਧਾਰ ਦੇ ਯਤਨਾਂ ਨੂੰ ਸਮਰੱਥ ਬਣਾਉਣ ਲਈ। ਰਚਨਾਵਾਂ ਦਾ ਮੁਲਾਂਕਣ ਕਰਨਾ, ਰਸਮੀ ਅਤੇ ਗੈਰ ਰਸਮੀ ਲਿਖਤ।
- ਪੂਰਕ ਹੁਨਰ: ਅਧਿਐਨ ਕਰਨ ਦੇ ਹੁਨਰ (ਨੋਟ ਲੈਣਾ ਅਤੇ ਬਣਾਉਣਾ), ਹਵਾਲਾ ਹੁਨਰ (ਸ਼ਬਦ-ਕੋਸ਼, ਐਨਸਾਈਕਲੋਪੀਡੀਆ, ਬੀਜੋਰਸ)

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ਪ੍ਰਸਤਾਵਿਤ ਕਾਰਜ, ਪ੍ਰੋਜੈਕਟ ਅਤੇ ਗਤੀਵਿਧੀਆਂ

- ਰਚਨਾਤਮਕ ਲਿਖਤ ਦੇ ਦੋ ਟੁਕੜੇ ਲਓ ਅਤੇ ਪੰਜਾਬੀ ਵਿੱਚ ਅਨੁਵਾਦ ਕਰੋ।
- ਕਿਸੇ ਵੀ ਕਹਾਣੀ ਜਾਂ ਡਰਾਮੇ ਦੀ ਸਮੀਖਿਆ ਕਰੋ ਅਤੇ ਸਮੂਹਾਂ ਵਿੱਚ ਚਰਚਾ ਕਰੋ।
- ਸੈਕੰਡਰੀ ਪੱਧਰ 'ਤੇ ਨਿਰਧਾਰਤ ਕਿਸੇ ਵੀ ਪਾਠ ਪੁਸਤਕ ਦੀ ਪਾਠ ਸਮੱਗਰੀ ਦੀ ਸਮੀਖਿਆ ਕਰੋ।
- ਨੌਜਵਾਨ ਸਿੱਖਿਆਰਥੀਆਂ ਵਿੱਚ ਬੋਲਣ, ਸੁਣਨ, ਪੜ੍ਹਨ ਅਤੇ ਲਿਖਣ ਦੇ ਹੁਨਰ ਨੂੰ ਵਿਕਸਿਤ ਕਰਨ ਲਈ ਗਤੀਵਿਧੀਆਂ ਤਿਆਰ ਕਰੋ।
- ਭਾਰਤ ਵਿੱਚ ਛਪਦੇ ਬਾਲ ਰਸਾਲਿਆਂ ਅਤੇ ਹੋਰ ਸਾਹਿਤ ਦੀ ਸੂਚੀ ਤਿਆਰ ਕਰੋ।
- ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਰਚਨਾਤਮਕ ਲਿਖਤ ਲਈ ਉਤਸ਼ਾਹਿਤ ਕਰੋ।

ਸਿੱਖਣ ਦੀ ਪ੍ਰਕਿਰਿਆ

ਸਿੱਖਣ ਦੀ ਪ੍ਰਕਿਰਿਆ ਕੋਰਸ ਇੰਟਰਐਕਟਿਵ ਪੈਡਾਗੋਗਿਕ ਤਰੀਕਿਆਂ ਜਿਵੇਂ ਕਿ ਕਲਾਸਰੂਮ ਚਰਚਾ, ਬਹਿਸ, ਫਿਲਮ ਚਰਚਾ, ਆਲੋਚਨਾਤਮਕ ਮੀਡੀਆ ਵਿਸ਼ਲੇਸ਼ਣ, ਸਹਿਯੋਗੀ ਸਿੱਖਣ ਦੇ ਕਾਰਜਾਂ ਦੁਆਰਾ ਸਿਖਾਇਆ ਜਾਵੇਗਾ ਜੋ ਖੇਤਰ ਵਿੱਚ ਮੁੱਖ ਲਿਖਤਾਂ ਅਤੇ ਨਵੀਨਤਾਕਾਰੀ ਪ੍ਰੋਜੈਕਟਾਂ ਨੂੰ ਪੜ੍ਹਨ ਦੀ ਸਮਝ ਨੂੰ ਵਧਾਉਂਦੇ ਹਨ। ਪ੍ਰਤੀਬਿੰਬਤ ਪ੍ਰਗਟਾਵੇ ਅਤੇ ਸਿੱਖਣ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕੀਤਾ ਜਾਵੇਗਾ। (ਗੁਰਵਿੰਦਰ ਸਿੰਘ ਆਨੰਦ ਅਸਿਸਟੈਂਟ ਪ੍ਰੋਫੈਸਰ ਦਿੱਲੀ ਯੂਨੀਵਰਸਿਟੀ ਦੁਆਰਾ ਤਿਆਰ ਕੀਤਾ ਸਮੇਸਟਰ ਵਾਰ ਸਿਲੇਬਸ)।

ਪਰੀਖਿਆ ਵਿਧੀ

ਪਰੀਖਿਆ ਸੁਭਾਵਿਕ ਰੂਪ ਵਿੱਚ ਹੋਵੇਗਾ ਅਤੇ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਭਾਗੀਦਾਰੀ ਵਿੱਚ ਕਾਰਕ ਕਰੇਗਾ। ਵਿਅਕਤੀਗਤ ਅਤੇ ਸਮੂਹ ਕੰਮ ਅਤੇ ਅਸਾਈਨਮੈਂਟ ਦਿੱਤੇ ਜਾਣਗੇ। ਅੰਤਮ ਸਮੇਸਟਰ ਪ੍ਰੀਖਿਆ ਦੁਆਰਾ ਸਬੰਧ ਮੁਲਾਂਕਣ ਕੀਤਾ ਜਾਵੇਗਾ।

ਮੁੱਖ ਸ਼ਬਦ : ਪੈਡਾਗੋਜੀ, ਪੰਜਾਬੀ, ਟੀਚਿੰਗ-ਲਰਨਿੰਗ, ਅਸੈਸਮੈਂਟ


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University of Delhi, Delhi-110007

Bachelor of Education (B.Ed.)

Title of the Course: Pedagogy IIA: P.2.6A: Physics

(Semester: I)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week: 15

Introduction of the Course

This course is aimed at developing the insights, competencies and skills among the pupil-teachers to effectively transact the Physics curriculum and evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices. The course unfolds across two cohesive units, each meticulously crafted to inculcate a profound understanding of the pedagogical underpinnings, classroom processes, teaching-learning resources, in the domain of Physics education.

It delves into the pivotal role of Physics in the school curriculum, exploring its nature as a scientific discipline and its interconnectedness with other fields. It also navigates the intricacies of pedagogical planning, diverse teaching-learning processes, and the art of crafting comprehensive unit and lesson plans.

Practical components are woven seamlessly into the fabric of the course, ensuring experiences in planning lessons, developing resources, and managing the physics laboratory. By the course's culmination, participants are envisioned to emerge as adept educators equipped to inspire and guide students through the fascinating realm of Physics.

Learning Outcomes

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

- Demonstrate an in-depth understanding of the role of physics in the school curriculum, discerning its nature as a scientific discipline and establishing meaningful linkages with other academic domains.
- Develop understanding of Pedagogical Content Knowledge (PCK) and its implications for effective physics teaching, integrating theoretical perspectives into practical pedagogical approaches.
- Plan and execute physics lessons, taking into consideration the socio-cultural and developmental context of the learners, including those with diverse background and abilities.

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- Demonstrate proficiency in employing a repertoire of teaching-learning processes, such as inquiry-based approaches, inductive and deductive methods, experimentation, discussion, and group work, fostering varied learning experiences for diverse student populations.
- Explore the integration of digital tools, educational apps, and online platforms to enhance physics teaching. Discuss strategies for effective online and blended learning environments.

Number of Units 2

Weeks 15 = 30 hours

Unit 1: Pedagogical Underpinning

(8 weeks = 16 hours)

- Place of physics in school curriculum - Nature of physics as a science discipline and its linkages with other disciplines.
- The concept of Pedagogical Content Knowledge (PCK) and its implications for Physics teaching.
- Aims of teaching physics at the senior secondary level with linkages to upper-primary and secondary level.
- Objectives of teaching physics with special reference to the development of thinking and process skills
- Integration of Science, Technology, Engineering, and Mathematics (STEM) principles in physics education. Discuss interdisciplinary approaches and collaborative projects.

Unit 2: Classroom processes

(7 weeks = 14 hours)

- Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs). Inclusive teaching practices for diverse learners, including those with different learning styles, abilities, and cultural backgrounds
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, guided independent study, seminar presentation, action research.
- Digital Pedagogy in Physics Education: digital tools, educational apps, and online platforms to enhance physics teaching, developing effective online and blended learning environments. Flipped classroom and flipped blended learning designs.
- Developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes.
- Planning for conduct of activities, experiments and laboratory work in Physics with a critique of the current practices

Practicum/ Suggested Projects / Assignments (Any Two)

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1. Planning and discussion of lessons for the school experience programme.
2. Developing remedial or enrichment programmes.
3. Conduct of activities/Experiments.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Bal, V. (2005). Women scientists in India: Nowhere near the glass ceiling. *Current Science*, 88(6), 872-878.
- Bevilacqua, F., Giannetto, E., & Mathews, M. R. (Eds.). (2001). *Science Education and Culture: The Contribution of History and Philosophy of Science*. Netherlands: Kluwer Academic Publishers.
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- Gurumoorthy, B., Chander, S., & Rajalakshmi, R. (2019). Integrating Artificial Intelligence in Physics Education: A Pedagogical Approach. *Journal of Science Education and Technology*, 28(6), 632-643. <https://link.springer.com/article/10.1007/s10956-019-09765-2>
- Hiroko, H. (2012). Modernity, Technology and Progress of Women in Japan: Problems and Prospects. In D. Jain & D. Elson (Eds.), *Harvesting feminist Knowledge for Public Policy Rebuilding Progress*. New Delhi: Sage Publication.
- Kumar, N. (Ed.). (2009). *Women and Science in India: A Reader*. India: Oxford University Press.
- Gurumoorthy, B., Chander, S., & Rajalakshmi, R. (2019). Integrating Artificial Intelligence in Physics Education: A Pedagogical Approach. *Journal of Science Education and Technology*, 28(6), 632-643.

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- Oakes, J. (2007). More than misplaced technology: A normative and political response to Hallinan on tracking. In A. R. Sadovnik (Ed.), *Sociology of Education*. New York: Routledge.
- Okebukola, O. J. (1991). The Effect of Instruction on Socio-Cultural Beliefs Hindering the Learning of Science. *Journal of Research in Science Teaching*, 28(3), 275-285.
- Osborne, J. F. (1996). Beyond Constructivism. *Science Education*, 80(1), 53-82.
- Sur, A. (2011). *Dispersed Radiance: Caste, Gender and Modern Science in India*. Navayana: India.
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- Wallace, J., & Louden, W. (Eds.). (2002). *Dilemmas of Science Teaching: Perspectives on Problems of Practice*. Routledge: New York.

Teaching Learning Resources (Digital and others):

- Amrita Vishwa Vidyapeetham. (n.d.). Virtual Labs. <http://www.amrita.edu/virtual-labs>
- e-Yantra. (n.d.). Robotics and Embedded Systems. <http://www.e-yantra.org/>
- Google Arts & Culture - Science: Google. (n.d.). Google Arts & Culture - Science. <https://artsandculture.google.com/project/science>
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- NPTEL. (n.d.). <https://nptel.ac.in/>
- OpenStax. (n.d.). <https://openstax.org/>
- University of Colorado Boulder. (n.d.). PhET Interactive Simulations. <https://phet.colorado.edu/>
- Vigyan Prasar. (n.d.). <http://www.vigyanprasar.gov.in/>
- e-PG Pathshala. (n.d.). <https://epgp.inflibnet.ac.in/>



Teaching Learning Process

This paper endeavors to cultivate a robust understanding of the pedagogy of physics through interactive and discussion modes. Emphasizing learner-centric approaches, it aims to foster competency development among students by incorporating diverse teaching-learning processes. The course structure encourages active engagement through inquiry-based methods, inductive and deductive approaches, experimental learning, group work, and peer collaboration. Practical components, including lesson planning and laboratory management, are integrated to provide a comprehensive learning experience. The paper prioritizes a dynamic and participatory teaching-learning environment, equipping educators with strategies to effectively translate theoretical physics concepts into engaging pedagogical practices.

Assessment Method

The assessment strategy encompasses diverse modes to thoroughly evaluate students' proficiency in translating pedagogical principles into effective physics teaching. Presentations, requiring students to articulate their understanding of innovative teaching methods, complement assignments that assess theoretical knowledge and critical thinking. Practicums involve real or simulated teaching experiences, and a final written examination gauges overall comprehension. Additionally, a detailed assessment report and portfolio submissions provide a comprehensive view of their learning journey. Peer assessment fosters collaborative learning. This multifaceted approach ensures a holistic evaluation, aligning with the course's goal of nurturing reflective and competent physics educators.

Key words: Physics, Pedagogy, Classroom Processes



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Bachelor of Education (B.Ed.)

Title of the Course: Pedagogy IIA: P.2.7A: Chemistry
(Semester: I)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week: 15

Introduction of the Course

This course is aimed at developing understanding of the place of chemistry in school curriculum and the aims of teaching chemistry at various stages in the curriculum. The course will also enable pupil-teachers to effectively maneuver and develop insights related to pedagogical content knowledge and TPACK. The course unfolds across three cohesive units, each meticulously crafted to inculcate a profound understanding of the pedagogical underpinnings, classroom processes, teaching-learning resources, in the domain of Chemistry education. The course develops insights, competencies, and skills among the pupil teachers to effectively explore the Chemistry Laboratory and related aspects.

Learning Outcomes

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

1. Demonstrate an in-depth understanding of the role of chemistry in the school curriculum,
2. Develop understanding of Pedagogical Content Knowledge (PCK) & Technological, Pedagogical and Content knowledge (TPACK) and its implications for effective chemistry teaching, integrating theoretical perspectives into practical pedagogical approaches.
3. Exhibit competency in selecting and designing diverse teaching-learning resources, including textbooks, reference materials, improvisations, and multimedia packages, aligning them with content, learner needs, and the broader educational context.
4. Develop insights, competencies, and skills in organizing and managing a chemistry laboratory.

Number of Units 3

Weeks 15 = 30 hours

Unit 1: Pedagogical Underpinning (6 weeks = 12 hours)

- Place of Chemistry in school curriculum

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- The concept of Pedagogical and Content knowledge (PCK), Technological, Pedagogical and Content knowledge (TPACK) and its implications for Chemistry teaching.
- Aims of teaching Chemistry at the secondary level with linkages to upper primary and senior secondary school levels.
- Objectives and learning outcomes of teaching Chemistry with special reference to the development of thinking and process skills
- Integration of STEAM principles in chemistry pedagogy

Unit 2: Teaching- Learning Resources (5 weeks = 10 hours)

- Criteria for selecting/designing Teaching-Learning Resources: content based, learner based and context based.
- Textbook, reference books, encyclopedia, newspaper and alike
- Improvisations and Science Kits
- Instructional aides, computer aided instruction, multi-media packages, interactive software and simulations, websites, Open Education Resources (OER) etc.
- Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.

Unit 3: Organization of the Chemistry Laboratory (4 weeks = 8 hours)

- Layout and design of the Chemistry laboratory.
- Storage of apparatus, consumable and non-consumable items/materials
- Maintenance of laboratory records.
- Making arrangements for the conduct of experiments.

Practicum/ Suggested Projects/Assignments (Any Two):

1. Design a lesson based on TPACK explicitly stating desired learning outcomes
2. Developing Teaching-Learning resources for a blended learning classroom
3. Develop collaborative projects on types of Laboratories like mobile laboratory, virtual laboratory etc.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/Recommended Readings

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- Bal, V. (2005). Women scientists in India: Nowhere near the glass ceiling. *Current Science*, 88(6), 872-878.
- Bevilacqua, F., Giannetto, E., & Mathews, M. R. (Eds.). (2001). *Science Education and Culture: The Contribution of History and Philosophy of Science*. Netherlands: Kluwer Academic Publishers.
- Bowling, J., & Martin, B. (1985). Science: a masculine disorder? *Science and Public Policy*, 12(6), 308-316.
- Chander, S., & Chetna Arora. (2020). Integrating Technology into Classroom Learning. *Indian Journal of Educational Technology*, 2(1).
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- Cole, J. R., & Zuckerman, H. (1987). Marriage and Motherhood and Research Performance in Science. *Scientific American*, 256, 119-125.
- Collette, Alfred T. and Eugene L. Chappetta, (1994) *Science Education in the Middle and Secondary Schools*; MacMillan : N. Y.
- Kumar, N. (Ed.). (2009). *Women and Science in India: A Reader*. India: Oxford University Press.
- Martin R., Sexton, C. Wagner, K. Gerlorich, J. (1998) *Science for all Children*: Allyn and Bacon: USA.
- NCERT (2013). *Pedagogy of Science. Physical Science Part I: Textbook for B.Ed.* New Delhi: NCERT.
- NCERT (2013). *Pedagogy of Science. Physical Science Part II: Textbook for B.Ed.* New Delhi: NCERT.
- NCERT (2019). *Vigyan Shiksha shastra (Bhautik Vigyan Bhag I)*. New Delhi: NCERT.
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- Oakes, J. (2007). More than misplaced technology: A normative and political response to Hallinan on tracking. In A. R. Sadovnik (Ed.), *Sociology of Education*. New York: Routledge.
- Okebukola, O. J. (1991). The Effect of Instruction on Socio-Cultural Beliefs Hindering the Learning of Science. *Journal of Research in Science Teaching*, 28(3), 275-285.
- Osborne, J. F. (1996). Beyond Constructivism. *Science Education*, 80(1), 53-82.
- Pollard, A (2005) *Reflective Teaching*, London: Continuum. Routledge Publication, USA.
- Sur, A. (2011). *Dispersed Radiance: Caste, Gender and Modern Science in India*. Navayana: India.
- Taylor, P. C., & Cobern, W. W. (1998). Towards a Critical Science Education. In W. Cobern (Ed.), *Socio-Cultural Perspectives on Science Education: An International Dialogue*. Dordrecht: Kluwer Academic Publishers.
- Turner, T. & Dimatea, W. (1998) *Learning to Teach Science in Secondary School*,
- UNESCO (1966) *Source Book for Science Teaching*: UNESCO: Paris.
- Vaidya N. (1999) *Science Teaching for the 21st Century*, Deep and Deep Publishers.

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- Wallace, J., & Loudon, W. (Eds.). (2002). Dilemmas of Science Teaching: Perspectives on Problems of Practice. Routledge: New York.
- Wellington, J. (2004) Teaching and Learning Secondary Science – Contemporary Issues and Practical Approaches, London: Routledge.

Teaching Learning Resources (Digital):

- Amrita Vishwa Vidyapeetham. (n.d.). Virtual Labs. <http://www.amrita.edu/virtual-labs>
- e-Yantra. (n.d.). Robotics and Embedded Systems. <http://www.e-yantra.org/>
- Google Arts & Culture - Science: Google. (n.d.). Google Arts & Culture - Science. <https://artsandculture.google.com/project/science>
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- Indian Academy of Sciences. (n.d.). Journals. <https://www.ias.ac.in/Journals>
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- National Council of Educational Research and Training. (n.d.). Diksha. <https://diksha.gov.in/>
- National Council of Educational Research and Training. (n.d.). National Repository of Open Educational Resources (NROER). <https://nroer.gov.in/>
- National Council of Educational Research and Training. (n.d.). NISHTHA. <https://diksha.gov.in/nistha>
- NPTEL. (n.d.). <https://nptel.ac.in/>
- OpenStax. (n.d.). <https://openstax.org/>
- University of Colorado Boulder. (n.d.). PhET Interactive Simulations. <https://phet.colorado.edu/>
- Vigyan Prasara. (n.d.). <http://www.vigyanprasara.gov.in/>
- e-PG Pathshala. (n.d.). <https://epgp.inflibnet.ac.in/>

Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussions, debates, collaborative learning tasks, laboratory methods with the appropriate use of digital processes, so as to enhance reflective practices and critical analytical thought



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processes among learners. Self-learning, self-exploration, creative expression, and comprehension & application of concepts will be encouraged.

Assessment Method:

The assessment will be formative in nature both in theory and practicum and will focus on rigorous student participation. Individual and group tasks will aim at developing scientific temper among learners. Assessment will also be based on development of creative expressions, critical understanding, reflections, and ethics in science.

Key words: Chemistry, Pedagogy, Teaching Resources



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Bachelor of Education (B.Ed.)

Title of the Course: Pedagogy IIA: P.2.8A: Biology
(Semester: I)

Credits: 2

MM: 50 (External 35 Internal 15)

Contact Weeks: 15

Introduction of the Course

This course is aimed at developing understanding of the place of biology in school curriculum and the aims of teaching biology at various stages in the curriculum. The course will also enable pupil-teachers to effectively maneuver and develop insights related to pedagogical content knowledge, teaching-learning resources and laboratory work for meaningful learning.


Learning Outcomes

After completion of the course student will be able to:

1. Develop an in-depth understanding of the role of biology in the school curriculum.
2. Enable future teachers to understand relation of biology with other disciplines and integration within different branches of science.
3. Develop understanding of Pedagogical Content Knowledge (PCK) and its implications for effective biology teaching.
4. Exhibit competency in selecting and designing diverse teaching-learning resources, including textbooks, reference materials, improvisations, and multimedia packages, aligning them with content, learner needs, and the broader educational context.
5. Develop insights and critically view the role of laboratories in biology.
6. Develop competencies, and skills in organizing and managing a biology laboratory in its various forms.

Number of Unit 3

Weeks 15 = 30 hours


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Unit 1: Pedagogical Underpinning (6 weeks = 12 hours)

- Concept of Scientific literacy
- Evolution and Place of Biology in school curriculum.
- The concept of PCK and its implications in Biology teaching.
- Aims of teaching Biology at the higher secondary level with linkages to secondary and primary level.
- Objectives and learning outcomes of teaching Biology with special reference to the development of thinking and process skills
- Integration of STSE principles in biology pedagogy

Unit 2: Teaching- Learning Resources (5 weeks = 10 hours)

- Criteria for selecting/designing Teaching-Learning Resources: content based, learner based and context based.
- Textbook, reference books, encyclopedia, newspaper and alike
- Improvisations and Science Kits
- Instructional aides, computer aided instruction, multi-media packages, interactive software and simulations, websites, Open Education Resources (OER) etc.
- Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.

Unit 3: Organization of the Biology Laboratory (4 weeks = 8 hours)

- Layout and design of the Biology laboratory.
- Storage of apparatus, consumable and non-consumable items/materials
- Maintenance of laboratory records.
- Making arrangements for the conduct of experiments.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Analysis and Reflection on Text/Book/Curriculum related to Biology
2. Developing Teaching-Learning resources for the democratic classroom environment
3. Planning of any one extended experience like creating a science corner, science quiz etc.
4. Making arrangements of experiments in the biology laboratory

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Ahmad, J. (2011). Teaching of Biological Sciences Second Edition. New Delhi: PHI Learning Private Limited.
- Chaudhari, P. (2022). Teaching-Learning Resources for Science Teachers. New Delhi: ABI.
- Chaudhari, P. R. (2020). Video Simulation in Biology Teaching at Higher Secondary Level: Challenges and Possibilities. In Sandeep Kumar and M Rajendran (Eds.). Anthology of Qualitative Research in Education. New Delhi: VLM Publications
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- UNESCO (1966) Source Book for Science Teaching: UNESCO: Paris.
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- Wallace, J and Loudon, W. (Eds.)(2001) Dilemmas of Science Teaching: Perspectives on Problems of Practice. Routledge, London.
- Wellington, J. (2004) Teaching and Learning Secondary Science – Contemporary Issues and Practical Approaches, London: Routledge.
- Wilson, E. O. (1999). Consilience: The Unity of Knowledge, Vintage Books. New York.

Teaching Learning Process


The course will be taught through interactive pedagogic methods such as classroom discussion, debates, discussions, critical analysis, collaborative learning tasks which enhance skills in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Pedagogy of Biology, Teaching Learning Resources.

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Bachelor of Education (B.Ed.)

Title of the Course: Pedagogy IIA: P.2.9A: Integrated Science

(Semester: I)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week: 15

Introduction of the Course

This course is aimed at developing the insights, competencies and skills among the pupil-teachers to effectively transact the science curriculum so as to evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices.

Learning Outcomes

After completion of the course student will be able to:

1. Develop an in-depth understanding of the role of science in the school curriculum and its relation with other disciplines and integration within different branches of science.
2. Develop understanding of Technological, Pedagogical And Content Knowledge (TPACK) and its implications for effective science teaching.
3. Exhibit competency in selecting and designing diverse teaching-learning resources, including textbooks, reference materials, improvisations, and multimedia packages, aligning them with content, learner needs, and the broader educational context.
4. Develop insights and critically view the role of laboratories in science.
5. Develop competencies, and skills in organizing and managing a science laboratory in its various forms.

Number of Units 3

Weeks 15 = 30 hours

Unit 1: Pedagogical Underpinning

(5 weeks = 10 hours)

- Place of science in school curriculum and its linkages with other disciplines.
- Aims of teaching science at the middle and secondary level with linkages to primary level.
- Objectives of teaching science with special reference to the development of thinking and process skills

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- Integration of STEM principles in science education: interdisciplinary approaches and collaborative projects.
- The concept of Technological, Pedagogical And Content knowledge (TPACK) and its implications for science teaching.

Unit 2: Teaching- Learning Resources

(6 weeks = 12 hours)

1. Criteria for selecting/designing Teaching-Learning Resources: content based, learner based and context based.
2. Textbook, reference books, encyclopedia, newspaper and alike
3. Improvisations and Science Kits
4. Instructional aides, computer aided instruction, multi-media packages, interactive software and simulations, websites, Open Education Resources (OER) etc.
5. Artificial Intelligence based tools and pedagogy.
6. Planning of extended experiences like science quiz, science fair, science corner/resource room, science club and excursion etc.

Unit 3: Organization of the Science Laboratory

(4 week = 8 hours)

- Layout and design of the science laboratory.
- Storage of apparatus, consumable and non-consumable items/materials
- Maintenance of laboratory records.
- Making arrangements for the conduct of experiments.
- Virtual Labs and STEM Labs

Practicum/ Suggested Projects / Assignments (Any Two)

1. Write a reflective essay on the significance of integrated science at Middle level
2. Developing Teaching-Learning resources for a blended learning classroom
3. Visit science park, museum etc. and document how it can be utilized as an extended experience in science teaching for learners.
4. Develop collaborative projects on types of Laboratory like mobile laboratory, virtual laboratory etc.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Chander, S., & Chetna Arora. (2020). Integrating Technology into Classroom Learning. *Indian Journal of Educational Technology*, 2(1).
- Cobern, W. W. (Ed.). (1998). *Socio-Cultural Perspectives on Science Education: An International Dialogue*. Netherlands: Kluwer Academic Publishers.
- Cole, J. R., & Zuckerman, H. (1987). Marriage and Motherhood and Research Performance in Science. *Scientific American*, 256, 119-125.
- Collette, Alfred T. and Eugene L. Chappetta, (1994) *Science Education in the Middle and Secondary Schools*; MacMillan : N. Y.
- Kumar, N. (Ed.). (2009). *Women and Science in India: A Reader*. India: Oxford University Press.
- Martin R., Sexton, C. Wagner, K. Gerlorich, J. (1998) *Science for all Children*: Allyn and Bacon: USA.
- NCERT (2013). *Pedagogy of Science. Physical Science Part I: Textbook for B.Ed.* New Delhi: NCERT.
- NCERT (2013). *Pedagogy of Science. Physical Science Part II: Textbook for B.Ed.* New Delhi: NCERT.
- NCERT (2019). *Vigyan Shiksha shastra (Bhautik Vigyan Bhag I)*. New Delhi: NCERT.
- NCERT (2019). *Vigyan Shiksha shastra (Bhautik Vigyan Bhag II)*. New Delhi: NCERT.
- Oakes, J. (2007). More than misplaced technology: A normative and political response to Hallinan on tracking. In A. R. Sadovnik (Ed.), *Sociology of Education*. New York: Routledge.
- Okebukola, O. J. (1991). The Effect of Instruction on Socio-Cultural Beliefs Hindering the Learning of Science. *Journal of Research in Science Teaching*, 28(3), 275-285.
- Osborne, J. F. (1996). Beyond Constructivism. *Science Education*, 80(1), 53-82.
- Pollard, A (2005) *Reflective Teaching*, London: Continuum.Routledge Publication, USA.
- Singhal, M. & Baveja, B. (2022). *Science Education Teaching Learning and Assessment* (1st ed.). Paragon International publisher.
- Sur, A. (2011). *Dispersed Radiance: Caste, Gender and Modern Science in India*. Navayana: India.
- Taylor, P. C., & Cobern, W. W. (1998). Towards a Critical Science Education. In W. Cobern (Ed.), *Socio-Cultural Perspectives on Science Education: An International Dialogue*. Dordrecht: Kluwer Academic Publishers.
- Turner, T. & Dimatea, W. (1998) *Learning to Teach Science in Secondary School*,
- UNESCO (1966) *Source Book for Science Teaching*: UNESCO: Paris.

- Vaidya N. (1999) *Science Teaching for the 21st Century*, Deep and Deep Publishers.
- Wallace, J., & Louden, W. (Eds.). (2002). *Dilemmas of Science Teaching: Perspectives on Problems of Practice*. Routledge: New York.
- Wellington, J. (2004) *Teaching and Learning Secondary Science – Contemporary Issues and Practical Approaches*, London: Routledge.

Teaching Learning Resources (Digital):

- Amrita Vishwa Vidyapeetham. (n.d.). Virtual Labs. <http://www.amrita.edu/virtual-labs>
- e-Yantra. (n.d.). Robotics and Embedded Systems. <http://www.e-yantra.org/>
- Google Arts & Culture - Science: Google. (n.d.). Google Arts & Culture - Science. <https://artsandculture.google.com/project/science>
- Gupta, A. (n.d.). Arvind Gupta Toys. <http://www.arvindguptatoys.com/>
- Indian Academy of Sciences. (n.d.). Journals. <https://www.ias.ac.in/Journals>
- Khan Academy. (n.d.). <https://www.khanacademy.org/science>
- Ministry of Education, Government of India. (n.d.). National Digital Library of India (NDLI). <https://ndli.iitkgp.ac.in/>
- National Aeronautics and Space Administration. (n.d.). NASA's Education Resources. <https://www.nasa.gov/audience/foreducators/index.html>
- National Council of Educational Research and Training. (n.d.). Diksha. <https://diksha.gov.in/>
- National Council of Educational Research and Training. (n.d.). National Repository of Open Educational Resources (NROER). <https://nroer.gov.in/>
- National Council of Educational Research and Training. (n.d.). NISHTHA. <https://diksha.gov.in/nistha>
- NPTEL. (n.d.). <https://nptel.ac.in/>
- OpenStax. (n.d.). <https://openstax.org/>
- University of Colorado Boulder. (n.d.). PhET Interactive Simulations. <https://phet.colorado.edu/>
- Vigyan Prasar. (n.d.). <http://www.vigyanprasar.gov.in/>
- e-PG Pathshala. (n.d.). <https://epgp.inflibnet.ac.in/>

Teaching Learning Process:

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The course will be taught through interactive pedagogic methods such as classroom discussions, debates, collaborative learning tasks, laboratory methods with the appropriate use of digital processes, so as to enhance reflective practices and critical analytical thought processes among learners. Self-learning, self-exploration, creative expression, and comprehension & application of concepts will be encouraged.

Assessment Method:

The assessment will be formative in nature both in theory and practicum and will focus on rigorous student participation. Individual and group tasks will aim at developing scientific temper among learners. Assessment will also be based on development of creative expressions, critical understanding, reflections, and ethics in science.

Key words: Integrated Science, Pedagogy, Teaching Resources



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Bachelor of Education (B.Ed.)

**Title of the Course: Pedagogy IIA: P.2.10A: Mathematics
(Semester: 01)**

**Credits: 2
MM: 50 (External: 35 Internal: 15)
Contact Week 15**

Introduction of the Course

Through this course, the student-teachers shall engage with each of the content areas of school mathematics. The focus shall be on critically examining existing teaching practices, textbooks and curriculum in relation to different concepts. By drawing from an understanding of children's reasoning patterns and misconceptions, student-teachers shall be expected to develop teaching strategies and assessment practices for engaging classroom cultures that enhance conceptual understanding of diverse learners.

Learning Outcomes

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

1. Engage with each of the content areas of school mathematics.
2. Critically examine the existing teaching practices, textbooks and curriculum in relation to different concepts.
3. Understand children's reasoning and misconceptions in different areas of school mathematics.

Number of Units: 2

Weeks 15 = 30


hours

**Unit 1: Content Specific Pedagogy -I
(8 weeks = 16 hours)**

(8 weeks = 16

- Number systems and Number Theory
 - a) properties associated with numbers including their geometric representations, exploring fundamental theorems of arithmetic, sequences and series including arithmetic and geometric progressions.
 - b) Different interpretations of rational numbers –fractions as a part-whole relationship, rational number as the result of division of two numbers, as a ratio; proportional relationship; and real-life context for teaching rational numbers
 - c) Role of 'number talks' in promoting number sense

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- d) Misconceptions and errors related to understanding of different types of Numbers.
- Patterns, Functions and Algebra
 - a) Big ideas in algebraic reasoning such as finding, describing and using patterns, idea of functions, using functions to make predictions, understanding linearity and proportional reasoning, understanding non-linear functions and exploring algebraic structure, equations and inequalities
 - b) Elementary calculus: graphs and functions; rate of change; limits, continuity and discontinuity.
 - c) Misconceptions and errors related to Algebra.
- Study of School curriculum and Textbooks with respect to the Number system, numbers, patterns, and Algebra

Unit 2: Content Specific Pedagogy -II
(hours)

(7 weeks = 14

- Geometry
 - a) Development of Euclidean geometry. Significance of axioms and postulates; types of proof, processes of proving. Development of new geometries and their historical importance.
 - b) Exploring different dimensions of geometry: one dimension, two dimensional and three dimensional system, projective geometry, Coordinate system.
 - c) Conceptual understanding of symmetry, congruency and similarity; attributes of different geometrical shapes - surface area and volume
 - d) Fundamental ideas related to trigonometry, topology, motion
 - e) Use of software applications to teach and learn geometry- Examining and visualising 3D shapes and their representation in 2D
 - f) Misconceptions and errors related to different geometrical concepts.
- Statistics & Probability
 - a) Understanding different statistical concepts of data collection and representation, use and meaning of central tendencies.
 - b) Investigating basic concepts of probability such as nature of distributions, randomness, sample space, independent events, mutually exclusive and exhaustive events; law of large numbers, law of small numbers; relationship between statistics and probability
 - c) Understanding subjective probability and discerning classical and experimental approaches of probability, Intuitive sources of probabilistic thinking in children.
 - d) Misconceptions and errors related to different statistical and probability concepts.
- Study of School curriculum and Textbooks with respect to the Geometry, Statistics and Probability.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Pick a textbook of any Examination Board and do a critical analysis of a content area
2. Observe children while they are studying in the classroom. Make a note of how the teacher is developing the concept
3. Make a chart of the misconceptions that children have with respect to a content. Suggest ways by which the teacher can help students reduce their misconceptions
4. Construct a math assessment with 10 problems aligned to standards. Include multiple choice, short answer, and multi-step problems. Provide an answer key and grading rubric.
5. Analyze student work samples with common math errors. Diagnose the specific misconceptions. Design targeted reteaching strategies and interventions.
6. Research and demonstrate a math game that builds multidisciplinary approach. Discuss links to curriculum and how you would implement it in instruction.
7. Design hands-on math manipulatives with household materials. Explain the manipulatives' mathematical function and how teachers can implement them

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- AMT. IGNOU Series
- Gould, S. J. (1995). Lie and figures. Sandarb, 5–14. (Hindi)
- Lamon, S. (2005). Teaching fractions and ratios for understanding: Essential content knowledge and instructional strategies for teachers, Mahwah, NJ: Erlbaum
- LMT -01. IGNOU Series
- Steen L.A. (1990) On the shoulders of the giant. New approaches to numeracy. National Academic Press.
- Mason J., Graham A., Wilder S. J. (2005). Developing thinking in Algebra. Sage Publication Wilder S. J
- Mason J. (2005) Developing thinking in Geometry. Sage Publication
- Graham A. (2006). Developing Thinking in Statistics. Sage Publication
- MESE -001(2003). Teaching and Learning Mathematics. IGNOU series
- Maurya, R. P., Kanvaria, V. K. et al. (2014). *Training package in mathematics at higher secondary stage*. DESM, NCERT, New Delhi.

Additional Readings

- Dhar, A. (1999). Wonderful geometrical figures. Sandarb, 23–36.
- Clements, D.H., & Battista, M.T. (1992). Geometry and spatial reasoning. In D.A. Grouws (Ed.), *Handbook of research on mathematics teaching and learning* (pp. 420-464). New York, Macmillan

- Kieran, C. (1992). The learning and teaching of school algebra. In Grouws, D.A. (Ed.), Handbook of Research on Mathematics Teaching and Learning, New York: MacMillan Publishing Company, 390–419.
- Zazkis, R. & Liljedahl, P. (2002). Generalization of patterns: The tension between algebraic thinking and algebraic notation. Educational Studies in Mathematics, 49, 379-402.
- Knuth, E., Choppin, J., & Bieda, K. (2009). Proof: Examples and beyond. Mathematics Teaching in Middle School, 15(4), 206-211
- Subramaniam, J. (2005). Teaching negative numbers to school children. Sandarbha, 4(52), 44–55. (in Hindi)
- Maurya, R. P., Kanvaria, V. K. et al. (2012). *Ganit shikshashastra*. NCERT, New Delhi. ISBN 9789350072103.

Teaching Learning Resources (Digital and others): Across Units (If any)

- <https://www.youtube.com/watch?v=rKoWCF8Gqyc>. Carolyn Kieran: Developing structural thinking on early algebra with primary grade students
- <https://www.youtube.com/watch?v=mzICdv0ExAY>. Lecture Series: Dr. Keith Devlin - The Birth of Algebra

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: Number sense, Geometrical thinking, Algebraic Thinking, Probabilistic thinking



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Bachelor of Education (B.Ed.)

Title of the Course: P.2.11 A: History (Semester: I)

Credits: 2

MM: 50 (External: 35, Internal: 15)

Contact Weeks: 15

Introduction of the Course

History is the temporal study of life in society in the past. It is a scientific inquiry into the past based on evidence in relation to the present developments and future hopes. Indeed, evidence is the raw material of history teaching and learning.

This Course shall engage with the approach to the theory and practice of learning history in an educational context, and how this process influences, and is influenced by, the social, political, and psychological development of learners. It aims to make an attempt to re-think the past. In this semester, the pedagogy course shall skill the prospective teachers with a conceptual understanding of the complex nature of history, the history curriculum and some issues in the teaching learning of history.

This Course enables critical inquiry into what happened in the past, when it happened, and how it happened. Learners shall engage with the importance of context, elements of continuity and change, the cause-and-effect relationship and an unending dialogue between the past and the present. Nations need identities. These are created from perceptions of how societies have evolved. In this, history plays a central role. Insisting on reliable history is therefore crucial to more than just a pedagogic cause in school history classrooms.

Learning Outcomes

After completion of the course student will be able to:

1. Discuss the nature of History as a discipline of knowledge.
2. Interpret past(s) in a context.
3. Explain the different sources in construction of History.
4. Describe the guiding principles of History curriculum.
5. Analyse the content selection in History.

Number of Units: 3

Weeks: 15=30 hours

Unit I: Origin and Development of History

(5 weeks= 10 hours)

- Meaning, nature and philosophical bases of History as a discipline of knowledge

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- Sources in History ; Process of knowledge construction in History
- Thinking historically; Objectivity and bias; Approaches in historiography
- Periodisation in History; Micro history and Connected histories

Unit II: History Curriculum: Principles and Practices (5 weeks=10 hours)

- Principles and Approaches for the construction of History curriculum
- Curriculum, National Curriculum Framework, Syllabus, Text-books
- Curricular stages , Aims of doing History
- Curricular Goals and Competencies, Learning Outcomes

Unit III: Issues in Teaching-Learning of History (5 weeks=10 hours)

- Current challenges and content selection
- History and its relationship with other Social Sciences
- Cultivating sense of time and space in learners
- Subaltern perspectives; Issues of inclusion and identity

Practicum/ Suggested Projects / Assignments (Any Two)

1. Describe some of the significant developments in your life illustrating what changed and what continued till date.
2. Make a chart on the different 'sources' on India's freedom struggle.
3. Compare the History curriculum as outlined in 2005 and in 2023 by the NCERT,
4. Critically analyse the History syllabus of either the middle or secondary level of school education.
5. Engage in critical inquiry on current challenges of social science/history teaching. .
6. Make timelines on: Life of any social reformer / Progress made in the lives of women in independent India / Major developments in the economy of independent India.
7. Interview three children in your local community from different socio-economic profiles and explore if history is an interesting or boring subject in the different stages of school education.
8. Watch episodes of either 'Bharat ek Khoj (Discovery of India)' or 'Chanakya' (Television serials in India) or any serial from the History Channel and describe how history unfolds in time.
9. Prepare a chart or a power point presentation showing relationship between history and other social sciences.

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10. Discuss in small groups and prepare a report on the status of any monument in your neighbourhood and suggest ways in which your school could engage towards its better preservation and conservation.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings :

- Andrews, T. & Berk, F. (2007). *What does it mean to think historically?* Perspectives in History, The News magazine of American Historical Association, January edition. (Also in Hindi as *Itihaas ki drishti se sochne ka arth* in Shiksha Vimarsh Patrika, Vol 6. Yr. 10, November-December 2008. Jaipur:Digantar).
- Arthur, J. & Phillips, R. (2004). *Issues in History Teaching*. London: Routledge Falmer.
- Batra, P. (Ed.).(2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage Publications India Pvt. Ltd. [Introduction]
- Beteille, A. (2006). *Ideology and Social Science*. New Delhi:Penguin.
- Carr, E. H. (1961). *What is History*. University of Cambridge and Penguin, India. (Also in Hindi as *Itihaas kya hai*. Delhi: McMillan).
- Das, V. (1989). *Subaltern as Perspective* in Ranajit Guha (Ed.).Subaltern Studies No.6. Writings on South Asian History and Society. London : Oxford University Press.
- Dewey, J. (1916). *Democracy and Education*. New York: The Free Press.
- George, A.M. & Madan, A. (2009). *Teaching Social Science in Schools*. New Delhi: Sage.
- Kochhar, S.K. (1985). *Methods and Techniques for teaching History*. New Delhi : Sterling Publishers.
- Lemon, M. C. (2003). *Philosophy of History*. New York: Routledge.
- MHRD, GoI. (2020). National Education Policy 2020. New Delhi: MHRD

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- Misra, S.& Ranjan, A. (2012). *Teaching of Social Sciences: History, Context and Challenges* in Saxena, V. (Ed.). Nurturing the Expert Within. Delhi: Pearson.
- National Steering Committee for National Curriculum Frameworks. (2022). National Curriculum Framework for Foundational Stage. New Delhi: NCERT.
- National Steering Committee for National Curriculum Frameworks. (2023). National Curriculum Framework for School Education. New Delhi: NCERT.
- NCERT (2005). National Curriculum Framework. New Delhi: National Council for Educational Research and Training.
- Pathak, S.P. (2005). *Teaching of History- The Paedocentric Approach*. New Delhi: Kanishka Publishers.
- Phillips, R. (2002). *Reflective Teaching of History, 11-18. Continuum Studies in Reflective Practice and Theory*. London, New York :Continuum.
- Phillips, I. (2008). *Teaching History*. Delhi: Sage, South Asia Edition.
- Thapar, R. (2024). *The Past as Present: Forging Contemporary Identities through History*. New Delhi: Penguin.
- Tyagi, G.D. (1995). *Itihaas Shikshan*. Agra: Vinod Pustak Mandir.
- Yadav, B. (2012). *Framing History: Context and Perspectives*. New Delhi: Publication Division, Ministry of I.&B., GoI

Additional Readings

- Batra, P & Nawani, D.(Ed.) (2010). *Social Science Texts: A pedagogic perspective*. Social Science Teaching in Schools: Challenges and Perspectives (197-262). New Delhi: Sage.
- Kumar, K. (2001). *Prejudice and Pride: School Histories of the freedom Struggle in India and Pakistan*. New Delhi :Penguin, (Also available in Hindi as Mera Desh Tumhara Desh. (2007). Delhi: Rajkamal Prakashan).
- Paliwal R. & Subramanian, C.N.(2010). *Texts in Schools*, Learning Curve, Issue XV, August-Special issue on Social Science in Schools. Bangalore: Azim Premji Foundation.

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- Sreedharan, E. (2004). *A Textbook of Historiography 500 B.C. to A.D. 2000*. New Delhi: Orient Longman.
- Zevin, J., (2000). *Social studies for the twenty first century*. London: Lawrence Erlbaum Associates Publishers.

Teaching Learning Resources (Digital and others):

Resources may be procured by Institutions through local Museums, Archives, Films and You tube videos, CIET(NCERT) and Publication houses for Text books and Comics (Amar Chitra Katha series) and field visits to historical places, Heritage walks and virtual excursions.

My School at National Museum: Digital Learning and Engagement
<https://www.nationalmuseumindia.gov.in/en/my-school-at-nm>

<https://www.delhiheritagewalks.com/>

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading and comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words : Curriculum, Curriculum Framework, Pedagogy, Learning Outcomes.


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Bachelor of Education (B.Ed.)

Title of the Course: Pedagogy IIA: P.2.12A: Political Science

(Semester: I)

MM: 50 (External: 35 Internal: 15)

Credits: 2

Contact Weeks: 15

Introduction of the Course

Political science as a discipline came into existence with the origin of state. The state came into being to provide solutions to our problems. Every question of human beings is directly or indirectly related to state. Life and death issues such as war and Peace are saved by political theories, ideologies, and decisions. The state is always present in our everyday lives. Law and order, economic transitions, the role of society, and the myriad ways in which people of different nations interact with one another all involve political influence. Contested ideas of what is right and what is wrong and cultural identifications which shape people's notions of who they are reflect political allegiance. But from the perspective of teachers of political science, we found that students who are fresh in this discipline may have a rather narrow concept of the word 'political'. Many seem to regard the political sphere as an arena largely populated by politicians. Political parties, elections, and the various institutions of Government. Beyond these core actors and institutions lies a more shadowy world of pressure groups, the media, and social context of politics like, 'cast' in India.

Learning outcomes

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

1. Critically analyze the eastern and the western views of political science.
2. Understanding the diverse nature of Indian Constitution
3. Explain the relationship of Political Science with other social science subject
4. Develop sensitivity towards Indian political system and its philosophy

Number of Units: 5

Weeks 15 = 30 hours

Unit-I

(4 weeks = 8 hours)

- Origin of Political Science as discipline : the eastern and the western View.
- Eastern view

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1. Kautilya's Arthashastra
2. Geeta as textbook of pedagogy
3. Ramayan as source of Indian value system

• **Western view-**

1. Republic of Plato and politics of Aristotle
2. Hobbes, Locke and Rousseau.
3. John Rawls

Unit-II

(3 weeks = 6 hours)

- Understanding the nature of Political Science with reference to Indian Constitution in general and Preamble in particular.
- International relations in a Comparative perspective- India relations with various countries-US, UK.
- India's role in recent times in a global perspective- UN and other regional cooperation- EU, SAARC etc.

Unit-III

(3 weeks = 6 hours)

- Aims and objectives of teaching political science in a multicultural democratic country like India
- Teaching political science the core concepts:
Liberty, equality, fraternity, justice, democracy, communism, socialism, and property

Unit-IV

(2 weeks = 4 hours)

- Interdisciplinary nature of political science and its relationship with other social science subjects.

Unit-V

(3 weeks = 6 hours)

- The founders of Indian political system and their philosophy
- Dr. Bheemrao Ambedkar and BP Mandal,
- Pandit Dindayal Upadhyay
- M. N. Roy

Practicum/ Suggested Projects / Assignments (Any Two)

1. Observation, participation, and development of report of election process of students panchayat in Department.
2. Organised and participation in celebration of indian constitution day
3. Visit to parliamentary and assembly session

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4. Participation in debate and discussion on judiciary, election, exit polls, and role of constitutional institutions etc..
5. Participation in debate and discussion on contemporary Political issues occurred across the word in particular time.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Arora, P (2006). Lesson Plan: A Means or an End, MERI journal of education, Number-1. April 2006, New Delhi.
- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
- Arora, P (2014). A Democratic Classroom for Social Science, Project Report. University of Delhi, Delhi.
- Batra, P. (Ed. 2010). Social Science Learning in Schools: Perspective and Challenges, Safe Publications India Pvt Ltd. New Delhi
- Barker, Earnest: (N.D.) Greek Political Theory: Plato and his predecessors, Methuen & Co.Ltd, London
- Crossman, R.H.S. (N.D.) Plato Today, Allen & Unwin Ltd, London
- Nettleship, R.L. (N.D.) Lectures on the Republic of Plato, ed. (Macmillan & Co Ltd), London
- Popper, Karl. R; (N.D.) The open society and its enemies, (Routledge and Kegan Paul, London.
- Po Barker, Earnest, (N.D.) The Political Thought of Plato and Aristotle Dover Publication, Inc New York.
- Durant, will. (N.D.) The Story of Philosophy Washington Square Press edition, Inc. New York
- Ross, W.D. Aristotle (N.D.) Ed. Methuen and Co. Ltd. London
- पांडेय, रामबेज शास्त्री- (N.D.)- कौटिल्यम् - अर्थशास्त्रम् हिन्दी अनुवाद सहित, दिल्ली- 13. शास्त्री, उदयवीर (N.D.) कौटिल्य अर्थशास्त्र हिन्दी अनुवाद सहित दिल्ली
- Altekar, A.S; (N.D.) State and Government in Ancient India, Delhi"
- Basham, A.L. (1954) The wonder that was India, London.
- Ghosal, U.N., (1923) A History of Hindu Political Theories (Calcutta,) 17. Kangle, R. P., (N.D.) The Kautily by Arthasastra, Part III, (University of Bombay) 18.
- Shamasastri, R., (1960) The Arthasastra of Kautily, 6th ed. (Banglore)
- Varma, V.P. (1969) Studies in Hindu Political Thought and its metaphysical Foundations, 2nd ed. (Delhi)
- Sharma, R.S., (1968) Aspects of Political Ideas and Institutions in Ancient India 2nd ed, Delhi.
- झा ब्रजकिशोर - - (N.D.) - प्रमुख राजनीतिक चिंतक प्रथम खंड बिहार हिन्दी ग्रन्थ अकादमी
- नेहरू जवाहर लाल - (N.D.) हिन्दुस्तान की कहानी - ('है डिस्कवरी ऑफ इंडिया' का हिंदी अनुवाद - संपूर्ण

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- उपाध्याय पंडित दीन दयाल - (N.D.) एकात्म मानववाद, प्रभात प्रकाशन
- भाला लक्ष्मी नारायण 'लक्खीदा' - संविधान का जन्म, चाणक्य वार्ता प्रकाशन समूह नई दिल्ली
- भाला लक्ष्मी नारायण - (2021) हमारा संविधान भाव रेखांकन - राष्ट्रीय पुस्तक न्यास भारत
- हुसैन, एम आविद; (N.D.) भारत की राष्ट्रीय संस्कृति - राष्ट्रीय पुस्तक न्यास भारत
- फास्ट, हावर्ड (N.D.) । मुक्ति के पथ पर गीताँ जली प्रकाशन नई दिल्ली
- BASU, Durga Das, (N.D.) Introduction To The Constitution of India, LexisNexis
- त्रिपाठी, प्रयाग नारायण :- (N.D.) डॉ. राम मनोहर लोहिया का साँस्कृतिक रास्ट्रबाद
- कैकिस बनियर, (N.D.) एम. डी : बनियर की भारत यात्रा राष्ट्रीय पुस्तक न्यास, भारत
- गोयनका, कमल किशोर (संपादित) पंडित दीन दयाल उपाध्याय व्यक्ति-दर्शन राष्ट्रीय पुस्तक न्यास, भारत

Mood of Teaching Learning Process

The teaching learning process of the pedagogy of political science will be held in the interactive mode. The critical pedagogy will be followed. The special focus will also be given on debate discussion, media analysis, critical analysis of elections and exit polls, and collaborative projects and visits to political institutions. Students will be highly encouraged to reflect on their reflections in the class.

Assessment

The assessment of learning of the students' understanding about the pedagogy of political science will be formative in nature. For this purpose, during the teaching learning process various individual and group projects will be assigned to the students. The students will receive constant and constructive feedback over projects/assignments. The summative evaluation of the learning will be held at the end of the semester.

Key words: Pedagogy, Political Science,


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Bachelor of Education (B.Ed.)

**Title of the Course: Pedagogy IIA: P.2.13A: Economics
(Semester: 1)**

Credits: 2

MM: 50 (External: 35; Internal: 15)

Contact Week 15

Introduction of the Course

This course, Economics Methods, is divided into two papers in six units. This course aims to develop among students the concept of economics, its scope, nature, philosophical and historical perspectives, emerging questions in this discipline, methods, and larger issues in teaching economics. Studying economics is like consciously attending to our daily activities, needs, wants, and choices. The aim is to imbibe economic values in prospective teachers, develop rational choices, build the capacity to appreciate and critically analyze the economic system, and contribute to society and education in particular.

Learning Outcomes

After completion of the course, students will be able to

Understand the nature, scope and purpose of economics introduced in Indian schools.

1. Develop the required competencies to present the subject matter of economics from a social science perspective.
2. Raise philosophical questions about the contents of economics.
3. Build their capacities for pedagogical implications in the subject matter.
4. Able to look at the economic curriculum critically.
5. Develop economic values and attitudes to suggest local, national, and international economic issues.
6. Help the teacher to do a pedagogical analysis of the subject matter they are to teach at different levels.
7. Effectively manage a diverse classroom. also sensitively look at gender and marginalized issues in the class.

Number of Units 3

Weeks 15 = 30 hours

Unit 1: Nature and Scope of Economics

(5 weeks = 10

hours)

- Meaning, nature, and scope of economics as a discipline
- Philosophical Questions in Economics: Conceptual, Methodological, Ethical Issues
- Branches of economics and their relevance to teaching

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- Goals of teaching economics at the secondary or higher secondary level
- The theoretical and practical value of teaching economics

Unit 2: Curriculum and Classroom

(5 weeks = 10 hours)

- Examining the existing economics curriculum
- Linkage Of Economics Curriculum In Schools with Higher Education
- Economics in Policies: NCF 2005, NEP2020, NCFSE2023
- Practical problems facing the teaching of Economics.
- Teaching diverse classes
- Gender and Marginalized Groups in Teaching Learning of Economics

Unit 3: Teacher and Teaching of Economics

(5 weeks = 10 hours)

- Instructional resources in teaching economics include textbooks, simulations, case studies, online resources, etc.
- Traditional Teaching Methods: lectures, discussions, and group work
- Innovative Teaching Methods such as project-based learning, problem-based learning, and technology-aided instruction, Case Study, Cartoons Method
- Qualities of an Economics Teacher
- Professional Development Opportunities available to economics teachers

Practicum/ Suggested Projects / Assignments (Any Two)

1. Reviewing a subject-related book/selected articles from some economics journals/magazines and presenting it in the class.
2. An in-depth study of an economics thinker and its presentation in the classroom
3. Conducting a field study – Departmental, community or market-based.
4. Collecting and analysing the data and preparing the report.
5. Undertaking a project or a survey individually/in a group on a topic of individual choice.
6. Critical analysis of economics textbooks

Note: On the basis of the above, the teacher may design his/her own relevant projects/assignments.

Essential/ Recommended Readings

- Adebami, M. O. (2017). *Economics explained*. Lagos: Macak Books.

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- Adu, E.O. (2002). Audio-visual materials in teaching Economics in Oyo State secondary schools, *Ibadan. Journal of Educational Studies*, 2(1).
- Becker, W. E, Watts, M and Becker, S. R (2006). *Teaching economics. More alternatives to chalk and talk*. United States of America: Edward Elgar Publishing.
- Borich, G. D. (2009). *Effective teaching methods*. United Kingdom: Merrill Publication.
- Bose, Sukanya (2008). Teaching Economics in School. *Economic and Political Weekly*.
- Brunn, P. (2018). *Teacher notes, lesson planning notebook: teaching notes for the school classroom*. United States of America: CreatSpace Independence.
- *Curriculum, Syllabus and Textbook*. (2007). Position Paper, National Focus Group. National Council of Educational Research and Training, New Delhi.
- Glatthorn, A. A., Boschee, F, Whitehead, B. M, and Bonni, F. B (2019). *Curriculum leadership: Strategies for development and implementation* (5th ed.). London: SAGE.
- Gupta, S. (2023). Classroom-Based Practices for Assessments for Learning. *Journal of Indian Education*, 48(1).
- Helm, J. H., and Katz, L. G. (2001). *Young Investigators: The Project Approach in the Early Years*. New York: Teachers College Press.
- Hirst, P.H. (2010). *Knowledge And The Curriculum. A Collection Of Philosophical Papers*. Routledge: London.
- Hoyt, G. M and Jennings, J. A (2013). *International handbook on teaching and learning classroom*. United States of America: CreatSpace Independence.
- Learning Framework for Classes 11-12 Economics (2023). Central Board of Secondary Education(CBSE).
- National Council of Educational Research and Training. (2006c). *Position Paper of National Focus Group on Curriculum, Syllabus and Textbooks*. New Delhi.
- *National Curriculum for Elementary and Secondary Education: A Framework*. (1988). Revised Edition, National Council of Educational Research and Training, New Delhi.
- *National Curriculum Framework 2005*. (2005). National Council of Educational Research and Training. New Delhi.
- Powell, L. (2015). *A crash course in lesson planning*. United States of America: Creat Space Independence.
- Rajakumar M (2016). *Pedagogy of Economics*. Raleigh, U. S. A: Lulu Publishers.
- Raworth, R. (2018). *Doughnut economics: seven ways to think like a 21st-century economist*. Chelsea Green Publishing.
- Serdyukov, P and Ryan, M (2007). *Writing effective lesson plans*. United Kingdom: Pearson.
- Srinivasan, M.V. (2006) . *Teaching Economics in India: A Teacher's Handbook*. NCERT: New Delhi
- Srinivasan, M.V. (2008). Teaching Economics: A Comment. *Economic and Political Weekly*, 77-79.
- *The Curriculum for the Ten-Year School: A Framework*. (1976). Reprint Ed., National Council of Educational Research and Training (NCERT), New Delhi.
- Thomas, R.A.M. (2018). Rethinking Undergraduate Economics Education. *Economic and Political Weekly*, 53(3).

- William, D. (2011). *Embedded Formative Assessment*. Solution Tree Press. Bloomington: USA.
- Wise Robert I. (1976). A Critique of Planning by Objectives. Curriculum Theory Network, 5(4) 280-289.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, Critical analysis, collaborative learning, blended learning, educational visits, films, and reflective writing will be encouraged.

Assessment Method

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. Field studies, projects, Simulations, Task Analysis, and Reflective Journal Writing will form some ways to assess students. Summative evaluation will be done through end- semester examination.

Keywords: Economics, Pedagogy, Teacher, Teaching, Learning, Classroom, Curriculum, Policy



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Bachelor of Education (B.Ed.)

Title of the Course: Pedagogy IIA: P.2.14A: Geography (Semester: 1)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

Geography is the study of people, places and their interactions. This interaction can be understood through activities people do such as adapting to their environment and surroundings, modified by the environment and also the human activities and engagements which are causing environmental changes. This course is an attempt to engage students in systematic geographical inquiry to understand phenomena and events in the specific geographic context. Revisiting the geographical concepts provides an opportunity to critically engage and examine the spatial interactions and interrelationship between development and environment.

This course will help in developing an understanding how human interactions with the landscapes (society and environment) result into varied practices and patterns, how people affect environment and how environment affects people; their interdependence for ecological equilibrium, factors causing disequilibrium, destructions and damages caused by disequilibrium and to work towards sustainable practices to maintain the balance.

Course will initiate building the discourse on the concept of school geography, its major components (curriculum & textbooks), and how it is practiced in school. Students will be given tasks (assignments) during SEP to gather first-hand experiences and observations, develop a reflective commentary on that, and situate the geography teacher with in the process.

Learning Outcomes

After completion of the course student will be able to:

1. State the nature of Geography in terms of its evolution as a discipline
2. Discuss the basic ideas in geography in the context of broader educational ideologies
3. Examine the implications of defining the aims and objectives of Geography education
4. Interpret and examine the school geography curriculum
5. Critically examine the issues and challenges faced by geography teachers

Number of Units: 3

Weeks 15 = 30 hours

Unit 1: Evolution of Geography as a discipline

(5 Week = 10 hours)

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The changing nature of geography

- Nature of geographical knowledge
- Foundations of scientific geography
- Geography as a discipline of synthesis
- Paradigms of Geography:
- Areal differentiation, Man-Environment, Regions and Regionalization and Spatial Organization
- Geography themes: location, interaction, distance, scale, and Change

Unit 2: Geographical Education (Geography in Education) Theoretical Paradigms, and

Recent Debates

(5 Weeks = 10 hours)

- Dominant theoretical paradigm in Geographical Education; constructivism, behaviourism, environmental determinism, humanist, feminist etc.
- Aims and Objectives of Teaching of Geography

Unit 3: Geography Curriculum: Theory into Practice

(5 weeks = 10 hours)

- General Curriculum model
- Objectives model – behaviorist pedagogy
- Process model – constructivist pedagogy
- Organization of Curriculum: Spiral sequencing, Regional approach,
- Thematic arrangement

Practicum/ Suggested Projects / Assignments (Any Two)

Atlas/ map reading (interpretation) and making exercises will be done with the students.

1. This assignment/practical will be two fold i) Recent developments and debates emerged to explain Geography as a discipline ii) How has it been reflected in the school curriculum and textbooks? Students can cite examples from the texts, illustrations, given assessment activities and e recourses/multimedia/ICT, maps and atlas and models and changing look and functions of geography labs etc
2. Students will critically analyze and comment on any of the mentioned paradigms (Unit II) by highlighting its significance in Geographical education, Building their own argument by referring to recent debates and contestations
3. Preparation of video and film strips, Review of Documentary features regarding Geography content material
 - a) Analysis of Geography Curriculum in India

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b) Comparative Analysis of Curriculum in various countries

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments

Essential/ Recommended Readings

- Beyer, L.E. & Apple, M.W. (1998). The Curriculum, Problems and Possibilities. New York: SUNY Press.
- Bonnett, A. (2008). What is geography? London: Sage.
- Butt, G. (2002). Reflective teaching of geography 11-18, Continuum studies in reflective Practice and Theory. London: Continuum International Publishing Group Ltd.
- Dikshit, R. D. (2018). Geographical Thought. A Contextual History of Ideas. New Delhi: Prentice-Hall of India.
- Hardwick, S.W & Holtgrieve, D.G. (1990). Geography for Educators Trends, Themes and Concepts. New Jersey: Prentice Hall.
- Husain, M. (2021) Human Geography (6th ed). New Delhi: Rawat Publication.
- Hussain, M. (2012) Manav Bhugol (4th ed). New Delhi: Rawat Publications.
- Husain, M. (2015). Evolution of Geographical Thought (6th edition). New Delhi: Rawat Publications.
- Knox, P.L. and Marston, S. (2015). Human Geography: Places and Regions in Global Context. New York: Pearson Publication.
- Maurya, S.D. (2022). Human Geography. Allahabad: ShardaPustak Bhawan.
- National Policy on Education. (2020). Ministry of Education: Government of India
- NCERT, (2005) National Curriculum Framework. New Delhi: NCERT.
- NCERT (2006). Position Paper on Teaching of Social Sciences. New Delhi: NCERT.
- NCERT and other reference books of Geography and Social studies (class 6 to 12)
- Tikkaa, R N (1989). BhautikBhugolkaSwaroop. Meerut: Kedarnath Ram Nath.
- Singh, S (2018). BhautikBhugolkaSwaroop. Allahabad: Pravalika Publication.
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- UNESCO source book for geography teaching (1965). International Geographical union, Commission on Geography in Education
- Zaidi, S. M. (2005). Modern Teaching of Geography. New Delhi: Anmol publication.

Additional Readings

- Accha, S.L. (1976). Concept of Dictionary of Geography English-Hindi. Delhi: Concept publishing company.
- Barker, W.H. (1927). Geography in Education & Citizenship. London: University of London Press Ltd.
- Barnard, H.C. (1949). Principles and Practice of Geography Teaching. London: University tutorial Press Ltd.

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- Castree, N. (2005). "Is Geography a Science?" in Castree, Noel, Rogers, A. and D. Sherman (Eds.). Questioning Geography, Fundamental Debates. Oxford: Blackwell Publishing Ltd., pp. 57-79.
- Crampton, J. W. & Elden, S. (2007). Space, knowledge, and power: Foucault and Geography. Great Britain: Ashgate.
- Fletcher, S.S.F. (Ed.) (1915). Cambridge Handbook for teachers, the teaching of Geography. London Cambridge: University Press.
- Garnett, O. (1934). Fundamentals in School Geography. Bombay: George G. & Harrop & co. Ltd:
- Hartshorne, R. (1959). Perspective on the Nature of Geography. Chicago: Rand McNally & Company.
- Johnston, R. (2013). "Geography and the Social Science Tradition" in Clifford, N.J. et.al. (eds.): Key Concepts in Geography, New Delhi: Sage, pp. 46-65.
- Peet, R. (1998). Modern Geographical thought. UK: Blackwell publication.
- Small, J. & Witherick, M. (1986). A modern Dictionary of Geography. London: Arnold.
- Spate O. H. K. and Learmonth A. T. A., 1967: India and Pakistan: A General and Regional Geography, Methuen & Co. Ltd.
- Stamp, D. & Clark, A.N. (1979). A Glossary of Geographical Terms. New York: Longman.
- Webster's Geographical Dictionary A Dictionary of Names of Places with Geographical and Historical Information and Pronunciations. (1949). Philippines: G. & C. Merriam Co.
- Wheeler, J.H. & Kostbade, J.T. (1990). World Regional Geography. Florida: Saundari Collge Publishing.

Teaching Learning Resources (Digital and others):

Fenneman, N. M. (1919). The Circumference of Geography.

https://ia600708.us.archive.org/view_archive.php?archive=/28/items/crossref-pre-1923-scholarly-works/10.2307%252F2345371.zip&file=10.2307%252F2569571.pdf

<http://www.publishyourarticles.net/knowledge-hub/geography/13-main-objectives-of-teaching-geography/5699/>

<https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>

https://ncert.nic.in/pdf/focus-group/social_sciencel.pdf

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

https://www.education.gov.in/sites/upload_files/mhrd/files/NCF-School-Education-Pre-Draft.pdf

<https://ncf.ncert.gov.in/#/web/home>

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<https://www.depauw.edu/files/resources/krathwohl.pdf>

<https://www.studocu.com/ph/document/ramon-magsaysay-technological-university/education/anderson-and-krathwohl-revised-blooms-taxonomy/31535675>

https://geoportal.natmo.gov.in/search/field_topic/national-school-atlas-47

<https://mapservice.gov.in/gismapserviceMVC>

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, and critical media/ICT analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects and seminar presentation. Reflective expression and learning will be encouraged.


Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

* Skill laboratory pedagogy (skill lab) will be preferred for these assignments to ensure practical application of the competency acquired and stress will be given on 3 components Build, Practice and Present.

Students should have time to research, experiment and practice what has been taught in small groups in order to enhance the acquisition of competences. Groups may be asked to present the work. Constructive feedback will be given on their work/presentation.

Key words: Geographical inquiry, Geographic context, concepts, society, environment, interdependence, school geography


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Bachelor of Education (B.Ed.)

Title of the Course: P 2.15 A: Psychology

(Semester: I)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Weeks 15

Introduction of the Course

This paper aims to equip student-teachers with a comprehensive understanding of the discipline of psychology by tracing its evolutionary history, identity, and contemporary developments. It foregrounds the debate regarding the position of Psychology as a Science/Social Science. It critically analyzes the recent trends in Psychology such as Positive Psychology, Human Flourishing, Critical Psychology and Indian Psychology. The paper focuses upon the core theoretical viewpoints in Psychology, and seeks to enable learners to analyze their respective philosophical, methodological and axiological identifications. It also seeks to broaden their understanding of the systemic scaffolds, the contemporary policy frameworks and the structural-organizational mandates that inform and sustain psychology as a subject in secondary schools. Furthermore, it enables the learners to appreciate the interface of Psychology and other academic disciplines.

Learning Outcomes

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

1. Trace the evolutionary history of psychology and the resultant debate regarding its nature as a Science/Social Science.
2. Critically examine the major theoretical perspectives in Psychology with reference to their philosophical and methodological orientations.
3. Develop a systemic understanding of the policy perspectives and operational imperatives sustaining psychology as a school subject

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Number of Unit: 3

Weeks: 15

Unit 1: Psychology: Evolution, Identity and Contemporary Developments

(5 weeks = 10 hours)

- a) The Evolution of Psychology: Renaissance, Enlightenment, the Scientific Revolution, and the foregrounding of 'Human'.
- b) The Issue of Identity : Examining the Historicity to locate Psychology on the Science-Social Science Continuum
- c) Recent Developments: Positive Psychology, Human Flourishing, Critical Psychology, Indian Psychology etc.

Unit 2: The Politics of Knowledge Generation: Reflections on the Discipline

(5 weeks = 10 hours)

A critical appraisal of the major thought traditions in Psychology with reference to Ontological assumptions, Epistemological assumptions, and axiological concerns to draw implications for:

- a) The Human Nature
- b) The Nature of Knowledge and Methods of Inquiry
- c) The Ethics of Practice

Unit 3: Situating Psychology in the Indian School Context

(5 Weeks = 10 hours)

- a) Envisioning Psychology in Schools : A Policy Perspective
- b) Psychology in Schools: A Systemic Understanding of the Operational Imperatives
- c) The Interface of Psychology and other Curricular Areas

Practicum/ Suggested Projects / Assignments (Any Two)

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1. Select any one refereed journal of psychology (national or international) and critically examine the author guidelines for preparation and submission of scholarly manuscripts. Carefully analyze the nature of published manuscripts to ascertain the selected journal's positioning on the issue of Psychology as a Science and/or Social Science.
2. Initiate and record a discussion with students on 'Rethinking Classic Experiments in Psychology' with respect to ethics in psychological research.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Burrell, G. & Morgan, G. (1979). *Assumptions about the Nature of Social Science*. In Sociological Paradigms and Organizational Analysis. USA: Ashgate Publishing Limited.
- Chikkara, A. (2006). *Revisiting Psychology: A Multilevel Analysis*. Unpublished M.Ed Dissertation. Department of Education, University of Delhi.
- Henriques, G.R. (2004). *Psychology Defined*. Journal of Clinical Psychology, 60: 1207-1221.
- Hergenhahn, B.R., & Henley, T. (2013). *An Introduction to the History of Psychology*. (7th ed). USA: Wadsworth. Chap 1 and 20
- Kumar, V. (2011). *Critical Analysis of School Psychology Curriculum in Light of Recent Developments in Psychology*. Unpublished M.Ed. Dissertation, Department of Education, University of Delhi. pp 4-18, 79-103.
- McCarthy, S. et al. (2007) *Teaching Psychology around the World: Volume 1*. Cambridge Scholars Publishing: London.
- McCarthy, S. et al. (2009) *Teaching Psychology around the World: Volume 2*. Cambridge Scholars Publishing: London.
- MHRD, GoI. (2020). *National Education Policy 2020*. MHRD: New Delhi.

- NCERT (2005). National Curriculum Framework. National Council for Educational Research and Training: New Delhi.
- NCERT (2023). National Curriculum Framework for School Education. New Delhi: National Council for Educational Research and Training: New Delhi.
- Smith, J.A., Harre, R., & Langehove, L.V. (Eds.). (1995). *Rethinking Psychology*. New Delhi: Sage Publications. Chap 1,2,12 and 13.
- Staats, A.W. (1999). *Uniting Psychology requires new infrastructure, theory, method, and aresearch agenda*. Review of General Psychology, 3, 3–13.
- Watts, S. (2010). *How Psychology Became Science*. In Essential Psychology: A Concise Introduction (Ed.) Banyard, P., Davies, M.N.O, Norman, C. & Winder, B. DOI: <http://dx.doi.org/10.4135/9781446251461>. Sage Publication: London.

Additional Readings

- Driscoll, M. P. (2004). *Psychology of Learning for Instruction*. (3rd ed.). London: Allyn and Bacon.
- Fox, D., Prilleltensky, I., & Austin, S. (Eds.). (2009). *Critical Psychology: An Introduction*. (2nd ed). New Delhi: Sage Publications. Chap 2,3,19 and 20.
- Gorlow, L., & Katkovsky, W. (Eds.). (1968). *Readings in the Psychology of Adjustment*. (2nd ed). New York: McGraw-Hill Book Company. Section 1 and 6 (531-541).
- Hjelle, L.A., & Ziegler, D.J. (1992). *Personality Theories: Basic Assumptions, Research, and Applications*. (3rd ed). New York: McGraw-Hill. Chap 1 and 2.
- Leahey, T.H. (2004). *A History of Psychology: Main Currents in Psychological Thought*. (6th ed). New Delhi: Pearson Education. Chap 1.
- Schuitz, D.P., & Schultz, S.E. (2011). *A History of Modern Psychology*. (8th ed). USA: Wadsworth. Chap 1 and 15.
- Yanchar, S.C., & Slife, B.D. (1997). *Pursuing Unity in a Fragmented Psychology: Problems and Prospects*. Review of General Psychology, 1(3), 235-255.

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Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, discussions, critical analysis, collaborative learning tasks which enhance skills in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Pedagogy, Psychology



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Bachelor of Education (B.Ed.)

Title of the Course: Pedagogy IIA: P.2.16A: Sociology

(Semester: I)

Credit 2 (50 Marks)

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course attempts to equip the student-teachers to understand the nature and scope of the subject of sociology and delve deeper in the concepts, terms and processes in the field of sociology. It engages the student-teachers to understand the significance of methodology in sociology. The course enables the students-teachers to reflect on how sociology is taught at school level and how pedagogy plays a significant role in building a sociological perspective among school learners.

Learning Outcomes

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

1. Understand the nature and scope of Sociology as a discipline.
2. Analyse a social reality from 'sociological lens'
3. Develop capacity to reflect on teaching of sociology as a school subject.
4. Understand the relevance of language, social customs, myths, folk lore, music as relevant sources of data to study social institutions, relationships, division of labour and power dynamics in Indian society.

Number of Units: 2

Weeks 15 = 30 hours

Unit 1: Basic Concepts

(8 weeks = 16 hours)

- Nature and scope of sociology
- Emergence of sociology as an independent discipline, relationship of sociology with other disciplines
- Development of discipline of Sociology in India
- Sociological perspective, Sociological Imagination and its use to critically explore and question familiar social reality
- Social construction of reality
- Critical enquiry of the popular perception that sociology is a non-utility subject; objectives of teaching sociology as a school subject; teaching to develop capacity for critical analysis rather than teaching definitions and concepts

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Unit 2: Understanding Indian Society

(7 weeks = 14 hours)

- Use of locally relevant content in the teaching-learning process
- Resources of data to develop a sociological understanding of Indian society: Census, National Sample Surveys, National Crime Records Bureau, UNICEF and UNESCO Reports, health and education related data, and so on
- Analysis of language, social customs, myths, folk lore, music and popular music as a source of data to study social institutions, relationships and division of labour and power in Indian society.
- Family, kinship, caste; tribe; religion; language; social change; customs, rituals, beliefs; modernity and modernization; role of education;

Practicum/ Suggested Projects / Assignments (Any Two)

Student-teachers will undertake any one project based on a question or idea emerging from their engagements with different units in the syllabus. While doing project all the aspects of research will be employed for conceptualizing the problem, research design, data collection, and data analysis. They can do such a project either individually or jointly with other students. Project reports can be used as basis for internal assessment, in addition to tests and/or book reviews and other assignments.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Durkheim, Émile. 1960 [1893]. *The Division of Labor in Society*. Translated by George Simpson. New York: Free Press.
- Durkheim, Émile. 1982 [1895]. *The Rules of the Sociological Method*. Translated by W. D. Halls. New York: Free Press.
- Berger, P. L., and T. Luckmann. 1966. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Garden City, NY: Anchor Books.
- Mills, C. Wright (2000). *The Sociological Imagination* (40th anniversary ed.). Oxford: Oxford University Press. ISBN 978-0-19-513373-8
- Immanuel, Wallerstein. (1997). Eurocentrism and its Avatars: The Dilemmas of Social Science. *Sociological bulletin*, 46(1):21-39. doi: 10.1177/0038022919970102
- NCERT (2006). National Focus Group Paper: Position paper on gender issues on education. Delhi: NCERT.
- Batra, Poonam & Nawani, Disha. (2010). Social Science Texts: A Pedagogic Perspective. 10.4135/9788132107927.n6.

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- Batra, P. (2010). Introduction. In P. Batra (Ed.), Social Science Learning in Schools: Perspective and Challenges (pp. 3-41). New Delhi: Sage Publications.
- Bickmore, K. (2002). Teacher development for conflict participation: Facilitating learning for 'difficult citizenship' education. In J. Arthur & I. Davies (Eds.) Citizenship Education, (Vol 3, pp 56-73). Sage publications.
- National Curriculum Framework 2005, NCERT.
- NCERT. (2006). Position Paper: National Focus Group on Teaching of Social Sciences, New Delhi.
- Pryor, C.R. & Pryor, B.W. (2005). Preservice Teachers' Attitudes and Beliefs about Democratic Classroom Practice: Influences on Intentions for Pedagogical Integration Current Issues in Education [On-line], 8(6). Retrieved February 12, 2009, from <http://cie.ed.asu.edu/volume8/number6/>.
- Burawoy, Michael (2001). "Open the Social Sciences: To whom and for what?", Portuguese Journal of Social Science, 6(3). Retrieved from <http://burawoy.berkeley.edu/PS/Open%20the%20Social%20Sciences.pdf>
- Chaudhuri, Maitrayee. (2002). Indian Journal of Gender Studies Learning through Teaching the 'Sociology of Gender' Learning through Teaching the 'Sociology of Gender'. Indian Journal of Gender Studies.
- Kumar, Vivek. (2006). A perspective from below: Viewing Social Sciences from a Dalit perspective. XI. 35-36.
- Kumar, Vivek. (2024). कमज़ोर वर्गों का समाजशास्त्र : दलित, जनजाति समाज एवं महिलाएं.
- Kumar, Vivek. (2022). How Egalitarian is Indian Sociology?. 10.1007/978-981-19-3128-4_4.

Teaching Learning Process

The course will be built on reflections on readings through interactive pedagogic methods such as dialogues, discussion, debates, critical media analysis, and collaborative learning tasks.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Keywords: Pedagogy, Sociology, Indian Society

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University of Delhi, Delhi-110007

Bachelor of Education (B.Ed.)

Title of the Course: Pedagogy IIA: P.2.17A: Social Science

(Semester: I)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week: 15

Introduction of the Course

To enable the prospective teachers to:

- get an insight into the nature of social science curriculum and its pedagogical issues.
- Enquire critically the aims and objectives of social science education.
- Explore and establish the Inter-disciplinarity in social science.
- Comprehend the uniqueness of teaching-learning process of social science at the secondary level
- Engage with the classroom processes and its transactional implications in terms of different strategies and techniques.
- Develop appropriate evaluation mechanisms in social science.
- Understand the needs and processes for professional development of social science teachers as researchers

Learning Outcomes:

After completion of the course student will be able to:

1. Understand the nature of social science curriculum and its pedagogical issues.
2. Enquire critically the aims and objectives of social science education.
3. Explore and establish the Inter-disciplinarity in social science.
4. Comprehend the uniqueness of teaching-learning process of social science at secondary level.
5. Engage with the classroom processes and its transactional implications in terms of different strategies and techniques.
6. Develop appropriate evaluation mechanisms in social science.
7. Understand the needs and processes for professional development of social science teachers as researchers

Number of Units: 3
hours

Weeks 15 = 30

Unit 1: Aims and objectives of teaching Social Science (8 weeks = 16 hours)

- Social Science Education: for a democratic secular society for making of an informed and empowered citizen at local and global level.
- Organization of learning experience in Social Science Curriculum,

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- Its status in Secondary School Curriculum,
- Its inter-disciplinary nature
- Social Science as an integrated subject.
- Understanding a variety of perspective about making a social science teacher.
- Personal ideology and Personality traits; Academic and Professional competencies;
- Teacher as a Reflective Practitioner

Unit 2: Pedagogical Approaches and Strategies in Social Science (4 weeks = 8 hours)

- Approaches: inductive, deductive, interdisciplinary and constructivist approaches.
- Strategies: Narration, Dialogue & Discussion, Problem Solving, Project, Storytelling, Dramatization, Field trips, time-line construction, Cartographic techniques, Archival and other historical Sources, reviewing Video Shows on diverse issue.

Unit 3: Data Collection strategies in Social Science (3 weeks = 6 hours)

- Data collection: introduction to primary and secondary sources of data collection, analysis and interpretation and to draw inferences.
- Making of Unit Plan and Lesson Plans.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Content analysis of textbooks
2. Development of unit plan, Lesson Plan by using different pedagogical approaches.
3. Development of Teaching-Learning Materials in different forms such as worksheets, Charts of various kind etc.
4. Specific project on particular contemporary topic related to social issues.
5. Case study of particular issues in nearby community.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- An Introduction to problems in the Philosophy of Social Sciences (1995) By Keith Webb, Pub.- Pinter, London, New York.
- Arora, P (2006). Lesson Plan: A Means or an End, MERI journal of education, Number-I, April 2006, New Delhi.
- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
- Azim Premji University. (2010). Special Issue on social science in schools: Learning Curve, Issue XV, August 2010. Bangalore: APU


- Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
- Beane, J.A. (1993). A middle school curriculum. Columbus, Ohio: National middle school association.
- Bhaduri, A. (2013). What is the Core of Economics? Bhopal: Eklavya
- Collingwood, R.G. (2021). The Idea of History. New Delhi: Aakar Books.
- Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.
- Dewey, J. (2022). Democracy and Education. New Delhi: Aakar books
- Edgar, B.W. & Stanelly (1958), Teaching social studies in high school, Heath and company, Boston D.C.
- George, A., M. & Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
- Gordon S. (2003). The History of Philosophy of Social Science. Routledge
- Haralambos, M. (1980). Sociology Themes and Perspectives. New York. O.U.P.
- Kirkpatrick, Eron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.
- Kochhar, S.K. (1985), Methods and Techniques for teaching History, Sterling Publishers Pvt. Ltd, New Delhi.
- Kulkarni S. G. Philosophy of Science: Issues and Perspectives.
- Kumar, Sandeep (2013). Teaching of Social Science, Project Report, University of Delhi, Delhi.
- Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International Social Science Journal (vol. 44).
- Misra, Salil and Ranjan, Ashish (2012). Teaching of Social Sciences: History, Context and Challenges in Vandana Saxena (ed.), Nurturing the Expert Within, Pearson, New Delhi
- NCERT. (2006). Constructivist approaches to teaching and learning. New Delhi: NCERT
- Pathak, A. (2011). Modernity, Globalization and Identity: Towards a Reflective Quest. New Delhi: Aakar Books.
- Pathak, S.P. (2005), Teaching of History- The Paedo Centric Approach, Kanishka Publishers, New Delhi.
- Ranjan, A. (ed.) (2016). Construction of Historical Imagination: A Resource Book for Teacher Educators. New Delhi: Research Media.
- The idea of a Social Science and its relation to Philosophy (1958), by Peter Winch, Pub.- Routledge and Kegan Paul, London, New York: Humanities Press.
- Yadav, B. (2012). Framing History: Context and perspectives. New Delhi: Ministry of Information and Broadcasting. Govt. of India.

Teaching Learning Process

The course will be built on reflections on readings through interactive pedagogic methods such as dialogues, discussion, debates, critical media analysis, and collaborative learning tasks.

Assessment Method

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The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Keywords: Pedagogy, Social Science, Data in Social Science



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Bachelor of Education (B.Ed.)

**Title of the Course: Pedagogy IIA: P.2.18A: Commerce
(Semester: I)**

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course will enable the pre-service teachers to understand the nuances of teaching in a commerce classroom through a systematic introduction to organize classroom learning using appropriate teaching frameworks and models. It will help them understand the complexities involved in designing and planning learning environment for commerce teaching. The course aims to unfold the teaching-learning processes through a guided synthesis of pedagogical approaches, curricular mapping, and reflective practices in a commerce classroom.

Learning Outcomes

After completion of the course student will be able to:

1. Understand various pedagogical approaches and frameworks that can be used for organising learning in a commerce classroom.
2. Plan classroom activities by effectively using appropriate pedagogic strategies and models to connect the content, pedagogic instructions and achievement of learners.
3. Design learning experiences for diverse cognitive, physical, social and cultural needs of the learners attuned to content of commerce subject areas.

Number of Units (4)

Weeks 15 = 30 hours

Unit 1: Structuring Learning

(6 weeks = 12 hours)

- Taxonomy based frameworks: Bloom's Taxonomy (with Krathwohl's, Dave's and Ferris and Aziz's, and Anderson's adaptations); SOLO taxonomy; Finks taxonomy; Marzano's taxonomy
- Models for Connecting Learning, Pedagogy and Content: Norman Webb's- Depth of Knowledge (DoK); Edgar Dale's Cone of Experiences Model; Shulman's model of Pedagogy Content Knowledge (PCK), Authentic Pedagogy
- Teaching Cycle; Developing learning outcomes and objectives; Flexibility, adaptability and preparedness in objectives, going beyond behavioural objectives- problem solving objectives, developing objectives through expressive activities.

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Unit 2: Strategizing Learning- Outcomes, Instructions and Assessment (3 weeks = 6 hours)

- Constructive Alignment framework
- Active learning design
- Backward Curriculum design
- Conversational Framework

Unit 3: Planning for Effective Teaching-Learning Processes (4 weeks = 8 hours)

- Approaches of teaching: Differentiating Learner-centric and Teacher-centric approaches; Constructivist; social constructivist; transformational learning; collaborative; inquiry-based; and integrative approach.
- Blended learning, Team teaching, Experiential learning, Concept mapping

Unit 4: Reflective Pedagogy (2 weeks = 4 hours)

- Changing roles of teacher; Changing sites of learning; Changing cognitive, physical, and socio-cultural contexts of learning
- Transformative pedagogy
- Addressing diversity in classroom: class, caste, gender, religion, language, ethnicity and disability
- Evaluating own teaching

Practicum/ Suggested Projects / Assignments (Any Two)

1. Based on the various approaches to teaching that you have studied, identify one unit from the syllabus of Business Studies or Accountancy of class XI or XII and revisit the content and pedagogic practices to indigenize the same.
2. Reflect on your experiences of school and college in commerce classrooms. Recall incidents of diversity and how it impacted classroom processes. Suggest some specific teaching strategies where diversity can be accepted and celebrated in commerce classrooms.
3. Identify any one topic each from Accountancy and Business Studies and develop learning objectives for the same using each of the models studied. Discuss how each set of objectives will have an impact on pedagogy.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

1. Baeppler, P, Walker, J.D., Brooks, D.C., Saichaie, K, and Petersen, C. (2016). A Guide to Teaching in the Active Learning Classroom: History, Research, and Practice. Sterling, VA: Stylus.
2. Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher education*, 32(3), 347-364.
3. Biggs, J. (2014). *Teaching for quality learning in universities*. McGraw-Hill Education. (Chapter 2)

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4. Biggs, J., & Collis, K. (1982) Evaluating the quality of learning: The SOLO Taxonomy. New York: Academic Press. (Chapter 2)
5. Bloom, B. (1956). Krathwohl, DR Taxonomy of educational Objectives, Handbook I Cognitive Domain. NY: David McKay
6. Dale, E. (1969). *Audiovisual methods in teaching*. Dryden Press. (Chapter 3: The Cone of Experience)
7. Fenstermacher, G.G., Soltis, J.F. & Sanger, M.N. (2015) Approaches to teaching. Teachers College Press.
8. Herrington, J., & Oliver, R. (2000). An invited symposium: Problem-based learning, performance-based learning, and authentic learning. *Educational Psychologist*, 35(1),17-22
9. Krathwohl, DR, Bloom, B, & Masia, B.B. (1964). Taxonomy of Educational Objectives. Hand Book II: Affective Domain. New York: McKay.
10. Kumar, K.(2010). Culture, state, and girls: An educational perspective. *Economic and Political Weekly*. 45(17). 75-84.
11. Laurillard, D. (2013). Teaching as a design science: Building pedagogical patterns for learning and technology. London, NY: Routledge.
12. Marzano, R. J., & Kendall, J. S. (2007). *The new taxonomy of educational objectives*. Center for Applied Special Technology (CAST). (Chapter 5)
13. Nielsen, M. B. (2016). *Blended learning: Combining online with traditional classroom methods*. San Francisco, CA: Jossey-Bass.
14. Nite, D.K., & Dash, B.C. (2022). Caste, class and development experiences: Discourses on social inequality/ equality, merit and welfare in modern India. *The International Journal of Community and Social Development*. 4(4). 411-425
15. Potter, M.K., Kustra, E. (2012). A Primer on Learning Outcomes and the SOLO Taxonomy. University of Windsor: Center for Teaching and Learning.
16. Sadanandan, A. (2021). Overcast Minds. *Economic and Political Weekly*. 56(19)
17. Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
18. Shulman, L. S. (1987). Knowledge and teaching: Foundation of the new reform. *Harvard Education Review*, 57 (1): 1-23.
19. Shulman, L.S. (2015). PCK: Its genesis and exodus in Reexamining Pedagogical Content Knowledge in Science Education. 3-13.
20. Villegas, A M and Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*. 53(1). 20-32.
21. Webb, N.L. (2002). Depth-of- Knowledge levels for four content areas. *Language Arts*, 28 (March), 1-9.
22. Wiggins, G. and McTighe, J. (1998) Understanding by Design (2nd Ed.). VA: ASCD

Teaching Learning Resources (Digital and others):

Nil

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion and debates, text analysis, through active engagement and collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative

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projects. Reflective expression and learning will be encouraged through constructive pedagogical approaches.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: Approaches of teaching, Learning objectives, Reflective pedagogy, Experiential learning



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Bachelor of Education (B.Ed.)

Title of the Course: Pedagogy IIA: P.2.19A: Home Science (Semester: I)

Credits: 2

**MM: 50 (External: 35 Internal:
15)**

Contact Week 15

Introduction of the Course

This course deals with the pedagogical aspects and skill development, community development activities, organizational process development of exhibitions, clubs, workshop based on research in the field of Home Science at various levels of school. Teaching of Home Science is not merely about acquiring knowledge but also about construction of knowledge and also developing essential life skills, such as problem-solving, decision making, and effective communication. The interdisciplinary approach in the subject enables a teacher to offer comprehensive educational experiences.

The emphasis has been on the innovative and creative approaches to various methods and strategies associated with the field of teaching of Home Science leading to holistic transaction of educational experiences. The approach focuses on providing hands-on experiences to individuals, enabling students to develop expertise in organizing Home Science lab experiments and effectively conducting experiments. It also integrates real-life experiences with classroom learning as well as applying classroom learning in day to day life experiences. Therefore, by aligning with the NEP's vision the course seek to equip education with the expertise to cultivate educational experience nurturing students not only academically but to inculcate the practical life skills.

In tandem with the introduction to Home Science, this course is strategically designed to align with Sustainable Development Goals (SDGs), aiming to instill in educators a commitment to addressing societal challenges through the lens of Home Science. The curriculum focuses on nurturing competencies in students, fostering a mindset of lifelong learning and adaptability. Furthermore, the course envisions the future of Home Science education as a pivotal force in vocational building, preparing students for practical applications and careers that align with evolving societal needs. This holistic approach ensures that Home Science education goes beyond traditional boundaries, equipping both educators and students to contribute meaningfully to a sustainable and dynamic future.

Learning Outcomes

After completion of the course student will be able to:

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1. Develop an understanding of the multifaceted nature and characteristic of the subject.
2. Examine major landmarks in the historical development of Home Science, providing context to its evolution as a subject.
3. Instill a passion for lifelong learning, encouraging pupil teachers to stay updated on Home Science advancements.
4. Integrate community activities to raise awareness of societal issues and promote social responsibility.

Number of Units 4

Weeks 15 = 30 hours


Unit 1: Nature of Home Science and its role in family and community (3 weeks = 6 hours)

- The nature and scope of Home Science as a discipline
- Historical perspective and major landmarks in the evolution of Home Science as a subject. (Global and Indian)
- The contributions of key figures and institutions to the establishment and growth of Home Science as a discipline.
- The contemporary meaning of Home Science and its place in school education.
- Home Science in socio-cultural context with focus on societal issues and concerns. Examine contemporary societal issues such as nutrition disparities, food insecurity, sustainable living practices from a Home Science perspective and promoting social equity and inclusivity
- Analyze the evolution of Home Science curriculum and pedagogy in response to changing societal needs and educational paradigms.
- Interface between Home science and skill development

Unit 2: Audio-Visual Aids in Home Science

(4 weeks = 8 hours)

- Introduction
- Needs and importance
- Dale's cone of Experience
- Types of Teaching Aids on the basis of
 - ❖ Involvement of sense organs such as visual aids, auditory aids and tactile aids
 - ❖ The size of learner group, level of learner control, and the depth of experience provided.
 - ❖ Innovation like simulations, interactive multimedia presentations etc.
 - ❖ Local community resources, such as community gardens, nutrition centres, and sustainable living initiatives, to enrich Home Science subject
- Effective use of teaching aids- Integrating Teaching Aids into Lesson Planning
 - ❖ Strategies for integrating teaching aids into lesson plans.
 - ❖ Enhancing engagement and participation through teaching aids.
 - ❖ Collaborative learning activities using teaching aids.
 - ❖ Addressing challenges and troubleshooting during implementation.


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- ❖ Selection of appropriate teaching aids based on learning objectives and student needs.

Unit 3: Curriculum in Home Science

(4 weeks = 8

hours)

- Introduction
- Principles of curriculum construction
- Curriculum organization: critical analysis
- Correlation of Home Science with other school subjects
- Correlation of Home Science amongst its five dimensions.
- Role of Home Science teacher in curriculum development and transaction
- Home Science Text Book (weeks required)
- Integrate skill-oriented courses within the Home Science curriculum, aligning with the emphasis on vocational education, skill development and entrepreneurship.

Unit 4: Evaluation in Home Science

(4 weeks = 8

hours)

- Measurement vs Assessment vs Evaluation
- Principles of Evaluation
 - ❖ Validity: Ensuring that evaluation methods accurately measure what they are intended to measure.
 - ❖ Reliability: Consistency and dependability of evaluation results over time and across different contexts.
 - ❖ Objectivity: Ensuring impartiality and fairness in the evaluation process.
 - ❖ Utility: The usefulness of evaluation results for decision-making and improvement.
- Concept and Types of Evaluation
 - (i) Diagnostic
 - (ii) Formative
 - (iii) Summative
- Evaluation as a continuous and comprehensive evaluation- holistic approach to continuous and comprehensive evaluation, 360 degree approach
- Techniques and devices of evaluation in Home Science
- Ethical Considerations
 - ❖ Ensuring fairness, confidentiality, and respect for participants in the evaluation process.
 - ❖ Avoiding biases and stereotypes in evaluation methods and interpretation of results.

Practicum/ Suggested Projects / Assignments (Any Two)

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1. Illustrations & reflective analysis of Teaching Learning Process of different areas of Home Science (Human Development and Childhood Studies, Foods and Nutrition, Fabric and Apparel Science, Resource Management and Design Application, Development Communication and Extension)
2. Organize a community outreach program where students address contemporary societal issues related to Home Science, such as food insecurity or sustainable living practices, through educational workshops or awareness campaigns.
3. Create multimedia presentations or videos showcasing innovative AV aids, such as interactive demonstrations, to illustrate various Home Science concepts.
4. Plan a field trip to local community resources, like community gardens or nutrition centers, where students can explore and document how these resources contribute to Home Science education.
5. Portfolios: Collecting and assessing a student's work samples and reflections over time.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Asthana N. (2006), Home Science Education: Growth and future prospects, Meri Journal of Education, vol1, no.1 April 2006, Management Education and Research Institute, Delhi. ISSN: 0974-2085
- Bhatia, K.K. (1990). Measurement and evaluation in education. Prakash Brothers, Ludhiana
- Chander, A. (1995). Introduction to Home Science. Metropolitan.
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- Dale Edgar (1962), Audio Visual Methods in Teaching, revised edition, Hold, Rivehart and Winston, New York.
- Das R.R and Ray. (1979). Methods of Teaching of Home Science, New Delhi, Sterling Publication Pvt, Ltd.
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- Devdas, Rajamal, P. (1968) Textbook of Home-Science, Farm Information Unit, Directorate of Extension, Ministry of Agriculture, New Delhi.
- Devdas, Rajamal, P. (1968), The Meaning of Home Science, Sri Avinashillingam Home-Science College, Coimbatore.
- Dhama, O. P., & Bhatnagar, O. P. (1987). Education and communication for development. Oxford & IBH Publishing
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- Lady Irwin College (1990). A Textbook of Home Science. Orient Longman, Delhi
- Lady Irwin College (2008). Excellence in Home Science: Contemporary Issues and Concerns, Academic Excellence, Delhi.

- Lakshmi, K. (2006). Technology of teaching of Home Science. Sonali Publishers, New Delhi.
- Linn, R. L. (2008). Measurement and assessment in teaching. Pearson Education India.
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- Mullick P. (2004). A textbook of Home Science. Kalyani Publishers, Ludhiana
- Nibedita, D.(2004).Teaching of Home Science, Dominant Publishers and Distributors, New Delhi
- Seshaih, P.R. (2004). Methods of teaching Home Science, Manohar Publishers & Distributors, Chennai.
- Shah, A. et al (1990). Fundamentals of teaching Home Science. Sterling Publishers Private Limited, New Delhi.
- Shalool, S. (2002). Modern methods of teaching of Home Science.(I Edition).Sarup & Sons. New Delhi.
- Sharma S. (2004). Modern Methods of Teaching Home Science. Sarup and Sons Publishers, New Delhi
- Tikoo, S. (2010). Professionalism in Home Science, Academic Excellence, New Delhi.
- Yadav, S. (1997). Teaching of Home Science. Anmol Publishers, New Delhi

Additional Readings

- Malaviya, R. (2006), Advanced dictionary of Home Science, Arise Publishers, New Delhi. ISBN 81-89557-13-0
- Malaviya, R. (2010). Influence of Technology: Adolescent's Interests, Journal of Psychosocial Research, Vol.5 No.1
- Malaviya, R. & Kakkar, A. (2018), Interiors of a classroom: Influences on teaching-learning processes, Global Book Organization. ISBN 9789383837
- Nutritive Value of Indian Foods (2017), ICMR, NIN
- Thapar, V. (2004). Home Science Related SUPW Activities: A Manual. ISBN: 9788188901111.
- Swaminathan, D. M. (2013). Handbook of food and nutrition. The Bangalore Printing & Publishing Co. Ltd.
- Swaminathan, M. (1988). Advanced textbook on food and nutrition.

Teaching Learning Resources (Digital and others): Across Units (If any)

Nil

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

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Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words : real-life experiences, societal challenges, multifaceted nature, societal issues, curriculum construction, Curriculum organization, Correlation, Diagnostic, Formative and Summative evaluation



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Bachelor of Education (B.Ed.)

**Title of the Course: EPC1: Critical Understanding of ICTs in Education
(Semester: I)**

Credits: 2

MM: 50 (Internal: 50)

Contact Week 15

Introduction of the Course

This course focuses on providing practical experience and reflective engagement on issues related to Information and Communication Technologies in a workshop mode through presentations and seminars around selected readings. The course aims to provide a rich learning experience for student teachers through various ICT tools including apps to enable them to engage diverse classroom contexts, to critically assess the quality and efficacy of resources and tools available, to access and suitably modify open educational resources, to develop their own pedagogic materials and pursue lifelong learning to strengthen their professional capabilities.

Learning Outcomes

After completion of the course student will be able to:

1. describe OER its history, various models and approaches
2. identify and use OER repositories
3. use FOSS and APPS to create OER
4. use Assistive Technologies
5. work blended learning environment for their learning
6. work collaboratively in a small group environment to create OER

Number of Units: 4

Weeks 15 = 30 hours

Unit I: Introduction to ICTs and OER in Education

(3 weeks = 6 hours)

- Evolution and nature of ICTs
- ICTs in Educational Processes
- OER: Concept, History, Considerations, Models and Approaches and Life Cycle

Unit 2: Open Educational Resources to Open Educational Practices

(6 weeks = 12 hours)

- OER Repositories and Education
- Free and Open Source Software
- Working with Generic and Subject Specific Software
- Creating OERs
- Engaging OEP

Unit 3: Assistive Technology in Educational Practices

(3 weeks = 6 hours)

- Concept and its importance in education
- AT tools: Software and Apps
- Learning to use AT tools

Unit 4: Mobile Applications in Education

(3 weeks = 6 hours)

- Concept, Advantages and Concerns
- Personal and Subject Specific Apps
- Use of Mobile Apps - to create Learning Resources and facilitate teaching learning processes

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*A workshop on AT tools may be organized through a special educator.

Practicum/ Suggested Projects / Assignments

- Creating types of learning artefacts using various ICT tools exposed to them during the course.
- Develop a subject specific tutorials using FOSS and APPS

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Ahmad, F. (2015). Use of Assistive Technology in Inclusive Education: Making Room for Diverse Learning Needs. *Transcience*, 6(2), 62-77. Retrieved from https://www2.hu-berlin.de/transcience/Vol6_No2_62_77.pdf
- Butcher, N. (2015). *A Basic Guide to Open Educational Resources (OER)*. (A. Kanwar, & S. Uvalic-Trumbic, Eds.) UNESCO; Commonwealth of Learning.
- Green, R., & Blair, V. (2011). *KEEP IT SIMPLE: A Guide to Assistive Technologies*. California: Libraries Unlimited.
- Mulloy, A., Gevarter, C., Hopkins, M., Sutherland, K., & Ramdoss, S. (2014). Assistive Technology for Students with Visual Impairments and Blindness. In G. Lancioni, & N. Singh (Eds.), *Assistive Technologies for People with Diverse Abilities* (pp. 113-156). Springer. doi:DOI 10.1007/978-1-4899-8029-8
- Wawasan Open University. (n.d.). Retrieved from ICT in Education: <https://woulibrary.wou.edu.my/weko/eed502/index.html>
- Wiki Educator. (2010, October 30). *OER Handbook for Educators*. Retrieved from https://wikieducator.org/OER_Handbook/educator
- Wishart, J. (2018). *Mobile Learning in Schools: Key Issues, Opportunities and Ideas for Practice*. New York: Routledge.

Teaching Learning Resources (Digital and others): Across Units (If any)

Nil

Teaching Learning Process

The course will be taught through interactive pedagogic methods by employing digital tools during the workshop based classroom discussions along with individual and collaborative learning tasks which can enhance their capacity in using ICT tools for teaching learning processes. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given.

Key words: ICTs, Open Educational Resources, FOSS, Assistive Technologies and Mobile Apps.

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Bachelor of Education (B.Ed.)

**Title of the Course: EPC 2: Understanding Communication
(Semester: I)**

Credits: 2
MM: 50 (External: 35 Internal: 15)
Contact Week 15

Introduction of the Course

The course on Understanding Communication intends to develop a deep understanding of the fundamentals of communication. It aims to improve communication skills by developing the communication skillset. It focuses on various dimensions of communication skills needed by educators in a variety of contexts.

Learning Outcomes

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

1. Effectively understand the purpose of verbal and non-verbal communication
2. Communicate effectively with coherence and relevance in speech and writing
3. Become proficient in presenting a topic using technology
4. Reflect and raise relevant questions in different situations
5. Effectively communicate the intent and content with concerned stakeholders.

Number of Units: 4


Weeks 15 = 30 hours

Unit 1: Communication

(3 weeks = 6 hours)

- Fundamentals of Communication
- Principles of effective communication
- 7 C's of communication
- Forms of communication- one to one, informal and formal

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- Barriers to effective communication
- Communication as a factor in institutional ethos – improving one's own language proficiency in oral and written modes, language and ethics.

Unit 2: Non-Verbal Communication

(3 weeks = 6 hours)

- Body language, eye contact, gesture, facial expression in order to effectively respond to the needs of learners and the situation.
- Proxemics
- Haptic communication: notion of good touch and bad touch
- Paying attention to non-verbal cues
- Critical discussion on the cultural contexts and the need to evolve professional communication at the workspace.

Unit 3: Enhancing Communication Skills

(6 weeks = 12 hours)

- Developing LSRW skills- difference between listening and speaking, effective listening, Pronunciation and accent, Speech drills, Stress and intonation, reading comprehension, process of writing, writing minutes, letters and reports, writing about research
- Resume writing, Email writing,
- Interview
- Video conferencing

Unit 4: Presentation Skills

(3 weeks = 6 hours)

- Social communication skill: dialogue, negotiation, addressing stress and conflicts
- Building rapport; working as a team player
- Audience engagement
- Voice projection

Practicum/ Suggested Projects / Assignments (Any Two)

1. Develop an e- portfolio of your journey in B.Ed., while following the given steps.
 - Articulation of objectives of the portfolio
 - Planning the focal areas
 - Preparation: Learning aspects and use of technology
 - Execution
 - Presentation and evaluation.

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2. Activities to enhance listening and speaking
3. Simulation and role play on any topic
4. Story telling
5. Newspaper reading
6. Book review
7. CV writing
8. Mock interview session

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Barker, A. (2011) Improve your communication skills. London: Kogan Page.
- Comfort, J. (1994). *Speaking effectively*. Cambridge
- Hargie, O. (2006) The Handbook of Communication Skills. 3rd edn. London: Routledge.
- Krishnaswamy N. & Sriraman, T. (). *Creative English for communication*. Laxmi Publication
- Sethi, A & Adhikari, B. (2019). *Business Communication*. Tata McGraw Hill
- Taylor, G. (2004). *English Conversation practice*. McGraw Hill
- Withrow, J. (1984). *Effective writing*. Cambridge
- Worth, R. (2007) Communication skills. New York: Ferguson.
- A code of professional ethics for the communication scholar/teacher adopted by the NCA legislative council Retrieved from https://www.natcom.org/sites/default/files/pages/1999_Public_Statements_A_Code_of_Professional_Ethics_for_%20the_Communication_Scholar_Teacher_November.pdf

Additional Readings

- Gargiulo, T.L. (2007) Once upon a time: Using story-based activities to develop breakthrough Communication skills. San Francisco, CA: Wiley.
- Kumar Gyanender (Sep-Oct. 2020) Vividhrupini Hindi Bhasha: Sanikshatmak Vimarsh, Bhasha (Research Journal- Bhasha), Kendriy Hindi Nisheshalay, MHRD (Bharat Sarkar).
- Kumar. Gyanender (June 2020) Sanskrit Bhasha men Dhvani Vigayn: Paniniya shiksha sutra ke sandrabh men (Research Journal- Shodha Pragya) U.S.V.V University Haridwar
- Rivers, D. (2005) The Seven Challenges: A Workbook and Reader About Communicating More Cooperatively. 3rd edn. Santa Barbara, California: Human Development Books.

Teaching Learning Process

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The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given.

Key words: Communications, verbal skills, Presentation skills,



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**Faculty of Education
University of Delhi**


Bachelor of Education (B.Ed.)

Tutorial, Engagement with Community

Semester: I

Credits: 2 (50 Marks)

Tutorial is a unique feature of B.Ed. programme. It provides opportunities to the students coming from multiple disciplines for critical engagement with the discipline of Education. It *shall be done using a variety of approaches, such as case studies, discussions on reflective journal, observations of children, and interactions with the community in multiple socio-cultural environments.* (NCTE gazette notification 2014, 4.1, page 115.)


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**Faculty of Education
University of Delhi, Delhi**

**Bachelor of Education (B.Ed.)
Courses
Semester – II**

Bachelor of Education (B.Ed.)

Title of the Course: Perspective Course PC 2: Education in Contemporary India-II (Semester: II)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course focus on National Education System, students are anticipated to delve into discussions surrounding contemporary Indian society and education, gaining insight into both national and local educational landscapes, and recognizing the imperative of establishing a universally fair and just educational framework for a democratic society. This involves developing an awareness of the alienation and socio-economic disadvantages faced by many students, examining the intricate interplay between education and equality, and critically assessing the policies and recommendations put forth by significant commissions and committees.

Learning Outcomes

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

1. Develops critical analysis skills through conceptual understanding.
2. Understand the structure of the Indian Education System and the changes.
3. It will gain the perspective on socio-economic linkages of Education and contemporary issues.
4. Indian Educational thoughts and values.
5. Reflective learning and innovations in education.

Number of Units: 2

Weeks 15=30 hours

Unit 1: Educational Policy

(weeks 8=16 hours)

(A critical review of commission reports and policy documents through a thematic focus, linking the contemporary context with salient debates)

- Equity in Education: Kothari Commission and the vision of Common Schooling; National Policy on Education 1986 and its review by the Ramamurthy Committee 1992, Learning

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Without Burden – Yashpal Committee Report; the National Curriculum Framework 2005 and the Mid-Day Meal Programme.

- Linguistic Plurality and Language Policy: The Language Survey; debates on the 'medium' of learning; the 'three-language formula' for national and emotional integration, problems of implementation across states.
- National Education Policy 2020: Aim & Objectives of National Policy on Education (NEP) 2020; Perspectives on NEP 2020; Stated goals and contemporary issues in Indian education, context and challenges in implementation.

Unit 2: Socio-Educational Reform and Innovations

(Weeks 7=14 hours)

- Legacy of social reformers and their vision of education: Shri Jyotirao Phule, Shri Ishwar Chandra Vidyasagar, Dr. B. R. Ambedkar, Mahatma Gandhi and Pandita Ramabai; historical struggles for modernization of education in different regions.
- Recent Innovations in Education (Case Studies): Innovation as a key factor in meeting the challenges in education; themes in educational innovation; the role of Non-government organizations in educational innovations; educational innovation as a collaborative and supplementary endeavor.

Practicum/ Suggested Projects / Assignments (Any One)


1. Write an essay on the Constituent Assembly's debate/ discussion on education.
2. Discuss the rationale for National Education Policy 2020 with respect to school education.

What additional measures could be taken for the successful implementation of NEP 2020?

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments

Essential/ Recommended Readings

- Apple, M. W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*, 3(3), 239–261. 3
- Balagopalan, S. (2003) Understanding educational innovation in India: the case of Ekalavya. *Education Dialogue* 1(1): 97-121.


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- Balagopalan, S. (2010). Introduction: Children's Lives and the Indian Context. *Journal for the History of Childhood and Youth*, 18(3), 291-297.
- Balli, O., Nagpal, N., Sankar, D., Hnamte, L., Mehendale, A., Mohanty, S., ... & Addala, P. R. Digital Innovation, School Readiness and Intervention Approaches: a case of Connected Learning Initiative (CLIX) in Indian high schools. *Digital Inclusion: Transforming Education Through Technology*, 21.
- Chanana, K. (2001) *Interrogating women's education: bounded visions, expanding horizons*. Jaipur and New Delhi: Rawat
- Chandra, B. (2004) Gandhiji, Secularism and Communalism. *Social Scientist*, Vol. 32, No. 1/2pp. 3- 29
- Deshpande, S. (2014). The problem of caste. New Delhi: Orient Blackswan
- Dube, S.C. (1990, 2005) *Indian Society*. New Delhi: National Book Trust
- GOI. (1966). *Report of the education commission: Education and national development*. New Delhi: Ministry of Education.
- GOI. (1986). *National policy of education*. GOI.
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- GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
- Government of India. (n.d.). *National Education Policy 2020*. www.education.gov.in. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Govinda, R. (ed). (2002) *India education report: a profile of basic education*. New Delhi: Oxford University Press.
- Ghosh, S. C. (2007). *History of education in India*. Rawat Publications.
- Hindustani Talimi Sangh. (1938). *Basic national education: Report of the Zakir Hussain committee*. Sagaon, Wardha: Hindustani Talimi Sangh.

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- Jhingran, D. (2023). Conversations/Interview with Dhir Jhingran. *Contemporary Education Dialogue*, 20(2), 236-255.
- *Letter to a teacher: By the school of Barbiana*. (1970). Retrieved from <http://www.arvindguptatoys.com/arvindgupta/letter.pdf>
- Naik, J.P. (1979) *Education Commission and After*. A P H Publishing Corporation: New Delhi. Also available in Hindi
- Nambissan, G. B. (2009). *Exclusion and discrimination in schools: Experiences of Dalit children*. Indian Institute of Dalit Studies and UNICEF.
- NCERT (2006/7) *National Focus Group Paper on the Problems of Scheduled Castes and Scheduled Tribes; National Focus Group Paper on Gender*. New Delhi: NCERT
- NCTE (2009) *National Curriculum Framework for Teacher Education*.
- Paliwal, D. (2019). Reaching the unreached through open and distance learning in India. *AAOU Journal*, 14(1), 39-49.
- Parekh, B. C. (2000). *Rethinking multiculturalism: Cultural diversity and political theory* (pp. 213- 230). Palgrave.
- Parimala, D. (2010). *Equity and Education in India: Policy, Issues and Challenges*. New Delhi: Kanishka Publisher.
- Parimala, D. (2011). *Diversity in Teacher Education: A Global Perspective*. New Delhi: Kanishka Publisher.
- Parimala, D. (2012). *Role of Teacher in Changing Context: Policy and Perspectives*. New Delhi: Kanishka Publisher
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- Pathak, A. (2013). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. New Delhi: Aakar Books.
- PROBE (1999) *Public report on basic education in India*. New Delhi: Oxford University Press.

- Rai, A. (2000) *Hindi Nationalism*. Orient Longman
- Rampal, A. & Mander, H. (2013, July. 13). Lessons on food and hunger: Pedagogy of empathy for democracy. *Economic and Political Weekly* 48(28), 50-57.
- Rangarajan, R., Sharma, U., & Grové, C. (2023). Inclusion and equity in India's new National Education Policy (NEP): an analysis using the Context Led Model of Education Quality. *International Journal of Inclusive Education*, 1–21.
- Saxena, S. (2012, Dec. 8). Is equality an outdated concern in education? *Political and Economic Weekly* 47(49), 61-68.
- Shaban, A. (2016). Muslim Girls in Urdu Medium Schools of Maharashtra: Progress, attention and Aspirations. *Economic and Political Weekly* LI (25). 65-70.
- Sharma, G., Mittal, R., & Zayan. (2023). Teacher Education in India's National Education Policy 2020: Knowledge Traditions, Global Discourses and National Regulations. *Contemporary Education Dialogue*, 20(2), 256–282.
- Varma, A., Patel, P., Prikshat, V., Hota, D. K., & Pereira, V. (2021). India's new education policy: a case of indigenous ingenuity contributing to the global knowledge economy? *Journal of Knowledge Management*, 25(10), 2385–2395. <https://doi.org/10.1108/jkm-11-2020-0840>
- Subramanian, V. (2019). Parallel partnerships: Teach for India and new institutional regimes in municipal schools in New Delhi. *International Studies in Sociology of Education*, 29(4), 409–428. <https://doi.org/10.1080/09620214.2019.1668288>

Additional Readings

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 - Basu, A. N. (1947). *Education in Modern India*, Calcutta: Orient Book Company
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 - Dayal, B. (1955). *The Development of Modern Indian Education*. Bombay: Orient Longman
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- Ramchandran, P. & Ramkumar, V. (2009). *Education in India*. New Delhi: NBT.
- Rampal, A. (2008, April 21). Education for All. The Times of India.
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- Vaidya, P.M. (2008). *Education for Peace: Relevance of Mahatma*. Third World Impact. XIX (177). 9- 13

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- Government of India (1966). Kothari Commission Report- 1964-66. New Delhi: Most Education.
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2. National Policy on Education (1986). Available at www.ncert.ac.in
3. Acharya Ramamurthy Report (Programme of Action) (1990). Available at www.ncert.ac.in
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5. NCF-2005 available on www.ncert.ac.in
6. NCFTE: http://www.ncte-india.org/publicnotice/NCFTE_2010.pdf
7. Sachar Committee Report available at <http://ncm.nic.in/pdf/compilation.pdf>
8. National Education Policy 2020:
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Teaching Learning Resources (Digital and others): Across Units (If any)

Nil if not given


Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area, and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Inequality, discrimination, exclusion, and marginalization based on factors like language, religion, caste, class, ethnicity, gender, region, and disability.


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Bachelor of Education (B.Ed.)

**Title of the Course: Perspective Course PC 4: Learning, Cognition, and Diversity
(Semester: II)**

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course aims to foster comprehension of the learning process as well as the key theoretical frameworks and perspectives that underpin it. It will also facilitate the conceptualization and appreciation of the challenges and opportunities that arise from the diversity of human learning within institutions and society as a whole. Emphasizing the holistic, yet distinctive, nature of children's learning while fostering an understanding of the influence of culture and context on learning is the objective of this course. All facets of learning and cognition—thinking, social interaction, attention, memory, language, processing and organization, higher-order thinking, experiences, etc.—will be highlighted for their interconnectedness. In addition, articulation will be given to the psychosocial difficulties, problems, and challenges that children encounter while learning, specifically in the context of diversity. The development of connections between theory, research, and applications will be emphasized, with a focus on helping learners acquire insights for evaluation and teaching. Real-world experiences, not just theoretical abstractions, are believed to improve understanding of the concepts of learning, cognition, and diversity. The course has a strong emphasis on practical experience. To enhance the significance of the theory-practice interface, it is suggested that the course be instructed with an awareness of the fundamental organic unity that exists among development, diversity, and learning. The teaching, practicum, and course transactions would all take place within the framework of the Indian sociocultural paradigm.

Learning Outcomes

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

1. Explore and understand the perspectives, theories, and concepts of learning and cognition.
2. Critically examine the contemporary concerns and challenges in learning and search for possible alternatives to address them.
3. Locate the possibilities emerging for pedagogical practices with the help of inter-linkages of learning, cognition, and diversity.
4. Understand and conceptualize the education of children with diverse abilities in the context of inclusive education to create inclusive classrooms that value diverse learners' knowledge and social experiences.
5. Understand school as a site of research on learning and cognitive development in the context of socio-cultural diversity.

Number of Units (3)

Weeks 15 = 30 hours

Unit 1: Conceptual Understanding

(7 weeks = 14 hours)

- Learning and cognition are critical and evolving perspectives.
- Different perspectives on learning and cognition:
 - ✓ *Behaviorism (Basic Assumptions)*
 - ✓ *Social Cognitive Theory of Albert Bandura's*
 - ✓ *Cognitive Information Processing Approach (model-model approach)*
 - ✓ *Humanistic Perspective to Learning (Maslow and Carl Rogers)*
 - ✓ *Constructivism*

(The focus would be on implications for curriculum development, learning activities, pedagogic practices, and creating a democratic classroom that includes diverse learners' knowledge and social experiences in the classroom and school.)

Unit 2: Understanding Human Diversity and Education (4 weeks = 8 hours)

- Understanding human diversity and learning: individual, social and cultural context
- Understanding how children are unique in the following areas: Intelligence, Creativity, and Motivation.
- Inclusion with reference to children with special needs.

(The primary focus of this unit should be on developing a comprehensive perspective on diversity—individual and social—and devising ways to address the educational, socio-emotional, and counseling needs of the students. Teach this unit using a sequence of field activities relating to and verifying theoretical postulates.)

Unit 3: Researching Learning, Cognition, and Community (4 weeks = 8 hours)

- School as a site of research on learning and cognition and its relationship with community
- Understanding Classroom based researches in India
- Understanding teachers' experiences as researchers, pedagogues and reflective practitioners.

(While discussing school as a site of research and classroom-based research, the focus would be on helping student teachers engage with the ideas of research happening in the field of learning and cognition and its relation to the community and helping them to become reflective practitioners.)

Practicum/ Suggested Projects / Assignments (Any Two)


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1. Conducting interviews with newly migrated children in Delhi who have enrolled in a regular school to determine the challenges and obstacles they encounter. Emphasis should be placed on adapting, acquiring new knowledge, adjusting to different teaching methods, and classroom interactions. Based on this information, create a strategic plan to meet their requirements.
2. Having student teachers articulate and record their early observations of children's cognitive processes and educational development, then reassessing these impressions in light of the theories and methodologies they acquire and their practical experiences in the classroom.
3. Identifying obstacles to inclusive education through interaction with and observation of a class. Create a concise action plan outlining ways to enhance inclusivity in the class. Emphasis should be placed on the physical environment, psycho-social environment, integration with the entire school, and collaboration with external organizations.
4. Based on the interaction with at least two teachers in school about their understanding of teaching and learning and the pedagogies they use in their classrooms, present their small 't' theory of teaching and learning. Also relate it to the theories discussed in your course.
5. Considering that the existing assessment practices in schools do not address the need for diversity in the classroom, develop a rubric or plan of assessment for any of the secondary school classes.
6. Develop a strategic proposal outlining specific strategies and processes to address human diversity in a learning environment, with a particular focus on children with special needs.
7. Develop a sample curriculum for a specific educational level or subject area (e.g., primary science) based on one of the chosen perspectives.
8. Clearly outline how the chosen perspective informs the overall structure, teaching methods, and assessment strategies in the curriculum.
9. Task: Encourage students to maintain reflective journals throughout the course, documenting their experiences, insights, and challenges related to understanding diversity, conducting research, and applying theoretical perspectives in educational settings.
10. Task: A diversity walk around the school or local community to observe and document different aspects of diversity, such as cultural symbols, languages spoken, and physical accessibility.
11. Case Study: Analyze a case study of a student with special needs, considering their unique characteristics and educational requirements.
12. Comparative Analysis: Compare and contrast two perspectives on learning and cognition (e.g., Behaviorism vs. Constructivism) in the context of curriculum development and pedagogic practices.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Asthana, N. (2023). Creating Inclusive Schools. India: PHI Publication.
- Banks, J. A. (2013). Cultural diversity and education: Foundations, curriculum, and teaching (6th ed.). Pearson.
- Berk, L. E. (2011). *Child Development*. (8th ed.). New Delhi: Pearson Prentice Hall.
- Cohen, L., Manion, L., & Morrison, K. (2013). Research methods in education (7th ed.). Routledge.
- Eggen, P & Kauchak, D. (2015). *Educational Psychology*. India: Pearson
- Ertmer, P. A., & Newby, T. J. (2013). Behaviourism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 26(2), 43–71.
- Ginsburg, P.H. (1997). *Entering the Child's Mind*. UK: Cambridge University Press
- Johnson, B., & Christensen, L. (2014). Educational research: Quantitative, qualitative, and mixed approaches (5th ed.). Sage Publications.
- Kumar, S (2020). *Child Development and Pedagogy*. New Delhi: Pearson Prentice Hall.
- Kumar, S. (2020). Shikshan Adhigam Prakriya mein Bachoon ka Sthaan. *Warima Shodh Paritrika*, Vol 10-11, (161-1772). ISSN: 0976-848.
- Kumar, S. (2022). Cognition as Coming into Being: A Contextual Perspective. *National Journal of Education*, Vol 1&2. March, (11-30). ISSN: 0972-9569. (UGC Care Listed Journal)
- Kumar, S. (2023). *Essentials of Educational Psychology*. India: Vikas Publication.
- Lefrancois, G.R. (1999). *Psychology for Teaching*. (10th ed.). London: Wadsworth Publishing.
- Ormrod, J.E. (2000). *Educational Psychology: Developing Learners*. (3rd ed.). New Jersey: Prentice Hall
- Thomas S., Tanggaar, L. (2018). *Educational Psychology Practice: A New Theoretical Framework*. Switzerland: Springer International.
- Tomlinson, C. A., & Imbeau, M. B. (2010). Leading and managing a differentiated classroom. ASCD.
- Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press.
- Woolfolk, A. (2019). *Educational Psychology*. (14th ed.). New Delhi: Pearson Education.

Additional Readings


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- Kumar, S. (2018). Exploring Pedagogy from a Human Rights perspective. In Kapur, V.& Ghose, S. (Eds). *Dynamic Learning Spaces in Education*. Springer Publication. (247-264).ISBN: 978-981-10-8520-8
- Piaget, J. (1926). *Language and Thought of the Child*. London: Routledge & Kegan Paul.
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- Slavin, R. E. (1997). *Educational Psychology: Theory and Practice*. (5th ed.). New Jersey: Allyn and Bacon.
- Vygotsky, L. (1986). *Thought and Language*. Cambridge: The MIT Press.

Teaching Learning Resources (Digital and others)

Watch any one of the following (only suggestive can be added)

- 1) Tare Zameen Par (2007)
- 2) Hichki (2018)
- 3) English Vinglish (2012)
- 4) Chalk n Duster (2016)

Analyze any one of the movies to locate the central theme and how the concern raised is being addressed. List the challenges highlighted in the movie regarding teaching, learning, and diversity. How would you have dealt with these challenges? How has this movie contributed to your understanding of teaching and learning?

Teaching Learning Process

The course will be taught using interactive pedagogic methods, such as classroom discussions, debates, film discussions, critical media analysis, collaborative learning tasks that enhance reading comprehension of core writings in the area, and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through the end-semester examination.

Key words: Learning, Cognition and Diversity


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Bachelor of Education (B.Ed.)

Title of the Course: Perspective Course PC 6: Conceptual Foundations of Education-II

(Semester: II)

Credits: 2

MM: 50 (External: 35, Internal: 15)

Contact Week 15

Introduction of the Course

Education is a social process aimed at humane empowerment to develop the self and society. As society is dynamic, education must equip a person with sensitivity, sensibility, and a sense of responsibility to perceive and respond to societal changes. It should also be able to promote the ability to critically examine the present scenario and visualise the nature and manner of change that should come about in the future of society. This paper aims to engage would-be teachers in the process of critical conscientization.

Learning Outcomes

After completion of the course, student will be able to: (Number is not fixed)

1. Observe, describe, and critically analyse the social context in which they are part.
2. To be able to engage as an agent of change for the social transformation
3. To be able to understand and evolve from local through social, national to global levels
4. To be able to identify and address issues that emerge in the dynamic social context

Number of Units (2)

Weeks 15 = 30 hours

Unit 1: Socio-Political Concepts

(8 weeks = 16 hours)


- Socialisation: Role of family and school
- Dominance, conflict, and resistance in the context of education.
- Democracy and the State
- The role of culture, economy, politics, and historical forces in shaping the aims of education.

Unit 2: Educational Thinkers

(7 weeks = 14 hours)

Introduction to the main ideas of the following thinkers concerning the aims of education and pedagogic practices:

- Dewey
- Gandhi
- Ambedkar
- Tagore
- Freire
- Krishnamurti


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- Sri Aurobindo

Practicum/ Suggested Projects / Assignments (Any Two)

1. A detailed study of one of the thinkers mentioned in the entire syllabus.
2. Visit different schools affiliated with the thinkers mentioned in the syllabus.
3. Analysis of documents/documentaries that demonstrate the role of culture, history, economy.
4. Presentation of education as an empowerment based on study on manuscript, media, etc.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments

Essential/ Recommended Readings

- Balagopalan, S. (2011). On Freire's Critical Optimism. Contemporary Education Dialogue, 8(2), 203-228. <https://doi.org/10.1177/097318491100800205> अनुवाद (2012). एक आलोचनात्मक आशावाद: पाउलो फ्रेरे के बारे में. (अनुवाद: योगेन्द्र दत्त)
- Cenker, W. (1976). The Hindu Personality in Education: Tagore, Gandhi, Aurobindo. New Delhi: Manohar
- Dewey, J. (1897). *My Pedagogic Creed*. E. L. Kellogg & Company. (मेरी शिक्षाशास्त्रीय आस्था. अनुवाद: योगेन्द्र दत्त. आरआरसीईई, 2010, क्षेत्रीय प्रारंभिक शिक्षा संसाधन केंद्र, शिक्षा विभाग)
- Dewey, J. (1902). *The Child and the Curriculum*. Chicago: The University of Chicago Press
- Dewey, J. (1915). *The School and Society*. The University of Chicago Press
- Elmhirst, L. K. (1994). *Rabindranath Tagore: Pioneer in Education*. Delhi: Sahitya Chayan.
- Freire, P. (1970). *Pedagogy of the Oppressed*. London: Penguin Books (उत्पीड़ितों का शिक्षा शास्त्र)
- Jha, N. (1999). Rabindranath Tagore. *PROSPECTS The Quarterly Journal of Education*. Paris: UNESCO National Bureau of Education.
- Krishnamurti, J. (1992). *Education and the Significance of Life*. India: Krishnamurti Foundation India.
- Kumar, K. (1977). *राज, समाज और शिक्षा*. Delhi: Rajkamal
- Kumar, K. (1993). Mohandas Karamchand Gandhi. *PROSPECTS-UNESCO*, 23, 507-507.
- Kumar, K. (1998). *शैक्षिक ज्ञान और वर्चस्व*. Delhi: Granthshilpi
- Kumar, K. (2002). *शिक्षा और ज्ञान*. Delhi: Granthshilpi.
- Kumar, K. (2004). *What is Worth Teaching?* Delhi: Orient Longman



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- Mukherjee, K. G. (1970). Tagore—Pioneer in education. *British Journal of Educational Studies*, 18(1), 69-81.
- Narayan, L. (2000). Freire and Gandhi: Their relevance for social work education. *International Social Work*, 43(2), 193-204.
- Raina, M. (2002). Sri Aurobindo (1872–1950). *PROSPECTS*, 32. <https://doi.org/10.1023/A:1022141731252>
- Sen, I. (1957). Sri Aurobindo as a World Philosopher. *Philosophy East and West*, 7(3/4), 131-141.
- Stroud, S. R. (2017). What Did Bhimrao Ambedkar Learn from John Dewey's Democracy and Education?. *Pluralist*, 12(2), 78-103.
- Sykes, M. (1988). *The Story of Nai Talim: fifty Years of Education at Sevagram*. Wardha: Nai Talim Samiti.
- Velaskar, P. (2012). Education for liberation: Ambedkar's thought and Dalit women's perspectives. *Contemporary Education Dialogue*, 9(2), 245-271.
- आचार्य, पो. (मई 1998). टैगोर तथा गांधी का शिक्षा दर्शन: एक तुलनात्मक अध्ययन. अनुवादक: देवयानी. *शिक्षा विमर्श* p.29-37)
- किशोर, ल. (मार्च 1999). शिक्षा, सीखना, मनुष्य, और आचार: पावलो फ्रेरे के विचार. *शिक्षा विमर्श* P.12-14
- सहाय, नि. (नवम्बर-दिसंबर 2014). जन शिक्षा के पैरोकार: डा. भीमराव अंबेडकर. *शिक्षा विमर्श* 25-29.

Additional Readings

- Barrow, R., & Milburn G. (1986) *A critical dictionary of educational concepts: An appraisal of selected ideas and issues in educational theory and practice*. New York: St.
- Entwistle, N. (Ed.). (2015). *Handbook of Educational Ideas and Practices* (Routledge Revivals). Routledge.
- Gingell, J., & Winch, C. (2002). *Philosophy of education: The key concepts*. Routledge.
- Krishnamurti, J. (1975). *Freedom from the Known*. M. Lutyens (ed.) San Francisco: Harper
- Magee, John B. (1971). *Philosophical Analysis in Education*. Harper and Row Publishers
- Mukherjee, H. B. (2020). *Education for fullness: A study of the educational thought and experiment of Rabindranath Tagore*. Taylor & Francis.
- Peters, R. S. (2010). *The Concept of Education*. (Routledge Revivals). London: Routledge and Kegan Paul.
- Phillips, D. C. (Ed.). (2014). *Encyclopedia of educational theory and philosophy*. Sage Publications.
- Sharma, D. K., Debnath, D., & Saxena, M. (Eds.). *Dr. BR Ambedkar: Education, Equality and Empowerment*. Krishna Publication House.

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- Shukla, S., and Kumar, K. (1987). *Sociological Perspectives in Education*. US: South Asia Books.


Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks that enhance reading comprehension of core writings in the area, and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. A summative evaluation will be done through an end-semester examination.

Keywords: Socio-political Foundations of education, Educational Thinkers and Philosophers,


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Bachelor of Education (B.Ed.)

Title of the Course: Perspective Course PC 8 : The Inclusive School -II

(Semester: I)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course encompasses the nature and needs of children with diverse needs in an inclusive educational set up - social, academic and emotional; and the role of teachers in addressing these needs. This paper starts with contextualizing diversities in different contexts in the beginning of Semester 1 and gradually moves towards diversities due to disabilities. However, the thrust of this course is on the needs of learners with disabilities as the socially, linguistically and economically marginalised learners and their needs are covered in the other core papers of the programme.

Learning Outcomes

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

1. demonstrate knowledge of different perspectives in the area of education of children with disabilities
2. develop sensitivity and positive attitudes towards children with special needs identify the needs of children with diversities
3. define the roles collaboration of different stakeholders
4. design and justify Inclusive Academic Instructions for regular inclusive classrooms.
5. explain the use of different ergonomics in furniture for relevant learner with disabilities
6. appreciate the significance of special schools and regular inclusive schools in the education of learners with disabilities
7. plan need-based programmes for all learners with varied abilities in the classroom
8. use human and material resources in the classroom
9. use specific strategies involving skills in teaching learners with special needs/disability in regular inclusive classrooms
10. modify appropriate learner-friendly evaluation procedures
11. incorporate innovative practices to respond to education of learners with special needs/disabilities.

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12. differentiate different types of adaptations
13. identify challenges to barrier free environment

Week 15=30 hours

Number of Units: 2

UNIT 3: Challenges and Issues in Educational Settings with reference to learners with disabilities.
(Week 7= 14 hours)

- Challenges in identification and reason of diversity in the classroom
- Role and Networking of Special Education and Regular Teachers
- Collaborations among multidisciplinary team (General Teacher, Special education teacher, school psychologist, school administrator, occupational and physical therapist, speech and communication therapist, Anganwadi workers, healthcare workers, parents, the child, other Stakeholders)
- Ergonomic of the furniture
- Contextualising and using Inclusive Academic Instructions in mainstream inclusive classes with lesson plan
- Role of NGOs

UNIT 4: Pedagogical Strategies for Inclusive Schools with learners with disabilities.

- Individual Differences and uniqueness among all learners in a class
- Learner Centric Pedagogical Approaches.
- Reasonable accommodations in the curriculum
- Instructional Adaptations
 - Differentiation between adaptation, accommodation and modification
 - Universal Design for Learning (UDL)- an overview
 - Differentiated Learning
 - Flip classrooms
- School Readiness across different levels of schooling (infrastructural, technologies, attitudinal and pedagogical)
- Pedagogical Strategies in Regular Mainstream Inclusive Schools: peer tutoring, social learning, buddy system, reflective teaching, multisensory and multidisciplinary approach, and others.
- Role of Learning Centres/ Resource Room towards Inclusion in regular classrooms.
- Barrier Free Environment (Physical, Institutional, Attitude, Social)
- School building as Resource for inclusive pedagogy.
- Accommodations and modifications in assessment processes.

UNIT 5: Technological and Other Aspects for Mainstream Inclusive Schools reference to learners with disabilities
(Week 8= 16 hours)



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- Technology and Inclusive education: Addressing Access, Pedagogy and Assessment.
- Technology for different disabilities: (Assistive, Digital, Innovative Communication, Inclusive Education, Smart Assistive Devices, others).
- Strategies and Processes for using Technology for regular inclusive classrooms.
- Technological and other Resource Mobilization for regular inclusive education

Practicum/ Suggested Projects / Assignments (Any Two)

1. Preparation of teaching learning materials to meet the needs of a child with any of the disabilities discussed with a report on how it/they can be effectively used in (a) special education (individual) setup (b) mainstream inclusive classroom setup.
2. Taking any topic of your interest from the middle to senior secondary school curriculum, chalk out the process of teaching it along with instructional aids, in a mainstream inclusive classroom. The inclusive classroom should have at least 2 students with disabilities.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Alan, J. (2010). The sociology of disability and the struggle for inclusive education. British Journal of Sociology of Education, Vol. 31, No. 5, The Sociology of Disability and Education (September 2010), pp. 603-619
- Asthana , N. (2023). Creating an Inclusive School.PHILearning Pvt.Ltd.
- Bond, R. and Castagnera, E.. (1998). Peer Supports and Inclusive Education: An Underutilized Resource. Theory into Practice. Vol. 45, No. 3, Inclusive Schooling Practices: From Why to How (Summer, 2006), pp. 224-229
- Chander, S, Kumar, R. and Bharti. (2018). Teacher Education in the 21st Century. SAGE text. New Delhi
- Chander, S. and Arora,C. (2020).Integrating Technology into Classroom Learning. Indian Journal of Educational Technology.CIET, NCERT. Volume 2. Issue 1.
- Corbett,K. Susan Shurberg Klein and Jennifer Luna Bregante.(1987). The Role of Sexuality and Sex Equity in the Education of Disabled Women. Peabody Journal of Education. Vol. 64, No. 4, Sex Equity and Sexuality in Education , pp. 198-212.
- Department of Psychiatry All India Institute of Medical Sciences, (AIIMS), New Delhi (2015). Inclusive Education For Specific Learning Disorders: An Educator's Perspective.
- Ghai, A. Disabled Women: An Excluded Agenda of Indian Feminism. Hypatia Vol. 17, No. 3, Feminism and Disability, Part 2 (Summer, 2002), pp. 49-66



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- India Moves Towards Equal Rights For Disabled People. BMJ: British Medical Journal Vol. 310, No. 6994 (Jun. 17, 1995), p. 1556
- Maitra, K., & Saxena, V. (2008). Inclusion: Issues and challenges. Kanishka.
- Malaviya, R. (2007). Creating a Learning School Environment: Child Development and Pedagogical Issues. New Delhi. Academic Excellence. ISBN: 81-89901-03-6
- Malaviya, R. (2020). Family- School: A Psycho-social analysis of the impact on the school going child. New Delhi. Renova International Publishers. ISBN : 81-89901-03-6
- Malaviya, R. (2008). Story telling: Reaching Out to the Child with Special Needs. Writer and Illustrator: Quarterly Journal of the Indian Section of IBBY (International Board on Books for Young People. Vol 27, No 1-2. Special Issue: Oct-Dec 2007 & Jan-March 2008 (AWIC) Pp: 131-136. ISSN 2321-3191 & ISBN 978-93-84124-23-6
- Mishra, A.K. and Gupta, R. (2006). Disability Index: A Measure of Deprivation among Disabled. Economic and Political Weekly. Vol. 41, No.38, pp. 4026-4029.
- Naraian, S. Dis/ability, Agency, and Context: A Differential Consciousness for Doing Inclusive Education. Curriculum Inquiry, Vol. 43, No. 3 (JUNE 2013), pp. 360-387
- Research. British Journal of Educational Studies. Vol 46, No.4, pp.440-454.
- Riddell, S., Tinklin, T. and Wilson, A. (2005). New Labour, Social Justice and Disabled Students in Higher Education. British Educational Research Journal Vol. 31, No. 5, Education Policy and Social Justice (Oct., 2005), pp. 623-643
- Roger Slee. Inclusive Education? This Must Signify 'New Times' in Educational
- Singal, N.. An ecosystemic approach for understanding inclusive education: An Indian case study. European Journal of Psychology of Education. Vol. 21, No. 3 (September 2006), pp. 239- 252
- Soodak, L.C. (2003). Classroom Management in Inclusive Settings. Theory into Practice Vol. 42, No. 4, Classroom Management in a Diverse Society (Autumn, 2003), pp. 327-333
- Stone, D.L and Adrienne Colella. (1996). A Model of Factors Affecting the Treatment of Disabled Individuals in Organizations. The Academy of Management Review Vol. 21, No. 2 (Apr., 1996), pp. 352-401
- Todd Lekan. (2009). Disabilities and Educational Opportunity: A Deweyan Approach Transactions of the Charles S. Peirce Society. Vol. 45, No. 2 (pp. 214-230)

Policy Documents for Reference:

The Rights of Persons with Disabilities (RPwD) Act, 2016: <https://depwd.gov.in/acts/>

Creation of Barrier Free Environment for Persons with Disabilities: <https://cdnbbsr.s3waas.gov.in/s3e58aea67b01fa747687f038dfde066f6/uploads/2023/10/202310301651703633.pdf>

NEP2020:

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

CBSE-Handbook of Inclusive Education

https://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf

Guidelines for the Development of e-Content for Children with Disabilities:

https://dsel.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf

Training modules for educational Functionaries:

https://rehabcouncil.nic.in/sites/default/files/In-service-training-Module/2_English_Education_Module.pdf

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: School, Inclusion, Pedagogy


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Bachelor of Education (B.Ed.)

**Title of the Course: Perspective Course PC 12: Gender, School and Society-I
(Semester: II)**

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course aims to explore the complex intersection of gender, school and society; and the implications for pre-service educators. It aims to delve into the social construction of gender, examining how ideology, social structures and processes have been instrumental in shaping varied gendered identities. Further, it endeavors to problematize the prevalent patriarchal notions in order to help the pre-service educators to envision a more fluid and gender-just understanding leading to awareness of diverse identities. A critical analysis of gender enculturation norms and classroom processes can lead to enhanced recognition of the consequences of rigid gender expectations; and developing interventions to promote gender equity.

Learning Outcomes

After completion of the course student will be able to:

1. Develop an understanding of the key constructs of gender.
2. Critically analyse the role of family societal structures and educational processes in the construction of gender identities.
3. Formulate a fluid and gender just understanding.
4. Examine the gender enculturation norms prevalent in educational settings.
5. Engage with significant policies, committee reports and NCFs in the field of gender studies.
6. Conceptualise interventions to promote gender equity


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Number of Units (3)

Weeks 15 = 30 hours

Unit 1: Key Constructs in Gender

(5 weeks = 10 hours)

- Patriarchy
- Power
- Resources and opportunities
- Gender and sex

Unit 2: Social Construction of Gender


(5 weeks = 10 hours)

- Socialization in family and at school
 - Occupation and identity (identities largely unavailable to women such as farmer, scientist etc.)
 - Gender stereotypes prevalent in society; for example media (including social media) and literature
 - Gender and its intersection with caste, class, religion, disability, race and region
 - Understanding gender identities: discourse of LGBTIQA+
 - Need for feminism; feminism in everyday context
- A brief introduction to feminist theories: Radical, Liberal, Psychoanalyst, Socialist and Marxist Feminism

Unit 3: Gender and School Education

(5 weeks = 10 hours)

- Girls as learners (expectations, aspirations and conflicts)
- Hidden curriculum (teacher attitudes, expectations and school ethos)
- Epistemological issues in mathematics, social science, languages and life science through gender lens
- Subject choices made in school and its relation with gender


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- Gendered representations in textbooks (illustrations and text)
- Policies, Committee Reports and Curriculum Frameworks in School Education;
Towards Equality 1974, NEP 1986, Ramamurti Committee Report 1990, NEP 2020, NCF 2005, NCF 2023
- Teacher in India: An analysis using gender as a lens.
- Role of a teacher for gender just society

Practicum/ Suggested Projects / Assignments (Any Two)

1. Analysis of films including songs, advertisements in print and electronic media.
2. Analysis of folk songs, literature in different languages and myths
3. An analytical study of textbooks published by different states, private publishers and NCERT.
4. A study of data about girls from scheduled castes and tribes, minorities and rural backgrounds from different sources such as, enrolment in school and university at different levels, results of Grade X and Grade XII examinations and enrolment in different programs in higher education.
5. A critical study of schemes such as KGBV, NPEGEL, Ladli and so on.
6. A comparative study of the daily routine of children with varied gender identity in the same family.
7. Class Presentation on a topic/ theme pertaining to gender, school and society

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Bhasin, K. (1993). *What is Patriarchy?* Kali for Women.
- Bhasin, K. (2000). *Understanding Gender*. Kali for women.
- Bhasin K. (2000). *Bhala ye gender kya hai*. Shivpuri V. (translator). Delhi: Jagoree.



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- Chakravarthy (2001). *Pittrāsatta par ek note*. In Arya S., Menon N., Lokinita J. Narivaadi Raajniti. Delhi: Hindi Madhyam Kaaryanvay Nideshalaya. Pp. 1-7.
- Ambedkar, B.R. (1916/1990). *Castes in India, Speeches and Writings of Dr. Babasaheb Ambedkar*. Vol. I, Govt. of Maharashtra, Bombay
- Das S. (2001) *Radical Narivad*. In Arya S., Menon N., Lokinita J. Narivaadi Raajniti. Delhi University: Hindi Madhyam Kaaryanvay Nideshalaya (pp. 39-48).
- Dube, L. (2001). *On the Construction of Gender: Socialization of Hindu Girls in Patrilineal India*. In *Anthropological Explorations in Gender: Intersecting Fields*. (pp. 87-117). New Delhi: Sage Publications Pvt. Ltd.
- Dube, L. (2001). *Gender ki nirmitti: pittravanshiya Bharat main hindu ladkiyan*. Goswami N. (Translator). In *Gender Vimarsh* (2016). Delhi: RRCEE. Pp. 30 – 5
- Engineer, A. A. (1994). Status of Muslim Women. *Economic and Political Weekly*. February 5, 1994. (pp297-300).
- Jha S. (2001) *Samajvadi/Marxvadi Narivad*. In Arya S., Menon N., Lokinita J. Narivaadi Raajniti. Delhi University: Hindi Madhyam Kaaryanvay Nideshalaya (pp. 29-38).
- Kumar, K. (1988). *Growing Up Male*. In *What is Worth Teaching*. (pp. 81 – 88). New Delhi: Orient Longman.
- Nirantar (2010). *Transgender hone ke naate: Rajarshi Chakravarthy se baatcheet*. In *Gender aur Shiksha reader Bhaag I*. New Delhi: Nirantar. Pp. 260-263.
- Subramaniam M. (2001). *Udaarwaadi Narivad*. In Arya S., Menon N., Lokinita J. Narivaadi Raajniti. Delhi University: Hindi Madhyam Kaaryanvay Nideshalaya (pp. 20-28).
- Tong R. (1989). *Feminist Thought: A Comprehensive Introduction*. Boulder & San Francisco: Westview Press.
- Bhattacharjee, N., (1999). *Through the looking glass: Gender Socialisation in primary school*. In Saraswathi, T., (ed.). *Culture, Socialization, and Human Development: Theory, Research and Application in India*. (pp. 336-356). New Delhi: Sage Publication.
- NCERT (2006). National Focus Group Paper: Position Paper on Gender Issues on Education. Delhi: NCERT.

- NCERT (2006). *Shiksha main gender se jude mudde*: NCERT Raashtriya Focus Group Position Paper. Datt Y. (Translator). In Gender Vimarsh (2016). Delhi: RRCEE. Pp. 125 – 178.
- Parthasarathi V. (1998). *Socialisation, Women, and Education: An experiment*. In Chanana K. (ed.). *Socialisation, Education, Women: Exploration in Gender Identity*. (pp. 208-230). New Delhi: Orient Longman.
- Parthasarathi V. (1998). *Socialisation, Women, and Education: An experiment*. In Chananaamajikaran, *Mahilaayein, aur shiksha: Ek prayaog*. Rai A. (Translator). In Gender Vimarsh (2016). Delhi: RRCEE. Pp. 82-98.

Additional Readings

- Geetha V. (1993). *Theorizing Feminism: Gender*. Calcutta: Beacon Press. Street Publication.
- Menon N. (2012). *Body*. In *Seeing like a feminist*. (pp. 51-90). New Delhi: Penguin Books.
- Ambedkar, B. R. (2013). *Against the Madness of Manu: B.R. Ambedkar's Writings on Brahmanical Patriarchy*. Rege, S. (ed.). Navayana Publication.
- Chakravarti, U. (1993). 'Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State', *Economic and Political Weekly*, 3 April.
- Chopra, R., Osella, C., Osella F. (2004). *Introduction: Towards a More Nuanced Approach to Masculinity, Towards a Richer Understanding of South Asian men*. In *South Asian Masculinities, Context of Change, Sites of Continuity*. (pp.1– 32). New Delhi: Women Unlimited - an associate of Kali for Women.
- Kumar, K. (2014). *Chudi Bazar mai ladki*. Rajkamal Prakashan, New Delhi.
- आज का स्त्री आंदोलन में. रमेश उपाध्याय और संज्ञा उपाध्याय (संपादक). शब्द संधान.

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- उमा चक्रवर्ती (साक्षात्कार) (2004). स्त्री मुक्ति समूची व्यवस्था को बदलने का मामला है.
- उमा चक्रवर्ती (2010). पुरुष, महिला और संघर्षरत परिवार. जेंडर और शिक्षा रीडर भाग 1 में. निरंतर. नई दिल्ली.
- उमा चक्रवर्ती (2016). जाति समाज में पितृसत्ता. ग्रंथ शिल्पी. नई दिल्ली
- एक अज्ञात हिंदू औरत (2008). सीमन्तनी उपदेश. डॉ धर्मवीर (संपादक). वाणी प्रकाशन. नई दिल्ली.
- पंडिता रमाबाई (2010). धर्म व समाज में स्त्रियों का स्थान. जेंडर और शिक्षा रीडर भाग 1 में. निरंतर. नई दिल्ली.
- बेगम रुकैया सखावत हुसैन (2011). सुल्तान का सपना. जेंडर और शिक्षा रीडर, भाग 2 में. निरंतर. नई दिल्ली.
- मधु किश्वर (2010). आर्यावर्त की बेटियाँ. जेंडर और शिक्षा रीडर भाग 1 में. निरंतर. नई दिल्ली.
- राजकिशोर (संपादक) (2006). स्त्री के लिए जगह. वाणी प्रकाशन. नई दिल्ली.
- शिन्दे, ताराबाई (2015). स्त्री पुरुष तुलना. सिद्धार्थ बुक्स. दिल्ली.
- Jain, S. & Sarohe, S. (2022). Gender, School and Society. Pearson India. ISBN: 9789354497483)
- Karlekar, M., (2000). *Girls Access to Schooling: An Assessment*. In Wazir, R. (ed.) *The Gender Gap in Basic Education: NGOs as Change Agent*. (pp. 80-114). New Delhi: Sage Publication
- Kumar, K. (2010). Culture, State and Girls: An educational Perspective. *Economic and Political Weekly*. 45(17). (pp. 75-84).


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- Mehta R (2019) “Gender, School and Society”, Blue Rose Publications, New Delhi, ISBN 978-93-90432-29-5
- Ramachandra V (2019) Gender and Education, The Orient Blackswan, New Delhi 978-9352877409

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: Gender, School, Education, Society, Curriculum


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Bachelor of Education (B.Ed.)
Title of the Course: P.1.1B: Language
(Semester: II)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course will enable student-teachers to appreciate the role of language in education. Through this course, they will be able to enhance their proficiency in reading with comprehension, understanding, and critical thinking. They will understand the nuances of academic writing. They will be able to understand language process in the classroom context. It will help them identify and understand the challenges faced by learners with language-based learning disabilities. The course involves hands-on activities and practical sessions that help student-teachers develop and use language and literacy processes in a variety of contexts.

Learning Outcomes

After completion of the course student will be able to:

1. Understand the significant role that classroom context plays in language and literacy learning
2. Learn to engage and respond to a variety of texts from different genres
3. Learn about writing as a composing process and use it for problem solving
4. Review and critically evaluate different language syllabi, textbooks as well as classroom practices for teaching of language and literature
5. Understand the inherent challenges in language learning especially in the context of schools


Number of Units (4)

Weeks 15 = 30 hours

Unit 1: Language Processes and the Classroom Context

(4 weeks = 8 hours)

- Oral language in the classrooms
- Participation in the classroom
- Facilitating language interaction and independence


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- Creating secure classroom environment for language use
- Creating the environment and space for “risk taking”

(3 weeks = 6 hours)

Unit 2: Reading and writing

- Reading: Engaging with books from different genres; Comprehension of stories and non-fiction (content area texts); Response to literature: Aesthetic and emotive aspects of reading
- Writing as a composing process: Problem solving, developing a sense of audience, purpose, and understanding the process of writing.

(4 weeks = 8 hours)

Unit 3: Examining the language curriculum

- Reviewing the syllabi of different languages
- Review of textbooks, use of literature in language textbooks, critical analysis of exercises and moving beyond the textbook
- Exploring Children’s literature for different age groups
- Analyzing Classroom practices of language and literature teaching in India

(4 weeks = 8 hours)

Unit 4: Challenges in Language Learning

- Issues of non-comprehension
- lack of independence in language learning and use
- Examining the role of the context of the school in difficulties faced by learners for language learning.
- Understanding language “disability” and the language teacher’s role in dealing with it

Practicum/ Suggested Projects / Assignments (Any Two)

1. Maintaining reader response journal for a book they read for their tutorial
2. Comparative study of the syllabi of language pedagogy in Teacher Education
3. Analysis of the curriculum of Language Pedagogy
4. Critical analysis of the exercises at the end of the chapters of language textbooks

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Atwell, N. (1987). *In the Middle: Writing, reading, and learning with the adolescents.* Portsmouth: Heineman.
- Kunwar, N. (2015). 'Right writing' in Indian classroom: learning to be artificial. *Language and language teaching*, Vol 4, No. 1, Issue 7.
- Rai, M. (2015). Writing in Indian schools: the product priority. *Language and language learning*, Vol 4, No 1, Issue 7, 32-36
- Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. *Language and Language Teaching*, 1:1. 22- 26.
- Sinha, S. (2009), Rosenblatt's theory of reading: Exploring literature, *Contemporary Education*
- Woodruff, A. H., & Griffin, R. A. (2017). Reader Response in Secondary Settings: Increasing Comprehension through Meaningful Interactions with Literary Texts. *Texas Journal of Literacy Education*, 5(2), 108-116.
- Probst, R. E. (1994). Reader-response theory and the English curriculum. *The English Journal*, 83(3), 37-44.

Teaching Learning Resources (Digital and others):

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Language disability, Aesthetic, Emotive.



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Bachelor of Education (B.Ed.)

**Title of the Course: P.1.2B: Science
(Semester: II)**

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course would enable the pupil teachers to develop an understanding of science curriculum and draw out a comparative analysis of various curricula and boards. Understanding learner's conceptualization of scientific phenomena and related issues will equip them with effective ways to use learner centric methodologies. Students will be made aware of various professional growth opportunities and avenues and this will help them to grow professionally and to become a good researcher as well as a reflective practitioner.

Learning Outcomes:

After completion of the course, student will be able to

1. Develop understanding of the nature of science curriculum and approaches to curriculum transaction.
2. Critically review science curricula at various levels and across various boards
3. Demonstrate an in depth understanding of learner's conceptualization of scientific phenomena for an effective learning environment.
4. Develop the ability to conceptualize construction of knowledge in science
5. Appreciate the role of teacher as a researcher and a reflective practitioner and grow professionally

Weeks 15 = 30 hours

Number of Units (3)

(8 weeks = 16 hours)

Unit I: The science curriculum

- The nature and underlying criteria for a science curriculum and content organization.
- Approaches to curriculum transaction: integrated approach and disciplinary approach.
- A critical review of Science Curriculum at the National Level i.e. NCERT, at the State Level i.e. SCERT etc.
- Science in the national, state, and international boards for schools


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- Criteria for the analysis of science textbooks (including issues related to gender, the socio-cultural context, etc.)

Unit II: The learner Context

(4 weeks = 8 hours)

- Learner's conceptualization of scientific phenomena- Pre-conceptions in science and their significance in knowledge constructions (with linkages to learning at the primary level); Alternative Conceptions and Frameworks in science.
- Construction of knowledge in science: Conceptual schemes, Concept maps

Unit III: Professional Development of Science Teacher (3 weeks = 6 hours)

- Need for professional development at pre-service and in-service level
- Professional development at the individual, organizational and governmental level.
- Teacher as a researcher: Action research by teachers, role of research institutions (like INSA, IACS, HBCSE, etc.) voluntary organizations, community etc. in science education

Practicum/ Suggested Projects / Assignments (Any Two)

1. Critical analysis of existing science syllabi and textbook
2. Project/assignment based on school experience observations.
3. Conducting Action Research in any area related to science education.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Aikenhead, W. W. (1998). Cultural aspects of learning science. Part one, pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.
- Chander, S. (2018). Developments in Information and Communication Technology for Inclusive Education: Issues of Access and Pedagogy. In V. Saxena & S. Kumar (Eds.), Psychological and Sociological Perspectives in Diversity and Inclusion: An Anthology for Researchers and Practitioners. Kanishka Publication.
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- National Curriculum Framework, (2005), NCERT: New Delhi
- National Education Policy, (2020).
- NCERT (2013). *Pedagogy of Science. Physical Science Part I: Textbook for B.Ed*. New Delhi: NCERT.
- NCERT (2013). *Pedagogy of Science. Physical Science Part II: Textbook for B.Ed*. New Delhi: NCERT.
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- Parkinson, J. (2002). Chapter-1. Learning to Become an Effective Science Teacher. In *Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory*. New York: Continuum. pp. 1-12.

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- Wellington, J. (2018). *Secondary Science: Contemporary Issues and Practical approaches*. USA: Routledge
- Wellington, J., & Ireson, G. (2012). *Science learning*. Science Teaching (3rd ed.). London and New York: Routledge

Teaching Learning Resources (Digital):

- Amrita Vishwa Vidyapeetham. (n.d.). Virtual Labs. <http://www.amrita.edu/virtual-labs>
- e-Yantra. (n.d.). Robotics and Embedded Systems. <http://www.e-yantra.org/>
- Gupta, A. (n.d.). Arvind Gupta Toys. <http://www.arvindguptatoys.com/>
- Indian Academy of Sciences. (n.d.). Journals. <https://www.ias.ac.in/Journals>

- Ministry of Education, Government of India. (n.d.). National Digital Library of India (NDLI). <https://ndl.iitkgp.ac.in/>
- National Aeronautics and Space Administration. (n.d.). NASA's Education Resources. <https://www.nasa.gov/audience/foreducators/index.html>
- National Council of Educational Research and Training. (n.d.). Diksha. <https://diksha.gov.in/>
- National Council of Educational Research and Training. (n.d.). National Repository of Open Educational Resources (NROER). <https://nroer.gov.in/>
- National Council of Educational Research and Training. (n.d.). NISHTHA. <https://diksha.gov.in/nistha>
- NPTEL. (n.d.). <https://nptel.ac.in/>
- OpenStax. (n.d.). <https://openstax.org/>
- University of Colorado Boulder. (n.d.). PhET Interactive Simulations. <https://phet.colorado.edu/>
- Vigyan Prasar. (n.d.). <http://www.vigyanprasar.gov.in/>
- e-PG Pathshala. (n.d.). <https://epgp.inflibnet.ac.in/>

Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussions, debates, collaborative learning tasks, laboratory methods with the appropriate use of digital processes, so as to enhance reflective practices and critical analytical thought processes among learners. Self-learning, self-exploration, creative expression and comprehension & application of concepts will be encouraged.

Assessment Method:

The assessment will be formative in nature both in theory and practicum and will focus on rigorous student participation. Individual and group tasks will aim at developing scientific temper among learners. Assessment will also be based on development of creative expressions, critical understanding, reflections and ethics in science.

Keywords: Curriculum, Knowledge, Frameworks.


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Bachelor of Education (B.Ed.)

Title of the Course: P.1.3B: Mathematics (Semester: II)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course has been designed for student-teachers to understand the Pedagogical, psychological and sociological foundations of learning mathematics. The course delineates some of the prime assumptions behind a range of theoretical perspectives on the nature of learning and teaching mathematics. The course engages in conceptualizing and analyzing the processes that promote learning of mathematics from a disciplinary perspective

Learning Outcomes

After completion of the course student will be able to:

1. Understand the pedagogical concerns related to teaching of mathematics.
2. Conduct content and conceptual analysis of various concepts taught in school mathematics.
3. Learn and differentiate the psychological perspectives of Learning Mathematics.
4. Study and understand the cultural aspects related to learning and development of mathematical concepts.
5. Analyse the recommendations of various policies with respect to importance of learning mathematics at school level.

Number of Units: 2

Weeks 15 = 30 hours

Unit 1: Pedagogical Concerns of Learning Mathematics

(7 weeks = 14 hours)

- Approaches of Teaching Mathematics: Behaviourist, Constructivist, Social-constructivist, Art and Sports- Integrated Learning, Interdisciplinary and Multidisciplinary Approaches.
- Methods of Teaching Mathematics: Lecture cum Demonstration, Inductive-Deductive, Activity and Hands-on, Group-Centric: Problem-Solving, Project Based, Inquiry based, Collaborative and Cooperative Learning, Problem-Solving, STEM and STEAM, Blended Learning.

Unit 2: Psychological and Sociological perspectives of Learning Mathematics

(8 weeks = 16 hours)

- Developmental progression in the learning of mathematical concepts- Richard Skemp, Vygotsky, Fischbein on intuitive thinking, Zoltan Dienes

- Focus on mathematical processes- Problem solving, problem-posing, proving and reasoning
- Sociocultural perspectives in mathematics learning- Situated learning; social construction of knowledge; social interaction and community of practice.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Compare the different school curriculum and make a comparison on how the place of mathematics as evolved in different policies.
2. Observe some children around you while they are engaged in a mathematical task. Make a table on their developmental of concepts
3. Make a format for setting up of a mathematics lab at home for a child
4. Research and present on the use of manipulatives in mathematics instruction. Highlight specific manipulatives that align to curriculum standards and model hands-on activities.
5. Evaluate educational math software and apps. Identify strengths and limitations. Design a lesson integrating the technology to build conceptual understanding.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Gandhi H (2016). A Complete Resource for Mathematics and its Pedagogy. Pearson Publications.
- Boaler, J. (2010). The elephant in the classroom. Helping children love and learn maths. Souvenir Press Ltd
- Burns, M. (2007). About teaching mathematics: A K-8 resource, Third Ed. Math Solutions Publications.
- Skemp, R. (1978). Relational understanding and instrumental understanding. Arithmetic Teacher 26 (3), 1-16.
- Kazemi, E. (1998). Discourse that promotes conceptual understanding. Teaching Children Mathematics, 4(7), 410- 414.
- Knuth, E., Choppin, J., & Bieda, K. (2009). Proof: Examples and beyond. Mathematics Teaching in the Middle School, 15(4), 206-211.
- Kanvaria, V. K. (2017). *A resource book on pedagogy of mathematics*. Scholar Publishing House, New Delhi. ISBN 9788193203552.

Additional Readings


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- Boaler, J. & Staples, M. (2005). Transforming students' lives through an equitable mathematics approach: The case of Railsideschool. Available for download on: www.stanford.edu/~joboaler/
- Boaler, J. (2013, March). Ability and Mathematics: The mindset revolution that is reshaping education. In Forum (Vol. 55, No. 1, pp. 143-52). Symposium Journals.
- Kazemi, E., & Stipek, D. (2001). Promoting conceptual thinking in four mathematics classrooms. The Elementary School Journal, 102(1), 59–80.
- Kanvaria, V. K. (2016). Semantics and pragmatics in mathematical events: A linguistics view. In E. Railean, G. Walker, & L. Jackson (Eds.), *Handbook of research on applied learning theory and design in modern education* (pp. 772-785). IGI Global. ISBN 9781466696341.

Teaching Learning Resources (Digital and others): Across Units (If any)

- <https://www.youtube.com/watch?v=KZnGSVwIpeU>. Jo Boaler: How to Learn Math | Lex Fridman Podcast #226
- <https://www.youtube.com/watch?v=UKiKpwc5m8Y>. Skemp' Learning Theory in Mathematics
- <https://www.youtube.com/@haneetgandhi7828>: Do you have mathematical eye?

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Psychological and Sociological aspects, National Education Policies, NCF


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Bachelor of Education (B.Ed.)

Title of the Course: P.1.4B: Social Science Semester-II

Credit 2

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

This aims to help learners understand a comprehensive idea about social science. In this course, we embark on a journey to unravel the intricacies of learning social sciences at the secondary school level. Our exploration is twofold: first, we will analyze the current status of social science education in secondary schools, providing a comprehensive overview of its evolution, challenges, and opportunities. Secondly, we will delve into the evaluation and assessment of teaching and learning processes, recognizing their invaluable implications in the professional development of teachers.

Learning Outcomes

After completion of the semester prospective teachers will be able to:

1. Describe various resources and equipment in teaching social science.
2. Enumerate the advantage and disadvantage of different methods of teaching social science.
3. Explain the evaluation process in teaching and learning social science

Number of Units: 3

Weeks 15 = 30 hours

Unit 1: Pedagogical practices in Social Science Curriculum (6 weeks = 12 hours)

- Social Science and Indian School Curricula in search of new Directions.
- National Curriculum Frameworks- 1975,1988, 2000, 2005.
- Concerns in Teaching Social Science: Diversity, Gender and Special Needs
- Critical Review of Social Science Text Books from class 6th to 10th.

Unit 2: Evaluation in Social Science (5 weeks = 10 hours)


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- Instruction, Evaluation and professional development in the context of social Science .
- Challenges in evaluation: Assessing learners' perspectives on various social issues, Assessing learners' action for a social change at the individual level.

Unit 3: Professional Development of Social Science Teacher (4 weeks = 8 hours)

- Social Science Teacher As a Reflective Practitioner.
- In - Service Teacher Development program.

Practicum/ Suggested Projects / Assignments (Any two)

1. Critical appraisal of existing social science curriculum and text book at school level
2. Organizing field trips as learning experience.
3. Collection and Maintenance of relevant instructional resources.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/Suggested Readings:

- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
- Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi. 3
- Bining, A.C. & Bining, D.H. (1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.
- Edgar, B.W. & Stanely (1958), Teaching social studies in high school, Heath and company, Boston D.C.
- George, A., M. & Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
- Haydn Terry, Arthur James and Hunt Martin. (2002), Learning to Teach History in the secondary school : A companion to school experience, Routledge, Falmer, (Taylor and Francis group), London, New York.
- Kumar, Sandeep (2013). Teaching of Social Science, Project Report, University of Delhi, Delhi.
- Haydn Terry, Arthur James and Hunt Martin. (2002), Learning to Teach History in the secondary school : A companion to school experience, Routledge, Falmer, (Taylor and Francis group), London, New York.
- Gallanvan & Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
- NCERT. (2005) National Curriculum Frame Work-2005. New Delhi NCERT.

- NCERT.(2006).Position Paper - National Focus Group on teaching of Social science.New Delhi: NCERT.

Teaching Learning Resources (Digital and others): Across Units (If any)

Nil if not given

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, and collaborative learning tasks, which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. A summative evaluation will be done through an end-semester examination.

Keywords: Social Science, Evaluation, Professional Development


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Bachelor of Education (B.Ed.)

**Title of the Course: P.1.5B: Commerce
(Semester: II)**

Credits: 2

MM: 50 (External: 30 Internal: 15)

Contact Week 15

Introduction of the course

This course will enable the learners to understand and assimilate the conceptual knowledge about commerce curriculum and pedagogic processes in schools. It will facilitate the development of a commerce teacher/practitioner grounded in traditions of reflection and enquiry. The course will allow a systematic introduction of pedagogic conceptions to understand learners, classroom and technological interfaces with a significant focus on conceptual underpinnings of the respective topics in commerce education.

Learning Outcomes

After completion of the course student will be able to:

1. Understand the conceptualisation of commerce curriculum in schools vis-à-vis principles and development of curriculum.
2. Know and understand the process of textbook development and analyse textbook content in subject areas of commerce.
3. Understand the conceptual underpinnings of commerce pedagogy and be able to relate curriculum design, task design and learning processes.
4. Internalise the need and relevance of being a reflective and enquiry-oriented practitioner in a commerce classroom.

Number of Units (4)

Weeks 15 = 30 hours

Unit 1: Curriculum and Textbooks in Commerce

(6 weeks = 12 hours)

- Principles of Curriculum Development
- Ideology and Hidden Curriculum
- Textbook Development in Commerce
- Curriculum Evaluation - Purposes and techniques
- Current Educational frameworks and senior secondary commerce curriculum in the country.
- Developments in commerce curriculum (introduction of vocational streams, employability and entrepreneurial curriculum, etc.)


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Unit 2: Understanding Commerce Pedagogy**(2 weeks = 8 hours)**

- Commerce classroom: processes and challenges
- Needs of commerce learners: Andragogy/ pedagogy

Unit 3: Becoming a reflective practitioner**(3 weeks = 6 hours)**

- Reflective teaching processes
- Challenging stereotypes and social hierarchies through critical pedagogy
- Teaching as enquiry: becoming researcher teacher, Self-directed reading and research; Action Research in classroom

Unit 4: New pedagogic pathways in Commerce Education**(4 weeks = 8 hours)**

- E-learning and web-based options in Commerce Education
- Online learning and virtual classroom
- Use of digital technology in commerce education

Practicum/ Suggested Projects / Assignments (Any Two)

1. Analysis of commerce textbooks of different school education boards (National/state)
2. Develop an online interactive learning e-resource on any topic of senior secondary commerce using opensource online presentation platforms.
3. Present a comparative analysis of commerce curriculum across different School Education Boards in the country.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

1. Anderson, T. (ed). (2008). The Theory and Practice of Online learning. Athabasca University Press.
2. Apple, M.W. (2004). Ideology and Curriculum (3rd ed.). Routledge.
3. Bonk, C.J. and Smith, G.S. (1998). Alternative Instructional Strategies for Creative and Critical Thinking in the Accounting Curriculum. Journal of Accounting Education. 16(2), 261-293.
4. Borich, Gary. D. (2004). Effective Teaching Method. New Jersey: Prentice Hall Inc.
5. Davenport, J., & Davenport, J. A. (1985). A chronology and analysis of the andragogy debate. Adult Education Quarterly, 35(3), 152-159.
6. Dymoke, S. and Harrison, J. (Ed.) (2008). Reflective Teaching and Learning. New Delhi: Sage. (Chapter- 1: Professional Development and the Reflective Practitioner)

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7. Giroux, H. (1985). Critical Pedagogy, Cultural Politics and the Discourse of Experience. *Journal of Education*, 167 (2)22-41.
8. Kennedy, G. (2020). Seven Ways to Improve Students Online Learning Experiences in Your Subject. Melbourne: Melbourne Center for the Study of Higher Education.
9. Khan, S.M. (1987). *Commerce Education*. New Delhi: Sterling Publishers.
10. Kincheloe, J.L. (2008). *Critical Pedagogy Primer*. Volume I. NY: Peter Lang
11. Kumar, M. (2004). *Modern Teaching of Commerce*. New Delhi: Anmol Publications Ltd.
12. Marsh, C. (1997). *Key Concepts for Understanding Curriculum*. London, NY: Routledge Falmer
13. Mertler, C.A. (Ed). (2019). *The Wiley Handbook of Action Research in Education*. John Wiley & Sons.
14. Naidu, S. (2006). *E-learning: A guidebook of Principles, Procedures and Practices*. CEMCA
15. Pollard, A. (2002). *Reflective Teaching: Effective and research based Professional practice*. Continuum International Publishing Group Ltd.
16. Pophan, Scharg & Blockhus. (1975). *A Teaching Learning System for Business Education*. New York: Mc Graw-Hill.
17. Rachal, J. R. (2002). Andragogy's detectives: A critique of the present and a proposal for the future. *Adult Education Quarterly*, 52(3), 210-227.
18. Scott, D. (2007). *Critical Essays on Major Curriculum Theorist*. London: Routledge
19. Stenhouse, L. (1975). *An introduction to curriculum research and development*. London: Heinemann. (Chapters 1 and 9)

Teaching Learning Resources (Digital and others):

Nil

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion and debates, text analysis, collaborative learning and problem-solving tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged through constructive pedagogical approaches.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Commerce education, reflective practitioner, Critical pedagogy, E-learning, Online learning


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Bachelor of Education (B.Ed.)
Title of the Course: P.2.1 B: English
(Semester: II)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course is designed to help the B.Ed pre service educators explore the intersection of literature and education with an objective of developing effective pedagogic practices to be used in the ESL classroom. It endeavours to familiarize the learners with various modes available for pedagogic interactions; and the requisites thereof, and attempts to engage the pre- service educators with scholastic and co scholastic activities that can be designed and included in ESL classes. It envisions pre-service educators' preparedness regarding curriculum planning, material selection, adaptation and development of materials for use in ESL classes. Further, the course undertakes to help them explore and understand issues related to assessment in the ESL classroom. The suggested practicum is designed to help the pre-service teachers internalize the concepts.

Learning Outcomes:

The pre-service educators shall be able to:

1. Develop an enhanced understanding of literary concepts.
2. Engage with pedagogy of teaching literature in an ESL class.
3. Identify various modes of transaction, along with the requisites thereof.
4. Design and implement scholastic and co- scholastic activities in ESL context.
5. Plan curriculum at different levels.
6. Select, adapt and develop materials for use in ESL classes.
7. Identify and understand issues related to assessment in ESL.
8. Identify areas of remediation, and plan remedial tasks.


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Number of Units (4)

Weeks 15 = 30 hours

Unit 1: Transacting Literature

(6 weeks = 12 hours)

- Literature in the School Curriculum: Need, Objectives and Relevance
- The relative importance of classics and popular literature in English
- Tasks and materials for developing study skills in English Literary forms including essays, plays, short story, novel, poetry, biography & autobiography

Unit 2: Interactions in the ESL Class:

(3 weeks = 6 hours)

- Modes of Instruction: Synchronous, asynchronous, blended, hybrid, hyflex.
- Online tools for teaching and assessment: selection as per context and purpose; creating an inclusive online environment, ethics of using online sources.
- Co-scholastic activities in the English classroom: discussions, extempore, speeches, declamation, recitation, panel discussions, debates, role plays and so on; organisation and assessment criteria.

Unit 3: Materials in ESL Class

(3 weeks = 6 hours)

- Assessing syllabi in use in schools in India
- Selecting course materials for teaching English at various levels
- Selecting, adapting and using authentic materials for use in the English class.
- Developing materials for use in class.
- Using textbooks, teachers' guides, supplementary readers and wider library materials effectively.
- Developing and using audio-visual aids, including CALL.

Unit 4: Evaluation in English

(3 weeks = 6 hours)

- Formative and Summative Evaluation: Objectives and Implications (NEP 2020)

- Issues and concerns in the Assessment of English at various school levels
- Errors in English: Types and reasons
- Errors in English: Types and reasons

Practicum/ Suggested Projects / Assignments (Any Two)

1. Developing a detailed anthology for ESL learners at varying levels
2. Developing materials for ESL learners, integrating language skills and literature
3. Developing literature-based CALL Programmes
4. Undertake syllabus analysis for any one class
5. Undertaking a detailed analysis of the textbooks in use in schools.
6. Organising co scholastic activities
7. Developing a bridge course/ remedial programme; including CALL
8. Board Work

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Balasubramaniam, T.A (1981) Textbook of English Phonetics for Indian Students. New Delhi: Macmillan.
- Brown, H Douglas (2004). Language Assessment Principles and Classroom Practices. White Plains NY: Pearson Education.
- Brown, H Douglas and Priyanvada Abeywickrama (2010). Language Assessment Principles and Classroom Practices. White Plains NY: Pearson Education Inc.
- Brown, J D and T Hudson (1998). "The Alternatives in language assessment." TESOL Quarterly.
- Brumfit and Carter (1986). Literature and Language Teaching: Oxford: OUP.
- Brumfit, C. J. and R.A.Carter (1986). Literature and Using novels Language Teaching Oxford, Oxford University.
- Carter, R., and McRae, J. (1996). Language, Literature and the Learner. Creative Classroom Practice, London, Longman.



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- Dubin, F. & Olshtain, E. (1986) *Course Design: Developing Programs and Materials for Language Learning*, CUP
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Teaching Learning Process

The course shall be transacted through interactive pedagogic methods such as classroom discussion, debates, flip, collaborative learning tasks based on assigned readings.. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments shall be allocated. Summative evaluation shall be undertaken through end- semester examination.

Key words: Literature, ESL Class, Audio Visual Aids.



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शिक्षा स्नातक
कोर्स का शीर्षक: P.2.2 B हिन्दी
सेमेस्टर: II

क्रेडिट: 2

अधिकतम अंक: 50 (बाह्य: 35 आंतरिक: 15)

संसर्ग सप्ताह 15

पाठ्यक्रम- परिचय

प्रस्तुत पाठ्यक्रम प्राग्विद्यालयी शिक्षकों में विद्यालय के माध्यमिक एवं सेकेंडरी स्तर पर भाषा और साहित्य के सम्बन्ध का बोध विकसित करने, साहित्य शिक्षण की बारीकियों- साहित्य के विविध रूपों, विधियों, युक्तियों की समझ विकसित करने का प्रयास है। साथ ही यह समझने में भी उनकी मदद करता है कि प्रत्येक विद्यार्थी के आस्वाद का धरातल अलग- अलग होता है और ऐसे में शिक्षक की क्या भूमिका होनी चाहिए। यह गद्य और पद्य शिक्षण के साथ- साथ व्याकरण की बारीकियों को समझने एवं उसके शिक्षण पर भी बल देता है। शिक्षण के दौरान प्रयोग किए जा सकने वाले संसाधनों, सहाय्य सामग्री विशेषकर सूचना- प्रौद्योगिकी के प्रसार के इस युग में ई- संसाधनों की उपयोगिता एवं उनके अनुप्रयोग की भी चर्चा करता है। साथ ही शिक्षण उपरान्त अधिगम- मूल्यांकन पर भी ध्यान केन्द्रित करता है। अंत में दिया गया प्रायोगिक कार्य प्राग्विद्यालयी शिक्षकों में सृजनात्मकता के विकास के साथ- साथ कक्षा- शिक्षण की तैयारी पर भी जोर देता है।

अधिगम प्रतिफल :


पाठ्यक्रम की समाप्ति के उपरान्त विद्यार्थी

1. हिन्दी भाषा एवं साहित्य शिक्षण के उद्देश्यों की पूर्ति के लिए प्रभावी साधनों एवं समुचित विधियों का प्रयोग कर सकेंगे।
2. हिन्दी भाषा एवं साहित्य शिक्षण में जनसंचार माध्यमों के प्रयोग की आवश्यकता को समझकर उनका अपने शिक्षण में प्रयोग कर सकेंगे।
3. हिन्दी शिक्षण- अधिगम में प्रयोग किए जा सकने वाले साधनों एवं सामग्री का उपयोग कर सकेंगे।
4. अपने विद्यार्थियों के अधिगम का समुचित मूल्यांकन कर सकेंगे।

इकाइयों की संख्या 5

सप्ताह 15

1981


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इकाई 1 हिन्दी व्याकरण शिक्षण एवं जनसंचार**सप्ताह 3 = 6 घंटे**

- हिन्दी भाषा शिक्षण में व्याकरण का स्थान, महत्व एवं उपयोगिता, शिक्षण उद्देश्य तथा विधियाँ
- हिन्दी भाषा और जनसंचार, जनसंचार के विविध रूप, जनसंचार माध्यमों की भाषा और विद्यार्थियों की भाषा पर उसका प्रभाव, हिन्दी शिक्षण में जनसंचार माध्यमों की भूमिका

इकाई 2 साहित्य- शिक्षण 1**सप्ताह 3 = 6 घंटे**

- भाषा और साहित्य- अन्तःसंबंध और भिन्नता, साहित्य के सौन्दर्यबोध के तत्त्व
- कविता का रसास्वादन- महत्व, उद्देश्य, आस्वाद के धरातल
- कविता- शिक्षण के पक्ष: भाव एवं कला पक्ष, शिक्षण-विधियाँ, आस्वादन में शिक्षक की भूमिका,
- सौंदर्यबोध विकासक युक्तियाँ, मूल्यांकन

इकाई 3 साहित्य- शिक्षण 2**सप्ताह 3 = 6 घंटे**

- गद्य शिक्षण- महत्व, उद्देश्य गद्य विधाओं के विविध रूप (निबंध एवं निबंधेतर)
- गद्य शिक्षण- विधियाँ, गहन अध्ययननिष्ठ पाठ एवं विस्तृत अध्ययननिष्ठ पाठों की शिक्षण विधि में अंतर
- निबंध शिक्षण
- निबंधेतर गद्य शिक्षण
- गद्य शिक्षण का मूल्यांकन

इकाई 4 हिन्दी-शिक्षण: साधन और सामग्री**सप्ताह 3 = 6 घंटे**

- हिन्दी पाठ्यक्रम तथा पाठ्यपुस्तकें- हिन्दी पाठ्यक्रम का आलोचनात्मक अध्ययन, पाठ्यपुस्तकों तथा पूरक पुस्तकों का महत्व, उद्देश्य, विशेषताएँ, पाठ्यपुस्तकों का समीक्षात्मक विश्लेषण
- हिन्दी शिक्षण में प्रयुक्त शिक्षण उपकरण- शैक्षिक उपकरणों का महत्व एवं उनकी उपयोगिता, उपकरणों के विविध रूप- यांत्रिक एवं अयांत्रिक उपकरण
- हिन्दी शिक्षण में सूचना प्रौद्योगिकी का उपयोग, ई-अधिगम संसाधन, उपकरणों एवं संसाधनों का प्रसंगानुकूल उपयोग

इकाई 5 मूल्यांकन**सप्ताह 3 = 6 घंटे**

- मूल्यांकन की संकल्पना, महत्व एवं विधियाँ, उद्देश्यनिष्ठ मूल्यांकन की आवश्यकता, सतत एवं व्यापक मूल्यांकन, मौखिक/ लिखित परीक्षण, परीक्षण प्रश्नों के प्रकार एवं उनकी निर्माण प्रक्रिया, सभी प्रकार के प्रश्नों के निर्माण का अभ्यास
- विद्यार्थियों के भाषा अधिगम में सामान्य त्रुटियाँ, निदानात्मक एवं उपचारात्मक कार्य



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प्रस्तावित प्रायोगिक/ परियोजना कार्य (कोई दो)

1. कल्पना प्रधान एवं भावप्रधान मौलिक निबंध लेखन के लिए विषय सूची निर्माण तथा उनमें से किन्हीं दो विषयों पर निबंध लेखन
2. पाठ्य पुस्तकों में निर्धारित पाठों की अंतर्वस्तु से मिलती- जुलती रचनाओं का संकलन
3. पाठ्यपुस्तकों में निहित अन्तःकथाओं का संकलन
4. पाठ्यपुस्तकों में संकलित मुहावरों, लोकोक्तियों का स्वतंत्र प्रयोग एवं उनके अर्थ से मिलते जुलते मुहावरों, लोकोक्तियों का संकलन
5. पाठ्यपुस्तकों में निर्धारित पाठों में से किसी एक के प्रतिपाद्य विषय का चयन कर परियोजना निर्माण

नोट: उपरोक्त के आधार पर, शिक्षक अपनी स्वयं की प्रासंगिक परियोजनाएँ/असाइनमेंट डिज़ाइन कर सकता है।

अनिवार्य/ अनुशंसित सन्दर्भ ग्रन्थ:

- अज्ञेय, सच्चिदानंद हीरानंद वात्स्यायन (2010), वत्सल निधि प्रकाशन माला: संविति, सस्ता साहित्य मण्डल प्रकाशन, नई दिल्ली
- सिंह, निरंजन कुमार (1981) माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
- गोस्वामी, कृष्ण कुमार एवं शुक्ल देवेन्द्र (1992), साहित्य शिक्षण, उच्च शिक्षा और शोध संस्थान, मद्रास
- चतुर्वेदी, रामस्वरूप (2005), हिन्दी साहित्य और संवेदना का विकास, लोकभारती प्रकाशन, दिल्ली
- तिवारी, पुरुषोत्तम (1992), हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी
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- प्रसाद, केशव (1976), हिन्दी शिक्षण, धनपत राय एंड संस, दिल्ली
- बाछोतिया हीरा लाल (2011), हिन्दी शिक्षण: संकलपना और प्रयोग, किताबघर प्रकाशन, दिल्ली
- नागोरी, शर्मा एवं शर्मा (1976) हिन्दी भाषा एवं साहित्य शिक्षण, राजस्थान प्रकाशन
- लहरी, रजनीकान्त (1975), हिन्दी शिक्षण, राम प्रसाद एंड संस, आगरा
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- सिंह, दिलीप (2007), भाषा, साहित्य और संस्कृति शिक्षण, वाणी प्रकाशन, नई दिल्ली

- सिंह संध्या(समन्वयक) (2019), भाषा- शिक्षण हिन्दी भाग- 2, राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद्, नई दिल्ली

अतिरिक्त सन्दर्भ ग्रन्थ:

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- अग्निहोत्री रमाकांत, खन्ना अमृतलाल (2023), भाषा एवं भाषा शिक्षण खंड 3, वाणी प्रकाशन, दिल्ली
- कुमार कृष्ण(2004), बच्चे की भाषा और अध्यापक, राष्ट्रीय पुस्तक न्यास, नई दिल्ली
- तिवारी, भोलानाथ(1990), हिन्दी भाषा शिक्षण, लिपि प्रकाशन, दिल्ली
- सुरेश कुमार (2001), शैलीविज्ञान, वाणी प्रकाशन, नई दिल्ली

शिक्षण- अधिगम प्रक्रिया: पाठ्यक्रम संव्यवहार के लिए अंतःक्रियात्मक शिक्षणशास्त्रीय पद्धतियों यथा कक्षा- चर्चाओं, पठन सामग्री पर आधारित सामूहिक अधिगम कार्य, विमर्शात्मक अभिव्यक्ति को प्रोत्साहन दिया जाएगा।

आकलन- पद्धति: आकलन अपनी प्रकृति में निर्माणात्मक (फार्मेटिव) होगा और उसमें विद्यार्थियों की सहभागिता, व्यक्तिगत एवं सामूहिक कार्य तथा प्रदत्त कार्य (असाइनमेंट) दिए जाएंगे। संकलनात्मक (सम्मेटिव) मूल्यांकन सेमेस्टर के अंत की परीक्षाओं से होगा।



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**पाठ्यक्रम का नाम: P.2.3 B: संस्कृत शिक्षण
(सेमेस्टर: द्वितिय)**

Credits: 2

अधिकतम अंक: 50 (बाह्य: 35 आंतरिक: 15)

सप्ताह -15

कार्यक्रम का विवरण -

इस पाठ्यक्रम का उद्देश्य विद्यार्थियों को संस्कृत के शास्त्रीय एवं आधुनिक भाषा के रूप का परिचय कराते हुए, उनमें संस्कृत भाषा अध्ययन-अध्यापन के उद्देश्यों एवं शिक्षणशास्त्रीय उपागमों के प्रति गहन अवबोध विकसित करना है। शैक्षिक एवं नीतिगत दस्तावेजों में निहित भाषा विमर्श के मध्य संस्कृत अध्ययन-अध्यापन की चुनौतियों एवं संभावनाओं के प्रति विद्यार्थियों में संचेतना का विकास करना भी इस पाठ्यक्रम का एक महत्वपूर्ण उद्देश्य है। यह पाठ्यक्रम विद्यार्थियों में संस्कृत अध्ययन-अध्यापन के प्रति आलोचनात्मक, सृजनात्मक, प्रयोगधर्मिता एवं नवाचारी दृष्टिकोण का विकास करेगा।

अधिगम परिणाम -

इस कार्यक्रम की सम्पूर्ति का पश्चात् विद्यार्थी समर्थ हो सकेंगे-

1. विद्यार्थी संस्कृत के शिक्षणशास्त्रीय विमर्श का अवबोध प्राप्त कर सकेंगे।
2. विधागत अंतरो की समझ के आधार पर, पाठ-योजनाओं के निर्माण का बोध एवं कौशल का विकास हो सकेगा।
3. मूल्यांकन के विविध उपागमों के गुण-दोषों की समीक्षा एवं तदनुरूप संस्कृत के लिए उपयुक्त मूल्यांकन के प्रारूपों को विकसित करने की दक्षता का विकास।
4. विद्यार्थी ऐतिहासिक रूप में संस्कृत शिक्षणशास्त्र के संदर्भ व्यवहृत शिक्षण विधियों का ज्ञान प्राप्त करने में समर्थ हो सकेगा।

इकाई 1: संस्कृत अध्ययन-अध्यापन विधियाँ

7 सप्ताह = 14 घंटे

- पाठशाला विधि, भंडारकर विधि, व्याख्या विधि, सूत्र विधि,

- संस्कृत साहित्य की विभिन्न विधाओं का शिक्षण – गद्य, पद्य, नाटक एवं इनकी पाठयोजनाएं.
- संस्कृत अध्ययन-अध्यापन- व्यवहारवादी एवं निर्मितिवादी.

इकाई 2: संस्कृत अध्ययन-अध्यापन के मूल्यांकन का विमर्श

8 सप्ताह = 16 घंटे

- वर्षान्त एवं सत्रान्त परीक्षा की समालोचना.
- सतत, व्यापक एवं संचयी मूल्यांकन का विमर्श तथा उसकी समीक्षा

प्रस्तावित परियोजनाएं एवं प्रायोगिक कार्य –

- निकटस्थ संस्कृत पाठशालाओं एवं गुरुकुलों का निरीक्षण.
- व्यवहारवादी एवं निर्मितिवादी के आलोक में पुरातन प्रश्न पत्रों की समीक्षा.
- संस्कृत शिक्षण शास्त्र के विविध उपागमों के आधार पर नवीन प्रश्न पत्रों का निर्माण.

आवश्यक/ प्रस्तावित पाठ्यसामग्री –

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- राष्ट्रीय शिक्षा नीति 1968, 1986, 2020
- मिश्र, प्रभाशंकर (1979) संस्कृत-शिक्षण, चण्डीगढ़, हरियाणा ग्रन्थ अकादमी
- मितल, संतोष (2000) संस्कृत-शिक्षण, आर. लाल बुक डिपो, मेरठ
- शर्मा, नन्दराम (2007) संस्कृत-शिक्षण, साहित्य चन्द्रिका, प्रकाशन, जयपुर

अतिरिक्त पाठ्यसामग्री –

- शास्त्री, चमू कृष्ण (2019) संस्कृतकक्ष्या, संस्कृत संवर्धनप्रतिष्ठानम्, देहली

अध्ययन-अध्यापन प्रक्रिया-

पाठ्यक्रम का अध्ययन-अध्यापन कक्षा चर्चा, वाद-विवाद, फिल्म चर्चा, मीडिया विश्लेषण, सहयोगात्मक शिक्षण कार्य जैसे अंतर्क्रियात्मक (इंटरैक्टिव) प्रक्रियाओं के माध्यम से जाएगा जो विद्यार्थियों में चिन्तनशीलता, रचनाधर्मिता एवं प्रयोगशीलता का विकास करेगा।

मूल्यांकन पद्धति

मूल्यांकन प्रकृति में रचनात्मक एवं विद्यार्थियों की सहभागिता का समावेशन किया जाएगा। व्यक्तिगत और सामूहिक रूप से प्रदत्त कार्य दिए जाएंगे। मूल्यांकन में विद्यार्थियों के लेखन एवं मौखिक दक्षताओं का ध्यान रखा जाएगा।



Head/Dean

विभागाध्यक्ष एवं संकाय अध्यक्ष
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दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007

- [illegible]

یہاں پر ہم نے ایک اور موضوع پر بحث کی ہے جو کہ ہے "تعلیم کی مختلف سطحوں کی دستیابی اور ان کی قیمت"۔ اس موضوع پر بحث کرنے سے پہلے ہمیں یہ سمجھنا چاہیے کہ تعلیم کی مختلف سطحوں کی کیا قیمت ہے اور یہ قیمت کیسے طے کی جاتی ہے۔

تعلیم کی مختلف سطحوں کی قیمت طے کرنے کے لیے ہمیں کئی عوامل کو مدنظر رکھنا پڑے گا۔ پہلا یہ کہ تعلیم کی کون سی سطح ہے (مثلاً: ابتدائی، ثانوی، تertiary)۔ دوسرا یہ کہ تعلیم کی کون سی شاخ ہے (مثلاً: سائنس، ادبیات، فنونِ لطیفہ)۔ تیسرا یہ کہ تعلیم کی کون سی سطح پر تعلیم دیا جا رہا ہے (مثلاً: سرکاری، نجی، بین الاقوامی)۔

تعلیم کی مختلف سطحوں کی قیمت طے کرنے کے لیے ہمیں کئی عوامل کو مدنظر رکھنا پڑے گا۔ پہلا یہ کہ تعلیم کی کون سی سطح ہے (مثلاً: ابتدائی، ثانوی، تertiary)۔ دوسرا یہ کہ تعلیم کی کون سی شاخ ہے (مثلاً: سائنس، ادبیات، فنونِ لطیفہ)۔ تیسرا یہ کہ تعلیم کی کون سی سطح پر تعلیم دیا جا رہا ہے (مثلاً: سرکاری، نجی، بین الاقوامی)۔

تعلیم کی مختلف سطحوں کی قیمت طے کرنے کے لیے ہمیں کئی عوامل کو مدنظر رکھنا پڑے گا۔ پہلا یہ کہ تعلیم کی کون سی سطح ہے (مثلاً: ابتدائی، ثانوی، تertiary)۔ دوسرا یہ کہ تعلیم کی کون سی شاخ ہے (مثلاً: سائنس، ادبیات، فنونِ لطیفہ)۔ تیسرا یہ کہ تعلیم کی کون سی سطح پر تعلیم دیا جا رہا ہے (مثلاً: سرکاری، نجی، بین الاقوامی)۔

۱۵: یسعی یسعی یسعی

۳۵ : تیشخیتل یسکیریل

ಗ್ರಂಥ ಸಂಖ್ಯೆ : ೧೧

♥ : ସୂଚକ :

2 - Handwritten

اردو کی دستاویز: B4. 2. P

(پتا، دغ) بیستی کوختا، آب، مہشت



- [illegible]

$$(\text{H}_2\text{O} - \text{H})$$

تتبعاً لاجازتیں اور تدریسی منصوبہ اردو مندرجہ ذیل تدریسی - ۲ - ۱۵۹

- [illegible]

(f - d'')''

[illegible]

10 - 10

(۳) (۱۷) ۱۷۱۷ کی تاریخ

-متکثر حاصل کی کیفیت و

سرگرمیوں اور تفریح کے ذریعے تعلیمی عمل میں اضافہ کی ضرورت اور اس کے طریقے۔

۹- اندازہ قدرت کے مختلف طریقوں سے واقف ہو جائیں؛

موتی استیصال خان خاں

[illegible]

- قواعد کی تدریس اور منصوبہ سبق؛

- مضمون کی تدریس اور منصوبہ سبق؛

- مراسلہ کی تدریس اور منصوبہ سبق؛

- کام وسائل اور سرگرمیاں؛

- درسی آموزشی اعاناتیں، سمعی و بصری سرگرمیاں: آئی سی ٹی، کیل (کمپیوٹر اسسٹڈ

لرننگ)، ریڈیو، ٹی وی، لسانی کارگاہ، ورک شاپ، میگزین، اخبار، لائبریری، ہم نصابی

سرگرمیاں، ہمسر تدریس، گروپ تدریس -

اکائی - ۳ - اردو زبان کا تعین قدر

(ہفتہ - ۶)

- امتحان اور اندازہ قدر؛

- مسلسل اور جامع تعین قدر؛

- سوالات کے اقسام: موضوعی طرز کے جواب والے سوالات، مختصر جواب والے

سوالات، کثیر الجواب والے سوالات، گروپ تحسیب، خود تحسیب، ہم سر تحسیب؛

- تحصیلی جانچ کے پرچہ کی تیاری: انتظام اور تجزیہ -

- عملی تحقیق کا تصور، ضرورت، اقدامات اور تدریس میں اس کے امکانات -

تجویز کردہ کتب :

- اردو تدریسیات، حصہ دوم، این سی ای آر ٹی، نئی دہلی، ۲۰۱۶ -

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- رہنما کتاب، ثانوی اور اعلیٰ ثانوی سطح کے لیے، این سی ای آر ٹی، نئی دہلی، ۲۰۰۹ -

- نیشنل فوکس گروپ کا پوزیشن پیپر برائے ہندوستانی زبانوں کی تدریس، این سی ای آر

ٹی، نئی دہلی، ۲۰۱۰ -

- رہنما کتاب (ٹیچرس مینوئل)، ثانوی اور اعلیٰ ثانوی درجات کے لیے، این سی ای آر ٹی، نئی دہلی، ۲۰۱۰ -

- رہنما کتاب (ٹیچرس مینوئل)، ثانوی اور اعلیٰ ابتدائی سطح، این سی ای آر ٹی، نئی دہلی، ۲۰۱۰ -

- رہنما کتاب (تیچرس مینوئل)، ثانوی اور ابتدائی سطح، این سی ای آر ٹی، نئی دہلی، ۲۰۱۰
- تجویز کردہ کام ، پروجیکٹس اور سرگرمیاں :
- کسی بھی دو تخلیقی تحریر کا اردو میں ترجمہ کریں -
- کسی بھی کہانی یا ڈرامے کا جائزہ لیں اور گروپس میں بحث کریں -
- ثانوی سطح کی تجویز کردہ کسی بھی نصابی کتاب کے متنی مواد کا جائزہ لیں -
- چھوٹے بچوں میں بولنے، سننے، پڑھنے اور لکھنے کی مہارت کو فروغ دینے کے لیے سرگرمیاں تیار کریں -
- ہنوسٹان میں شائع ہوئی بچوں کی میگزین اور دیگر لٹریچر کی فہرست تیار کریں -
- طلبہ کی دلچسپی کو ذہن میں رکھتے ہوئے ورکشاپ ، سیمینار، کانفرنس یا اس سے متعلق موضوعات کا اہتمام کریں -
- ایک بیت بازی مقابلے کا اہتمام کریں -
- تمسلی مشاعرہ کا اہتمام کریں -
- تخلیقی تحریر کے لیے طلباء کی حوصلہ افزائی کریں اور رسالوں میں اشاعت کے لیے تحریری تھیم جمع کریں -
- درس و تدریس کا عمل :

پریزینٹیشن، پینل - یہ کورس تعامل تدریسی طریقوں جیسے کہ کمرہ جماعت میں کسی موضوع پر گفتگو یا ڈسکشن، ڈبٹس، سیمینار ڈسکشن، فلم ڈسکشن، میڈیا وغیرہ کے تعمیدی تجزیہ کے ذریعہ باہمی تعاون کے ساتھ طلباء کو پڑھایا جائے گا - جو کہ تعلیمی میدان سمجھنے کے عمل کو بڑھاتا ہے۔ اس کے ساتھ کسی بھی موضوع پر اظہار خیال جدید منصوبوں پر پڑھنے اور میں بنیادی تحریروں اور کرنے کی صلاحیت کو بھی فروغ دیگا۔

سلمان، اسٹنٹ پروفیسر، یونیورسٹی آف دہلی، سمسٹر وائز سلیبس تیار کیا گیا ہے۔

تشخیص کا طریقہ :

- تشخیص ابتدائی نوعیت کا ہوگا اور طلباء کی شرکت میں اہم کردار ادا کرے گا۔ انفرادی اور گروہی کام اور اسائنمنٹ دیے جائیں گے۔
- سمسٹر کے اختتامی امتحان کے ذریعہ مجموعی تشخیص کی جائے گی۔

کلیدی الفاظ :

اردو، درس و تدریس، تشخیص -



Head/Dean

विभागाध्यक्ष एवं संकाय अध्यक्ष
शिक्षा विभाग/Dept. of Education
दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007

Bachelor of Education (B.Ed.)
Pedagogy of Language (P.2.4 B: Urdu)
(Semester- 2)

Credit:2

MM:50 (External: 35 Internal: 15)

Contact weeks: 15

Introduction of the Course

Urdu Is A Modern Indian Language. The Teaching Learning Program Of Urdu Language Is Available All Most In All Over Indian School, It May Be As An Optional Form Or As Medium Of Instruction. The Curriculum for Urdu Teaching Is Being Designed At National and State Level According To the Need of Levels.

The Availability And Training Of Urdu Teacher For All Levels Of School Education Has Been Also Ensured. Keeping In View The Expansion Of Knowledge And New Techniques In The Field Of Education, New Experiments Are Being Practiced, Which Is Betterment For The Betterment And Improvement Of Teachers Training Program. The Two Years B.Ed. Syllabus For Pedagogy Of Urdu Language Education Has Also Been Designed In This Regard By N.C.T.E. 2014.

According To The Regulation Of N.C.T.E. 2014 A Harmonious Bond Between The Teacher Education And School Education Is Considered Necessary. While Designing The Syllabus Of Teachers Training Program The Concerned Stake- Holders Have Been Taken Into Account.

Two Hands Qualitative Improvement in Teaching Learning Process. The School Education and Teacher Educators Mutually Share Their Experience and Strengthen To Each Other. The Effective Use Of Modern Audio Visual Techniques At Every Stage Of Teaching Learning Process Is Envisaged.

Learning Outcomes

The Course Will Enable the Pupil-Teachers:-

- To Understand The Importance Of Language Learning To Gain Knowledge;
- To Understand The Difference Between Dialect And Language;
- To Know About The Evolution And Development Of Urdu Language;
- To Know The Structural Principle Of Urdu Language;
- To Know The Different Forms Of Urdu Prose And Poetry;
- To Understand The Different Skills Of Urdu Language;
- To Know The Different Teaching Methods Of Urdu Language;
- To Know The Effective Use Of Audio-Visual Aids In Urdu Teaching;
- To Know The Different Methods Of Evaluation In Urdu.
- To know about Action research: importance needs and uses in educational Institutions.



Head/Dean

विभागाध्यक्ष एवं संकाय अध्यक्ष
शिक्षा विभाग/Deptt. of Education
दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007

Numbers of Units (1 to 3)

Weeks - 15

Unit 1 - Methods and Approaches to Language Teaching

(Weeks – 4)

- The Grammar Translation Method (GTM);
- Direct Method;
- Audio-Lingual Method;
- Structural Approach;
- Thematic Approach;
- Question Answer Method;
- Play Way Method, Story Method;
- Discussion Method, Lecture Method;
- Inductive and Deductive Method.

Unit 2 - Teaching Of Urdu and Lesson Planning

(Weeks – 5)

- Teaching Of Prose And Lesson Planning;
- Teaching Of Poetry And Lesson Planning;
- Teaching Of Ghazal And Lesson Planning;
- Teaching Of Drama And Lesson Planning;
- Teaching Of Grammar And Lesson Planning;
- Teaching Of Essay Writing And Lesson Planning;
- Tasks, Resources And Activities In Language Teaching, Teaching Learning Materials;
- Audio-Visual Aids, ICT, CAL (Computer-Assisted Learning), Radio, T.V, Languages Labs;
- Workshops, Magazine, Newspaper, Libraries, Co- Curricular Activities;
- Peer Teaching, Group Teaching.

Unit 3 - Assessment in Urdu Language

(Weeks – 6)

- Examination And Evaluation;
- Continuous And Comprehensive Evaluation: Concept And Importance;
- Typology Of Questions: Open Ended Questions, Short Answer Questions And Mcqs Etc.;
- Self-Evaluation, Peer Evaluation And Group Evaluation;
- Preparation of Achievement Test Paper, Administration and Analysis;
- Action Research: concept, need, steps and possibilities in teaching.

Suggested readings:-

- Urdu Tadreesiyat, Part-2, NCERT, N.D, 2016.
- Tadrees E Zaban E Urdu, Inamullah Khan Sherwani, Marqneems Street Calcutta, India, 2003.

- Urdu Zaban o Qawaid, part-2, SHAFI Ahmad Siddiqui, Maktaba Jamia Ltd, New Delhi, 1996.
- Tadrees E Urdu, Zubaida Habeeb, Dabistan Publications, New Delhi, 2012.
- Rahnuma Kitab, For Secondary and Higher Secondary Level Teachers, NCERT, New Delhi, 2009.
- National Focus Group Ka Position Paper Barae Hindustani Zabanon Ki Tadrees, NCERT, New Delhi, 2010.
- Insha aur Talaffuz, Rasheed Hasan Khan, Maktaba Jamia Ltd, New Delhi, 2000.
- Urdu Qawaid, N.C.E.R.T, New Delhi, 2012.
- Reyaz admad, jadeed Tareeqe aur Taqaze, Maktaba Jamia Ltd, New Delhi, 2013.
- National Focus Group Ka Position Paper Barae Imtehani Islahat, NCERT, New Delhi, 2011.
- Rahnuma Kitab (Teachers Manual) - Primary Stage, NCERT, New Delhi, 2010.
- Rahnuma Kitab (Teacher 'S Manual) - Upper Primary Stage, NCERT, New Delhi, 2010.
- Rahnuma Kitab (Teacher's Manual) - Secondary and Higher Secondary Stage, NCERT New Delhi, 2010.
- Fahem Ka Waseela, NCERT, New Delhi, 2012.

Proposed Tasks, Projects and Activities

- Take Two Piece Of Creative Writing And Translate It In Urdu.
- Review Any Story Or Drama And Make A Discussion In Groups.
- Review The Textual Materials Of Any Text Book Prescribed At Secondary Level.
- Prepare Activities To Develop Speaking, Listening, Reading And Writing Skills In Young Learners.
- Prepare A List Of Children Magazine And Other Literature Published In India.
- Organise A Workshop/Seminar/Conference Or Its Topics Related To Child's Interest.
- Organise A Bait-Bazi Competition.
- Organise A Tamseeli Mushaira.
- Encourage The Students For Creative Writing And Collect Theme Writings For Publication In The Magazines.

Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method:

Assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Urdu, Teaching-Learning, Assessment.



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Bachelor of Education (B. Ed)

P- 2.5 A Punjabi (Semester - 2)

Credit 2

Mm:50 (External: 35 Internal:15)

Contact Week 15

Introduction of the Course

Punjabi is a Modern Indian Language as well as Second language in Delhi. The Teaching Learning Program of Punjabi Language is available almost in all over Indian Schools. The Curriculum for Punjabi Teaching is being designed at National and State level according to the need of levels.

The Bachelor of Education program, generally known as B. Ed., is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII). The Two Years B.Ed. Syllabus for Pedagogy of Punjabi Language Education has been designed by N.C.T.E 2014. The availability and training of Punjabi teachers for all levels of school education has been also ensured. Keeping in view the expansion of knowledge and new techniques in the field of education, New experiments are being practised, which is better for the Betterment and improvement of teacher training programs.

Learning Outcomes

After completion of the course student will be able to:


1. To know the structural principles of Punjabi language.
2. To understand the difference between dialect and language.
3. To know the different teaching methodology and pedagogy of Punjabi language.
4. To know the effective use of Audio-Visual Aids and other ICT in Punjabi language.
5. To know the different methods of assessment and evaluation In Punjabi language etc.

Number of Units: 2

Week:15 = 30 hours

Unit - 1: Aspects of Language Teaching, Learning Material and Resources (8 Weeks =16 hours)

- Micro Teaching, Unit Planning and Lesson Planning.
- Instructional Objectives, Specifications and Teaching aids for:


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1. Prose: Techniques (Discussion, Narration, Questioning), Methods (Story-Telling, Dramatization)
2. Poetry: Methods (Recitation, Rhyming)
3. Grammar: Types (Functional, Formal), Methods (Inductive, Deductive)
- Learning Resources: Computer Assisted Language Learning (CALL), Library, Language Laboratory. Audio Visual Aids

Unit - 2: Assessment and Evaluation (7 Weeks =14 hours)

- Meaning and significance of Assessment and Evaluation in Punjabi.
- Qualities of a Punjabi Teacher (Linguistic Pedagogical, Psychological, literary, Professional Growth and leadership in the field)
- Critical Appraisal of a Punjabi text book.
- Types of Test Items and development of Achievement test in Punjabi.
- Diagnostic and Remedial Teaching.
- Action research: Concept and Identification of problems faced the teachers in the classroom

Practicum/ Suggested Projects / Assignments (Any Two)

1. Take two pieces of creative writing and translate in Punjabi.
2. Review any story or drama and make a discussion in groups.
3. Review the textual materials of any text book prescribed at secondary level.
4. Prepare activities to develop speaking, listening, reading and writing skills in young learners.
5. Prepare a list of children magazines and other literature published in India.
6. Encourage The Students For Creative Writing.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments

Essential/ Recommended Readings

- Joshi, J. S. (2006). Punjabi Adhyan te Adhyapan. Amritsar: Waris Shah Foundation.
- Bhatia & Bhatia (2007). Adhyapan Vidhiya ate Sidhant. Patiala: Punjabi University.
- Jass, J.S. and Kaur, J. (2010). Maatra Bhasha Di Shikiya Vidhi. Jalandhar: New Book Company.
- Kang, A.S. (1992). Punjabi Bhasha Te Gurmukhi Lipi. Amritsar: Kastoori Lal Sons.
- Kaur, Dhanwant (2009). Punjabi Bhasha, Sahit te Sabhyachar. Patiala: Punjabi University.

- Nandra, I.S. (2008). Punjabi Bhasha da Adhyapan. Patiala: Twenty First Century Publications.
- Singh, P.P. (1996). Punjabi Bhasha Da Sarota Te Bantar. Patiala: Punjabi University.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through the end- semester examination.

Key words : Pedagogy, Punjabi, Teaching-Learning, Assessment

ਬੈਚਲਰ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ (ਬੀ.ਐੱਡ)

ਪੀ - 2.5 A ਪੰਜਾਬੀ

(ਸਸਮੈਸਟਰ - 2)

Credit 2

ਵੱਧ ਤੋਂ ਵੱਧ ਅੰਕ: 50 (ਬਾਹਰੀ: 35 ਅੰਦਰੂਨੀ:15)

ਸੰਪਰਕ ਹਫ਼ਤਾ 15

ਕੋਰਸ ਦੀ ਜਾਣ-ਪਛਾਣ

ਪੰਜਾਬੀ ਇੱਕ ਆਧੁਨਿਕ ਭਾਰਤੀ ਭਾਸ਼ਾ ਹੈ ਅਤੇ ਨਾਲ ਹੀ ਦਿੱਲੀ ਵਿੱਚ ਦੂਜੀ ਭਾਸ਼ਾ ਹੈ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਟੀਚਿੰਗ ਲਰਨਿੰਗ ਪ੍ਰੋਗਰਾਮ ਲਗਭਗ ਸਾਰੇ ਭਾਰਤੀ ਸਕੂਲਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ। ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਲਈ ਪਾਠਕ੍ਰਮ ਰਾਸ਼ਟਰੀ ਅਤੇ ਰਾਜ ਪੱਧਰ 'ਤੇ ਪੱਧਰਾਂ ਦੀ ਲੋੜ ਅਨੁਸਾਰ ਤਿਆਰ ਕੀਤਾ ਜਾ ਰਿਹਾ ਹੈ। ਬੈਚਲਰ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ ਪ੍ਰੋਗਰਾਮ, ਆਮ ਤੌਰ 'ਤੇ ਬੀ. ਐਡ. ਵਜੋਂ ਜਾਣਿਆ ਜਾਂਦਾ ਹੈ, ਇੱਕ ਪੇਸ਼ੇਵਰ ਕੋਰਸ ਹੈ ਜੋ ਅਧਿਆਪਕਾਂ ਨੂੰ ਉੱਚ ਪ੍ਰਾਇਮਰੀ ਜਾਂ ਮੱਧ ਪੱਧਰ (ਜਮਾਤ VI-VIII), ਸੈਕੰਡਰੀ ਪੱਧਰ (ਕਲਾਸ IX-X) ਅਤੇ ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਪੱਧਰ (11ਵੀਂ ਜਮਾਤ) ਲਈ ਤਿਆਰ ਕਰਦਾ ਹੈ। XII). ਦੋ ਸਾਲਾ ਬੀ.ਐੱਡ. N.C.T.E 2014 ਦੁਆਰਾ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਸਿੱਖਿਆ ਸ਼ਾਸਤਰ ਲਈ ਸਿਲੇਬਸ ਤਿਆਰ ਕੀਤਾ ਗਿਆ ਹੈ। ਸਕੂਲੀ ਸਿੱਖਿਆ ਦੇ ਸਾਰੇ ਪੱਧਰਾਂ ਲਈ ਪੰਜਾਬੀ ਅਧਿਆਪਕਾਂ ਦੀ ਉਪਲਬਧਤਾ ਅਤੇ ਸਿਖਲਾਈ ਨੂੰ ਵੀ ਯਕੀਨੀ ਬਣਾਇਆ ਗਿਆ ਹੈ। ਸਿੱਖਿਆ ਦੇ ਖੇਤਰ ਵਿੱਚ ਗਿਆਨ ਦੇ ਪਸਾਰ ਅਤੇ ਨਵੀਆਂ ਤਕਨੀਕਾਂ ਨੂੰ ਪਿਆਨ ਵਿੱਚ ਰੱਖਦੇ ਹੋਏ, ਨਵੇਂ ਪ੍ਰਯੋਗ ਕੀਤੇ ਜਾ ਰਹੇ ਹਨ, ਜੋ ਕਿ ਅਧਿਆਪਕ ਸਿਖਲਾਈ ਪ੍ਰੋਗਰਾਮਾਂ ਦੀ ਬਿਹਤਰੀ ਅਤੇ ਸੁਧਾਰ ਲਈ ਬਿਹਤਰ ਹਨ।

ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ

ਕੋਰਸ ਪੂਰਾ ਹੋਣ ਤੋਂ ਬਾਅਦ ਵਿਦਿਆਰਥੀ ਇਹ ਕਰਨ ਦੇ ਯੋਗ ਹੋ ਜਾਵੇਗਾ:

1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਸੰਰਚਨਾਤਮਕ ਸਿਧਾਂਤਾਂ ਨੂੰ ਜਾਣਨਾ।
2. ਬੋਲੀ ਅਤੇ ਭਾਸ਼ਾ ਵਿੱਚ ਅੰਤਰ ਨੂੰ ਸਮਝਣ ਲਈ।
3. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਵੱਖ-ਵੱਖ ਅਧਿਆਪਨ ਵਿਧੀ ਅਤੇ ਸਿੱਖਿਆ ਸ਼ਾਸਤਰ ਨੂੰ ਜਾਣਨਾ।
4. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਆਡੀਓ-ਵਿਡੀਓ ਏਡਜ਼ ਅਤੇ ਹੋਰ ਆਈ.ਸੀ.ਟੀ. ਦੀ ਪ੍ਰਭਾਵੀ ਵਰਤੋਂ ਨੂੰ ਜਾਣਨ ਲਈ।
5. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਮੁਲਾਂਕਣ ਅਤੇ ਮੁਲਾਂਕਣ ਦੇ ਵੱਖ-ਵੱਖ ਤਰੀਕਿਆਂ ਨੂੰ ਜਾਣਨਾ ਆਦਿ।

ਯੂਨਿਟਾਂ ਦੀ ਗਿਣਤੀ (ਇਕਾਈ 3 ਤੋਂ 4)

ਹਫ਼ਤੇ - 15

ਯੂਨਿਟ - 3: ਭਾਸ਼ਾ ਅਧਿਆਪਨ, ਸਿੱਖਣ ਦੀ ਸਮੱਗਰੀ ਅਤੇ ਸਰੋਤਾਂ ਦੇ ਪਹਿਲੂ

- ਮਾਈਕਰੋ ਟੀਚਿੰਗ, ਯੂਨਿਟ ਪਲੈਨਿੰਗ ਅਤੇ ਲੈਸਨ ਪਲੈਨਿੰਗ।
- ਹਿਦਾਇਤ ਦੇ ਉਦੇਸ਼, ਨਿਰਧਾਰਨ ਅਤੇ ਅਧਿਆਪਨ ਸਹਾਇਤਾ ਇਸ ਲਈ:
 1. ਵਾਰਤਕ: ਤਕਨੀਕਾਂ (ਚਰਚਾ, ਬਿਰਤਾਂਤ, ਪ੍ਰਸ਼ਨ), ਢੰਗ/ ਮਾਧਿਅਮ (ਕਹਾਣੀ-ਕਥਨ, ਨਾਟਕੀਕਰਨ)
 2. ਕਵਿਤਾ: ਢੰਗ (ਪਾਠ, ਤੁਕਬੰਦੀ)
 3. ਵਿਆਕਰਣ: ਕਿਸਮਾਂ (ਕਾਰਜਕਾਰੀ, ਰਸਮੀ), ਢੰਗ (ਆਦਮੀ, ਕਟੌਤੀ)
- ਸਿੱਖਣ ਦੇ ਸਰੋਤ: ਕੰਪਿਊਟਰ ਅਸਿਸਟਿਡ ਲੈਂਗੂਏਜ ਲਰਨਿੰਗ (CALL), ਲਾਇਬ੍ਰੇਰੀ, ਭਾਸ਼ਾ ਪ੍ਰਯੋਗਸ਼ਾਲਾ। ਆਡੀਓ ਵਿਡੀਓ ਏਡਜ਼।

ਯੂਨਿਟ - 4: ਪਰੀਖਿਆ ਅਤੇ ਮੁਲਾਂਕਣ

- ਪੰਜਾਬੀ ਵਿੱਚ ਪਰੀਖਿਆ ਅਤੇ ਮੁਲਾਂਕਣ ਦਾ ਅਰਥ ਅਤੇ ਮਹੱਤਵ।
- ਪੰਜਾਬੀ ਅਧਿਆਪਕ ਦੇ ਗੁਣ (ਭਾਸ਼ਾਈ ਸਿੱਖਿਆ ਸ਼ਾਸਤਰੀ, ਮਨੋਵਿਗਿਆਨਕ, ਸਾਹਿਤਕ, ਪੇਸ਼ੇਵਰ ਵਿਕਾਸ ਅਤੇ ਖੇਤਰ ਵਿੱਚ ਅਗਵਾਈ)
- ਪੰਜਾਬੀ ਪਾਠ ਪੁਸਤਕ ਦਾ ਆਲੋਚਨਾਤਮਕ ਮੁਲਾਂਕਣ।
- ਟੈਸਟ ਆਈਟਮਾਂ ਦੀਆਂ ਕਿਸਮਾਂ ਅਤੇ ਪੰਜਾਬੀ ਵਿੱਚ ਅਚੀਵਮੈਂਟ ਟੈਸਟ ਦਾ ਵਿਕਾਸ।
- ਡਾਇਗਨੋਸਟਿਕ ਅਤੇ ਰੈਮੇਡੀਅਲ ਟੀਚਿੰਗ।
- ਐਕਸ਼ਨ ਰਿਸਰਚ: ਕਲਾਸਰੂਮ ਵਿੱਚ ਅਧਿਆਪਕਾਂ ਨੂੰ ਦਰਪੇਸ਼ ਸਮੱਸਿਆਵਾਂ ਦੀ ਧਾਰਨਾ ਅਤੇ ਪਛਾਣ

ਸੁਝਾਈਆਂ ਗਈਆਂ ਰੀਡਿੰਗਾਂ

- ਜੋਸ਼ੀ, ਜੇ. ਐੱਸ. (2006)। ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਤੇ ਅਧਿਆਪਨ। ਅੰਮ੍ਰਿਤਸਰ: ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ।
- ਭਾਟੀਆ ਅਤੇ ਭਾਟੀਆ (2007)। ਅਧਿਆਪਨ ਵਿਧੀਆ ਖਾਏ ਸਿਧਾਂਤ। ਪਟਿਆਲਾ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ।
- ਜੱਸ, ਜੇ.ਐਸ. ਅਤੇ ਕੌਰ, ਜੇ. (2010)। ਮਾਤਰ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ। ਜਲੰਧਰ: ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ।
- ਕੌਰ, ਏ.ਐਸ. (1992)। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ। ਅੰਮ੍ਰਿਤਸਰ: ਕਸਤੂਰੀ ਲਾਲ ਸੰਨਜ਼।
- ਕੌਰ, ਧਨਵੰਤ (2009) ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਸਾਹਿਤ ਤੇ ਸਭਿਆਚਾਰ। ਪਟਿਆਲਾ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ।
- ਨੰਦਰਾ, ਆਈ.ਐਸ. (2008)। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ। ਪਟਿਆਲਾ: ਵੀਹਵੀਂ ਸਦੀ ਪ੍ਰਕਾਸ਼ਨ।



Head/Dean

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University of Delhi, Delhi-110007

- ਸਿੰਘ, ਪੀ.ਪੀ. (1996)। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਸਰੋਤਾ ਤੇ ਬੰਤਰ। ਪਟਿਆਲਾ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ।

ਪ੍ਰਸਤਾਵਿਤ ਕਾਰਜ, ਪ੍ਰੋਜੈਕਟ ਅਤੇ ਗਤੀਵਿਧੀਆਂ

- ਰਚਨਾਤਮਕ ਲਿਖਤ ਦੇ ਦੋ ਟੁਕੜੇ ਲਓ ਅਤੇ ਪੰਜਾਬੀ ਵਿੱਚ ਅਨੁਵਾਦ ਕਰੋ।
- ਕਿਸੇ ਵੀ ਕਹਾਣੀ ਜਾਂ ਡਰਾਮੇ ਦੀ ਸਮੀਖਿਆ ਕਰੋ ਅਤੇ ਸਮੂਹਾਂ ਵਿੱਚ ਚਰਚਾ ਕਰੋ।
- ਸੈਕੰਡਰੀ ਪੱਧਰ 'ਤੇ ਨਿਰਧਾਰਤ ਕਿਸੇ ਵੀ ਪਾਠ ਪੁਸਤਕ ਦੀ ਪਾਠ ਸਮੱਗਰੀ ਦੀ ਸਮੀਖਿਆ ਕਰੋ।
- ਨੌਜਵਾਨ ਸਿੱਖਿਆਰਥੀਆਂ ਵਿੱਚ ਬੋਲਣ, ਸੁਣਨ, ਪੜ੍ਹਨ ਅਤੇ ਲਿਖਣ ਦੇ ਹੁਨਰ ਨੂੰ ਵਿਕਸਿਤ ਕਰਨ ਲਈ ਗਤੀਵਿਧੀਆਂ ਤਿਆਰ ਕਰੋ।
- ਭਾਰਤ ਵਿੱਚ ਛਪਦੇ ਬਾਲ ਰਸਾਲਿਆਂ ਅਤੇ ਹੋਰ ਸਾਹਿਤ ਦੀ ਸੂਚੀ ਤਿਆਰ ਕਰੋ।
- ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਰਚਨਾਤਮਕ ਲਿਖਤ ਲਈ ਉਤਸ਼ਾਹਿਤ ਕਰੋ।

ਸਿੱਖਣ ਦੀ ਪ੍ਰਕਿਰਿਆ

ਸਿੱਖਣ ਦੀ ਪ੍ਰਕਿਰਿਆ ਕੋਰਸ ਇੰਟਰਐਕਟਿਵ ਪੈਡਾਗੋਗਿਕ ਤਰੀਕਿਆਂ ਜਿਵੇਂ ਕਿ ਕਲਾਸਰੂਮ ਚਰਚਾ, ਬਹਿਸ, ਫਿਲਮ ਚਰਚਾ, ਆਲੋਚਨਾਤਮਕ ਮੀਡੀਆ ਵਿਸ਼ਲੇਸ਼ਣ, ਸਹਿਯੋਗੀ ਸਿੱਖਣ ਦੇ ਕਾਰਜਾਂ ਦੁਆਰਾ ਸਿਖਾਇਆ ਜਾਵੇਗਾ ਜੋ ਖੇਤਰ ਵਿੱਚ ਮੁੱਖ ਲਿਖਤਾਂ ਅਤੇ ਨਵੀਨਤਾਕਾਰੀ ਪ੍ਰੋਜੈਕਟਾਂ ਨੂੰ ਪੜ੍ਹਨ ਦੀ ਸਮਝ ਨੂੰ ਵਧਾਉਂਦੇ ਹਨ। ਪ੍ਰਤੀਬਿੰਬਤ ਪ੍ਰਗਟਾਵੇ ਅਤੇ ਸਿੱਖਣ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕੀਤਾ ਜਾਵੇਗਾ। (ਗੁਰਵਿੰਦਰ ਸਿੰਘ ਆਨੰਦ ਅਸਿਸਟੈਂਟ ਪ੍ਰੋਫੈਸਰ ਦਿੱਲੀ ਯੂਨੀਵਰਸਿਟੀ ਦੁਆਰਾ ਤਿਆਰ ਕੀਤਾ ਸਮੇਸਟਰ ਵਾਰ ਸਿਲੇਬਸ)।

ਪਰੀਖਿਆ ਵਿਧੀ

ਪਰੀਖਿਆ ਸੁਭਾਵਿਕ ਰੂਪ ਵਿੱਚ ਹੋਵੇਗਾ ਅਤੇ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਭਾਗੀਦਾਰੀ ਵਿੱਚ ਕਾਰਕ ਕਰੇਗਾ। ਵਿਅਕਤੀਗਤ ਅਤੇ ਸਮੂਹ ਕੰਮ ਅਤੇ ਅਸਾਈਨਮੈਂਟ ਦਿੱਤੇ ਜਾਣਗੇ। ਅੰਤਮ ਸਮੇਸਟਰ ਪ੍ਰੀਖਿਆ ਦੁਆਰਾ ਸੰਖੇਪ ਮੁਲਾਂਕਣ ਕੀਤਾ ਜਾਵੇਗਾ।

ਮੁੱਖ ਸ਼ਬਦ : ਪੈਡਾਗੋਜੀ, ਪੰਜਾਬੀ, ਟੀਚਿੰਗ-ਲਰਨਿੰਗ, ਅਸੈਸਮੈਂਟ



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Bachelor of Education (B.Ed.)

Title of the Course: P.2.6 B: Physics

Semester II

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week: 15

Introduction of the course

This course is aimed at developing the insights, competencies and skills among the pupil-teachers to effectively transact the Physics curriculum and evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices. The program unfolds across three cohesive units, each meticulously crafted to inculcate a profound understanding of the pedagogical underpinnings, classroom processes, teaching-learning resources, organization of the physics laboratory, and the intricacies of assessment in the domain of Physics education.

It delves into the pivotal role of Physics in the school curriculum, exploring its nature as a scientific discipline and its interconnectedness with other fields. It tries to underscore the importance of judiciously selecting and designing teaching-learning resources, embracing both traditional and digital formats.

Practical components are woven seamlessly into the fabric of the course, ensuring experiences in planning lessons, developing resources, and managing the physics laboratory. The focus extends to the evaluation sphere, encompassing formative and summative assessments, as well as the creative expression of learners. By the course's culmination, participants are envisioned to emerge as adept educators equipped to inspire and guide students through the fascinating realm of Physics.

Learning Outcomes

After completion of the course student will be able to:

1. Demonstrate proficiency in employing a repertoire of teaching-learning processes

- using diverse learning resources.
2. Exhibit competency in selecting and designing diverse teaching-learning resources, including textbooks, reference materials, improvisations, and multimedia packages, aligning them with content, learner needs, and the broader educational context.
 3. Develop skills in organizing and managing a physics laboratory, including the layout and design, storage of apparatus, and maintenance of records, ensuring a conducive environment for experiments, activities, and project work.
 4. Explore the integration of digital tools, educational apps, and online platforms to enhance physics teaching. Discuss strategies for effective online and blended learning environments.

Number of Units (3)

Weeks 15 = 30 hours

Unit 1: Teaching- Learning Resources

(5 weeks = 10 hours)

- Criteria for selecting/designing Teaching-Learning Resources: content based, learner based and context based.
- Textbook, reference books, encyclopaedia, newspaper and alike
- Improvisations and Science Kits
- Instructional aides, computer aided instruction, multi-media packages, interactive software, websites, Open Education Resources(OER) etc.
- Artificial Intelligence based tools and pedagogy.

Unit 2: Organization of the Physics Laboratory

(5 weeks = 10 hours)

- Layout and design of the physics laboratory.
- Storage of apparatus, consumable and non-consumable items/materials

- Maintenance of laboratory records.
- Making arrangements for the conduct of experiments.
- Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.

Unit 3: Assessment

(5 weeks = 10 hours)

- Nature of learning and assessment, analysis and critique of the present pattern of examinations.
- Design and analysis of
 - Formative assessment tasks
 - Summative Assessment
- Assessment of laboratory work and project work
- Contemporary assessment technologies, including computer-based testing, online quizzes, and adaptive learning platforms
- Assessment through creative expression-drawing, posters, drama, poetry, etc as part of formative assessment for continuous assessment of thinking and process skills
- Developing learner profiles and portfolios; participatory and peer assessment.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Laboratory work- management of laboratory, activities and project work.
2. Developing Teaching-Learning resources
3. Preparation of a detailed Assessment Report of learners' continuous and comprehensive assessment.

Note: On the basis of the above, the teacher may design his/her own relevant projects/assignments.

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Essential/ Recommended Readings

- Bal, V. (2005). Women scientists in India: Nowhere near the glass ceiling. *Current Science*, 88(6), 872-878.
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- Wallace, J., & Louden, W. (Eds.). (2002). *Dilemmas of Science Teaching: Perspectives on Problems of Practice*. Routledge: New York.



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Teaching Learning Resources (Digital and others):

- Amrita Vishwa Vidyapeetham. (n.d.). Virtual Labs. <http://www.amrita.edu/virtual-labs>
- e-Yantra. (n.d.). Robotics and Embedded Systems. <http://www.e-yantra.org/>
- Google Arts & Culture - Science: Google. (n.d.). Google Arts & Culture - Science. <https://artsandculture.google.com/project/science>
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Teaching Learning Process


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This paper endeavors to cultivate a robust understanding of the pedagogy of physics through interactive and discussion modes. Emphasizing learner-centric approaches, it aims to foster competency development among students by incorporating diverse teaching-learning processes. The course structure encourages active engagement through inquiry-based methods, inductive and deductive approaches, experimental learning, group work, and peer collaboration. Practical components, including lesson planning and laboratory management, are integrated to provide a comprehensive learning experience. The paper prioritizes a dynamic and participatory teaching-learning environment, equipping educators with strategies to effectively translate theoretical physics concepts into engaging pedagogical practices.

Assessment Method

The assessment strategy encompasses diverse modes to thoroughly evaluate students' proficiency in translating pedagogical principles into effective physics teaching. Presentations, requiring students to articulate their understanding of innovative teaching methods, complement assignments that assess theoretical knowledge and critical thinking. Practicums involve real or simulated teaching experiences, and a final written examination gauges overall comprehension. Additionally, a detailed assessment report and portfolio submissions provide a comprehensive view of their learning journey. Peer assessment fosters collaborative learning. This multifaceted approach ensures a holistic evaluation, aligning with the course's goal of nurturing reflective and competent physics educators.

Key words: Teaching-Learning Resources, Science Kits, Assessment.


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Bachelor of Education (B.Ed.)
Title of the Course: P2.7 B: Chemistry
(Semester: II)

Credit: 2
MM: 50 (External: 35 Internal: 15)
Weeks: 15

Introduction of the Course

This course is aimed at developing competencies, and skills among the pupil teachers to effectively transact Chemistry curriculum and evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices. The course focusses on developing proficiency in various classroom processes and teaching-learning methods, both in the traditional and digital forms. It also envisions in developing insights and skills to develop unit and lesson plans using effective student centric pedagogy. The focus extends to the evaluation sphere, encompassing formative and summative assessments, as well as the creative expression of learners.

Learning Outcomes

After completion of the course student will be able to:

1. Demonstrate proficiency in employing a repertoire of teaching-learning processes using diverse learning resources.
2. Strategically plan and execute chemistry units and lessons
3. Demonstrate proficiency in employing a repertoire of teaching-learning processes, such as inquiry-based approaches, inductive and deductive methods, experimentation,

discussion, and group work etc., fostering varied learning experiences for diverse student populations.

4. Explore the integration of digital tools, educational apps, and online platforms to enhance chemistry teaching and discuss strategies for effective online and blended learning environments.
5. Develop understanding of the nature of assessment and its myriad aspects

Number of Units: 3

Weeks 15 = 30 hours

Unit 1: Classroom Processes (6 weeks = 12 hours)

- Considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs learners).
- Current policy frameworks and their implications in the classroom
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, guided independent study and seminar presentation.
- Developing effective online and blended learning environment. Flipped classroom and flipped blended learning design

Unit 2: Pedagogical Planning (5 weeks = 10 hours)

- Developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes.
- Planning for conduct of activities, experiments, and laboratory work in Chemistry with a critique of the current practices

Unit 3: Assessment (4 weeks = 8 hours)

- Nature of learning and assessment, analysis, and critique of the present pattern of examinations.
- Design and analysis of

- Formative assessment tasks
- Summative Assessment
- Assessment of laboratory work and project work
- Assessment through creative expression-drawing, posters, drama, poetry, etc. as part of formative assessment for continuous assessment of thinking and process skills
- Contemporary assessment technologies including computer-based testing, online quizzes, and adaptive learning platforms
- Developing learner profiles and e-portfolios; participatory and peer assessment.

Practicum/ Suggested Projects/Assignments (Any Two):

1. Planning and discussion of lessons for the school experience programme.
2. Developing remedial or enrichment programmes.
3. Conduct of activities/Experiment
4. Preparation of a detailed Assessment Report of learners' continuous and comprehensive assessment.

Note: On the basis of the above, the teacher may design his/her own relevant projects/assignments.

Essential/Recommended Readings

- Bal, V. (2005). Women scientists in India: Nowhere near the glass ceiling. *Current Science*, 88(6), 872-878.
- Bevilacqua, F., Giannetto, E., & Mathews, M. R. (Eds.). (2001). *Science Education and Culture: The Contribution of History and Philosophy of Science*. Netherlands: Kluwer Academic Publishers.
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Teaching Learning Resources (Digital):

- Amrita Vishwa Vidyapeetham. (n.d.). Virtual Labs. <http://www.amrita.edu/virtual-labs>
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- National Council of Educational Research and Training. (n.d.). National Repository of Open Educational Resources (NROER). <https://nroer.gov.in/>
- National Council of Educational Research and Training. (n.d.). NISHTHA. <https://diksha.gov.in/nistha>
- NPTEL. (n.d.). <https://nptel.ac.in/>
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- University of Colorado Boulder. (n.d.). PhET Interactive Simulations. <https://phet.colorado.edu/>
- Vigyan Prasar. (n.d.). <http://www.vigyanprasar.gov.in/>
- e-PG Pathshala. (n.d.). <https://epgp.inflibnet.ac.in/>

Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussions, debates, collaborative learning tasks, laboratory methods with the appropriate use of digital processes, so as to enhance reflective practices and critical analytical thought processes among learners. Self-learning, self-exploration, creative expression, and comprehension & application of concepts will be encouraged.

Assessment Method:

The assessment will be formative in nature both in theory and practicum and will focus on rigorous student participation. Individual and group tasks will aim at developing scientific temper among learners. Assessment will also be based on development of creative expressions, critical understanding, reflections, and ethics in science.

Key words: Teaching-learning processes, Formative assessment, Summative Assessment.



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Bachelor of Education (B.Ed.)

Title of the Course: P.2.8 B: Biology

(Semester II)

Credits: 2

MM: 50 (External 35 Internal 15)

Contact Week 15

Introduction of the Course

This course is aimed at developing the insights, competencies and skills among the pupil-teachers to effectively transact the Biology curriculum and assessment processes so as to evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices.

Learning Outcomes

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

1. Demonstrate proficiency with a repertoire of teaching-learning processes, such as inquiry-based approaches, inductive and deductive methods, experimentation, discussion, and group work etc., for providing varied teaching learning experiences for diverse student populations.
2. Plan units and lessons in Biology at various levels.
3. Develop insights and critically analyze the nature and role of assessment in science.
4. Develop competency and skills in designing and developing formative assessment tasks, summative assessment tasks, learner's profile, portfolio etc utilizing various means and contemporary assessment technology.

Number of Units (3)

Weeks 15 = 30 hours

Unit 1: Classroom Processes

(6 weeks = 12 hours)

- Considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory

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projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, guided independent study and seminar presentation.

- Role of action research in biology education

Unit 2: Pedagogical Planning

(5 weeks = 10 hours)

- Developing concept map/conceptual hierarchy, unit plans and lesson plans, Remedial/Enrichment plans using combinations of various processes.
- Planning for conduct of activities, experiments and laboratory work in Biology with a critique of the current practices

Unit 3: Assessment

(4 weeks = 8 hours)

- Nature of learning and assessment, analysis and critique of the present pattern of examinations.
- Design and analysis of
 - Formative assessment tasks
 - Summative Assessment
- Assessment of laboratory work and project work
- Assessment through creative expression-drawing, posters, drama, poetry, etc as part of formative assessment for continuous assessment of thinking and process skills
- Developing learner profiles and portfolios; participatory and peer assessment.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Planning and Designing of Unit Plan and Lesson Plan for the School Experience Programme.
2. Developing Remedial or Enrichment Programmes.
3. Conduct of activities/Experiments
4. Designing of Assessment Strategy for biology classroom

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Ahmad, J. (2011). *Teaching of Biological Sciences Second Edition*. New Delhi: PHI Learning Private Limited.
- Chaudhari, P. (2022). *Teaching-Learning Resources for Science Teachers*. New Delhi: ABI.

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- Chaudhari, P. R. (2020). Video Simulation in Biology Teaching at Higher Secondary Level: Challenges and Possibilities. Sandeep Kumar and M Rajendran (Eds.). *Anthology of Qualitative Research in Education*. New Delhi: VLM Publications
- Chiappetta, L. Eugene and Koballa, R. Thomas (2010) *Science Instruction in the Middle and Secondary Schools*, Seventh Edition, Allyn & Bacon.
- Coll, R. K. (2007). Opportunities for Gifted Science Provision in the Context of a Learner- centered National Curriculum, In K. S. Taber (Ed.), *Science Education for Gifted Learners* (pp. 59-70). London: Routledge
- Collette, Alfred T. and Eugene L. Chappetta, (1994) *Science Education in the Middle and Secondary Schools*; MacMillan : N. Y.
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- Eklavya, *BalVigyan – Class 6, 7, 8*. (1978) *Madhya Pradesh PathyaPustak Nigam*; Bhopal, (English & Hindi Versions both).
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- Kuhn, T. S. (1970, 2nd Ed) *The Structure of Scientific Revolutions*. Chicago: the University of Chicago
- Lovelock, James (2000) [1979]. *Gaia: A New Look at Life on Earth* (3rd ed.). Oxford University Press
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- Minkoff, E. C. & Baker, P. T. (2004) *Biology Today – An Issues Approach* (III Ed.), Garland Science.
- Muralidhar, K., 'What Organisms Do?' in Rangaswamy, N. S. (Ed.) *Life and Organism, Vol. XII (Part 6)* in Chattopadhyaya, D. P. (Gen. Ed.). *History of Science, Philosophy and Culture in Indian Civilization*. MunshiramManoharlal Publishers Pvt. Ltd., New Delhi.
- Nath, B. K. (2018). *Pedagogy of Science at Secondary level*. New Delhi: Shipra Publications.
- NCERT (2013). *Pedagogy of Science. Physical Science Part I: Textbook for B.Ed*. New Delhi: NCERT.
- NCERT (2013). *Pedagogy of Science. Physical Science Part II: Textbook for B.Ed*. New Delhi: NCERT.
- NCERT (2019). *Vigyan Shikshashastra (Bhautik Vigyan Bhag I)*. New Delhi: NCERT.
- NCERT (2019). *Vigyan Shikshashastra (Bhautik Vigyan Bhag II)*. New Delhi: NCERT.
- Pollard, A (2005) *Reflective Teaching*, London: Continuum.



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- Reiss, M. (Ed.). (1999) *Teaching Secondary Biology*. Association for Science Education.
- Siddiqi and Siddiqi. (2002) *Teaching of Science Today and Tomorrow*, Doaba House, New Delhi.
- Siddiqi and Siddiqi. *Teaching of Biology*, Doaba House, New Delhi.
- Sundarajan, S. (1995) *Teaching Science in Middle School : A Resource Book*. Orient Longman: Hyderabad.
- Turner, T. & Dimatea, W. (1998) *Learning to Teach Science in Secondary School*, Routledge Publication, USA.
- UNESCO (1966) Source Book for Science Teaching: UNESCO: Paris.
- Vaidya N. (1999) *Science Teaching for the 21st Century*, Deep and Deep Publishers.
- Wallace, J and Loudon, W. (Eds.)(2001) *Dilemmas of Science Teaching: Perspectives on Problems of Practice*. Routledge, London.
- Wellington, J. (2004) *Teaching and Learning Secondary Science – Contemporary Issues and Practical Approaches*, London: Routledge.
- Wilson, E. O. (1999). *Consilience: The Unity of Knowledge*, Vintage Books. New York.

Journals

1. School Science, NCERT, New Delhi The American Biology Teacher
2. National Association of Biology Teachers

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, discussions, critical analysis, collaborative learning tasks which enhance skills in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through the end- semester examination.

Key words: Inquiry Based Approach, Inductive, Deductive, Action Research.



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Bachelor of Education (B.Ed.)

Title of the Course: P2.9 B: Integrated Science

(Semester: II)

Credits: 4

MM: 50 (External: 35 Internal: 15)

Contact Week: 15

Introduction of the Course

This course is aimed at developing the insights, competencies and skills among the pupil-teachers to effectively transact the science curriculum so as to evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices.

Learning Outcomes

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

1. Demonstrate proficiency with a repertoire of teaching-learning processes, such as inquiry-based approaches, inductive and deductive methods, experimentation, discussion, and group work etc., for providing varied teaching learning experiences for diverse student populations.
2. Plan units and lessons in science at middle and secondary level.
3. Explore the integration of digital tools, educational apps, and online platforms to enhance science teaching-learning experiences and prepare for effective online and blended learning environments.
4. Develop insights and critically analyze the nature and role of assessment in science.
5. Develop competency and skills in designing and developing formative assessment tasks, summative assessment tasks, learner's profile, portfolio etc utilizing various means and contemporary assessment technology.



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Number of Units (3)

Weeks 15 = 30 hours

Unit 1: Classroom Processes

(6 weeks = 12 hours)

- Considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental contexts of the learner including special needs). Inclusive teaching practices for diverse learners including those with different abilities and socio-cultural background.
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programs, group work, peer learning, observation-based survey, problem solving, guided independent study and seminar presentation.
- Teaching-Learning in physical, virtual and blended environments: digital tools, educational apps and online platforms for science. Flipped classroom and blended learning design.
- Role of action research in science education


Unit 2: Pedagogical Planning

(5 weeks = 10 hours)

- Developing unit plans, lesson plans and remedial/enrichment plans using combinations of various processes.
- Planning for activities, experiments and laboratory work in science with a critique of the current practices

Unit 3: Assessment

(4 weeks = 8 hours)


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- Nature of learning and assessment, analysis and critique of the present pattern of examinations.
- Design and analysis of
 - formative assessment tasks
 - summative assessment
- Assessment of laboratory work and project work
- Contemporary assessment technologies, including computer based testing, online quizzes and adaptive learning platforms.
- Assessment through creative expression-drawing, posters, drama, poetry, etc as part of formative assessment for continuous assessment of thinking and process skills
- Developing learner profiles and portfolios; participatory and peer assessment.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Planning and discussion of lessons for the School Experience Programme(SEP).
2. Developing remedial and enrichment programmes.
3. planning for a blended learning classroom
4. Preparation of a detailed Assessment Report of learners' continuous and comprehensive assessment.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments

Essential/ Recommended Readings

- Chander, S., & Chetna Arora. (2020). Integrating Technology into Classroom Learning. *Indian Journal of Educational Technology*, 2(1).
- Cobern, W. W. (Ed.). (1998). *Socio-Cultural Perspectives on Science Education: An International Dialogue*. Netherlands: Kluwer Academic Publishers.
- Cole, J. R., & Zuckerman, H. (1987). Marriage and Motherhood and Research Performance in Science. *Scientific American*, 256, 119-125.
- Collette, Alfred T. and Eugene L. Chiappetta, (1994) *Science Education in the Middle and*

Secondary Schools; MacMillan : N. Y.

- Kumar, N. (Ed.). (2009). *Women and Science in India: A Reader*. India: Oxford University Press.
- Martin R., Sexton, C. Wagner, K. Gerlorich, J. (1998) *Science for all Children*: Allyn and Bacon: USA.
- NCERT (2013). *Pedagogy of Science. Physical Science Part I: Textbook for B.Ed.* New Delhi: NCERT.
- NCERT (2013). *Pedagogy of Science. Physical Science Part II: Textbook for B.Ed.* New Delhi: NCERT.
- NCERT (2019). *Vigyan Shikshashastra (Bhautik Vigyan Bhag I)*. New Delhi: NCERT.
- NCERT (2019). *Vigyan Shikshashastra (Bhautik Vigyan Bhag II)*. New Delhi: NCERT.
- Okebukola, O. J. (1991). The Effect of Instruction on Socio-Cultural Beliefs Hindering the Learning of Science. *Journal of Research in Science Teaching*, 28(3), 275-285.
- Osborne, J. F. (1996). Beyond Constructivism. *Science Education*, 80(1), 53-82.
- Pollard, A (2005) *Reflective Teaching*, London: Continuum. Routledge Publication, USA.
- Sur, A. (2011). *Dispersed Radiance: Caste, Gender and Modern Science in India*. Navayana: India.
- Taylor, P. C., & Cobern, W. W. (1998). Towards a Critical Science Education. In W. Cobern (Ed.), *Socio-Cultural Perspectives on Science Education: An International Dialogue*. Dordrecht: Kluwer Academic Publishers.
- Turner, T. & Dimatea, W. (1998) *Learning to Teach Science in Secondary School*,
- UNESCO (1966) *Source Book for Science Teaching*: UNESCO: Paris.
- Vaidya N. (1999) *Science Teaching for the 21st Century*, Deep and Deep Publishers.
- Singhal, M. & Baveja, B. (2022). *Science Education Teaching Learning and Assessment* (1st ed.). Paragon International publisher.
- Wallace, J., & Loudon, W. (Eds.). (2002). *Dilemmas of Science Teaching: Perspectives on Problems of Practice*. Routledge: New York.
- Wellington, J. (2004) *Teaching and Learning Secondary Science – Contemporary Issues and Practical Approaches*, London: Routledge.

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Teaching Learning Resources (Digital):

- Amrita Vishwa Vidyapeetham. (n.d.). Virtual Labs. <http://www.amrita.edu/virtual-labs>
- e-Yantra. (n.d.). Robotics and Embedded Systems. <http://www.e-yantra.org/>
- Google Arts & Culture - Science: Google. (n.d.). Google Arts & Culture - Science. <https://artsandculture.google.com/project/science>
- Gupta, A. (n.d.). Arvind Gupta Toys. <http://www.arvindguptatoys.com/>
- Indian Academy of Sciences. (n.d.). Journals. <https://www.ias.ac.in/Journals>
- Khan Academy. (n.d.). <https://www.khanacademy.org/science>
- Ministry of Education, Government of India. (n.d.). National Digital Library of India (NDLI). <https://ndli.iitkgp.ac.in/>
- National Aeronautics and Space Administration. (n.d.). NASA's Education Resources. <https://www.nasa.gov/audience/foreducators/index.html>
- National Council of Educational Research and Training. (n.d.). Diksha. <https://diksha.gov.in/>
- National Council of Educational Research and Training. (n.d.). National Repository of Open Educational Resources (NROER). <https://nroer.gov.in/>
- National Council of Educational Research and Training. (n.d.). NISHTHA. <https://diksha.gov.in/nistha>
- NPTEL. (n.d.). <https://nptel.ac.in/>
- OpenStax. (n.d.). <https://openstax.org/>
- University of Colorado Boulder. (n.d.). PhET Interactive Simulations. <https://phet.colorado.edu/>
- Vigyan Prasar. (n.d.). <http://www.vigyanprasar.gov.in/>
- e-PG Pathshala. (n.d.). <https://epgp.inflibnet.ac.in/>

Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussions, debates, collaborative learning tasks, laboratory methods with the appropriate use of digital processes, so as to enhance reflective practices and critical analytical thought processes among learners. Self-learning, self-exploration, creative expression, and comprehension & application of concepts will be encouraged.

Assessment Method:

The assessment will be formative in nature both in theory and practicum and will focus on rigorous student participation. Individual and group tasks will aim at developing scientific

temper among learners. Assessment will also be based on development of creative expressions, critical understanding, reflections, and ethics in science.

Key words: Inquiry Based Approach, Inductive, Deductive, Action Research.



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Bachelor of Education (B.Ed.)

Title of the Course: P.2.10 B: Mathematics (Semester: II)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week: 15

Introduction of the Course

Through this course, the student-teachers will be able to discern the various types of Lesson planning and their uses. Student teachers will be able to understand the various methods that are used for assessment and evaluation at the school level. The learnings from this course will help student teachers prepare for their internships in schools. It also highlights the policy perspectives of including mathematics as a disciplinary subject in school curriculum

Learning Outcomes

After completion of the course student will be able to:

1. Develop teaching strategies and assessment practices for engaging classroom cultures that enhance conceptual understanding of diverse learners.
2. Facilitate their understanding of concepts through questions and activities that can be suitably used with children to help them build complex mathematical understanding.
3. Challenged to refine, review and explain their thinking without falling back on standard rules and procedures.

Number of Units: 3

Weeks 15 = 30 hours

Unit 1: Policy Perspectives of Mathematics at School Level

(4weeks = 8 hours)

- Place of Mathematics in school curriculum such as NCF 2005 and NCF 2022
- Recommendations of various agencies: National and International documents on Mathematics at school level, with specific reference to middle and Secondary stage of schooling.

Unit 2: Designing and Planning a Unit and Lessons

(6weeks = 12 hours)

- Studying the curriculum: relating to what is worth knowing and experiencing in mathematics, understanding the nuances between intended curriculum and implemented curriculum.
- Developing unit plans and concept maps.


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- Designing constructive lesson plans. Designing Process-based lesson plans.
- Understanding the role of communication, mathematical community and group dynamics in classrooms
- Critical engagement with ICT, mathematics laboratory, simulations and mathematical modelling in promoting mathematical thinking

Unit 3: Assessment and Evaluation

(5weeks = 10 hours)

- Critical role of assessment in enhancing learning-Explore diverse methods and tools of assessing an array of learning/performance outcomes of diverse learners, relationship of assessment with self-esteem, motivation, and identity as learners, assessment for learning and role of feedback
- Traditional assessment vs. assessment within a constructivist paradigm. Engaging critically with the existing system of assessment, analysing its shortcomings. Understanding and suggesting ways for creating a continuum between assessment and learning.
- Assessing reasoning, argumentation and logical thinking in mathematics - Performance based assessment

Practicum/ Suggested Projects / Assignments (Any Two)

1. Make Unit Plans on any topic of your choice.
2. Study the different types of Lesson planning in mathematics. Make a lesson plan on each of the process skills of mathematics
3. Pick at least five question papers of CBSE and analyse the difficulty and discrimination of questions in them.
4. Develop a detailed lesson plan for teaching a specific math concept to a particular grade level. Include measurable learning objectives, planned instructional strategies, and assessments.
5. Create a microteaching video delivering a 5–10-minute math lesson. Focus on clear explanations, engaging delivery, and strong mathematics classroom management.
6. Construct a math assessment with 10 problems aligned to standards. Include multiple choice, short answer, and multi-step problems. Provide an answer key and grading rubric.
7. Develop differentiated lesson extensions, remediation plans, and accommodation strategies for diverse learners. Align plans to Individualized Education Programs (IEPs).
8. Observe a peer's math lesson. Provide written constructive feedback analyzing their instructional strategies, classroom management, and student engagement.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- NCERT.(2006). Syllabus for classes at the elementary level (Vol. 1). New Delhi: NCERT.
- NCERT. (2023). National Curriculum Framework for School Education 2023. New Delhi: NCERT.
- LMT. IGNOU Series.

- NCERT.(2006). Position paper-National focus group on assessment(NCF 2005). New Delhi: NCERT. Swaffield, S. (2011).Getting to the heart of authentic assessment for learning, *Assessment in Education: Principles, Policy & Practice*, 18(4), 433-449.
- Gandhi, H. (2021). *Assessment of Learning*. Pearson Publications
- Kanvaria, V. K. (2011). *Developing a standardized achievement test: Vinod's trigonometry achievement test*. LAP, Germany. ISBN 9783844322255.
- Kanvaria, V. K. (2012). ICT-pedagogy integration in learning mathematics. In H. K. Senapaty (Coord.), *Pedagogical usage of ICT for teacher educators (pp. 129-136)*. RIE (NCERT), Bhubaneswar.

Additional Readings

- Boaler, J. (2013). Ability and Mathematics: The mindset revolution that is reshaping education. *FORUM*, 55, 1, 143-152.
- Boesen, J., Lithner, J., & Palm, T. (2010).The relation between types of assessment tasks and the mathematical reasoning students use. *Educational Studies in Mathematics*, 75, 89–105.
- Cooper, B., & Dunne, M. (1998).Any one for tennis? Social class differences in children's responses in national curriculum mathematics testing. *The Sociological Review*, 46(1), 115-148
- Grant, D. A. (2000). What's on the test? An analytical framework and findings from an examination of teachers' math tests. *Educational Assessment*, 6(4), 221-256.
- Hamilton, T. M. (2010). Mathematics learners and mathematics textbooks: A question of identity? Whose curriculum? Whose mathematics? *Curriculum Journal*, 21(1), 3-23.
- Morgan, C., & Watson, A. (2002). The interpretative nature of teacher's assessment of students' mathematics: Issue for equity. *Journal for Research in Mathematics Education*, 33(2), 78-110.
- Kanvaria, V. K. (2016). *Innovative teaching-learning practices in school mathematics*. VL Media Solution, New Delhi. ISBN 9789386229045
- Kanvaria, V. K., & Sharma, D. (2011). *Evaluating a textbook: A case of class IX mathematics*. VDM, Germany. ISBN 9783639379266.

Teaching Learning Resources (Digital and others)

- <https://www.youtube.com/watch?v=V6yixyiJcos>. Math isn't hard, it's a language | Randy Palisoc | TEDxManhattanBeach
- <https://www.youtube.com/watch?v=HnecUrHgTkc>: Making sense of Math | Greg Tang | TEDxAmoskeagMillyard
- <https://www.youtube.com/watch?v=GTPSnXpqW4E>: Mathematics: how do we make it popular and exciting? Keith Devlin answers
- <https://www.youtube.com/@haneetgandhi7828>: Do you have mathematical eye?

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Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: School Curriculum, Lesson Planning, Assessment and Evaluation



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Bachelor of Education (B.Ed.)

Title of the Course: P.2.11 B: History

(Semester: II)

MM: 50 (External: 35, Internal: 15)

Credits: 2

Contact Weeks: 15

Introduction of the Course

History is the temporal study of life in society in the past. It is a scientific inquiry into the past based on evidence in relation to the present developments and future hopes. Indeed, evidence is the raw material of history teaching and learning.

This Course shall engage with the approach to the theory and practice of learning history in an educational context, and how this process influences, and is influenced by, the social, political, and psychological development of learners. It aims to make an attempt to re-think the past. In this semester, the pedagogy course shall skill the prospective teachers with strategies in connecting with their learners and concerns on assessment in history.

This Course enables critical inquiry into what happened in the past, when it happened, and how it happened. Learners shall engage with the importance of context, elements of continuity and change, the cause-and-effect relationship and an unending dialogue between the past and the present. Nations need identities. These are created from perceptions of how societies have evolved. In this, history plays a central role. Insisting on reliable history is therefore crucial to more than just a pedagogic cause in school history classrooms.

Learning Outcomes

After completion of the course student will be able to:

1. Explain the approaches to teaching of History.
2. Differentiate between inductive and deductive methods.
3. Discuss the different pedagogical strategies in History.
4. Analyse a question paper of History.
5. Plan a History excursion.

Number of Units: 3

Weeks 15 = 30 hours

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Unit 1: Teaching of History-Approaches and Planning (5 weeks = 10 hours)

- Biographical, Dialectic , Scientific, Nationalistic, Post modern Approaches
- Inductive, Deductive, Inter-disciplinary and Critical pedagogy
- Concept mapping and development of Unit Plan
- Dynamics of lesson planning, TLMs

Unit 2: Pedagogical Strategies and Processes (5 weeks = 10 hours)

- Methods and Techniques; Textbook, discussion, questioning, dialogue, debate, story-telling & narratives, source method-observation and interpretation, current affairs, comparison, personal/family history, case study, reflective inquiry and report writing
- Experiential learning; projects , problem solving, role play & dramatization, engagement with museums and archives ,excursions and field trips, heritage walks
- Audio-visual resources, historical maps and timelines, worksheets and hand-outs
- ICTs and digital learning, A.I. and teaching of History

Unit 3: Issues in Teaching-Learning of History (5 weeks = 10 hours)

- Assessment in History - Formative & Summative, Continuous & Comprehensive;
- Preparation of a Question Paper and Analysis.
- History and international understanding
- History Resource Centre; Enabling the differently abled learners

Practicum/ Suggested Projects / Assignments (Any Two)

1. Organise a Subject Forum (History Society).
2. Plan a visit to Museum/Archives/Local Monument.
3. Illustrate with examples on using films as a pedagogical technique in history classrooms.
4. Make a lesson plan using critical pedagogy to teach History at the secondary level of school education.
5. Document the concerns of any three visually challenged learners while teaching history and suggest possible solutions.
6. Make five historical maps for teaching at the middle level of school education.
7. Interview three children in your local community from different socio-economic profiles and explore how history could become a source of international understanding and peace.
8. List out five stories or anecdotes which may be used to teach grade six learners.
9. Make a lesson plan in History using ICTs.

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Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings:

- Andrews, T. & Berk, F. (2007). *What does it mean to think historically?* Perspectives in History, The News magazine of American Historical Association, January edition. (Also in Hindi as *Itihaas ki drishti se sochne ka arth* in Shiksha Vimarsh Patrika, Vol 6. Yr. 10, November-December 2008. Jaipur: Digantar).
- Arthur, J. & Phillips, R. (2004). *Issues in History Teaching*. London: Routledge Falmer.
- Batra, P. (Ed.). (2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage Publications India Pvt. Ltd. [Introduction]
- Beteille, A. (2006). *Ideology and Social Science*. New Delhi: Penguin.
- Carr, E. H. (1961). *What is History*. University of Cambridge and Penguin, India. (Also in Hindi as *Itihaas kya hai*. Delhi: McMillan).
- Das, V. (1989). *Subaltern as Perspective* in Ranajit Guha (Ed.). *Subaltern Studies No.6*. Writings on South Asian History and Society. London : Oxford University Press.
- Dewey, J. (1916). *Democracy and Education*. New York: The Free Press.
- George, A.M. & Madan, A. (2009). *Teaching Social Science in Schools*. New Delhi: Sage.
- Kochhar, S.K. (1985). *Methods and Techniques for teaching History*. New Delhi : Sterling Publishers.
- Lemon, M. C. (2003). *Philosophy of History*. New York: Routledge.
- MHRD, GoI. (2020). *National Education Policy 2020*. New Delhi: MHRD
- Misra, S. & Ranjan, A. (2012). *Teaching of Social Sciences: History, Context and Challenges* in Saxena, V. (Ed.). *Nurturing the Expert Within*. Delhi: Pearson.
- National Steering Committee for National Curriculum Frameworks. (2022). *National Curriculum Framework for Foundational Stage*. New Delhi: NCERT.

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Additional Readings

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Teaching Learning Resources (Digital and others):

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Resources may be procured by Institutions through local Museums, Archives, Films and You tube videos, CIET(NCERT) and Publication houses for Text books and Comics (Amar Chitra Katha series) and field visits to historical places, Heritage walks and virtual excursions.

My School at National Museum: Digital Learning and Engagement

<https://www.nationalmuseumindia.gov.in/en/my-school-at-nm>

<https://www.delhiheritagewalks.com/>

<https://n20.ncert.org.in/pdf/publication/otherpublications/tiicsnups101.pdf>

<https://ciet.ncert.gov.in/teachersupport>

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading and comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Pedagogical strategies, Unit plan, Lesson plan, Assessment


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Bachelor of Education (B.Ed.)

Title of the Course: P.2.12 B: Political Science

(Semester: II)

MM: 50 (External: 35, Internal: 15)

Credits: 2

Contact Weeks: 15

Introduction of the Course

This course will enable the student-teachers to understand the aims and objectives of the pedagogy of political science in multicultural democratic society. It will empower them to understand the Indian Constitution with special focus on education. It will develop critical understanding concerning India's role at global and local level in the field of education. It will empower them to understand the complexities involved in designing and planning the learning environment for pedagogy of political science. This course is designed to provide the opportunity to student-teachers to express their reflections on different core concepts of pedagogy of political science like Liberty, equality, fraternity, justice, democracy, communism, socialism and property. Hence it is clear that teaching Political Science as a discipline is exigency of the situation and each and every individual must have a proper understanding of state which is the core concern of this subject. The state is always present in our every day lives. Law and order, rights and duties, diplomatic policy amongst the nations are some of the concerns which political science deals at length. The success of any government depends wholly on the system it maintains. Ours each and ancient democratic system which has proved its worth throughout the history due to our political system which came to us through Arthashastra of Kautilya and other legendary authors.

Learning outcomes

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

1. Understand the aims and objectives of the political science and set the educational objectives
2. Develop lesson plan and transact it
3. Develop the teaching learning material for the political science
4. Apply pedagogy of the political science in the classroom situation
5. Organised co-curricular activities based on the pedagogy of political science
6. Development and standardization of academic achievement test in Political Science
7. Assess and evaluate students' academic achievement in Political Science

Number of Units: 4

Weeks 15 = 30 hours

Unit-1

(2 weeks = 4 hours)

- Levels of Educational objectives in teaching of Political science with special reference to Bloom's Taxonomy.

- Lesson plan as a tool of transaction of text-book of Political science
- Political science at crossroad: Transition from 'Civics' to Political Science.
- Political science teacher : Personality, Outlook and reflective Practitioner

Unit -2

(3 weeks = 6 hours)

- Concept of teaching-learning material, Types of teaching-learning material, Characteristics of good teaching- learning material and development of teaching-learning material in Political Science.

Unit -3

(5 weeks = 10 hours)

- Purpose, Approaches and Methods of teaching-learning of Political Science
- Inductive, Deductive, Interdisciplinary and Constructivist approaches in teaching-learning of Political Science
- Method, Techniques and Resources :
- Traditional: lecture, question-answer, discussion, text book, storytelling.
- Modern: dialogue, problem solving, project, observation, debate, source. excursion, dramatization, current events, empirical, comparative, community resource, mass media, case study, reflective enquiry and report writing.
- Theoretical basis and Development of Lesson Plan
- Teaching Learning Material: Need, objectives and preparation.
- ICT in Political Science Classroom. Using PowerPoint. Excel, YouTube. Moodle. Blogs, etc. in the classroom. Use of Encyclopedia/ Newspaper/Articles/Magazines/Journals in Political Science. Use of Maps/Charts/Graphs/Models/ Pictures/Cartoons.

Unit- 4

(5 weeks = 10 hours)

- Assessment and evaluation in Political Science
- Concepts and types of Assessment and evaluation in Political science
- Formative, Summative, continuous and Comprehensive, assessment at different Stages
- Modes of Assessment- Self-assessment Peer-assessment, Learner's Profile, Open-Text, book assessment.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Conducting action research
2. Construction and standardization of academic achievement test in Political Science
3. Critical evaluation of the political science textbook, curriculum, and curriculum framework
4. Writing the term papers on the political issues
5. Organization of Subject Society
6. Development of teaching learning material for pedagogy of political science

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7. Demonstration over the developed teaching learning material for the pedagogy of political science
8. Development of excellent lesson plans
9. Development of learner's profile

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

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- Ghosal, U.N., (1923) A History of Hindu Political Theories (Calcutta,)
- Kangle, R. P., (2010) The Kautily by Arthsastra, Part III, (University of Bombay)
- Nettleship, R.L. (1984) Lectures on the Republic of Plato, ed. (Macmillan & Co Ltd), London,
- Po Barker, Earnest, 1990 The Political Thought of Plato and Aristotle Dover Publication, Inc New York.
- Popper, Karl. R; (1990) The open society and its enemies, (Routledge and Kegan Paul, London.
- Ross, W.D. (1990) Aristotle Ed. Methuen and Co. Ltd. London
- Samanabonia, S. and Ramagound, A (2023). The Routledge Handbook of the Other
- Shamasastri, R.,(1960) The Arthsastra of Kautily, 6th ed. (Bangalore,)
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- Varma, V.P. (1959) Studies in Hindu Political Thought and its metaphysical Foundations, 2nd ed. (Delhi-)
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Mode of Teaching Learning Process

The teaching learning process of the pedagogy of political science will be held in the interactive mode. The critical pedagogy will be followed. The special focus will also be given on debate, discussion, development of teaching-learning material and lesson plans, and apply the pedagogy of the political science in the classroom situation to transact the content of the syllabus of the pedagogy of the political science. Students will be highly encouraged to reflect on their reflections in the class.

Assessment Method

The assessment of learning of the students' understanding about the pedagogy of political science will be formative in nature. For this purpose, during the teaching learning process various individual and group projects will be assigned to the students. The students will receive constant and constructive feedback over projects/assignments. The summative evaluation of the learning will be held at the end of the semester.

Key words: Political Science, Pedagogy, Assessment


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Bachelor of Education (B.Ed.)

Title of the Course: P.2.13 B: Economics (Semester: II)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week: 15

Introduction of the Course

This course, Developing Economic Teacher, is an extension of the paper Economic Methods and is divided into three units. This paper provides a new perspective on the economy's growth, contesting the conventional wisdom of GDP as an indicator of a country's economic policies. Rather, it looks at people's economic and social welfare, life satisfaction, self-fulfillment, and happiness should be treated as indicators of real development. Hence, it raises questions about the existing economics curriculum. The later units are on preparing lesson plans and assessing students in economics. The attempt is to develop a reflective teacher and build the capacity to examine the existing system critically.

Learning Outcomes

After completing the course, students will be able to

1. Realize the market-oriented ideologies and their impact on the economy.
2. Recognize the value of sustainability in economic activities.
3. Develop innovative ways of teaching and assessing students in the classroom.
4. Help them acquire knowledge and understanding to establish cross-curricular linkages while teaching economics.
5. Help the teacher identify basic economic concepts integral to the syllabus and plan the suitable teaching methodology.
6. Help them think critically about the economic issues, problems, policies, and solutions from the local, national, and international perspectives.
7. Prepare teachers who can think and work innovatively to be resourceful in creating learning.
8. Environment whereby the students would develop an interest and love for economics and find it relevant to their personal and professional lives.

Number of Units (3)

Weeks 15 = 30 hours

Unit 1: Alternative Philosophy of Development: Economism to Well-Being (5 weeks = 10 hours)

- Market Economy Ideology and its Perils

- Environment Sustainability and Economic Growth
- Good Governance as a Prerequisite for Development
- Public policies and national happiness
- Synergizing development with cultural ethos

Unit 2: Teaching and Learning in Economics

(5 weeks = 10 hours)

- Preparation of Lesson Plan and Unit Plan
- Preparing Questions in Economics
- Integration of ICT in Lesson Plans

Unit 3: Assessment and Evaluation

(5 weeks = 10 hours)

- Critical Understanding of Assessment
- Formative and Summative Assessment
- Providing feedback through Assessment
- Designing Projects and Field work for Assessment

Practicum/ Suggested Projects / Assignments (Any Two)

1. Critically looking to parallel markets of economics books at the secondary and senior secondary levels.
2. Interviewing some eminent teachers of economics, economic experts, and newspaper reporters and developing an understanding of economic aspects
3. Review economics book looking at human well-being over market-oriented ideologies.
4. Exploring economic education in students, e.g. financial literacy and reporting

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Adu, E.O. (2002). Audio-visual materials in teaching Economics in Oyo State secondary schools, Ibadan. *Journal of Educational Studies*, 2(1).
- Agarwal M., *Consumer Education* (2013). Study Material for Secondary Level Economics' – NIOS, Delhi.
- Agarwal, M., Arora, N. (2014). Concept Learning in Economics, at Secondary Level: A Curricular Dimension. A report of National Seminar on Economic Curriculum in Schools. Emerging Trends and Challenges. NCERT.

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- Agarwal M. (2012). Teaching a Topic of Indian Economy using Unit Plan Approach. Teaching Economics in India - A Teacher's Handbook. NCERT
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- Rajakumar M (2016). *Pedagogy of Economics*. Raleigh, U. S. A: Lulu Publishers.
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- William, D. (2011). *Embedded Formative Assessment*. Solution Tree Press. Bloomington: USA.
- Wise Robert I. (1976). *A Critique of Planning by Objectives*. Curriculum Theory Network, 5(4) 280-289.

Websites

- Janchetna.blogspot.com (Hindi)
- Janchetna.blogspot.com (English).
- www.cseindia.org (for documentary films and DVD's).
- www.india-seminar.com.
- www.navdanya.org.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, Critical analysis, collaborative learning, blended learning, educational visits, films, and reflective writing will be encouraged. Micro lessons will be specifically taken in class. Discussions will be made on framing questions for assessment in the economics classroom.

Assessment Method

The assessment will be formative and will factor in student participation. Summative evaluation will be done through the end-semester examination.

Course Evaluation:

The course evaluation will be as follows: Attendance and Participation: 10%

Assignments: 20% Semester Exam: 70%

Assessment includes-

Individual and group tasks and assignments will be given. Critical analysis, Reflective Journal Writing and simulated teaching in small groups will form some ways to assess students. A summative evaluation will be done through an end-semester examination.

Keywords: Economism, Well-being, Lesson Planning, Unit Planning, Formative, Summative, Questioning



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Bachelor of Education (B.Ed.)

**Title of the Course: P 2.14 B: Geography
(Semester: II)**

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

To facilitate sensitivity and awareness, students will be made known to variety of geographical skills and techniques. Each unit aims to develop their knowledge of learning and teaching in the specific context of school geography, to evaluate and improve their knowledge of school geography curriculum, to apply subject and pedagogic knowledge creatively in the planning and reflecting upon their teaching, exposes to enquiry, critical thinking, decision making and geography specific pedagogy and evaluating its impact in their own teaching practice.

Investigation in to the contemporary researches in the field of school geography curriculum and pedagogical practices will help to keep the students updated and connected with the global ideas and discourses and enhance the ability to appreciate and value varied perspectives.

Students can be encouraged to build their own pedagogical position/attitude which will help them to choose, implement, analyze, reflect and contribute to the geographic knowledge and its pedagogy.

Learning Outcomes

After completion of the course student will be able to:

- 1) Examine and evaluate the pedagogical strategies and material base appropriate for teaching geography at Senior Secondary level
- 2) Assess the process of learning of Geography concepts
- 3) Organize a profile of professional geography teacher
- 4) Critically examine the issues and challenges faced by geography teachers
- 5) Envision the idea of both geographers (researchers) and teachers of geography


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Number of Units (4)

Weeks 15 = 30 hours

Unit 1: Pedagogical Strategies in teaching of Geography

(5 weeks = 10 hours)

Approaches, Strategies and Resources in Teaching of Geography

- Approaches to teaching: Inductive-deductive, inter-disciplinary and constructivist
- Strategies: Observation, Project, Regional, Comparative, Problem-solving, and Laboratory/ scientific experimental, Narrative
- Resources for teaching and learning
Maps and diagrams, GIS, Satellite images, Aerial photograph, photograph and slides, National Geography: resources from audio- video and journals, establishment and maintenance of geography room, Decision-making exercises, Printer material: textbooks, collated reading, journal & newspapers articles. Computers in geography teaching.

Unit 2: Assessment Process in Geography Learning

(5 weeks = 10 hours)

Assessment and Evaluation in Geography

- Subjective and objective tests; Unit test, Oral test etc
- Formative: Continuous and Comprehensive assessment strategies and formats
- Summative: Need and Formats
- Assessment Analysis: Development of Learners' Portfolio, Progression of conceptual learning, Misconceptions developed and remedial strategies, Statistical interpretation of the assessment, Reflections after execution of lessons and holistic appraisal of the teaching- learning process.

Unit 3: Geography Teacher & Issues in Geography Teaching

(3 weeks = 6 hours)

- Trainee teachers to reflective practitioner & researcher
- Professional growth
- Career entry profile

Issues in Geography Teaching

- Geography standard
- University-School links
- Public image of geography
- Geography literacy
- Informed citizen

Unit 4: Research fields and methods in geography education

(2 weeks = 4 hours)

- Case Study
- Action Research

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- Textbook Content Analysis
- Field Study –Survey

Practicum/ Suggested Projects / Assignments (Any Two)

Practicum

A **field trip** will be organized for the students to provide them hands on experience to understand planning, execution, report writing and evaluation

Planning and execution of a lesson: Curricular mapping, Concept mapping, Development of Lesson-plan in terms of nature of content, and pedagogical practices

Assignments

1. Text Analysis: Criteria of selection of text books and collateral readings: private and public Publishers, content and sequencing
2. Collection and Review of ICT resources for geography education
3. Students will analyze the question papers set by various schools and boards for different school levels and design the questions as per the discussed assessment process
4. Prepare a sample of different types of test items
5. Analysis of Geography Standards across countries
6. Annotated bibliography on any topic related to geography education

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Alam, S. (2015): *A note on the status of geography teachers in Indian school*, Geographic Education, Volume 28, 59-65.
- Anderson, L.W. & Krathwohl, D.R. (Ed) (2001). *A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.
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- Soler, J. Craft, A. & Burgess, H. (Ed.) (2001). Teacher development, exploring our own practice. New Delhi: The Open University.
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Additional Readings

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- Garnett, O. (1934). Fundamentals in School Geography. Bombay: George G. & Harrop & co. Ltd.
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- Howes, N., and Hopkin, J. (2000) 'Improving formative assessment in geography' Teaching Geography, July, 25, 1, pp. 42-3.
- Varma, O.P. (1953). Geography teaching in India. Ambala Cantt: University Publishers.
- Walker, J. (1953). Aspects of Geography teaching in school. W.C.: Oliver and Boyd.

Teaching Learning Resources (Digital and others):

<https://www.geography.com/>

<https://www.atlapedia.com/>

<https://files.eric.ed.gov/fulltext/EJ1085996.pdf>

<https://www.geokniga.org/bookfiles/geokniga-remote-sensing-and-image-interpretation.pdf>

https://ncert.nic.in/pdf/focus-group/educational_technology.pdf

<https://ncert.nic.in/pdf/publication/journalsandperiodicals/journalofindianeducation/JIE NOV2011.pdf>

https://cd1.edb.hkedcity.net/cd/cns/sscg_web/html/english/main06.html

<https://www.geographyforgeographers.com/geography-resources-for-teachers.html>

https://ncert.nic.in/pdf/focus-group/social_sciencel.pdf

<https://cmap.ihmc.us/publications/researchpapers/theoryunderlyingconceptmaps.pdf>

<https://www.open.edu/openlearn/education-development/assessment-secondary-geography/altformat-word>

[https://www.academia.edu/69963034/Assessment for learning in the Geography classroom can we bring about change to reflect evidence based practice](https://www.academia.edu/69963034/Assessment_for_learning_in_the_Geography_classroom_can_we_bring_about_change_to_reflect_evidence_based_practice)

<https://geography.org.uk/ite/initial-teacher-education/geography-support-for-trainees-and-ects/learning-to-teach-secondary-geography/assessment-in-geography/formative-assessment/>

<https://geognc.wordpress.com/wp-content/uploads/2014/10/geography-assessment-feb-2015.pdf>

[dokumen.pub debates-in-geography-education-9781136487613-9780415687782.pdf](https://dokumen.pub/debates-in-geography-education-9781136487613-9780415687782.pdf)

<https://www.scribd.com/document/415264895/COMPETENCY-BASED-AND-COMMITMENT-ORIENTED-TEACHER-EDUCATION-FOR-QUALITY-SCHOOL-EDUCATION-D-101>

<https://files.eric.ed.gov/fulltext/EJ1085996.pdf>

[https://ncert.nic.in/pdf/announcement/otherannouncements/teachersandresearchers/Geography%20Manual%20 PGT .pdf](https://ncert.nic.in/pdf/announcement/otherannouncements/teachersandresearchers/Geography%20Manual%20PGT.pdf)

<https://gyansanchay.csjmu.ac.in/wp-content/uploads/2022/09/Socio-Economic-Survey-and-Report-Writing.pdf>

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, and critical media/ICT analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects and seminar presentation. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

* Skill laboratory pedagogy (skill lab) will be preferred for these assignments to ensure practical application of the competency acquired and stress will be given on 3 components Build, Practice and Present.

Students should have time to research, experiment and practice what has been taught in small groups in order to enhance the acquisition of competences. Groups may be asked to present the work. Constructive feedback will be given on their work/presentation.

Key words: Geographical skills, techniques. Pedagogy, school geography curriculum, geography teacher

Bachelor of Education (B.Ed.)

Title of the Course: P 2.15 B: Psychology

Semester: II

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This paper seeks to enable the learners to understand the teaching of psychology at the secondary school level and to appreciate the concerns and issues involved in teaching psychology at the secondary level, along with *fostering School-Community connections*. It facilitates the engagement of learners in curriculum construction and designing, identification of the role of textbooks in teaching-learning processes and development of plans for teaching in real and virtual

environments. The paper also strives for learners to comprehend methods, techniques and strategies for teaching psychology and generate teaching-learning resources by integrating web-based resources with traditional approaches. It critically reviews the concept of evaluation and assessment while incorporating holistic and democratic forms of assessment.

Learning Outcomes:

The learners will be able to:

1. appreciate the concerns and issues involved in teaching psychology at the secondary level
2. engage in curriculum construction and designing, identify the role of textbooks and develop plan for teaching in real and virtual environments
3. comprehend methods, techniques and strategies for teaching psychology

and generate teaching-learning resources by integrating web-based resources with traditional approaches

4. critically review the concept of evaluation and assessment while incorporating holistic and democratic forms of assessment

Number of Units: 4

Weeks 15 = 30 hours

Unit 1: Teaching Psychology at the Secondary Level

(4 Weeks = 8 hours)

- Aims and objectives of teaching Psychology
- Profiling the Adolescent Learner
- The Teacher and her Philosophical Assumptions: Examining the Ontological and Epistemological Stance(s)
- Deconstructing Personal and Institutional roles and expectations
- Ensuring School-Societal Continuum: PTMs, SMCs, and Community engagements

Unit 2: Problematising what, where and why of Teaching?

(3 Weeks = 6 hours)

- Engaging with Curriculum Designing
- Teaching with / to Textbooks?
- Planning for Teaching in real and virtual environments

Unit 3: Planning for Teaching

(5 Weeks = 10 hours)

- Unit Plans and Lesson Plans: Aims and Interface
- Methods, techniques and Strategies for teaching Psychology
- Development of teaching- learning resources

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- Integrating AI, Apps, and other web-based resources,
- Teaching in Online Environments: LMSs

Unit 4: Assessment and Evaluation

(3 Weeks = 6 hours)

- Traditional forms of Assessment: Preparation, conduct and interpretation of subject tests
- Assessment 'of Learning', 'for Learning' and Assessment 'as Learning'
- Democratizing Assessment: Peer Assessment, Self Assessment
- Making Assessment Comprehensive: 360 degree Assessment, Holistic Progress Cards

Practicum/ Suggested Projects / Assignments (Any Two)

1. Conduct an interview with the teacher of Psychology in your school and identify some issues or challenges faced by him/her regarding the learners, subject-matter, or any other pertinent area of concern. Select and probe any one such issue, formulate a plan of action and try to implement it. Critically reflect and document your experience to self-assess the executed plan and make recommendations for improved future action.
2. Select any one commonly suggested Psychology textbook at the senior secondary level and critically appraise it by developing a suitable framework of analysis.
3. Select any five topics from the prescribed syllabus of Psychology for the senior secondary level and develop case-vignettes on them.
4. Prepare a brief synopsis of books/films/television-series that highlight the content areas in the prescribed syllabus of Psychology for the senior secondary level

Essential/ Recommended Readings

- Radford, J. & Rose, D. (Eds). (1980). *The Teaching of Psychology: Method, Content and*

Context. New York: John Wiley & Sons.

- Buskist, W. & Davis, S. F. (Eds.). (2002). *The Teaching of Psychology: Essays on Honor of Wilbert J. Mc Keachie and Charles L. Brewer.* Mahwah, London: Lawrence Erlbaum. Chap 3, 5,7, and 16.
- Buskist, W. & Davis, S. F. (Eds.). (2006). *Handbook of the Teaching of Psychology.* Oxford, U.K: Blackwell. Chap 5, 8, 11,12,13,14, and 51.
- Lefrancois, G. R. (1996). *Psychology for Teaching.* (10th ed). Wadsworth Publishers. Chap 1.
- Misra, G., Brootra, K.D., Tripathi, L.B., Srivastava, A.K., & Sibia, A. (2002). *Introduction to Psychology, Part I & Part II,* National Council for Educational Research and Training: New Delhi.
- McCarthy, S. et al. (2007) *Teaching Psychology around the World: Volume 1.* Cambridge Scholars Publishing: London.
- McCarthy, S. et al. (2009) *Teaching Psychology around the World: Volume 2.* Cambridge Scholars Publishing: London.
- MHRD, GoI. (2020). *National Education Policy 2020.* MHRD: New Delhi.
- NCERT (2023). *National Curriculum Framework for School Education.* New Delhi: National Council for Educational Research and Training: New Delhi.
- National Curriculum Framework. (2005). New Delhi: National Council for Educational Research and Training.
- National Focus Group Position Papers. (2005). *Aims of Education.* New Delhi: National Council for Educational Research and Training.
- National Focus Group Position Papers. (2005). *Curriculum Syllabus and Textbooks.* New Delhi: National Council for Educational Research and Training.
- National Focus Group Position Papers. (2005). *Examination Reform.* New Delhi: National Council for Educational Research and Training.
- Lucas, S.G. & Bernstein, D.A. (2008). *Teaching Psychology: A Step by Step Guide.* Mahwah, New Jersey: Taylor & Francis. Chapters 1,2,5, and 8.
- Ranganathan, N., Kumar, V., Baniwal, V. Malhotra, R. & Chaudhary, A. (2017). *Teaching*

Psychology: Concepts and Pedagogic Strategies. Shipra Publications: New Delhi,

- Rich, G. J., Padilla A., López, L. Ebersöhn, J. Taylor, & S. Morrissey (Eds.), *Teaching psychology around the world*. Cambridge Scholars Publishing: London.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: Psychology, Adolescent, Curriculum, Assessment, Holistic.



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Bachelor of Education (B.Ed.)

**Title of the Course: P.2.16 B: Sociology
(Semester II)**

Credit 2 (50 Marks)
MM: 50 (External: 35 Internal: 15)
Contact Week 15

Introduction of the Course

This course attempts to prepare students in teaching sociology for school experience programme. It engages the student-teachers to understand the significance of lesson planning as well as assessment as integral to the teaching-learning of sociology.

Learning outcomes of the Course

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

1. Analyse sociology syllabus and school textbooks.
2. Understand the need of lesson plans and ways to conceptualise it.
3. Develop capacity to create problem-posing, critical pedagogy while developing lesson plans.
4. Conceptualising various approaches and creating different ways to assess the teaching-learning of sociology.

Number of Units: 3

Weeks 15 = 30 hours

Unit 1: Curriculum and Textbooks of Sociology


(5 weeks = 10 hours)

- Analysis of the sociology syllabus and textbooks developed under NCF-2005 for Grades XI and XII; critical analysis of the topics, presented with a sociological perspective, in upper-primary level social science textbooks
- Role of textbooks for pedagogic challenges (problem-posing education): contextualization; nature of questions; types of data utilized for grasping social reality, use of patterns in understanding society, engaging with the conflict in a sociology classroom.

Unit 2: Lesson Planning, classroom processes and reflection

(5 weeks = 10 hours)

- Role of planning for teaching sociology
- Developing resource materials for sociology classrooms
- Understanding the need and context of the learners while planning the lesson
- What is a poor lesson plan and what is an effective lesson plan?
- Need of teacher's diary and everyday reflection and journaling of sociology classroom, teacher as a researcher.


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Unit 3: Assessment and Evaluation

(5 weeks = 10 hours)

- Role of assessment in expanding student's learning in sociology
- Interest in social phenomenon
- Capacity for objective analysis
- Grasp of theory; ability to apply concepts for making sense of everyday social reality and situations
- Capacity to relate sociological insights with other social sciences.

Practicum/ Suggested Projects / Assignments (Any Two)

Student-teachers will undertake any one project based on a question or idea emerging from their engagements with different units in the syllabus. While doing project all the aspects of research will be employed for conceptualizing the problem, research design, data collection, and data analysis. They can do such a project either individually or jointly with other students. Project reports can be used as basis for internal assessment, in addition to tests and/or book reviews and other assignments. Students would be required to prepare lesson plans using NCERT textbooks. Classroom observation of a sociology classroom/ Textbook analysis will also be undertaken by the student-teachers.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Richard J. Gelles "Teaching Sociology" on Teaching Sociology *Teaching Sociology* Vol. 8, No. 1 (Oct., 1980), pp. 3-20
- Paul J. Baker Does the Sociology of Teaching Inform "Teaching Sociology"? *Teaching Sociology* Vol. 12, No. 3, Sex and Gender (Apr., 1985), pp. 361-375
- Vol. 36, No. 1, Lessons Learned at the 2007 ASA Annual Meetings: Insights from the Teaching-Related Workshops (Jan., 2008), pp. 26-33 (8 pages)
- Special Issue of *Teaching Sociology* on Teaching and Learning a Humanistic Sociology. (2021). *Teaching Sociology*, 49(4), 432-433. <https://www.jstor.org/stable/27094967>
- Maria Paino, Chastity Blankenship, Liz Grauerholz and Jeffrey Chin. The Scholarship of Teaching and Learning in Teaching Sociology: 1973-2009 *Teaching Sociology* Vol. 40, No. 2 (APRIL 2012), pp. 93-106
- Blue, J. T. (1955) "Conceptual errors common in the teaching of sociology." *SOCIAL FORCES* 33 (March): 286-289.
- Hughes, E. C. (1970) "Teaching as fieldwork." *AMERICAN SOCIOLOGIST* 5 (February): 13-18.
- Mills, C. W. (1961) *THE SOCIOLOGICAL IMAGINATION*. New York: Grove Press.
- Clark, S. G. (1974) "An innovation for introductory sociology: Personalized System of Instruction." *TEACHING SOCIOLOGY* 1 (April): 131-142.

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- Howard, J. R., Novak, K. B., Cline, K. M. C., & Scott, M. B. (2014). Another Nibble at the Core: Student Learning in a Thematically-Focused Introductory Sociology Course. *Teaching Sociology*, 42(3), 177-186. <https://doi.org/10.1177/0092055X14527422>
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- Cameron Jeanne, Walsh Phillip, Stavenhagen-Helgren Tina, Kobritz Barbara. 2002. "Assessment as Critical Praxis: A Community College Experience." *Teaching Sociology* 30(4):414-29.
- Sarohe, Seema. (2018). The role of teacher education programmes. *Economic and Political Weekly*. 53. 27-32.
- Kincheloe, J. L. (2001). *Getting Beyond the Facts: Teaching Social Studies/Social Sciences, in the Twenty-First Century*. New York: Peter Lang Publishing. Kumar, K. (2002). *Planned Lessons and Other Problems of Teacher Training in Reflections on Lesson Planning*, IASE, Department of Education, University of Delhi. (unpublished paper).

Teaching Learning Process

The course will be built on reflections on readings through interactive pedagogic methods such as dialogues, discussion, debates, critical media analysis, and collaborative learning tasks.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Keywords: Pedagogy, Sociology, Indian Society

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Bachelor of Education (B.Ed.)

Title of the Course: P 2.17 B: Social Science

(Semester: II)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week: 15

Introduction of the Course

To enable the prospective teachers to:

- Understanding the pre-conceptions and misconceptions in the social sciences.
- Exploring the idea of critical pedagogy in the context of social sciences.
- Enquiring the controversial issues in social sciences and exploring the ways of discussing the same in the classrooms.
- Devising techniques for making classrooms inclusive in nature.
- Understanding different teaching-learning materials to make classrooms more engaging and innovative.
- Developing appropriate evaluation mechanisms in social science.

Learning Outcomes:

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

1. Understand the pre-conceptions and misconceptions in the social sciences.
2. Explore the idea of critical pedagogy in the context of social sciences.
3. Enquire the controversial issues in social sciences and exploring the ways of discussing the same in the classrooms.
4. Devise techniques for making classrooms inclusive in nature.
5. Understand different teaching-learning materials to make classrooms more engaging and innovative.
6. Develop appropriate evaluation mechanisms in social science.

Number of Units: 3

Weeks 15 = 30 hours

Unit 1: Issues and Challenges in Teaching-learning of Social Science (7 weeks = 14 hours)

- Pre-conceptions and misconceptions in Social Science
- Critical pedagogy in action.
- Controversial issues in Social Science
- Handling of diametrically opposite opinion and interpretation on numerous critical issues
- Teaching children with special needs
- Democratic Classroom
- Social sciences and Global challenges related to marginalization, migration, violence, environmental problems and financial crisis

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Unit 2: Resources in Social Science

(4 weeks = 8 hours)

- Teaching Learning Materials: Need and objectives; collection and preparation
- Use of ICT in Social Science Classroom (Both audio-visual, Braille and Sign language)
- Social Science Resource room: Need, Establishment, components and management.

Unit 3: Evaluation and Assessment in Social Science

(4 weeks = 8 hours)

- Philosophical discourse of evaluation and assessment;
- Need of assessment in social science
- Formative assessment: Concerns, context and Challenges
- Summative assessment: Concerns, context and Challenges
- Continuous and Comprehensive Evaluation System: Concerns, context and Challenges

Practicum/ Suggested Projects / Assignments (Any Two)

- Organisation of Opinion Forum
- Survey in the locality on specific aspect of the society.
- Creating Resource room in social science
- Tapping sources, preparing materials and framing meaningful assignments for effective teaching and learning of Economics

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments

Essential/ Recommended Readings

- Apple, M. W. (1988). Teachers and Texts. New York: Routledge
- Apple, M.W. & Beane, J. A. (2013). Democratic Schools: Lessons from the chalk face. Bhopal: Eklavya
- Azim Premji University. (2013). Assessment in school education: Learning Curve, Issue XX, August 2013. Bangalore: APU
- Benton, Ted (2001). Philosophy of Social Science: the philosophical foundations of social thought. New York: Palgrave. Edited by Ian Craib
- Bining, A.C. & Bining, D.H. (1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.
- Farooqui, F. (2020). Ek School Manager Ki Diary. Bhopal: Eklavya
- Gallanvan & Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
- Hamm, B. (1992). Europe – A Challenge to the Social Sciences. International Social Science Journal (vol. 44).

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- Hooykaas, R. (1987). The Rise of Modern Science: When and Why? British Journal for the History of Science 20(4): 453-473
- Illich, I. (2022). Deschooling society. New Delhi: Aakar books
- Jenkins, K. (2023). Re-thinking History. London: Routledge/Atlantic
- Kumar, K (2023). Learning to live with the past. Calcutta: Seagull books.
- Learning to Teach History in the secondary school, A companion to school experience (2nd Edition, 2002) By Terry Haydn, James Arthur and Martin Hunt, Pub.- Routledge, Falmer, (Taylor and Francis group), London, New York.
- Nawani at.el. (2022). Reflections on Educational Practice. Bhopal: Eklavya
- Nawani, D. (). Teaching-Learning Resources for School Education. New Delhi: Sage Publication
- Pathak, A. (2013). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. New Delhi: Aakar Books.
- Pathak, A. (2019). Recalling the forgotten: Education and moral quest. New Delhi: Aakar books
- Pathak, S.P. (2005), Teaching of History- The Paedo Centric Approach, Kanishka Publishers, New Delhi.
- Popper, Karl. (1971). The Open Society and its Enemies. Princeton University Press.
- Prigogine, I., & Stengers I. (1984). Order Out of Chaos: Man's New Dialouge with Nature. Batnam Books.
- Sibia, Anjum. (2008). Life at Mirambika: A free progress school. New Delhi: NCERT
- Wagner, P. (1999). The Twentieth Century – the Century of the Social Sciences? World Social Science Report.
- Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.
- Wong, H.M. and Teras, M. (2023). Student Self-Assessment. New York: Routledge
- Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erlbaum Associates Publishers, London.

Teaching Learning Process

The course will be built on reflections on readings through interactive pedagogic methods such as dialogues, discussion, debates, critical media analysis, and collaborative learning tasks.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Keywords: Pedagogy, Social Science, Evaluation and Assessment

Bachelor of Education (B.Ed.)

**Title of the Course: P.2.18 B: Commerce
(Semester: II)**

Credits: 2

MM: 50 (External: 30 Internal: 15)

Contact Week 15

Introduction of the course

This course will enable the learners to learn and acquire pedagogic insights for commerce teaching in schools. It will facilitate the development of a reflective and transformational teacher equipped with effective pedagogies through active engagement with classroom processes. It will prepare the pre-service commerce teachers with skills and attributes to manage classroom challenges in the contemporary ecosystem of the schools. The course will equip the pre-service teachers with experiences in pedagogic planning, resource management, managing learner diversity, plan and design pedagogic innovations and help students in real learning achievements.

Learning Outcomes

After completion of the course student will be able to:

1. Plan classroom activities for a commerce classroom incorporating innovative teaching methodologies, incorporating relevant resources and integrating appropriate assessment methods.
2. Understand the interconnections between content, pedagogic methodologies, learners' diversity and learning achievement. It will enable them to develop systematic processes for inclusive and adaptive teaching.
3. Plan, design and implement assessment activities to support learners' achievement more authentically.
4. Demonstrate a well-developed ability to organise curricular activities to promote inquiry-based and experiential learning.
5. Apply principles of reflection and research mindedness to continually improvise the teaching-learning processes in commerce classroom.

Number of Units (5)

Weeks 15 = 30 hours

Unit 1: Methods of Teaching and Planning for Teaching (5 weeks = 10 classes)

- Teaching Methods: Lecture, Interaction, Demonstration, Group Discussion, Project, Problem Solving, Games and Quizzes, Market Studies and Survey, Case Study, Seminar, Symposium, Activity Based Methods- Review, Role Play, Simulation, Brainstorming; Blended learning and flipped classroom methodologies.


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- Conversational, Enquiring and scaffolding techniques in classroom- shaping shared and dialogic learning in classroom.
- Planning Before, During and After the Class: Curriculum mapping; Yearly planning and design; Unit planning and Lesson planning (taxonomy based, Sequential, and timeline based)
- E-learning and Online Pedagogy: Online teaching platforms and e-learning models; Relationship between content, technology, people and pedagogy; Connectivism and Rhizomatic learning approaches of online teaching-learning; Issues of accessibility and digital exclusion.

Unit 2: Classroom management

(2 weeks = 4 hours)

- Effective classroom management- Time, Resource, and Behavior management
- Communication and interpersonal Skills of a Teacher
- Inclusive and adaptive teaching to meet the needs of learners

Unit 3: Pedagogic Enrichments and Resources

(3 Weeks = 6 hours)

- Resource material: Source documents, Audio-visual material including websites, podcasts, documentaries, print media, handouts, and workbooks and worksheets
- Technological tools: Smart classes projectors, Presentation tools, Interactive games and activities, social media, Learning Management System, Video Conferencing Platforms
- Digital libraries, MOOCs, open-source reference materials, Open Education Resources (OER)- design and use of digital text and e-content

Unit 4: Assessment Processes

(4 weeks = 8 hours)

- Formative and Summative Assessment: Exams, Tests and Quizzes, Written Assignments and Projects, Open-book Exams
- Developing Achievement Tests
- Learners' Profile and Learning Portfolios
- Self-Assessment and Peer Assessment
- Evaluation Rubrics
- Reporting students' achievement and Feedback to Students and Remedial Teaching

Unit 5: Enrichment with Curricular Activities in commerce

(1 week = 2 hours)

- Organization of various curricular activities for strengthening the teaching and learning of commerce
- Commerce Club, Commerce library, Commerce Room, Exhibitions, Field visits, Resource center for teachers


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- Conversational, Enquiring and scaffolding techniques in classroom- shaping shared and dialogic learning in classroom.
- Planning Before, During and After the Class: Curriculum mapping; Yearly planning and design; Unit planning and Lesson planning (taxonomy based, Sequential, and timeline based)
- E-learning and Online Pedagogy: Online teaching platforms and e-learning models; Relationship between content, technology, people and pedagogy; Connectivism and Rhizomatic learning approaches of online teaching-learning; Issues of accessibility and digital exclusion.

Unit 2: Classroom management

(2 weeks = 4 hours)

- Effective classroom management- Time, Resource, and Behavior management
- Communication and interpersonal Skills of a Teacher
- Inclusive and adaptive teaching to meet the needs of learners

Unit 3: Pedagogic Enrichments and Resources

(3 Weeks = 6 hours)

- Resource material: Source documents, Audio-visual material including websites, podcasts, documentaries, print media, handouts, and workbooks and worksheets
- Technological tools: Smart classes projectors, Presentation tools, Interactive games and activities, social media, Learning Management System, Video Conferencing Platforms
- Digital libraries, MOOCs, open-source reference materials, Open Education Resources (OER)- design and use of digital text and e-content

Unit 4: Assessment Processes

(4 weeks = 8 hours)

- Formative and Summative Assessment: Exams, Tests and Quizzes, Written Assignments and Projects, Open-book Exams
- Developing Achievement Tests
- Learners' Profile and Learning Portfolios
- Self-Assessment and Peer Assessment
- Evaluation Rubrics
- Reporting students' achievement and Feedback to Students and Remedial Teaching

Unit 5: Enrichment with Curricular Activities in commerce

(1 week = 2 hours)

- Organization of various curricular activities for strengthening the teaching and learning of commerce
- Commerce Club, Commerce library, Commerce Room, Exhibitions, Field visits, Resource center for teachers


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Practicum/ Suggested Projects / Assignments (Any Two)

1. From the list of suggested project work by a state or central board of education, identify any one project work for Accountancy or Business Studies and develop an evaluation rubric for the same.
2. Based on the width of resources covered in unit 3, identify and/or develop a set of ten resources for Accountancy or Business Studies.
3. Compare and contrast various templates of planning for teaching and develop a comprehensive format for teaching commerce in schools. Share the same with your peers and revise and enrich it.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

1. Berry, R. (2020). Assessment for Learning. Hong Kong: Hong Kong University Press. (Chapters 1,3,4 5)
2. Boss, S. and Krauss, J. (2007), Reinventing project-based learning: your field guide to real-world projects in the digital age (1st ed.). Washington, DC: International Society for Technology and Education (ISTE).
3. Burden, P.R., & Byrd, D.M. (2019). Methods for effective teaching: Meeting the needs of all students. NY: Pearson
4. Gagne, R. M., Wager, W.W., Golas, K. C. & Keller, J. M (2005). Principles of Instructional Design (5th edition). California: Wadsworth.
5. Gredler, M. E. (2004). Games and simulations and their relationships to learning. In D. H. Jonassen (Ed.), Handbook of research for educational communications and technology (2nd ed., pp. 571-82). Mahwah, NJ: Lawrence Erlbaum Associates.
6. Gupta, R. (2009). Teaching of Commerce. New Delhi: Shipra.
7. Marzano, R.J., & Marzano, J.S. (2003). The key to classroom management. *Educational Leadership*. 61(1), 6-13
8. McConnell, C., Conrad Christy, B. & Uhrmacher, P.B. (2020). Lesson Planning with Purpose: Five Approaches to Curriculum Design. New York: Teachers College Press
9. Moss, C.M., & Brookhart, S.M. (2019). Advancing Formative Assessment in Every Classroom: A guide for instructional learners. ASCD
10. National Council of Educational Research and Training (2005). Position Paper (2.5) National Focus Group on Examination Reforms. New Delhi: NCERT.
11. Ribeiro, L. C. (2011). The Pros and Cons of Problem-Based Learning from the Teacher's Standpoint. *Journal of University Teaching & Learning Practice*, 8(1). 34-51
12. Richardson, J.C., & Swan. K. (2003). Examining social presence in online courses in relation to students' perceived learning and satisfaction. *Journal of Asynchronous Learning Networks* 7(1), 68-88.

13. Schuell, T.J. (1986). Cognitive conceptions of learning. *Review of Educational Research*, 56, 411-436.
14. Scrivener, J. (2012). Classroom management techniques. Cambridge University Press.
15. Siemens, S. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*. 2(1).
16. Torrance, H., & Pryor, J. (1998). Investigating formative assessment: Teaching, Learning and assessment in the classroom. UK: McGraw-Hill Education.

Teaching Learning Resources (Digital and others):

1. Embracing uncertainty - Rhizomatic Learning in Formal Education. (2012)- You tube Video added by Dave Cormier.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion and debates, text analysis, collaborative learning and problem-solving tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged through constructive pedagogical approaches.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Pedagogy, Classroom management, Online Learning, Assessment and Feedback.



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Bachelor of Education (B.Ed.)
Title of the Course: P.2.19 B: Home Science
(Semester: II)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week: 15

Introduction of the Course

This course deals with the pedagogical aspects and skill development, community development activities, organizational process development of exhibitions, clubs, workshop based on research in the field of Home Science at various levels of school. Teaching of Home Science is not merely about acquiring knowledge but also about construction of knowledge and also developing essential life skills, such as problem-solving, decision making, and effective communication. The interdisciplinary approach in the subject enables a teacher to offer comprehensive educational experiences.

The emphasis has been on the innovative and creative approaches to various methods and strategies associated with the field of teaching of Home Science leading to holistic transaction of educational experiences. The approach focuses on providing hands-on experiences to individuals, enabling students to develop expertise in organizing Home Science lab experiments and effectively conducting experiments. It also integrates real-life experiences with classroom learning as well as applying classroom learning in day to day life experiences. Therefore, by aligning with the NEP's vision the course seek to equip education with the expertise to cultivate educational experience nurturing students not only academically but to inculcate the practical life skills.

In tandem with the introduction to Home Science, this course is strategically designed to align with Sustainable Development Goals (SDGs), aiming to instill in educators a commitment to addressing societal challenges through the lens of Home Science. The curriculum focuses on nurturing competencies in students, fostering a mindset of lifelong learning and adaptability. Furthermore, the course envisions the future of Home Science education as a pivotal force in vocational building, preparing students for practical applications and careers that align with

evolving societal needs. This holistic approach ensures that Home Science education goes beyond traditional boundaries, equipping both educators and students to contribute meaningfully to a sustainable and dynamic future.

Learning Outcomes

After completion of the course student will be able to:

1. Foster critical thinking in pupil teachers to adapt and innovate Home Science teaching methods.
2. Develop an understanding, competencies and skills among the pupil teacher to effectively transact home science curriculum at various levels of School education.
3. Plan and modify the setup of Home Science laboratory to conduct practical's according to the changing needs of the curriculum

Number of Units (3)

Weeks 15 = 30 hours

Unit 1: Curriculum and Pedagogic Issues in Home Science

(6 weeks = 12 hours)

- Objectives of teaching of Home Science at elementary, secondary and senior secondary level
- Unit planning
- Lesson planning (Discussion Method, Demonstration Method, Practical Method)
- Integrating interdisciplinary concepts into Home Science curriculum to promote holistic understanding.
- Emphasizing the application of Home Science principles in real-world contexts, on experiential learning and skill development.

Unit 2: Methods & Approaches in teaching Home Science

(4 weeks = 8 hours)

- Teaching methods: Demonstration, Discussion, Practical, Project, Problem solving, Seminar, Experimentation, Field trips, ICT, Market Survey, Exhibition, Displays, peer learning, Role play, Brain storming
- Optimal utilization of community resources
- Simulated teaching.



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- Incorporating project-based learning and inquiry-based approaches to encourage exploration and experimentation.
- case studies to analyse local issues related to Home Science, promoting community engagement and social responsibility.
- Cultural sensitivity and diversity in teaching practices
- Promoting inclusivity and gender equity in Home Science education
- Emerging Trends and Innovations
 - ❖ Sustainable practices in Home Science
 - ❖ Integration of STEM (Science, Technology, Engineering, and Mathematics) principles in Home Science education (NEP2020)
 - ❖ Global perspectives in Home Science teaching

Unit 3: Laboratory Organization and Experimentation in Home Science

(5 weeks = 10 hours)

- Setting up and maintaining a laboratory workspace.
- Records and registers
- Purchase, storage and maintenance of material and equipment
- Characteristics, organization and management of Home Science laboratory
- Layout of design of multipurpose Home Science Laboratory
- Sustainability through innovative designs
- Utilizing digital platforms and databases for maintaining records and registers of laboratory activities.
- Green technology, integrating modular and flexible lab design,
- Utilizing software for designing lab layouts and equipment placement, enabling students to visualize and contribute to the planning process.
- Safety Procedures and Protocols:
 - ❖ Understanding and implementing safety protocols in the laboratory.
 - ❖ Handling hazardous materials and chemicals safely.
 - ❖ Emergency procedures and first aid in laboratory settings.

Practicum/ Suggested Projects / Assignments (Any Two)

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1. Home Science Laboratory-

- i. Critical evaluation of existing Home Science laboratory in the school and suggest modification for effective use.
 - ii. Planning of ideal Home Science Laboratory for both single subject and Multipurpose use
2. Prototype construction of Home Science laboratory
 3. Development of unit and lesson plan
 4. Organize a community workshop on urban gardening techniques for growing food in limited spaces, promoting food security at the local level.
 5. Explore opportunities for students to develop entrepreneurial skills in areas like food businesses, sustainable home products, or personalized nutrition services.
 6. Creating digital portfolios showcasing innovative lab designs and experiments, using tools like Coral Draw to communicate ideas effectively.
 7. Designing and conducting independent research projects in Home Science and presenting research findings through posters, presentations, or publications.
 8. Applying laboratory skills to real-world problems in home science

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Bloom B (Ed.). et al. (1965). Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook 1: Cognitive Domain. New York. David McKay Company Inc.
- Chander, A. (1995). Introduction to Home Science. Metropolitan.
- Chandra, A., Shah, A. & Joshi, A. (1989). Fundamental of Teaching Home Science. Sterling Publishers Private Limited, New Delhi.
- Das R.R and Ray. (1979). Methods of Teaching of Home Science, New Delhi, Sterling Publjation Pvt, Ltd.
- Dash, B. N., & Dash, K. (1986-1987). Teaching of Home Science. Ajanta Prakashan.

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- Devadas, R. P. (1978). Methods of Teaching Home Science. National Council of Educational Research and Training, New Delhi.
- Devdas, Rajamal, P. (1968) Textbook of Home-Science, Farm Information Unit, Directorate of Extension, Ministry of Agriculture, New Delhi.
- Devdas, Rajamal, P. (1968), The Meaning of Home Science, Sri Avinashillingam Home-Science College, Coimbatore.
- Jha, J.K. (2001). Encyclopedia of teaching of Home Sscience.(Vol I&II), Anmol Publications Private Limited, Delhi.
- Kumari, V. L. (2006). Techniques of Teaching Home Science. Sonali.
- Lady Irwin College (1990). A Textbook of Home Science. Orient Longman, Delhi
- Lady Irwin College (2008). Excellence in Home Science: Contemporary Issues and Concerns, Academic Excellence, Delhi.
- Lakshmi, K. (2006). Technology of teaching of Home Science. Sonali Publishers, New Delhi.
- Mullick P. (2004). A textbook of Home Science. Kalyani Publishers, Ludhiana
- Nibedita, D.(2004).Teaching of Home Science, Dominant Publishers and Distributors, New Delhi
- Paintal, I. (1980). Microteaching: A handbook for Teachers. Delhi. Oxford University Press.
- Ram Babu A and Dandapani S (2016) Essentials of Microteaching, New Delhi, Neelkamal Publications Pvt Ltd, 2010.
- Seshaih, P.R. (2004). Methods of teaching Home Science, Manohar Publishers & Distributors, Chennai.
- Shah, A. et al (1990). Fundamentals of teaching Home Science. Sterling Publishers Private Limited, New Delhi.
- Shalool, S. (2002). Modern methods of teaching of Home Science.(I Edition).Sarup & Sons. New Delhi.
- Sharma S. (2004). Modern Methods of Teaching Home Science. Sarup and Sons Publishers, New Delhi
- Tikoo, S. (2010). Professionalism in Home Science, Academic Excellence, New Delhi.
- Yadav, S. (1997). Teaching of Home Science. Anmol Publishers, New Delhi

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- **Additional Readings**

- Malaviya,R. (2006), Advanced dictionary of Home Science, Arise Publishers, New Delhi. ISBN 81-89557-13-0
- Malaviya,R. (2010). Influence of Technology: Adolescent's Interests, Journal of Psychosocial Research, Vol.5 No.1
- Malaviya,R. & Kakkar,A. (2018), Interiors of a classroom: Influences on teaching-learning processes, Global Book Organization. ISBN 9789383837
- Nutritive Value Of Indian Foods (2017), ICMR,NIN
- Thapar, V. (2004). Home Science Related SUPW Activities: A Manual. ISBN: 9788188901111.
- Swaminathan, D. M. (2013). Handbook of food and nutrition. The Bangalore Printing & Publishing Co. Ltd.
- Swaminathan, M. (1988). Advanced textbook on food and nutrition.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Skill Development, Community Development Activities, Organizational Process Development, Laboratory Organization, Sustainability.



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Bachelor of Education (B.Ed.)

**Title of the Course: EPC3: Art, Craft and
Aesthetics/Music/Theatre**

(Semester: II)

Credits: 2

MM: 50 (Internal: 50)

Contact Week 15

Introduction of the Course

The component on Enhancing professional competencies (EPC I) is a practicum course. It will offer options in different areas of arts and crafts for students. Options in various domains of art such as drawing and painting, dance, drama, music may be offered. It focuses on concepts in Aesthetics and their application in any art form selected by the student. It also includes Introduction to crafts: material, tradition, design, technique; applying these concepts in any one craft of art, dance, music, drama selected by the student. It is also centered on developing art appreciation and focusing on developing sensibility and aesthetic appreciation in the selected art form. The following syllabus of three options: drawing and painting, music and drama has been given. The syllabi for more options can be drawn by different institutions.

Option I: Drawing and Painting

Introduction of the Course

The EPC is a practicum course and it has been designed to giving emphasis to discover for oneself new abilities, whether limited or superior, to walk in fresh paths of self-expression and to feel life is a never-ending adventure. It focuses on developing an understanding of art, its relation with life, and its experiences. It may give pupil teacher a brighter outlook, develop independent decision-making, develop the attitude to explore and experiment; the opportunity to commune with oneself, express oneself fearlessly with originality, develop stand-alone spirit, experience peace and joy within self; inculcate the value of the non-verbal expression and inward self-sufficiency. The process also weaves in developing appreciation towards the artistic heritage and folk arts. Improvement in the direction of quality will come as a matter of experience.

Learning Outcomes



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

1. Develop an understanding towards art and its relation with life.
2. Discover new abilities through self-expression and feel the aesthetic experience.
3. Develop Sensitivity towards fundamentals of art.
4. Develop the attitude of experimentation and exploration and create with originality.
5. Develop appreciation towards folk art.

Number of Units (4)

Weeks 15 = 30 hours

Unit 1: Concept of Art

(5 weeks = 10 hours)

- Meaning of Art, its purpose and relation with life. Misconceptions in Art. Discussions on art through the examples of the works of arts of old masters and contemporary artists, child art, folk art and artistic heritage.
- Method and material- Orientation to different methods and material. Know the different medium, their nature and characteristics.
- Compositions based on topic/theme with any material and medium and method and technique (water/poster colours /oil pastels, mixed media, pencil/charcoal/oil /acrylic or any innovative medium) on the sheet / canvas / hard board.

Unit 2: Composition- Sketching

(5weeks = 10 hours)

- Outdoor sketching- study of variations in nature-study of elements and principals of art- textures, colours, form, shape, line, contrasts, rhythm, unity, order, harmony, light and shadow in (in pencil/pastels/or mixed media) on sheet/canvas.

Unit 3: Calligraphy / Printmaking

(4weeks = 8 hours)

- Calligraphy with self-created tools/freehand in any medium or Exploring and experimenting with printing making with different methods and techniques through usage of different easily available materials (marble/paper/thread printing)

Unit 4: Mounting and Framing

(1week = 2 hours)

- Mounting the work. Display of mounted /framed work (with any material such as glass or mounting with chowksi board/pastel or Ivory sheet or any material used innovatively).

Practicum/ Suggested Projects / Assignments (Any Two)

1. Creation of painting composition based on free expression in any medium.
2. Composition related to study of nature in any medium bringing out textures /light and shade/variation in colours etc.or any folk art.

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3. Freehand calligraphy with self created tool.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential / Recommended Readings

- Barnes, Albert C. and Mazia, Violette De. *The Art of Henri Matisse*. Charles Scribner's Son, New York, 1933.
- Dalmia, Yashodhara. "Arpita Singh : Of Mother Goddesses and Women". *Expression and Evocations: Contemporary Women Artists of India*, edited by Gayatri Sinha Marg Publications, Mumbai, 1996.
- Datta, Ela. *Imagined Territory. Recent Work (A. Ramachandran)*. Vadhera Art Gallery, Delhi, 2001.
- Lakhyani, Susmita. *Promoting Expression Through Art -Education*. Vishwagayan Prakashan, Delhi, 2017.
- Mago, P.N. *Contemporary Art in India - A Perspective*. National Book Trust, New Delhi, India, 2000.
- Malik, Keshav. "Devyani Krishna : The Fire of God". *Expression and Evocations: Contemporary Women Artists of India*, edited by Gayatri Sinha Marg Publications, Mumbai, 1996.
- Mukerjee, Ajit : *Biren De*. Lalit Kala Academy, New Delhi, 1985.
- Sen, Giti. *Raza*. Lalit Kala Academy, New Delhi, 1990.
- Sen, Giti. "Anupam Sud : The Ceremony of Unmasking." *Expression and Evocations: Contemporary Women Artists of India*, edited by Gayatri Sinha, Marg Publications, Mumbai, 1996.
- Vajpeyi, Ashok. *S.H. Raza. Selected Works*. Art Alive Gallery and National Gallery of Modern Art, New Delhi, 2007.

Additional Readings

- Coomarswamy, A.K. *Traditional Art and Symbolism: Selected Essay*. Princeton University Press, New Jersey, U.K. 1977.
- Lowenfeld, Victor. *Creative and Mental Growth*. Macmillan Company, New York, 1952.
- Lakhyani, Susmita. "Developing Inner Peace and Joy through Art Education." *Journal of Social Sciences*, vol. 8, no. 2, 2012, pp. 177–181.

Teaching Learning Resources (Digital and others):

<http://ngmaindia.gov.in/national-gallery-of-modern-art-virtual-tour.asp>

Teaching Learning Process



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The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions and appreciation of works of art. It would also include demonstrations and slide shows aiming at innovation in technique and medium. Experimentation, exploration and Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given.

Key words: Art appreciation, nature study, values in art, calligraphy, free expression.

Option II: Music

Introduction of the Course

This course has been designed with a view to introducing the core concepts of Indian music to the students. It will give them an insight into the theoretical and practical aspects of music. This course emphasizes on developing an understanding of music, its positive role and significance in life. Learning about this performing art will help the students in developing a positive attitude and outlook.

Learning Outcomes

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

1. Learn about the basic concepts of music.
2. Learn about various types of music and musical forms.
3. Understand the role and importance of music.


Number of Units (4)

(Weeks 15 = 30 hours)

Unit 1: Basic Concepts of music

(4weeks = 8 hours)

- Definition of music, Elements of music.
- Nada and its properties, Shruti, Swar, Saptak, Shuddh-Vikrit swar, Vadi, Samvadi, Anuvadi, Vivadi
- Raga, Jatis of ragas


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- Taal, Theka, Matra, Vibhag, Sam, Taali, Khaali, Laya, Vilambit, Madhya and Drut Laya

Unit 2: Forms of music

(4 weeks = 8 hours)

- Classical music, semi-classical music, light music
- Dhrupad, Dhamaar, Khyal, Tarana
- Thumri, Dadra, Tappa
- Geet, Ghazal, Bhajan/Devotional compositions

Unit 3: Popular music

(3 weeks = 6 hours)

- Folk music
- Film music

Unit 4: Role and relevance

(4 weeks = 8 hours)

- Music and society
- Music Therapy
- Music and spirituality/religion
- Music and psychology

Practicum/ Suggested Projects/ Assignments (Any two)

1. Role and significance of music in any one of the religions
2. Folk music of any state or region
3. Music in school education
4. Impact of film music on society

Note: Based on the above, the teacher may design his/her own relevant assignments.

Essential/ Recommended Readings

- Deva, B. C. (1995). Indian Music, Indian Council for Cultural Relations & New age International Publishers Limited. New Delhi: Willey Eastern United. (Chapter 1, 2, 3 and 4)
- Deva, B. Chaitanya, (1993). An Introduction to Indian Music. New Delhi: Publications Division, Ministry of Information and Broadcasting, Government of India.
- Swarup, Bishan, (1933). Theory of Indian Music. Allahabad: Swarup Brothers. (Chapter 1-5 and 10)

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- Sharma, Swatantra, (1996). Fundamentals of Music. Prayagraj: Anubhav Publishing House, (Chapters 1-7, 9, 10, 23, 48)
- Vasant. Sangeet Visharad. Hathras: Sangeet Karyalaya
- Ghosh, Nikhil, (1968). Fundamentals of Raga and Tala - with a new system of notation. Bombay: Nikhil Ghosh (Chapter 3, 4 and 5)
- Vimal, (2010), Hindi Chitrapat Evam Sangeet Ka Itihaas. New Delhi: Sanjay Prakashan. (Chapter 2)
- Garg, Lakshmi Narayan, (Jan. 1966). Lok Sangeet Ank. Hathras: Sangeet Karyalaya
- Kaur, Narendra, (2010). Music for life - Social and psychological objectives. New Delhi: Kanishka Publishers. (Chapter 1-5)
- Tiwari, Kiran, (2019). Sangeet evam Manovigyan. New Delhi: Kanishka Publishers. (Chapter 1, 3, 5 and 11)
- Garg, Mukesh, (Jan-Feb,1998). Film Sangeet Itihaas Ank (Year 64/Vol. 1 & 2). Hathras: Sangeet Karyalaya
- Thielemann, Selina, (2001). The Spirituality of Music. New Delhi: A. P. H. Publishing Corporation. (Introduction, Chapter 1, 6, 9 and 11)

Additional Readings

- Gautam, M. R. (2001). The Musical Heritage of India. New Delhi: Munshi Ram Manohar Lal Publishers (Chapter 2, 3, 4)
- Patnaik, Praveen, (2006). Music and Society - Multicultural issues. Delhi: Commonwealth Publishers.
- Ranade, Ashak Da, (2006). Hindi Film Song - Music Beyond Boundaries. New delhi: Promilla & Co. (Chapter 3 and 4)

Teaching Learning Resources (Digital and others): Across Units

- Audio recordings
- Video recordings

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, audio-video media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area, and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method



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Assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given.

Keywords: Music, Swar, Tala, Laya, Classical music, Semi-classical music, Light music, Folk music, Music Therapy, Psychology, Spirituality.

Option III : Theatre in Education

Introduction of the Course

Theatre is a collaborative art form, and it is inherently interdisciplinary in its nature. It comprises many facets and skills like acting, directing, writing, designing the sets and costumes, make-up, production, lights, sounds and music. All these elements and skill sets come together and are stitched in the form of a 'play' which is performed live, in front of an audience. In the Indian context, theatre has a deep-rooted history with its classical, folk, and other cultural forms until other contemporary forms of theatre evolved in recent times.

Theatre education for children can play a vital role in their individual, social, and emotional development. It teaches them the values of trust and interdependence, makes them confident to express themselves and helps them learn to work in a collaborative environment. It develops their ability to contextualise, critique and discuss certain questions and thoughts they encounter in everyday life. It further helps them imagine, explore, and create their own narratives.

In this course, we will briefly talk about the aesthetics of theatre and how theatre exists in different forms. The students will learn some basic theatre tools that will help them create and perform a narrative they collaboratively arrive at.

Learning Outcomes

After completion of this course, it is expected that the students will be able to:

1. Demonstrate their familiarity with and appreciation of theatre and drama;
2. Demonstrate basic theatre tools of improvisation, ideation, and the process of creating the thematic presentation;
3. Explain different theatrical pedagogies;
4. Create a short performance with educational possibilities;
5. Design a framework for the integration of theatre and drama in their respective subjects.

Number of Units: 4

Week:15 = 30 hours

Unit 1: Importance of Theatre in Education (1 Week = 2 hours)


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- Identifying and Developing Aesthetic Sense Using Examples of Theatre/Drama.
- Introduction to Theatre in Education and Drama in Education.
- Use of Theatre/Drama in Social Movements.

Unit 2: Introduction to Theatre, and Beginning with the Body (2 weeks = 4 hours)

- Principles and Awareness on How to Use Body and Voice in a Given Space and Time.
- Exploring Different Roles, Characters, and Relationships to Identify and Portray Human Values, Attitudes, Intentions and Actions in Different Situations and Contexts.

(There will be several games, exercises, and drama conventions that will familiarize them with certain basics of movement, voice, and acting and thereby create improvisations and images in a given context to increase teachers' own self-awareness, awareness of the classroom environment and sensitivity towards the learner which helps them to break the stereotypical image of conventional teacher and converting into a progressive facilitator.)

Unit 3: Arriving at a Script

(4 weeks = 8 hours)

- Introduction to Different Games, Exercises and Conventions of Theatre and Drama.
- Building Skills for Script Development and Adapting/Devising a Script around Curricular Themes.
- Understanding Different Theatrical Pedagogies Such as Process Drama, Curriculum Drama, Mantle of Expert, Teacher in Role Etc.

Unit 4: Developing and Performing Theatre in Education

(8 weeks = 16 hours)

- Developing and Designing Lesson Plans Using Drama Pedagogies for Their Respective Subjects and Developing and Designing Theatre Scripts on Their Respective Subjects or Interdisciplinary Areas.
- Creating a Session of Learning Content as a Module which will be based on the Process of Drama and Theatre Technique.
- Presentation of Drama Lesson Plans (Drama Programme), Reflection and Addressing Challenges and Possibilities

Practicum/ Suggested Projects / Assignments (Any Two)

1. Critical Review of theatre forms/ theatre literature
2. Demonstration of theatrical pieces based on their movement and speech./ verbal and non-verbal performance
3. Group improvisation based on any theme/content



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4. Planning of their Script and Performance.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Anderson, M. (2012). *A Master Class & Drama Education: Transforming Teaching and Learning*. Continuum International Publishing group. ISBN: 978-1-4411-6700-2
- Boal, A. (2002). *Games for Actors and Non-actors* (2nd ed.). Routledge. ISBN: 0-203-99481-7
- Farmer, D. (2007). *Drama in 101 Games & Activities* (2nd ed.). Lulu. ISBN: 978-1-84753-841-3
- Goodwin, J. (2006). *Using Drama to Support Literacy* (1st ed.). Sage publication. ISBN-13: 978-1412920506
- Heathcote, D., & Bolton, M. G. (1995). *Drama for Learning* (1st ed.). Heinemann. ISBN-13: 978-0435086435
- Morgan, N., & Saxton, J. (1987). *Teaching Drama: A Mind of Many Wonders*. Cheltenham. Stanley Thornes. ISBN: 0748702431
- Satish. (2008). *Rangmanch ek Shekshik Sanstha ke Roop me*. Unpublished thesis(PhD) University of Delhi

Teaching Learning Process

Each unit has an overview of the classroom processes involved therein. Overall it is recommended that the pedagogy will be basically hands-on training. More emphasis is given to experiential learning. The students will learn through experience and by doing, they learn about theatre/ drama and its connection to education. The process takes them through different forms of theatre /drama methodologies like the mantle of expert, process drama, Teacher in role and curriculum drama etc, Storytelling (different Folklore), Folk theatre (Kathakali, Chhau, Bhavai, Yakshagaana, Jatra and Nautanki etc

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given.

Key words: Theatre, Education, Pedagogy, Drama



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**Faculty of Education
University of Delhi, Delhi**

**Bachelor of Education (B.Ed.)
Courses
Semester – III**

Bachelor of Education (B.Ed.)**Title of the Course: Perspective Course PC 11: Assessment for Learning
(Semester: III)****Credits: 2****MM: 50 (External: 35 Internal: 15)****Contact Week 15****Introduction of the Course**

The aim of this course is to focus on the basics of assessment. This course will introduce learners to understand the assessment in different paradigms. It is focused on enhancing the conceptual understanding of existing practices of examinations and assessment in the light of educational policies. It is important to discern the concept of different types of Assessment, tools and techniques for assessment. The paper will develop an understanding of feedback, challenges of assessment in the present scenario.

Learning Outcomes**After completion of the course student will be able to:**

1. Identify the different concepts , types of assessment , measurement and evaluation
2. Analyze and understand Assessment in the light of Educational policies, paradigms
3. Engage with basic concepts necessary for understanding existing practices and evidences for assessment
4. Learn to apply feedback in classroom assessment to enhance learning.
5. Review the policy documents on examination reforms with respect to socio cultural aspects in India

Number of Units (3)**Weeks 15 = 30 hours****Unit I: Basic Concepts of Assessment****(5 weeks = 10 hours)**

- Assessment, measurement, evaluation
- Test and Examination- Concepts, types. Formative and summative Assessments, Assessment for learning, Assessment as learning and Assessment of learning, Continuous Comprehensive evaluation and understanding of Assessment in the light of Educational policies,
- Behaviourist paradigms, Constructivist paradigms, Socio cultural paradigms of Assessment

Unit 2: Analysis of Existing practices and Classroom Assessment**(5 weeks = 10 hours)**

- Role of Traditional Examinations in maintaining social and cultural hierarchy, Detrimental effects of learning students as slow, bright, failure, Perspectives behind no detention policy in elementary grades under RTE act 2009.

- Questionnaires, checklists, rubrics, projects, assignments, portfolio, self assessment, peer Assessment, performance based Assessment, teachers diaries, group activities, action research, Achievement tests and its significance.

Unit 3: Feedback

(5 weeks = 10 hours)

- Feed back of assessment—teachers' feedback to students, Feedback to parents, peers feedback, Interpretation of scores, grading, written learning updates/report cards
- Challenges for Assessment- Academic Credit Cards, CBCS etc., Role of technology in Assessment.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Review of assessment practices in the light of educational policies in India
2. Construction of an achievement/ rubric/ questionnaire/check list/ portfolio
3. Develop a action research proposal keeping in the view of class room assessment
4. Prepare written learning updates / report cards using Ms. Excel or any other software.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Andrade, H. L. (2013). Classroom assessment in the context of learning theory and research. In J. H. McMillan (Ed.), Sage handbook of research on classroom assessment. California, USA: Sage.
- Black, P. (2015). Formative assessment – an optimistic but incomplete vision. Assessment in Education: Principles, Policy & Practice, 22(1).
- Broadfoot, P. (1979). Assessment, schools and society. London, USA: Methuen & Co.
- Byrnes, D.A. (1989), Attitudes of students, parents and educators toward repeating a grade. In L.A. Shepard & M.L. Smith (eds.), Flunking grades: Research and policies on retention. London: Falmer Press.
- Cumming, J., & Maxwell, G. S. (1999). Contextualizing Authentic Assessment. Assessment in Education: Principles, Policies and Practices, 6(2), Source Books on Assessment for Grades I-V for Hindi, English, Mathematics and EVS NCERT (2008)
- Darling-Hammond, L. (1998), Alternatives to grade retention. The School Administrator, 55,7.
- Deshpande, J.V. Examining the Examination System Economic & Political Weekly, April 17, 2004 Vol XXXIX, No. 16.

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- Dweck, C. S. (2006). Mindset : The new psychology of success. New York: Ballantine Book
- िैजयांतींिंकर. बड़ेपैमानेपरआंकलन: अनुभिऔरनजरया. शिक्षा- विमिच. मार्च- अप्रैल, 2013.
- Nawani, D (2012), Continuously and comprehensively evaluating children, Economic & Political Weekly, Vol. XLVIII, Jan 12, 2013. NCERT(2007) National Focus Group Paper on Examination Reforms
- Nawani, D (2015). Re-thinking Assessments in Schools, Economic & Political Weekly, Jan 17, Vol L, No. 3.
- Shepard, L. A. (2000). The role of assessment in a learning culture. Educational Researcher. Peer feedback and evaluation in Sanctuary Schools Dr Sudha Premnath and Ranjani Ranganathan
(<http://www.ashanet.org/projectsnew/documents/701/Peer%20feedback%20and%20evaluation%20in%20Sanctuary%20Schools.pdf>) ए. के. जलालुद्दीन. (मार्च- अप्रैल, 2011). रटनसेअर्चननमाचणतक: पाठ्यर्याच, शिक्षणिस्त्रऔरमूलयाांकनमेंफेर -बदल. शिक्षाविमिच.

Additional Readings

- Bacon. Haladyna, T. M. (1999). Developing and validating multiple-choice test items (2nd ed.).
- Finch, W. H and French, B. F (2019). Educational and Psychological Measurement. London: Routledge.
- Haladyna, T. M. (1997). Writing test items to evaluate higher order thinking. Boston: Allyn &
- Keith, C (2010). An Introduction to Psychological Assessment. Los angeles: SAGE.
- Linn, R. L., & Gronlund, N. E. (1995). Measurement and assessment in teaching (7th ed.). Upper Saddle River, NJ: Merrill.
- Mahwah, NJ: Erlbaum.
- R. K. Hambleton & J. N. Zaal (Eds.), Advances in educational and psychological testing (pp.3-43). Boston: Kluwer.

Teaching Learning Resources (Digital and others): Across Units (If any)

- NCERT , DULS,
- Ms. Excel
- UNESCO, UDISE, ACER reports

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

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Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Assessment for learning, measurement, evaluation, Feedback,



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Bachelor of Education (B.Ed.)

Title of the Course: Perspective Course PC 13: Gender, School and Society-II (Semester: III)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course aims to explore the complex intersection of gender, school and society; and the implications for pre-service educators. It aims to delve into the social construction of gender, examining how ideology, social structures and processes have been instrumental in shaping varied gendered identities. Further, it endeavours to problematize the prevalent patriarchal notions in order to help the pre-service educators to envision a more fluid and gender-just understanding leading to awareness of diverse identities. A critical analysis of gender enculturation norms and classroom processes can lead to enhanced recognition of the consequences of rigid gender expectations; and developing interventions to promote gender equity.

Learning Outcomes

After completion of the course learners will be able to:

1. Critically analyse the role of societal structures and educational processes in the construction of gender identities.
2. Formulate a fluid and gender just understanding.
3. Examine the gender enculturation norms prevalent in educational settings.
4. Engage with significant policies, committee reports and NCFs in the field of gender studies.
5. Become familiar with the legal and judicial provisions
6. Understand the role of a teacher for gender just society
7. Conceptualise interventions to promote gender equity

Number of Units (3)

Weeks 15 = 30 hours

Unit 1: Gender and School Education


(6 weeks = 12 hours)

- Girls as learners (expectations, aspirations and conflicts)
- Hidden curriculum (teacher attitudes, expectations and school ethos)
- Epistemological issues in mathematics, social science, languages and life science through gender lens
- Subject choices made in school and its relation with gender
- Gendered representations in textbooks (illustrations and text)

Unit 2: Education and Gender Equality: Critical Review of Policy Interventions and Initiatives

(6 weeks = 12 hours)

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- Policies, Committee Reports and Curriculum Frameworks in School Education; Towards Equality 1974, NEP 1986, Ramamurti Committee Report 1990, NEP 2020, NCF 2005, NCF 2023
- Roles and Initiatives of Civil society for Gender justice

Unit 3: Teacher as an Agent of Social Transformation

(3 weeks = 6 hours)

- Teacher in India: An analysis using gender as a lens
- Legal and Judicial Provisions in the context of gender (e.g., POCSO Act, 2012 and Vishakha Act, 2013)
- Role of a teacher for gender just society

Practicum/ Suggested Projects / Assignments (Any Two)

1. Analysis of films including songs, advertisements in print and electronic media.
2. Analysis of folk songs, literature in different languages and myths
3. An analytical study of textbooks published by different states, private publishers and NCERT.
4. A study of data about girls from scheduled castes and tribes, minorities and rural backgrounds from different sources such as, enrolment in school and university at different levels, results of Grade X and Grade XII examinations and enrolment in different programs in higher education.
5. A critical study of schemes such as KGBV, NPEGEL, Ladli and so on.
6. A comparative study of the daily routine of children with varied gender identity in the same family.
7. Class Presentation on a topic/ theme pertaining to gender, school and society

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Bhattacharjee, N., (1999). *Through the looking glass: Gender Socialisation in primary school*. In Saraswathi, T., (ed.). *Culture, Socialization, and Human Development: Theory, Research and Application in India*. (pp. 336-356). New Delhi: Sage Publication.
- Bhog D. (Project coordinator). (2010). *Creating the male and female citizen: The norm of civics textbooks*. In *Textbook Regimes: A Feminist critique of nation and identity*. New Delhi: Nirantar. Pp 209-219.
- GoI (1975). *Towards Equality: Report of the committee on status of women in India*. Delhi: Deptt of Social Welfare, GOI.
- GoI (1986). *National Policy on Education*. Delhi: MHRD.
- GoI (1990). *Ramamurti Committee Report*.
- GoI (2005). *National Curriculum Framework*.
- GoI (2020). *National Education Policy*. Delhi: MHRD.

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- GoI (2023). National Curriculum Framework.
- Guidelines and norms laid down by the Hon'ble Supreme Court in Vishaka and others Vs. State of Rajasthan and others (JT 1997 (7) SC 384)
- NCERT (2006). National Focus Group Paper: *Position Paper on Gender Issues on Education*. Delhi: NCERT.
- NCERT (2006). *Shiksha main gender se jude mudde*: NCERT Raashtriya Focus Group Position Paper. Datt Y. (Translator). In Gender Vimarsh (2016). Delhi: RRCEE. Pp. 125 – 178.
- The Protection of Children from Sexual Offences Act, 2012. Ministry of Law and Justice

Additional Readings

- GoI. (1994). The girl child and the family: An action research study. Delhi: Deptt of Women and Child Development, Ministry of Education. pp 197-217, 258-311)
- Jain, S. & Sarohe, S. (2022). Gender, School and Society. Pearson India. ISBN: 9789354497483)
- Karlekar, M., (2000). *Girls Access to Schooling: An Assessment*. In Wazir, R. (ed.) *The Gender Gap in Basic Education: NGOs as Change Agent*. (pp. 80-114). New Delhi: Sage Publication
- Kumar, K. (2010). Culture, State and Girls: An Educational Perspective. *Economic and Political Weekly*. 45(17). (pp. 75-84).
- Mehta R (2019) "Gender, School and Society", Blue Rose Publications, New Delhi, ISBN 978-93-90432-29-5
- Nirantar (2010). Kothari aayog report: Bharat Sarkar ka dastavez. In *Gender our Shiksha reader Bhaag 1*. New Delhi: Nirantar. Pp 100-112.
- Parthasarathi V. (1998). *Socialisation, Women, and Education: An experiment*. In Chanana K. (ed.). *Socialisation, Education, Women: Exploration in Gender Identity*. Pp. 208-230. New Delhi: Orient Longman.
- Parthasarathi V. (1998). *Socialisation, Women, and Education: An experiment*. In Chananaamajikaran, *Mahilaayein, aur shiksha: Ek prayaog*. Rai A. (Translator). In Gender Vimarsh (2016). Delhi: RRCEE. Pp. 82-98.
- Ramachandra V (2019) Gender and Education, The Orient Blackswan, New Delhi 978-9352877409

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

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The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through the end- semester examination.

Key words: Gender, School, Education, Society, Curriculum



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Bachelor of Education (B.Ed.)

**Title of the Course: Perspective Course PC14: School Leadership and Management
(Semester: III)**

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week: 15

Introduction of the Course

This course aims to provide students with a comprehensive understanding of school leadership and management, encompassing both theoretical foundations and practical applications. Through an exploration of key concepts, theories, and best practices, students will develop the knowledge and skills necessary to assume leadership roles within educational settings and contribute to the improvement and advancement of schools and the broader education system. Through engagement with the content and activities outlined in this course, students will develop the knowledge, skills, and dispositions necessary to become effective leaders and managers in educational settings, contributing to the improvement and advancement of schools and the broader education system.

Learning Outcomes:

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

1. develop understanding on various aspects of school management.
2. develop understanding on the concept of leadership and types of leadership style.
3. develop understanding on the roles and responsibilities of various stakeholders in an inclusive school.
4. develop the skill in organizing, modifying and managing a school plan as per the requirements of children with impairment.

Number of Units (5)

Weeks 15 = 60 hours

Unit 1: Philosophical Foundations of School Leadership (3 weeks = 12 hours)

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- Ancient educational systems and modern-day leadership practices
- Implications of philosophical beliefs and ethical dimensions on leadership practices and decision-making.

Unit 2: Comparative Approaches to School Leadership (3 weeks = 12 hours)

- Examine international models and approaches to school leadership.
- Compare leadership styles, organizational structures, and administrative practices across different educational systems.

Unit 3: Elements of School Management (3 weeks = 12 hours)

- Key elements of school management, including organizational structures and resource allocation.
- Practical strategies for managing physical resources and creating safe, inclusive learning environments.

Unit 4: Leadership and Administration in Education (3 weeks = 12 hours)

- Define organisation and administration in educational leadership.
- Explore leadership styles, motivational strategies, and conflict management techniques.

Unit 5: Addressing Diversity and Inclusion in Schools (3 weeks = 12 hours)

- Understand principles and practices of inclusive education in the context of School Leadership and Management.
- Envision the idea of an Inclusive school from all perspectives infrastructural to creating a school ethos for promoting diversity and inclusion.

Practicum/ Suggested Projects / Assignments (Any Two):

1. Conduct a case study analysis of a real-world school leadership challenge, identifying key issues, stakeholders, and potential solutions.
2. Develop a comprehensive school improvement plan focused on enhancing diversity, inclusion, and community participation within the school administration.

3. Participate in a leadership simulation or role-playing exercise, applying leadership skills and strategies to address complex educational challenges in a simulated environment.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Fred C. Lunenberg (2021). Educational administration: Concepts and practices (7th edn). Sage Publication.
- Ladd, Helen F., & Edward B. Fiske, (Eds) (2008). Handbook of research in education New York: Routledge.
- Law, S., & Glover, D. (2003). Educational leadership and learning: Practice, policy and research. Buckingham, UK: Open University Press.
- Samier, E., & Bates, R. J. (2006). Aesthetic dimensions of educational administration and leadership. London: Routledge.
- McTavish, D. (2006). Further education management strategy and policy. Educational Management Administration & Leadership, 34(3), 411-428.
- Glover, D. (1990). Towards a school development plan: Process and practice. Educational Management and Administration, 18(3), 22-26.
- Stefkovich, J. A., & Begley, P. (2007). Ethical school leadership: Defining the best interests of students. Educational Management Administration & Leadership, 35(2), 205-224.
- Caldwell, B. J., & Spinks, J. (1992). Leading the self managing school. London Falmer Press
- Bates, R. J. (2001). History of educational leadership and management. In P. Peterson, E. Baker & B. McGraw (Eds.), International encyclopedia of education (3rd edn.), pp. 724-730. Oxford: Elsevier.
- Bell, L. (2002). Strategic planning and school management: Full of sound and fury, signifying nothing? Journal of Educational Administration, 40(5), 417-424.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Education System, Organisation, Leadership, Administration.



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**Faculty of Education
University of Delhi, Delhi**

**Bachelor of Education (B.Ed.)
Courses
Semester – IV**

Bachelor of Education (B.Ed.)
Title of the Course: Perspective Course PC 10: Research in School Education
(Semester IV)

Credits: 2
MM: 50 (External: 35 Internal: 15)
Contact Week 15

Introduction of the Course

The school offers innumerable dimensions of learning emerging from the diverse ways through which each student can interact with its multiple components. The task of teachers is thus, complex and requires them to envision education beyond the existing practices. This is an evolving scenario. The teachers are prepared for many roles through pre-service and in-service programmes. But the school situations are rarely a *copy-and-paste* set-up and require context-specific interventions to optimize learning for all. The teachers require a deeper insight built on daily school experiences. It demands that the teachers develop skills essential for addressing these multitudes of circumstances. The purpose of this course is rooted in a rationale for developing teachers as researchers. The course will initiate the process of understanding the dynamic nature of the classroom and other school process. It will prepare future teachers to locate the point of intervention and develop ways to address the challenges therein.

Learning Outcomes

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

1. Recognize the need for a teacher to be a researcher.
2. Comprehend various modes of hands-on research.
3. Acquire the skills essential for a researcher.
4. Plan and conduct a mini-research.
5. Develop skills essential for research writing

Number of Units: 2

Weeks 15 = 30 hours

Unit 1: Becoming a Researcher


(6 weeks = 12 hours)

- Need for Research in Schools and Its Significance for School Practitioners
- Teacher as a Critical Reflective Practitioner
- Ethical Considerations in Planning & Conducting Research
- Locating and Reviewing the Related Literature for Developing Critical Insight into the Field.
- Academic writing
- Citation and Referencing

Unit 2: Research Procedures

(9 weeks = 18 hours)

- Planning Your Research
 - a) Observing your Context


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- b) Driving Research Questions and Formulating Research Objectives
 - c) Choosing Research Methodology
 - d) Preparation of Tools and Process for Data Collection
 - e) Analysis, Inferences, Findings and Educational Implications
- General guidelines for conducting research
 - School Based Research
Survey, Case-Study, Action Research, Grounded Theory Research
 - Research for Strengthening Schools and Empowering the Community

Practicum/ Suggested Projects / Assignments

Any **Two** of the assignments

- Review of Research Article
- Annotated Bibliography
- Case Study to analyse Ethical Considerations
- Developing a Profile of Critical Reflective Teacher
- Mini Essay Demonstrating Academic Writing Skills
- Critical Reflective Writing Focused on Research Discourse theme

Note: Based on the above, the teacher may design his/her relevant projects/ assignments.

This is a **mandatory assignment** to achieve the learning outcomes of the course.

- Planning & Conducting a Mini-Research in the School or Community and Submission of a Research Report.

Essential/ Recommended Readings

- Anderson, T. & Shattuck, J. (2003). Design-Based Research: An Emerging Paradigm for Educational Inquiry. *Educational Researcher*, Vol. 32, No. 1, pp. 5-8
- Atkins, L. & Wallace, S. (2012). Qualitative research in Education. Sage.
- Aurini, D.J., Heath, M & Howells, S. (2022). The how to of qualitative research (2nd ed.). Sage.
- Bryman, A. & Burgess, G.R. (1999). Qualitative Research (Vol. 1). Sage.
- Creswell, J. W. (2014). Ethical considerations in conducting qualitative research (Chapter 17). In *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications
- Debra M. Kamps, Judith J. Cartan (1989). School-Based Research and Intervention. *Education and Treatment of Children*, Vol. 12, No. 4, Special Issue (November 1989), pp. 359-390

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- Denzin, K.N. & Lincoln, S.Y. (2018). The sage handbook of qualitative research (5th ed.). Sage.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). The SAGE Handbook of Qualitative Research (Chapter 3).
- Forster, C. & Eperjesi, R. (2021). Action research for student teacher (2nd ed.). Sage.
- Hopkins, D. (2008). A teachers guide to classroom research, (4th ed.). Open University press.
- Kumar, S. (2019). *Action Research and Grounded Research: Evidence Based Practices in Education*. India: Kanishka Publication. 978-81-8457-862-1
- Kumar, S. (2023). Research and Innovation in the Context of the NEP 2020. In Mandal, Dutta and Pritam (Eds.). *National Education Policy 2020: Policy Reforms and Perspective*. Delhi: Atlantic Publication. (255-275). ISBN: 9-788126-935550
- Kumar, S. (2024). Strengthening Qualitative Research. India: Muktibodh Publication
- Miriam D., Rosalind E. & Pam A. (2001). Children and School-Based Research: 'Informed Consent' or 'Educated Consent'? *British Educational Research Journal*, Vol. 27, No. 3 (Jun., 2001), pp. 347-365
- Robert, G. Burgess (2005). *The Ethics of Education Research*. USA: Taylor and Francis

Additional Readings

- Albion, P. R., Tondeur, J., Forkosh-Baruch, A., & Peeraer, J. (2015). Teachers' professional development for ICT integration: Towards a reciprocal relationship between research and practice. *Education and Information Technologies*, 20(4), 655–673. doi:10.1007/a10639-015-9401-91
- Alliance for Education. (2015b). Future Ready Framework: Research citations. Retrieved from Future Ready Dashboard web site: <https://dashboard.futurereadyschools.org/uploads/media/default/0001/01/2210e5dd1f82157083833a280e47495451f25a55.pdf>
- Collins, A., Joseph, D., & Bielaczyc, K. (2004). Design research: Theoretical and methodological issues. *The Journal of the Learning Sciences*, 13(1), 15–42. doi:10.1207/s15327809jls1301_2
- Lagemann, E. C. (1989). The Plural Worlds of Educational Research. *History of Education Quarterly*, 29(2), 185–214. doi: 10.2307/368309



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- Lochmiller, C.R. & Lester, J.N. (2017). An introduction to educational research: Connecting methods to practice. Thousand Oaks, CA: SAG
- Murnane, R. J., & Willett, J. B. (2010). Methods matter: Improving causal inference in educational and social science research. Oxford University Press
- O'leary, Z. (2004). The essential guide to doing research. Sage
- Saldana, J. (2009). The coding manual for qualitative researchers. London: SAGE
- Schutt, Russell K. (2015). Investigating the social world: The process and practice of research (8th ed.). Thousand Oaks, CA: Sage Publications.

Teaching Learning Resources (Digital and others): Across Units (If any)

Nil


Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through an end-semester examination.

Keywords: Teacher, Critical, Active, Reflective, School-based Research.


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Bachelor of Education (B.Ed.)

Title of the Course: Perspective Course PC 15: Curriculum: Planning, Development and Evaluation

(Semester: IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

This course introduces B.Ed. students to the theoretical and practical aspects of curriculum planning, development, and evaluation in the Indian context. They will explore the underpinnings related to the theoretical and practical fundamental ideas related to curriculum at school level. Students will become familiar with the models of curriculum development, engage in the process, and learn techniques for effective curriculum evaluation. The course emphasizes the importance of aligning curriculum with national and state policies, addressing diverse learners' needs, and utilizing contemporary technological tools.

We'll begin by establishing a robust foundation, examining seminal curriculum theories from scholars like Tyler and Doll, understanding their implications for teaching and learning. We'll then delve into the dynamic landscape of curriculum policy, analyzing the context and significance of national education policies and the text of 1986 and 2020 policies. It will also give an opportunity to the students engage with the ways of curriculum framework development, content selection and organization, approaches for assessment and implementation models. The students will learn to translate identified needs into tangible learning experiences that cater to diverse learner profiles.

It will try to nurture the ability to envision, design, and implement curricula that ignite curiosity, cultivate critical thinking, incorporate diverse needs of students and foster a love for lifelong learning among the learners.

Learning Outcomes

After completion of the course student will be able to:

1. Comprehend the role of curriculum in education.
2. Understand different models of curriculum development and relate them with the Indian context/s.

3. Identify diversity among the learners with respect to its relevance in their curriculum.
4. Describe the process of content selection, creation and its implementation.
5. Assess curriculum effectiveness with respect to learning diversity and inclusive education.
6. Develop perspectives on the role and contribution of educational technology in the process of curriculum development.

Number of Units (4)

Weeks 15 = 60 hours

Unit 1: Foundations of Curriculum

(4 weeks = 16 hours)

- Introduction to curriculum: Conceptual understanding involving its three dimensions: context, pedagogy and evaluation
- Factors influencing Curriculum: Political, Socio-cultural, Economic, Technological, Environmental Factors
- Evolution of curriculum thinking : Historical perspectives and contemporary trends.
- Curriculum approaches in education policies India: NPE 1986, National NEP2020, NCFs, and any SCF for a comparative analysis
- Curriculum development models: Tyler's model (Objectives model), Bobbitt's model, spiral curriculum, and others.

Unit 2: Curriculum Development Process

(4 weeks = 16 hours)

- Components of Curriculum design
- The school's curriculum and subject curricula
- Needs assessment: Identifying learner needs, community needs, and societal demands.
- Organization of content and learning experience and Evaluation: Criteria for selecting content, sequencing, presentation and integration.
- Curriculum design models: Subject centered, learner-centered, and competency-based approaches.
- Alignment with goals and approaches advocated in the policy documents, learning outcomes: SMART goals, Taxonomies of writing outcomes, and writing effective objectives.



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- Resource mobilization and management: textual material, other teaching-learning material and technological resources.

Unit 3: Curriculum Implementation and Evaluation

(4 weeks = 16 hours)

- Factors influencing curriculum: Teacher preparedness, 's resources in the system, and the larger socio-economic ethos
- Strategies for effective curriculum implementation: Teacher professional development, resource availability, teacher well-being, and the availability of technology for implementation
- Curriculum evaluation: Purposes, methods, and instruments for formative and summative assessment.
- Data analysis and interpretation: Drawing conclusions and informing future decisions.
- Role of stakeholders in curriculum evaluation: School head, administration, teachers, students, parents, and community members.

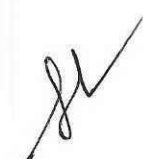
Unit 4: Contemporary Issues in Curriculum

(3 weeks = 12 hours)

- Inclusive education: learners with disability, gender, caste, tribes, marginalized groups: addressing diverse learners' needs as an epistemological concern in curriculum.
- Technology-enhanced curriculum: Leveraging digital tools for effective learning. e-learning & curriculum
- Education for Sustainable development and global citizenship: Integrating environmental awareness into the curriculum.
- Future of curriculum: Emerging trends and challenges in the 21st century.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Analyse curriculum of a regular school in India and another country (such as Japan, Sweden or any other) and make a comparative report.
2. Analyse the curriculum of a free progressive school in India and compare it with that of regular schools
3. Observe a school/ Interview a head of the school and teachers to document the curriculum model
4. Make a presentation on challenges faced by schools in your locality related to curriculum implementation.



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Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings:

- Apple, M. W. (2004). The state and the politics of the curriculum: Lessons from colonial India. *Educational Theory*, 54(4), 355-378
- Bruner, J. S. (1960). *The process of education*. Harvard University Press.
- Dewey, J. (1966): *The Child & the Curriculum -The School & Society*, Phoenix, USA.
- Kumar, Krishna. (2004) *What is Worth Teaching?* Orient Longman: New Delhi
- National Council of Educational Research and Training (2007). *National Focus Group Paper, Curriculum, Syllabus and Textbooks*. NCERT
- National Council of Educational Research and Training. (n.d.). *Guidelines for Evaluating School-Based Curricular Programmes*. NCERT.
- Ministry of Education. (n.d.). *NPE 1986*
- Ministry of Education (2020). *National Education Policy 2020*. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Ministry of Education (2023). *NCEF- school Education* https://www.education.gov.in/sites/upload_files/mhrd/files/NCF-School-Education-Pre-Draft.pdf
- NCERT (2005) *National Curriculum Framework (2005)* (India): <https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>
- Stenhouse, Lawrence. (1975) *An Introduction to Curriculum Research and Development*. Heinmann Education: Oxford
- Tyler, R.W.(1941). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.

Additional Readings

- Apple, M. W. (2017). *Knowledge as power: Education and the struggle for social justice* (5th ed.). Routledge.
- Armstrong, D.G. (1989), *Developing and Documenting the Curriculum*, Boston: Allyn & Bacon, Inc. Bruner, J.S. (1960), *The Process of Education*, Harvard University Press.



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- Carter V. Good (1973), Dictionary of Education, New York: McGraw-Hill.
- Casewell, Hollies L. (1966), "Emergence of the Curriculum as a Field of Professional Work and Study". In Helen P. Robinson, (ed.), Precedents and Promises in the Curriculum Field, New York: Teachers College Press.
- Dewal, O.S. (2004), 'National Curriculum', in J.S. Rajput (ed.). Encyclopaedia of Education, New Delhi: NCERT.
- Dewey, J. (1938). Experience and education. The Macmillan Company.
- Doll, Ronald C. (1996), Curriculum Improvements: Decision Making and Process, 6th ed., Boston: Allyn & Bacon.
- Eisner, E. W. (1998). Curriculum and the art of teaching. Teachers College Press.
- Eisner, E. W. (2002). The educational imagination: On the design and evaluation of school programs. Macmillan
- Eisner, E. W., & Peshkin, A. (2009). Living the arts in education: Making the leap from the studio to the school. Harvard Education Review, 79(3), 606-632. (Advocates for integrating the arts into the curriculum)
- Fenwick, W. (2020). Curriculum: In and against the state. Routledge. (Historical and philosophical analysis of curriculum in relation to social power)
- Glatthorn, A. A., Ray, D. F., & Siraj, I. (2012). Curriculum development and design for educators. Pearson.
- Goodlad, J. I. (1994). School curriculum: A brief introduction. Scott, Foresman and Company
- Grant, C. (2010). Curriculum as a field of inquiry: The case for a new paradigm. Curriculum Inquiry, 40(1), 1-29. (Calls for a new understanding of curriculum as a dynamic and contested field)
- Gruening, G. (2014). Curriculum: Theory and development (6th ed.). Pearson. (Comprehensive overview of curriculum theories and development approaches)
- Gruening, G., & Johnston, A. (2020). Exploring the boundaries of curriculum theory: Toward a framework for transdisciplinary curriculum studies. Curriculum Inquiry, 50(3), 246-267. (Proposes a transdisciplinary approach to curriculum theory)
- journals
- Kumar, Krishna. (2021) Smaller Citizens Oreint Longman: New Delhi
- Lieane, J.A. (et. al.) (1986), Curriculum Planning and Development, London: Allyn and Bacon, Inc.
- Luke, A. (2000). Critical theories of learning: Shifting terrains in cultural pedagogy. Peter Lang. (Focuses on cultural and critical perspectives on curriculum)
- National Council of Educational Research and Training. (n.d.). National Curriculum Framework 2005. NCERT.
- OECD(2019). Global Citizenship Education: Preparing Learners for Diverse Societies, Lives and Economies: https://www.oecd.org/pisa/PISA_in_Focus_100.pdf
- Popham, W. J. (2008). The new evaluation agenda: Assessment for the 21st century. Pearson.

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- Schwab, J. I. (1964). The structure of the disciplines: What schools might learn from the disciplines of inquiry. Rand McNally.
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. Educational Researcher, 15(2), 4-14.
- Stenhouse, L. (1975). Curriculum research and development: The second curriculum inquiry. Heinemann.
- Taba, H. (1962). Curriculum development-theory and practice. New York: Harcourt Brace, Jovanovich.
- Tanner, D. and Tanner, L.(1975) Curriculum development theory and practice. New York: Macmillan Publishing Co. Inc
- UNESCO(2017).Education for Sustainable Development Goals: Learning Objectives. <https://www.unesco.org/en/articles/education-sustainable-development-goals-learning-objectives>
- Wiggins, G. P., & McTighe, J. (2005). Understanding by design (2nd ed.). ASCD.

Teaching Learning Process

This course will embrace an interactive and exploratory learning journey, fostering your transformation into curriculum architects. Expect lively discussions sparked by real-world case studies, collaborative group activities where you'll design inclusive learning experiences, and independent exploration through guided research tasks. Technology will be used, with online tools and resources enriching your explorations. Prepare to think critically, question creatively, and leave each session brimming with new perspectives and practical skills to shape impactful curricula that ignite young minds.

Assessment Method

Your internal assessment (30 marks) reflects your active participation, collaborative spirit, and technological adeptness. Be ready to critically analyze your learning journey through mid-semester reflections and showcase your curriculum solutions.

The end-term exam (70 marks) puts your knowledge to the test. Expect a comprehensive blend of objective and subjective questions assessing theoretical understanding, analytical skills, and practical application. You'll tackle a real-world case study, designing a curriculum intervention that demonstrates theoretical alignment, effective strategies, and sound assessment techniques.

Key words: Curriculum, Evaluation, Disability, Learner's Needs, Citizenship.



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Bachelor of Education (B.Ed.)

Title of the Course: Perspective Course PC 16: Continuous Professional Development: Practices and Approaches (Semester: IV)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

The course pertaining to continuous professional development, methods, and approaches is a fundamental resource for educators who aim to improve their teaching methodologies and enrich their instructional practices. The purpose of this initiative is multifaceted, with the objective of providing educators with the essential resources, methodologies, and perspectives to consistently enhance their efficacy within the educational setting. The course cultivates a culture of continuous learning among educators by employing a blend of academic frameworks, practical exercises, and reflective activities. It promotes the active engagement of individuals in keeping up with evolving trends, innovative pedagogical approaches, and evidence-based practices within the field of education. In addition, the course places significant emphasis on the significance of self-reflection and continuous professional development, enabling educators to recognize areas in need of enhancement and execute focused interventions. The primary objective of continuous professional development, together with its associated practices and approaches, is to enhance teaching standards, enhance student learning experiences, and contribute to the general progress of the education sector.

Learning Outcomes

After completion of the course student will be able to:

1. Recognize the significance of ongoing professional development (CPD) in improving teaching efficacy and student academic achievements.
2. Examine different models, ideas, and frameworks of Continuing Professional Development (CPD) and their significance in fostering professional advancement and progress.
3. Thoroughly comprehend the function of several agencies in promoting ongoing professional growth.
4. Employ reflection as a mechanism for ongoing enhancement, objective establishment, and strategic planning in CPD.
5. Cultivate the ability to engage in reflective analysis in order to critically evaluate instructional methodologies, classroom encounters, and student achievements.
6. Enhance professional decision-making and instructional tactics, it is imperative to delve into evidence-based practices and research findings in the field of education.

7. Cultivate cooperative learning groups and professional networks to facilitate the exchange of ideas, dissemination of best practices, and active participation in continuous professional advancement and progress.

Number of Units (3)

Weeks 15 = 30 hours

Unit 1: Introduction to Continuous Professional Development (5 weeks = 10 hours)

- Understanding and Purpose of CPD in the Teaching Profession
- Knowledge Base for Continuous Professional Development
- Continuous Professional Development and Code of Conduct of Teaching Profession (NPST: National Professional Standard for Teachers and CMP: Career Management and Progression, and Policy Perspective 1986 and 2020)
- Role of different Agencies (UGC, SCERT, NCERT) and CPD
- Professional Development and the Learner-centered School

Unit 2: Reflective Practices and Continuous Professional Development (5 weeks = 10 hours)


- Reflection Process: Practice and Philosophy
- Reflection: Some Models and Perspective
- Understanding Reflective Teaching
- Reflective Diary and Journal Writing: A tool for Professional Development
- Metacognition and Reflective Practices

Unit 3: Doing Continuous Professional Development: Evidence based Practices (5 weeks = 10 hours)

- Mentoring: A tool of Professional development
- Teacher as Researcher: Action Research and Grounded Theory Research
- Collaborative Colleague Scheme for CPD
- Self-regulated CPD Approach and Practices
- Subject Specific Pedagogy: Capacity Building Programmes
- Research Paper Publications and Participation in academic workshops and seminars

Practicum/ Suggested Projects / Assignments (Any Two)

1. What methods can be employed to assess and enhance the efficacy of continuous professional development initiatives for educators, with the aim of improving teaching quality and student outcomes? Create a rubric for the aforementioned task.
2. What is the impact of adhering to a professional code of conduct on the ongoing professional development of educators, and what measures may be taken to ensure congruence between ethical principles and professional advancement in the field of teaching?
3. Examine the particular Continuing Professional Development (CPD) initiatives and


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programs initiated by UGC, SCERT, and NCERT with the goal of improving the quality of teaching, developing curriculum, and training teachers.

4. The utilization of reflective diary and journal writing as tools for professional development presents some restrictions and problems. Consequently, educators must devise effective strategies to overcome these hurdles in order to optimize their learning and personal development.
5. What strategies can educators employ to successfully include a self-regulated approach into continuous professional development (CPD), and what are the most effective methods that promote self-regulation in CPD initiatives?

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Borko H., Jacobs, J and Koellner K. (2010). Contemporary Approaches to Teacher Professional Development. In Penelope P., Eva B. B. M. (Ed). *International Encyclopedia of Education*. Volume 7. Oxford: Elsevier. pp. 548-556
- Cruess, R, & Cruess, L. (2012). *Teaching Professionalism - Why, What and How*. Centre for Medical, Lady Meredith, McGill University, 4(4), 259-265.
- Dixit, K. & Padwad, A. (2011). *Continuing Professional Development: An Annotated Bibliography*. India: British Council of India
- Evans, L. (2008). Professionalism, Professionalism and the Development of Education Professionals. *British Journal of Educational Studies*, 56 (1), 20-38, <http://dx.doi.org/10.1111/j.1467-8527.2007.00392.x>
- Frameworks of continuing professional development, Retrieved from <https://www.britishcouncil.in/teach/continuing-professional-development>
- Kumar, S. (2020). Continuous Professional Development: A Collaborative Colleague Scheme' for School Teachers. *Society and Politics*, Vol 10(1), (28-43), January- June. ISSN: 2248-9479.
- Kumar, S. (2021). *Reflective Practices and Professional Development in Teaching*. India: Shipra Publication. ISBN: 978-93-88691-73-4.
- Kumar, S. (2023). Reconceptualising Teacher Education from an Emancipatory Perspective. *Journal of Educational Planning and Administration*, Vol 37, (31-45). ISSN: 0971-3859.
- Kumar, S. and etl. (2022). *Guidelines for 50 hours of Continuous Professional Development for Teacher, Head Teachers and Teacher Educators*. India: NCERT.
- MHRD, (1986). *National Education Policy 1986*. India: Government of India.

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- Pollard, A. (2005). *Reflective Teaching* (2nd ed.). London: Continuum.
- Saxena, V, Kumar, S., & Chander, S. (2022). *Pedagogical Imperatives for Capacity Building in Higher Education*. India: Insittitue of Life Long Learning, University of Delhi. ISBN: 978-93-90878-09-3.
- Singh, K.A., Rind, A. I. & Sabur, Z (2020). Continuous Professional Development of School Teachers. In Sarangapani, P. & Pappu, R.(Eds) *Handbook of Education Systems in South Asia*. Global Education System: Springer Link.
- Sockett, H. T. (1996). Teachers for the 21st century: Redefining Professionalism, *NASSP Bulletin*, May, 1996, 22-29
- Whitty, G. (2000). Teacher Professionalism in New Times. *Journal of In-Service Education*, 26(2), 281-295. <http://dx.doi.org/10.1080/1367458000020012>

Additional Readings

- Landon, J. (1988). Teacher Education and Professional Development. *TESL Canada Journal* 5, no. 2 (June 26, 1988): 56. <http://dx.doi.org/10.18806/tesl.v5i2.530>.
- Rutter, A.(2017). Teacher Choices: Teacher Development. *Teachers College Record: The Voice of Scholarship in Education* 119, no. 14 (November 2017): 1–32. Retrieved from <http://dx.doi.org/10.1177/016146811711901409>.
- Easton, L. B. (2008) From Professional Development to Professional Learning. *The Phi Delta Kappan*, Vol. 89, No. 10 pp. 755-759, 761. URL: <https://www.jstor.org/stable/40792272>
- Christie, D. & Kirkwood, M. (2006). The Role of Teacher Research in Continuing Professional Development. *British Journal of Educational Studies*, Vol. 54, No. 4, pp. 429-448
- Servage, L. (2008). Critical and Transformative Practices in Professional Learning Communities. *Teacher Education Quarterly*, Vol. 35, No. 1, Communities of Practice, pp. 63-77, URL: <https://www.jstor.org/stable/23479031>
- Voogt, J., Therese, L., Breuleux, A. & Rebecca, C. (2015). Collaborative design as a form of professional development. *Instructional Science*, Vol. 43, No. 2, pp. 259-282. URL: <https://www.jstor.org/stable/43575286>

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Teaching Learning Resources (Digital and others):

- The Triumph (2021) Directed by Brett Leonard and starring RJ Mitte.
- Blackboards (2000) Directed by Samira Makhmalbaf.
- Taare Zameen Par(2007) Directed by Amir Khan.
- Goodbye Mr. Chips (1939) Directed by Sam Wood.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Profession, Professional Development, Teaching



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Bachelor of Education (B. Ed.)

Title of the Course: Elective Course: E.1: Education for Mental Health (Semester: IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15


Introduction of the Course

The course aims to equip student teachers with an understanding of nature and evolution of mental health as a discipline & mental health in practice. The focus lies on developing an informed perspective of fundamental concepts, ongoing issues and recent debates with reference to various perspectives on a healthy person. It is crucial that student teachers are oriented with an updated understanding of the foundational knowledge, skills and attitude which are a prerequisite for nurturing collective mental health, particularly in the context of Schools for Sustainable Development. Adopting a whole-school approach, involving all stakeholders, the course seeks to cultivate a shared commitment to collective responsibility for mental health. Additionally, the course strives to raise awareness among student teachers through critical engagement with government initiatives & educational resources related to School Mental Health. Furthermore, foundational guidance and counseling skills will be developed to student teachers, enabling them to serve as facilitators of mental health. The course also encourages the development of a reflective approach in student teachers, thus fostering sensitivity to mental health issues in school and community settings. The goal is to empower student teachers to be able to identify and address mental health concerns and issues within the personal and social realm & act as liasoning partners with parents, teachers, school counselors & community members for promotion of school mental health.

Learning Outcomes

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

1. Engage in empathetic communication using age-appropriate mental health


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terminology tailored to the developmental stages of school-age children

2. Counsel school-going children with sensitivity and awareness when discussing mental health concepts, and be cognizant in adapting language and vocabulary to suit the understanding and needs of each age group
3. Collaborate with other stakeholders to cultivate a positive, inclusive school environment that prioritizes the mental health and emotional well-being of all stakeholders
4. Critically evaluate educational resources in the field of Mental Health to assess their relevance, credibility, and effectiveness in addressing mental health issues within school settings
5. Formulate preventive and promotive Mental Health Strategies by synthesizing evidence-based approaches and adapting them to the unique needs of the school community
6. Design a comprehensive School Mental Health Plan by integrating diverse perspectives, resources, and strategies, and evaluate its efficacy in promoting mental health and well-being within the school environment.

Number of Units 4


Weeks 15 = 60

hours

Unit 1: Towards an Understanding of Mental Health

(4 weeks = 16 hours)

- 1.1 Concept of Mental Health (with reference to World Health Organization (WHO), Mental Health Atlas, Diagnostic and Statistical Manual of Mental Disorders (DSM), World Mental Health Report, Mental Health & Wellbeing National Survey)
- 1.2 Notions of A Healthy Person
- 1.3 Mental Health as a Continuum: Concept & Gaps
- 1.4 Key Debates & Discussions
 - 1.4.1 Mental Hygiene and Mental Health
 - 1.4.2 Nomothetic and Idiographic Approach


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- 1.4.3 Statistical and Ideological/Bio-Psycho-Social Approach
- 1.4.4 Universalism and Cultural Relativism
- 1.5 De-Stigmatizing Mental Health
- 1.6 Mental Health Studies in India:
 - 1.6.1 Conceptualization
 - 1.6.2 Educational Policy Perspective (NEP 2020 & NCF-SE 2023)
 - 1.6.3 Legal Perspective (MH Act 2017)

Unit 2: Mental Health: A Life Span Perspective

(3 weeks = 12 hours)

- 2.1 Life Span Perspective in Mental Health
- 2.2 Locating and Addressing Mental Health Concerns through life stages with reference to indicative issues such as s Peer Conflict, Social Media Addiction, Procrastination, Media, Technology & Communication, Contemporary Lifestyles & Related Issues, Negotiating Stereotypes: Gender, Caste, Class, Religion and Region, Gender Roles & Sexual Orientations.
- 2.3 Revisiting who is a Healthy Person with special emphasis on different stages of life?
- 2.4 Development of Life Skills
 - 2.4.1 Frustration, conflict, stress and anxiety: Sources and management

Unit 3: Mental Health: In the context of School

(4 weeks = 16 hours)

- 3.1 Understanding Nature of School as an Institution
- 3.2 School Related Challenges to Mental Health
 - 3.2.1 School Based Issues (Home-school continuity & discontinuity; diverseshool contexts)
 - 3.2.2 Mental Health Concerns of Key Stakeholders: Students, Teachers, Schoolleaders, Non-Teaching Staff
- 3.3 Approaches to Address Mental Health concerns: Schools as Enablers of Mental Health
 - 3.3.1 Preventive and Promotive (Wellbeing and Resilience)

3.3.2 Curative and Diagnostic

3.4 Mental Health & Sustainable Development: A Whole School Approach

3.5 Resources of Mental Health

3.5.1 Exemplary Case Studies from the Field (catering to Preventive & Promotive Aspects of Mental Health)

3.5.2 Mental Health Apps, Podcasts, Blogs, YouTube channels, tool-kits & modules (developed by WHO, UN bodies, National & State Agencies) catering to the mental health concerns of school going children.

Unit 4: School Mental Health & Role of Teachers

(3 weeks = 12 hours)

4.1. Promoting Mental Health Literacy

4.1 Teacher as a Guide & a Counselor

4.1.1 Concept and Needs

4.1.2 Notion of teacher as a counsellor

4.1.3 Strategies for Guidance and Counselling

4.2 Addressing Mental Health Concerns of Key Stakeholders in Schools

4.3 Partnering with others for Promotion of School Mental Health

4.3.1 Peer Support

4.3.2 Collaboration with Parents

4.3.3 Community Participation

4.3.4 School Counsellors and Mental Health Practitioner

4.4 From Evidence to Action: Designing & Evaluating a School Mental Health Plan

Practicum/ Suggested Projects / Assignments (Any Two)

1. Critically review and interpret the data findings from recent mental health survey published by reputable organizations such as the UN, WHO, or government bodies, focusing on key trends, disparities, and implications for policy and practice.

2. Share anecdotal narratives gathered from grandparents, parents, and peers, highlighting their relevance to mental health. Reflect on how these accounts might have inadvertently reinforced misconceptions. Additionally, provide handouts containing typical mental health myths alongside accurate information. Prompt group collaboration to discern between factual and mythical statements, fostering dialogue to clarify any uncertainties.
3. Identify a Feature Film or Documentary film depicting one or more mental health issues and concerns. Draft an in-depth review based on your understanding of the issues in Mental Health as well as Educational Psychology.
4. Choose a mental health issue and identify at least three resources that can be used to develop a deeper understanding of the concern. Present your understanding through annotations of the resources and share them in the mental health group.
5. Conduct an observational study to identify prevalent mental health concerns among school-age children at different developmental stages. Develop a detailed report outlining your observations, including promotive strategies for school mental health.
6. Investigate how mental health issues are portrayed in popular media platforms such as magazines, films, television shows, or radio broadcasts. Analyze the stereotypes presented, propagated, or challenged in these representations and discuss their impact on public perceptions and attitudes towards mental health.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Documentaries And Films

Alexander, A. (2014). Elee: The Invisible Child [Animation]. India: NID (Diploma Project). Bandyopadhyay, M. (2006). Being Male, Being Koti [Documentary]. India: PSBT.

Sanyal, A. (Director). (2011). A Drop of Sunshine [Documentary]. India: PSBT. Srinivasan, A. (Director). (2009). I Wonder... [Documentary]. India: PSBT.

Farooqui, S. and Hassanwalia, S. (2013). Bioscope: Non Binary conversations on Gender

and Education[Documentary]. India: Nirantar.

<http://www.lifeovertakesme.com>

Essential/ Recommended Readings

- Anand, M. (2018). Promoting mental health of school children: Indian reflections. *Indian Journal of Health and Wellbeing*, 9(2), 292-295.
- Brigman, G., Villares, E., Mullis, F., Webb, L. D., & White, J. F. (2021). *School counselor consultation: Skills for working effectively with parents, teachers, and other school personnel*. John Wiley & Sons.
- Cattam, M., & Tilford, S. (2006). *Mental health promotion: A lifespan approach*. McGraw-Hill Education(UK).
- Cavioni, V., Grazzani, I., & Ornaghi, V. (2020). Mental health promotion in schools: A comprehensive theoretical framework.
- Chehaib, H., Rodríguez-Campos, L., & Todd, A. (2023). Evaluation of a School-Based Program Designed to Improve the Mental Health in Children: A Collaborative Approach. *School Community Journal*, 33(1).
- Corey L. M. Keyes. (2002). The Mental Health Continuum: From Languishing to Flourishing in Life. *Journal of Health and Social Behavior*, 43(2), 207–222. <https://doi.org/10.2307/3090197>
- Coronel-Santos, M. A., & Rodríguez-Macías, J. C. (2022). Integral definition and conceptual model of mental health: Proposal from a systematic review of different paradigms. *Frontiers in sociology*, 7, 978804. <https://doi.org/10.3389/fsoc.2022.978804>
- de Saint, A. (2021). *The Little Prince*. Aegitas.
- Fenwick-Smith, A., Dahlberg, E. E., & Thompson, S. C. (2018). Systematic review of resilience-enhancing, universal, primary school-based mental health promotion programs. *BMC psychology*, 6, 1-17.
- Fergus, S., & Zimmerman, M. A. (2005). Adolescent resilience: A framework for understanding healthy development in the face of risk. *Annu. Rev. Public Health*, 26, 399–419.
- Gatto, J. T. (2002). *The seven-lesson schoolteacher. Dumbing us down: The hidden curriculum of compulsory schooling*. New Society Publishers.
- Gericke, N. (2022). Implementation of Education for Sustainable Development through a Whole School Approach. In *Education for Sustainable Development in Primary and Secondary Schools: Pedagogical and Practical Approaches for Teachers* (pp. 153-166). Cham: Springer International Publishing.
- Gupta, A., & Coffey, D. (2019). Caste, religion, and mental health in India.
- Helping adolescents thrive toolkit: strategies to promote and protect adolescent mental health and reduce self-harm and other risk behaviours. Geneva: World Health Organization and the United Nations Children's Fund (UNICEF), 2021. Licence: CC BY-NC-SA 3.0 IGO.
- Kuppili, P. P., & Nebhinani, N. (2020). School Mental Health Program: Scenario in India. *Journal of Indian Association for Child and Adolescent Mental Health*, 16(1), 1-12.
- Kuther, T. L. (2022). *Lifespan development: Lives in context*. SAGE publications.

- World Health Organization. (2014). Social determinants of mental health.
- Laursen, B., Finkelstein, B. D., & Betts, N. T. (2001). A developmental meta-analysis of peer conflict resolution. *Developmental review*, 21(4), 423-449.
 - Math, S. B., Basavaraju, V., Harihara, S. N., Gowda, G. S., Manjunatha, N., Kumar, C. N., & Gowda, M. (2019). Mental Healthcare Act 2017 - Aspiration to action. *Indian journal of psychiatry*, 61(Suppl 4), S660-S666. https://doi.org/10.4103/psychiatry.IndianJPsychiatry_91_19
 - Mental Health and Well-being of School Students - A National Survey, 2022 <https://dsel.education.gov.in/node/2145>
 - Middlebrooks, Jennifer S. & Audage, N. C. (2008). The Effects of Childhood Stress on Health Across the Lifespan. *Psychology*, 6(6).
 - NCF-SE (2023) Policy document released by Government of India. Retrieved from https://ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf
 - NEP (2020) Policy document released by Government of India. Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf
 - Padhy, S. K., Khatana, S., & Sarkar, S. (2014). Media and mental illness: Relevance to India. *Journal of Postgraduate Medicine*, 60(2).
 - Parikh, R., Michelson, D., Sapru, M., Sahu, R., Singh, A., Cuijpers, P., & Patel, V. (2019). Priorities and preferences for school-based mental health services in India: a multi-stakeholder study with adolescents, parents, school staff, and mental health providers. *Global Mental Health*, 6, e18. doi:10.1017/gmh.2019.16
 - Patil, R. (2022). NEP 2020: Mental Health And Emotional Well Being Of Students And The Changing Role Of Teacher As Counsellor. *International Journal of Research Publication and Reviews*, Vol. 3., no 3, pp 497-517
 - Pilgrim, D. (2022). Key concepts in mental health. *Key Concepts Mental Health*, 100.
 - Prasad, K. M., Angothu, H., Mathews, M. M., & Chaturvedi, S. K. (2016). How are social changes in the twenty first century relevant to mental health?. *Indian Journal of Social Psychiatry*, 32(3), 227-237.
 - Rajaraman, D., Shinde, S., & Patel, V. (Eds.). (2015). *School health promotion: Case studies from India*. Byword Books.
 - Raman V, Thomas S. (2023). School Mental Health Program in India—Issues and Possible Practical Solutions. *Indian Journal of Psychological Medicine*. 45(3):283-288. doi:10.1177/02537176231165033
 - Scott, D. A., Valley, B., & Simecka, B. A. (2017). Mental health concerns in the digital age. *International Journal of Mental Health and Addiction*, 15, 604-613.
 - Sharma, P. (2019). Peer support in mental healthcare. *Economic and Political Weekly*, 54(26 & 27), 27-29.
 - Solbes-Canales, I., Valverde-Montesino, S., & Herranz-Hernández, P. (2020). Socialization of gender stereotypes related to attributes and professions among young Spanish school-aged children. *Frontiers in psychology*, 11, 609.
 - Southwick, S. M., Litz, B. T., Charney, D., & Friedman, M. J. (Eds.). (2011). *Resilience*

and mental health: Challenges across the lifespan. Cambridge university press.

Teaching Learning Resources (Digital and others):

https://ncert.nic.in/pdf/announcement/Training_Resource_Material_english.pdf

<https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf>

https://manodarpan.education.gov.in/assets/img/pdf/CBSE_MH_Manual.pdf

https://www.youtube.com/results?search_query=manodarpan+ncert

<https://www.youtube.com/playlist?list=PLUgLcpnv1YiegG7-uLBHnOpiwB-R9wMq>

<https://podcasters.spotify.com/pod/show/epw-research-radio/episodes/Socio-cultural-Factors-and-Mental-Health-in-India-e1p275r/a-a8ludil>


Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: Mental Health, Education, Schooling


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Bachelor of Education (B.Ed.)

Title of the Course: E.2: Art Education

(Semester: IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

This course on art education focuses on an exploration into the essence of artistic expression and deepen conceptual understanding of art and its intrinsic significance in human life. It aims to cultivate an appreciation for the multifaceted nature of artistic expression and unravel the key ideas within Art Education. It is designed to critically engage the learners with the development of values in Art Education, recognizing its profound implications in shaping educational contexts. The course places a focal point on sensitization towards challenges in Art Education, prompting thoughtful consideration of potential solutions. Additionally, it emphasizes the development of art appreciation, guiding learners to discern the nuanced aspects of various artistic forms. Furthermore, a critical understanding of diverse teaching strategies, evaluation techniques, and curriculum challenges in art education will unfold. The course invites active involvement in unlocking the transformative potential of art, gaining insights that extend beyond aesthetics and contributing meaningfully to the discourse on art education.

Learning Outcomes

After completion of the course student will be able to:

1. Develop the conceptual understanding of Art and its fundamentals.
2. Sensitize/appreciate the relevance of Art in human life.
3. Acquire a conceptual understanding of the key ideas in Art Education.
4. Develop critical understanding of value development in Art Education.
5. Develop an understanding of the implications of Art in Education.
6. Sensitize towards the problems and issues in Art Education.
7. Develop art appreciation .
8. Develop critical understanding of different teaching strategies, evaluation techniques and curriculum problems in art education.

Number of Units: 4

Weeks 15 = 60 hours

Unit 1: An Introduction to Art Education**(4 weeks = 16 hours)**

- An Introduction to Art Education – A consideration of the formal and informal theory in Art education with emphasis on building a theoretical basis for education in the arts - Lectures , reading, discussions, Literature of Art Education.

Unit 2: Conceptual studies in Art education**(3 weeks = 12 hours)**

- Conceptual studies in art education-An examination of theories of aesthetics, criticism and judgement as foundation to art education in school. Emphasis on a conceptual analysis of art its fundamentals and its relation with life. beauty, Reality, Idea, Truth and Taste and so on.

Unit 3: Instructional strategies in Art Education**(4 weeks = 16 hours)**

- Instructional strategies in Art Education – Analysis and Evaluation of Teaching Methods
- Emphasis on involvement interaction, inquiry, analysis of psychology of performance (motivation, inspiration, aptitude etc).
- Interaction and motivation in art education –An examination of the meaning, different types and medium of motivation.

Unit 4: Curriculum and Instructional Problems in Art Education (4 weeks = 16 hours)

- Curriculum problems in Art Education –An examination of curricular plans as tool for transforming selected concepts in art education into teacher –student activities in the classroom.
- Special Problems in small / large group instruction –An examination of problems in small/large group with reference to total programme planning, evaluation etc.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Observe and document the status of art education in the school you are visiting under school experience programme.
2. Analyse different aspects of five works of arts of great masters.
3. Case studies of the children's work of art and their understanding of the concept of Art.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Chapman, Laura H. *Approaches to Art in Education*. New York, Marcourt Brace Jovanovich, Inc. 1978.
- Mago, P.N. *Contemporary Art in India - A Perspective*. New Delhi, National Book Trust, 2000.
- Faulkner, Ray; Ziegfeld, Edwin and Hill, Gerald. *Art Today*. London, Peter Owen Limited, 1956.
- Francesco, Itello L. De. *Art Education Its Means and Ends*. New York, Harper and Brothers, 1958.
- Jeswani, K.K. *Appreciation of Art*. Delhi, Atma Ram and Sons, 1965.
- Jeswani, K.K. *Art in Education*. Delhi, Atma Ram and Sons, 1966.
- Jeswani, K.K. *Teaching and Appreciation of Art In Schools*, . Delhi, Atma Ram and Sons, 1965.
- Keiler. *The Art in Teaching Art*. University of Nebraska Press, Lincoln, 1961
- Lowenfeld, Victor. *Creative and Mental Growth*. Macmillan Company, New York, 1952.
- Lakhyani, Susmita. *Promoting Creativity through Art Education*, Kanishka publications, Delhi, 2020.
- Prasaad, Devi. *Art: The Basis of Education*. National Book Trust, Delhi, 1998.
- Ray, Niharranjan. *An Approach to Indian Art* .Publication Bureau, Punjab University, Chandigarh, 1984.
- Shukla, Ram Prasad. *NavinBhartiyaChitrakala, .KitabMahal*, Allahabad, (n.d.)
- Wickiser, Ralph L. *An Introduction to Art Education*. World Book Company, Yonkers on Hudson, New York, 1957.
- Winslow, Leon Loyal. *School Art Programme*. McGraw Hill Book Company, Inc, New York, Toronto, London, 1949.

Additional Readings

- Aanderson, T. And Milbrandet, M.K. "Art For Life : Authentic Instruction In Art", McGraw Hill, ISBN-0072508647, 2004
- Kainj and Riley. *Exploring Art*. Harcourt, Brace and Company, Inc. New York and Chicago, 1947.

Teaching Learning Resources (Digital and others):

<http://ngmaindia.gov.in/national-gallery-of-modern-art-virtual-tour.asp>

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: art appreciation, values, significance of art in education, expression, experiences.



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Bachelor of Education (B.Ed.)

Title of the Course: E.3: Digital Technologies in Education
(Semester: IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

The Objective of the course is to enable the students to develop an understanding of Digital Technologies in Education. It will enable them to develop their understanding on fundamentals of computer, computers and other web based tools and their role in teaching-learning and assessment processes. The course also aims to deepen students understanding on digital pedagogies, its role in developing digital literacies and digital citizenship, and different modes of digital teaching and learning.

Learning Outcomes

After completion of the course student will be able to:

1. explain the fundamentals of computer
2. describe the use of computer and web technologies in the classroom teaching learning and assessment practices
3. explain digital pedagogy and demonstrate digital literacy
4. describe different modes of digital teaching and learning

Number of Units

Weeks 15= 30 hours

Unit I: Computers in Education

(3 weeks=6 hours)

Fundamentals of Computer

- Hardware and Software
- Troubleshooting, Networking and Internet Security

Computer supported teaching-learning in Education

- Computer Aided and Assisted Learning
- Computer supported Collaborative Learning

Unit 2: Web Technologies in Education

(4 weeks= 8 hours)

- Evolution of Web technologies
- Web 1.0 to Web 5.0 technologies
- Web technologies in teaching-learning and assessment processes

Unit 3: Digital Pedagogies for 21st Century Learning

(4 weeks=8 hours)

- Digital Pedagogy: Concept and Need
- Theoretical Underpinnings
- Digital Pedagogy role in developing digital literacies
- Fostering Digital Citizenship through Digital Pedagogies

Unit 4: Introduction to Digital Teaching and Learning
(hours)

(4 weeks =8

- Concept of Digital Teaching and Learning (DTL)
- Modes of Digital Teaching and Learning (Onsite-TEL, Online, Blended and Hybrid)
- Benefits and Challenges of different modes of DTL
- Instructional Strategies and Assessment practices in different modes of DTL

Practicum/ Suggested Projects / Assignments (Any Two)

- Engage discussion in small groups on computer fundamentals after reading/watching related videos from 'youtube'.
- Develop an instructional video of working with web tools
- Engage collaboratively in a problem based learning situation on any content from the syllabus.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Becirovic, S. (2023). *Digital Pedagogy: The Use of Digital Technologies in Contemporary Education*. Singapore: Springer.
- Etuk, P. A. (2023, December 11). *EVOLUTION OF THE WEB: THE WEB 1.0 TOWEB 5.0 VERSION*. Retrieved from Medium: <https://tehillah6.medium.com/evolution-of-the-web-the-web-1-0-to-web-5-0-version-bd0d7fed234e>
- Howell, J. (2012). *Teaching with ICT : digital pedagogies for collaboration & creativity*. Victoria: Oxford University Press.
- MacDonald, B., Atkin, R., Jenkins, D., & Kemmis, S. (1977). Computer Assisted Learning: Its Educational Potential. In R. Hooper, *Rhe National Development Programme in Computer Assisted Learning: Final Report of the Director* (pp. 1-32). London: The Council for Educational Technology.
- McMurray, P., & Hoover, L. W. (1984). The Educational Uses of Computers: Hardware, Software, and Strategies. *Journal of Nutrition Education*, 16(2), 39-45.
- Nilson, L., & Goodson, L. (2021). *Online Teaching at its Best: Merging Instructional Design with Teaching and Learning Research* (Second ed.). San Francisco: Jossey-Bass.
- Sadiku, M., & Akujuobi, C. (2022). *Fundamentals of Computer Network*. Humana Press.
- Trede, F., Markauskaite, L., McEwen, C., & Macfarlane, S. (2019). *Education for Practice in a Hybrid Space: Enhancing Professional Learning with Mobile Technology*. Singapore: Springer.
- University of Michigan. (n.d.). *Teaching Modes: On-site, Blended, Online*. Retrieved May 1, 2024, from LSA Technology Services: <https://lsa.umich.edu/technology->

services/services/learning-teaching-consulting/teaching-strategies/online---blended-teaching/teaching-modes.html

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, PBL collaborative learning tasks which enhance comprehending content area. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words:

Computer Assisted Learning, Web Technologies, Digital Pedagogy, Onsite Learning, Online Learning, Blended Learning and Hybrid Learning



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Bachelor of Education (B.Ed.)

Title of the Course: Elective Course: E.4: Education and Technology (Semester: IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

In an era where technology permeates every aspect of life, it is imperative that educators understand its role and relevance in education. This syllabus aims to provide an in-depth understanding of the concept, nature, scope, and importance of Educational Technology, thereby enabling educators to effectively integrate these tools into their teaching methodologies. Awareness of various models of teaching and learning aids is essential in the current educational landscape. This syllabus will expose educators to a variety of technological tools and models, enabling them to choose and adapt the ones most suitable to their teaching style and student needs. Understanding the role of different techniques in educational practice is vital. This syllabus aims to provide educators with a holistic view of these techniques, emphasizing their practical application and impact on student learning outcomes. As technology evolves rapidly, staying abreast of the latest trends and techniques is crucial for educators. This syllabus will equip educators with the knowledge to not only keep pace with these changes but also to critically evaluate and adopt new technologies in a way that enhances the educational experience. The ultimate goal of this syllabus is to foster a reflective approach towards the application of educational technology in education. It aims to encourage educators to consider how these technologies can be effectively integrated into their teaching practices to improve educational outcomes and prepare students for a technology-integrated world. The syllabus aims to produce teachers who are not only technologically proficient but also thoughtful about how technology is used to enhance learning and teaching. The focus is on creating a generation of educators who are equipped to navigate and utilize technological advancements in a way that positively transforms the educational landscape.

Learning Outcomes

After completion of the course student will be able to:

1. Develop an understanding of the concept, nature, scope and importance of Educational Technology.
2. Create awareness about models of teaching and teaching-learning aids in Educational Technology.
3. Obtain total perspective of the role of techniques in educational practice.
4. Acquaint with emerging trends and techniques in educational technology.

5. Reflect upon application of educational technology, as a whole, in the field of education.

Number of Units: 4

Weeks 15 = 60 hours

Unit 1: Conceptual Understanding of Educational Technology (4 Weeks = 16 hours)

- Conceptions and misconceptions about educational technology
- Types of educational technology, approaches of educational technology, their role in modern educational practice.
- Nature and assumptions, factors influencing the application of educational technology, development of educational technology.

Unit 2: Models of Teaching and Traditional Teaching-Learning Aids (4 Weeks = 16 hours)

- Concept, meaning and characteristics of models of teaching.
- Strategies, assumptions and fundamental elements of teaching models.
- Edgar Dale's cone of experience and components.

Unit 3: Innovations in Educational Technology (4 Weeks = 16 hours)

- Multimedia in Education, Online Conferencing, Internet and its use, web tools, open education resources and ICT, ethical, social and technical concerns.
- Recent trends in educational technology viz. artificial intelligence, augmented reality, virtual reality.
- Issues in context: Differently abled learners, teacher replacing technology, learner and teacher as prosumer, cyber security and safety.

Unit 4: Educational E-Content Generation in the New Scenario (3 Weeks = 12 hours)

- Concept of e-content, essential parameters, text, images, pictures, audio, video, animation
- Content generation using software and applications, application of artificial intelligence in education.
- Recent applications and software for e-content development.

Practicum/ Suggested Projects / Assignments (Any Two)

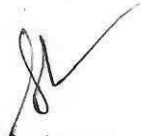
1. Writing of a term paper on the given course contents.
2. Development of communication plan.
3. Critical review of educational program presented through any medium.
4. Development of e-content using artificial intelligence.
5. Interface with educational technology industry (through excursion).
6. Application and use of a recent technology tool in the classroom activities.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended/ Suggested Readings

- Apple, M. (1991): The new technology: Is it part of the solution or part of the problem in education? Computers in the Schools, 8(2), 59-81.
- Apple, M. (1995): Education and power. New York: Routledge.
- Barron, A.E., Orwig, G.W., Ivers, K.S. & Lilavois, N. (2002). Technologies for education: A practical guide, reference sources in science and technology series (ed 4). New York: Libraries Unlimited.
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- Collins, J., Hammond, M. & Wellington, J.J. (1997). Teaching and learning with multimedia. London: Routledge.
- Dale, E. (1969). Audiovisual methods in teaching, (ed 3). New York: Dryden Press.
- D'Antoni, S. & Savage, C. (Eds) (2009). Open educational resources: Conversations in cyberspace. New York: United Nations Educational, Scientific and Cultural Organization.
- Ehlers, U.D. & Schneckenberg, D. (Eds) (2010). Changing cultures in higher education: Moving ahead to future learning. London: Springer.
- Goswamy, B.P. (2006). Shaikshik takniki evam kaksha-kaksh prabandh. Delhi: Swati Publication.
- Jonassen, D.H. (Ed) (2003). Learning to solve problems with technology: A constructivist perspective, (ed 2). California: Merrill.
- Jonassen, D.H., Peck, K.L. & Wilson, B.G. (1999). Learning with technology: A constructivist perspective. California: Merrill.

- Joyce, B.R., Weil, M. & Calhoun, E. (2009). Models of teaching, alternative e-text formats series, (ed 8). Boston: Pearson/Allyn and Bacon Publishers.
- Kanvaria, et al. (2018). ICT for education: A few concepts and researches. Delhi: New Delhi Publishers, Delhi.
- Kanvaria, V.K. & Gupta, N. (2017). Turning schools smarter: The smart school way. In S.K. Panda (Ed.) Creating beautiful school for learner (284-296). Delhi: Ankur Book Distributors.
- Kanvaria, V.K. & Yadav, A. (2023). Augmented reality: Prospects for environmental science education. In C.Y. Patil, N.V. Mahale & S.M. Ingole (Eds.) Recent trends in humanities, social sciences, sciences and commerce, vol 1 (65-67). Pune: Jyotikiran Publication.
- Kanvaria, V.K. & Yadav, A. (2023). Revolutionizing education in India through digital initiatives: Trends and future possibilities. European Chemical Bulletin, (Scopus).
- Kanvaria, V.K. (2014). A comprehension on educational technology and ICT for education. GBO: Delhi.
- Kanvaria, V.K. (2015). Interacting with teaching system through use of computer technology and the challenges ahead. In S.K. Grewal & G. Gupta (Eds.), Institutional quality improvement: Role of ICT (189-199). Patiala: Twenty First Century Publication.
- Kanvaria, V.K. (2021). Digitalization in education: A shift in learning, teaching and pedagogy-development. In S. Pal, T.Q. Cuong, & R.S.S. Nehru (Eds.) Digital education pedagogy: Principles and paradigms (23-48). USA: Apple Academic Press (Taylor and Francis Group).
- Kanvaria, V.K. (2023). Digital learning and teaching: An innovative strategy for quality learning. In B. N. Panda (Ed.) Digital learning: An innovative strategy for quality learning. Bhubaneswar: RIE (NCERT).


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- Kanvaria, V.K., Yadav, A. & Monika. (2023). Augmented reality and virtual reality. Bangalore: Archers and Elevators Publishing House.
- Ledford, B.R. & Sleeman, P.J. (2001). Instructional design: A primer. Greenwich: Information Age Publishing.
- Leonard, D.C. (2002). Learning theories: A to Z. Westport: Greenwood Publishing Group.
- Mayer, R.E. (2009). Multimedia learning, (ed 2). New York: Cambridge University Press.
- McQuail, D. (1984). Communication, aspects of modern sociology: Social processes, A.O.M.S. social processes series, surveys in economics, (ed 2). New York: Longman.
- Mishra, S. & Sharma, R.C. (Eds) (2005). Interactive multimedia in education and training. London: IGI.
- OET (2000). E-learning: Putting a world-class education at the fingertips of all children. The National Educational Technology Plan. Office of Educational Technology, US Department of Education. New York: Diane Publishing.
- Pathak, R.P. (2007). Shaikshik prodyogiki ke naye aayaam. Delhi: S.M. Books.
- Roblyer, M.D. (2007). Integrating educational technology into teaching, (ed 4). Delhi: Pearson Education India.
- Saxena, P.K. (2008): Shaikshik prodyogiki evam kaksha prabandh. Delhi: KK Publications.
- Sharma, S. & Gupta, N. (2007): Shaishik takniki evam kaksha kaksh prabandhan. Jaipur: Shyam Prakashan.
- Singh, Y.K., Sharma, T.K. & Upadhyay, B. (2008). Education technology: Teaching learning. New Delhi: APH Publishing.
- Solomon, G. & Schrum, L. (2007). Web 2.0: New tools, new schools. Washington: International Society for Technology in Education.



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- Spencer, K. (1991). The psychology of educational technology and instructional media. Liverpool: United Writers Press.
- Timothy J.N., Donald A.S., James D.L., James D.R. (2010). Educational technology for teaching and learning, (ed 4). Noida: Pearson Education.

Teaching Learning Resources (Digital and others): Across Units (If any)

UNESCO Website, NCERT Website, MoE Website, UGC Website, NCTE Website

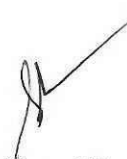
Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: Educational Technology, Models of Teaching, Teaching-Learning Aids, Innovations, Educational E-Content Generation


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Bachelor of Education (B.Ed.)

Elective Course: E.5: Environment Education

(Semester: IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Weeks: 15

Introduction of the Course

This course aims to develop an understanding of the relationship between humans and environment. It examines contemporary issues and concerns regarding the environment. This course also focuses on development of the insights and ability among the student-teachers to effectively integrate environmental issues in the subject curriculum and pedagogy so as to evolve as a socially and environmentally awakened teacher.

Learning Outcomes:

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

1. Develop an understanding of the nature and evolution of environment in the context of education.
2. Develop sensitivity towards the specific needs/problems/challenges in the area of environment.
3. Develop an understanding of the conflicts and inequalities that result from the complex interaction of social and environmental factors.
4. Become aware of the fundamentals of environment education.
5. Reflect upon the curricular areas that focus on environment.

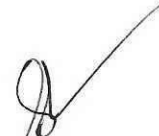
Number of Units: 4

Weeks 15 = 60 hours

Unit 1: Concept of Environment

(4 Weeks = 16 hours)

- Meaning of Environment and its relation to human beings;
- Critical examination of its historical and conceptual antecedents;
- Assessing the state of the environment;
- Study of environmental concerns including perspectives from both social and natural sciences;
- The emergent inter-disciplinary and multi disciplinary perspective


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Unit 2: Environment Education at various levels**(4 Weeks = 16 hours)**

- Significance and scope of environmental issues at the global, national & local levels in school curriculum
- Methods and approaches of integration of Environment education with subject content, assessment strategies.
- Role of teachers; Development of skills and abilities to deal with curricular areas related to environment in the classroom

Unit 3: Understanding Development in the context of Environment (4 Weeks = 16 hours)

- Notion of Development as continued social, political and economic progress; Significance of 'well-being' of the global community
- Addressing the real and complex issues of Development; Their relationship to the natural and social systems, concept of Foot print and Hand print
- Issues of sustainable development; Need for and challenges to sustainable development; Study of alternative approaches to sustainable development

Unit 4: Educational Issues and Challenges**(3 Weeks = 12 hours)**

- Study of policy documents pertaining to environment;
- Policy Formulation and Analysis vis-à-vis development concerns
- Role of Government, Schools and Society.

Practicum/ Suggested Projects / Assignments (Any Three)

- Infuse Environment issues in pedagogy with special objectives of preparing learners for action related to environment concerns
- Analysis of relevant documents depicting voices of concern for environment
- Analysis of case-studies from different contexts and settings symbolising traditions and attitudes to environment.
- Community based project-work- Dealing with any one topic related to issues of environment in the school curriculum and own locality

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended/ Suggested Readings

- Agarwal, A et. al. (ed.) (2001). Green Politics: Global Environment Negotiations. New Delhi: Centre for Science and Environment
- Agarwal, A. & Narain S. (1991). The State of India's Environment – The Third Citizen's Report. New Delhi: Centre for Science and Environment.
- Agenda 21, UN Conference on Environment and Development (The Earth

- Summit)(1991). In Palmer, J. and Neel, P. (Ed.). *The Handbook of Environmental Education*, London: Routledge.
- Alkazi, F., Jain, O. and Ramdas, K. (2001). *Exploring our Environment– Discovering the Urban Reality*. New Delhi: Orient Longman
 - CEE (1986). *Joy of Learning, Handbook of Environmental Educational Activities*. Ahmadabad: Centre for Environment Education
 - Centre for Environmental Education (1997). *The Green Teacher: Ideas, Experience and Learning*. In *Educating for the Environment*. Ahmadabad: CEE.
 - Driver R. Guesne, E. &Tiberghien, A. (1985). *Children’s Ideas in Science*. U.K.: Open University Press
 - Harvey, B. &Hallet, J. (1977). *Environment and Society–An Introduction and Analysis*. London: Macmillan Press.
 - Kumar, D. K. Chubin, D. (2000). *Science, Technology and Society : A source book on research and practice*. London: Kluwer Academic Publication
 - Kumar, Krishna (1996). *Learning from Conflict*. New Delhi: Orient Longman.
 - NCERT (2006). *Position paper on Habitat & Learning*. New Delhi: National Council for Educational Research and Training.
 - Pedretti, E. (2003). *Teaching Science, Technology, Society and Environment (STSE)Education*. In *The Role of Moral Reasoning on Socio-scientific Issues and Discourse in Science Education*. Science and Technology Education. Vol. 19, 219-239.
 - Raghunathan, Meena&Pandy, Mamta(Eds) (1999). *The Green Reader: An Introduction toEnvironmental Concerns & Issues*. Ahmadabad: Centre for Environment Education
 - Scrase, T. J. (1993). *Image, Ideology and Inequality*. New Delhi: Sage Publication.
 - Simray, C. (2016). *Teaching Environment Education*. SAGE Publication.
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 - UNEP (2013). *Emerging issues in our global environment (year book)*.United NationsEnvironment Programme.
 - UNESCO – UNEP (1980). *Environment Education: What, Why, How . . .* Paris: International Education Series.
 - UNESCO-UNEP (1990). *Basic Concepts in Environmental Education*. In *Environment Education Newsletter*. Paris: UNESCO
 - VidyaBhawan Society (1995). *Report of the Seminar on Environmental studies (23rd-25thNovember, 1995)*. Udaipur

- Yencker, D., Fier, J. & Sykes, H. (2000). Environment Education and Society in the Asia-Pacific. London & New York: Routledge Publication.
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Reports and Journals for study

- Journal “Terra Green” by TERI, India.
- Journal of Environmental Sciences, Elsevier


Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical analysis, collaborative learning tasks which enhance skills in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: Environment Education, multidisciplinary, approaches, teacher, school curriculum, Pedagogy, Wellbeing, Environmental issues, global issues, Sustainable development.


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Bachelor of Education (B.Ed.)

Title of the Course: E.6: Human Rights in Education (Semester: IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

This course aims to help in understanding Human Rights and Democracy as outlined in the Universal Declaration of Human Rights, which was officially adopted by the United Nations in 1948. The dedication of this course is based on the acknowledgment of the duty to uphold, safeguard, and advance the rights of all individuals, regardless of their backgrounds or circumstances. We explore a wide range of human rights issues from a neutral and inclusive perspective, promoting democratic values and encouraging well-informed critical thinking that is crucial for a flourishing democracy. The educational approach of the course incorporates several methods focused on improving communication abilities and fostering a profound comprehension of the multicultural and historical aspects of the global fight for justice and dignity. During this course, we will analyze the functions of both governmental and non-governmental organizations in promoting and enforcing human rights. This will enable each participant to recognize their possible contributions to the progress of human rights education.

Learning Outcomes

After completion of the course student will be able to:


1. Understand and analyze the historical development of human rights.
2. Learn personal attitudes, values, and skills.
3. Develop action skills, demanding state responsibilities for respecting and defending rights.
4. To form an action strategy to address human rights issues and educate others about human rights.
5. historical and current situations in human rights terms.

Number of Units (4)

Weeks 15 = 60 hours

(41)

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Unit 1: Conceptualizing Human Rights and Human Rights Education (4 weeks = 16 hours)

- Introduction to Rights, Human Rights and Human rights Education with reference to Philosophical, Psychological, Political, and Sociological perspective.
- Approaches to Human Rights: western political liberalism, socialism and social welfare principles, cross-cultural rights traditions, and the UN instrument and Human Rights from policy perspective

Unit 2: Emerging Concerns in Human Rights (4 weeks = 16 hours)

- Debates in the Human Rights discourse: Universal versus Relativism, Legal versus Ethical demands, Rights versus Human rights, Collective versus Individual rights
- Critical review of Democracy with reference to Human rights
- Revisiting of Indian constitution with reference to Human Rights and curriculum.
- Critical review of Human Right in globalized world

Unit 3: School Education and Human Rights Perspective (4 weeks = 16 hours)

- Human Rights perspective in teaching-learning Processes
- Human Rights Perspectives in Assessment
- Inclusion and exclusion

Unit 4: Issues, Movements and Promotion of Human Rights (3 weeks = 12 hours)

- Understanding Human Rights of Children, Women, Minorities, Dalits, Differently abled and Homosexuals.
- Role of Government, Non-Government Organizations, Education, family and self in promotion of human rights

Practicum/ Suggested Projects / Assignments (Any Two)

1. A case involving violation of human rights
2. Short placements with programmes or projects dealing with Human Rights Education
3. Review and Critical Analysis of National Policy Documents with reference to Human Rights Perspective
4. Awareness Camp to promote Human Rights Education
5. Series of Street plays (nukkadnaatak) about Human Rights Education

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended/ Suggested Readings

- Baxi, Upendra, 'From Human Rights to the Right to be Human; Some Heresies', in UpendraBaxi (ed.) The Right to be Human, New Delhi: Lancer International
- Dennis Altman 2004, 'Sexuality and Globalization', Agenda: Empowering Women for Gender Equity, No. 62, African Feminisms Volume 2,1: Sexuality in Africa (2004), pp. 22-28: on behalf of Taylor & Francis, Ltd.
- Desai, A.R. 'Democratic and Authoritarian Faces of the Indian constitution', in A.R. Desai (ed.) Violation of Democratic Rights in India, Bombay: Popular Prakashan
- Ellen Messer, 1997, 'Pluralist Approaches to Human Rights' , Journal of Anthropological Research, Vol. 53, No. 3, Universal Human Rights versus Cultural Relativity (Autumn, 1997), pp. 293-317: University of New Mexico
- Emilie M. Hafner-Burton and KiyoteruTutsui , 2005, 'Human Rights in a Globalizing World: The Paradox of Empty Promises',American Journal of Sociology, Vol. 110, No. 5 (March 2005), pp. 1373-1411, The University of Chicago Press
- FonsCoomans, Fred Grünfeld, Menno T. Kamminga, 2010, 'Methods of Human Rights Research: A Primer',Human Rights Quarterly, Volume 32, Number 1, February 2010, pp.179-186 (Article):The Johns Hopkins University Press
- J. K. Patnaik, 2004, 'Human Rights : the concept and perspectives : a third world view', The Indian Journal of Political Science, Vol. 65, No. 4 (Oct.-Dec., 2004), pp. 499-514, Indian Political Science Association
- Jack Donnelly, 1982, 'Human Rights and Human Dignity: An Analytic Critique of Non-Western Conceptions of Human Rights', The American Political Science Review, Vol. 76, No. 2 (Jun., 1982), pp. 303-316: American Political Science Association 3
- Jogendra Kr. Das, 2003, 'Reflections on Human Rights and the Position of Indian Women', The Indian Journal of Political Science, Vol. 64, No. 3/4 (July-December, 2003), pp.203-220: Indian Political Science Association

- Kothari, Rajni, 1989, 'Human Rights – A movement in Search of Theory', in Smitu Kothari and Harsh Sethi (eds.) Rethinking Human Rights: Challenges for theory and action, New York: New Horizons Press and Delhi: Lokayan
- Kothari, Smitu, 1989, 'The Human Rights Movement In India: A critical overview', in Smitu Kothari and Harsh Sethi (eds.) Rethinking Human Rights: Challenges for theory and action, New York: New Horizons Press and Delhi: Lokayan
- Nilanjana Jain, 2006, 'Human Rights under Democracy', The Indian Journal of Political Science, Vol. 67, No. 1 (JAN. - MAR., 2006), pp. 143-152: Indian Political Science Association
- Sen, Amartya, 2004, 'Elements of a Theory of Human Rights, Philosophy and public-Affairs, 32. No.4
- Alam, Aftab (2000), Human Rights in India: Issues and Challenges, Delhi, Raj Publication.
- Bajpai, Asha(2010) Child Rights in India: Law, Policy and Practice, Oxford University Press: New Delhi.
- Baxi, Upendra (2010) The Future of Human Rights, Oxford University Press: New Delhi.
- Byrne, Darren, J.O. (2000), Human Rights: An Introduction, New Delhi, Pearson Education Limited.
- Chandohoke, Neera (2012) Contested Secession: Rights, Self-determination, Democracy, and Kashmir, Oxford University Press, New Delhi
- Chaudhary, Dashrath (2004), Human Rights and Education, New Delhi, Rainbow Publishers Ltd.
- Conventions on the Rights of the child (2000), MHRD Govt of India.
- Dagar, B.S. (1948), Perspectives in Human Rights Education, Chandigarh, Haryana Sahitya Academy.
- Donnelly, Jack (1989), Universal Human Rights in Theory and Practice, Cornell, Cornell University Press.
- Elbers, Frank (2002), Human Rights Education Resource book, Cambridge, MA: Human Rights Education Associates.
- Gopalan, S.B. (1998) India and Human Rights, New Delhi, Lok Sabha Secretariat.
- Gupta, Madan (2001) What will be Human Rights of students, New Delhi, Jnanada Pub.

- Hugh (1991) The challenges of Human Rights, London, Cassell, Education Ltd.
- Illich, Ivan (1972) Deschooling society, Middlesex, England, Penguin Books Ltd.
- Krishnamurthy, J. (2001), The First and Last Freedom, Chennai, Krishnamurthy Foundation.
- Kumar, Sandeep (2012) Human Rights and Pedagogy, Discovery publishing House: Delhi.
- Macwan, Martin (2006), Dalit Rights, New Delhi, NHRC. 4
- Mani, V.S.(1998), Human Rights in India: An overview, Institute for the world congress on Human Rights, New Delhi.
- MHRD (2003), Human Rights Education, Teaching and Training, Indian Institute of Human Rights, New Delhi.
- Mittler, P. (2000) Working towards Inclusive Educating Social contexts, London, David Fulton publishers.
- NHRC (2005), Human Rights Education for beginners, New Delhi, National Human Rights Commission.
- Pachuari, S.K. (1995), Children and Human Rights, Delhi, APH, Publication.
- Pachuari, S.K. (1995), Women and Human Rights, Delhi, .APH, Publication.
- Philip, Kavita (2004), Constructing Human Rights in the Age of Globalization, PHI: New Delhi.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: Human Rights, Education, Democracy

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Bachelor of Education (B.Ed.)

Title of the Course: E.7: Peace Education

(Semester: IV)

Credit 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

The elective course seeks to develop and strengthen the capacity of future schools teachers to build a peaceful life and world on all levels. The students will get the opportunities to enhance their values, knowledge and skills for living in and building cultures of peace. They will become familiar with the roles that education, teachers and schools can play in resolving and transforming conflicts and nurture holistic cultures of peace. They will be sensitized to peace-oriented values and principles and develop a critical understanding and knowledge of the root causes of diverse conflicts and their nonviolent resolution. They will also be able to practice creative pedagogical and curricular approach in schools. The course considers peace education as education for the achievement of non-violent, environmentally sustainable, just and an inclusive society.

Learning outcomes

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

1. Understand the scale, depth and variety of conflicts that affect contemporary life;
2. Appreciate peace as an important goal and pursuit
3. Inquire into the complex role that institutionalized education plays in the context of different types of conflicts;
4. Develop personal initiative and resources for the pursuit and promotion of peace through education
5. Critically grasp over philosophical ideas that offer a vision for life and promote peace

Number of Units 3

Weeks 15 = 60 hours

Unit 1: Understanding Conflicts and their Sources

(5 weeks = 20 hours)

- Conceptual understanding of conflicts: The role of perspective, symbols, stereotypes in it and differentiate between personal, social, national, global and universal level conflicts;
- A conflicted relationship between humans and nature: the question of environmental crisis and 'universal responsibility' (by The 14th Dalai Lama)

- A critical perspective on the role of communication technology and contentious presentation of issues in television and social media;
- Recognizing the role of education in general and the culture of competition and corporal punishment in school and its consequences for conflicts
- Childhood in conflict settings: the impact on the children of the conflicts of different kinds that have led to displacement, violence or persistent social turmoil.

Unit 2: Preparation for Peace and Conflict Resolution

(5 weeks = 20 hours)

- Developing a conceptual understanding of peace
- Developing analytical skills and the abilities of reflection on the circumstances and factors leading to stress and conflict.
- Cultivating the perspective and skills necessary for peace: Introspection, Mediation, facilitation, persuasion and dialogue
- Justice: conceptual understanding and the Constitution as a means of conflict-resolution and providing justice.
- Self and Identity: Individual and collective self; duality and conflict (by referring to Freud's theory of psyche)

Unit 3: Philosophizing Peace: Questions raised by major philosophers on violent conflicts of the twentieth century and their vision of peace.

(5 weeks = 20 hours)

- Gandhi, Tagore, Krishnamurti and Bertrand Russell,
- The XIV Dalai Lama, Thich Naht Hahn

Following texts may be referred to for engagement with their ideas on peace.

Secular Ethics by The XIV Dalai Lama

Civilization and Progress by Tagore

'Brute Force' and 'Passive Resistance' in Hind Swaraj by Gandhi

Peace is Every Step by Thich Naht Hahn

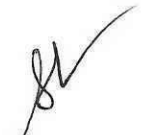
Education and World Peace' by Krishnamurti

'On Nuclear War and Peace by Bertrand Russell

Practicum/ Suggested Projects/Assignments (Any Two)

- Visits to the sites or monuments symbolizing introspection
- Study of ongoing conflicts in the political, economic, socio-cultural and ecological spheres;
- Case studies of any one major conflict between nation-states
- Study of successful struggles for peace and ongoing processes of dialogue
- Critically analyze and reflect on any conflict and its impact on children and their childhood.

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Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings:

- Alfassa, M. (1999). *On Education*. Sri Aurobindo Ashram Publications Department.
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- दलाई लामा तथा आशुतोष गर्ग 2020 *धर्म से आगे संपूर्ण संसार के लिए नैतिकता* राधाकृष्ण प्रकाशन
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Additional Readings

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- Kesavan, M. (2001) *Secular Common Sense*. Penguin Books.
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- United Nations International Children's Fund (2021). *The State of the World's Children 2021: On My Mind: Protecting, Promoting and Caring For Children's Mental Health*. New York.
- United Nations International Children's Fund (2019). *The State of the World's Children 2019: Children, Food & Nutrition: Growing Well in a Changing World*. UNICEF, New York.
- United Nations International Children's Fund (2017). *The State of the World's Children 2017: Children in a Digital World*. UNICEF, New York.
- United Nations International Children's Fund (2016). *The State of the World's Children 2016: A Fair Chance for Every Child*. UNICEF, New York.

Teaching Learning Resources (Digital and others):

Hiroshima Peace Memorial Museum: <https://hpmuseum.jp/?lang=eng>

INEE: <https://inee.org/resources/peace-education-manual>

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks

which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: Peace Education, Conflict Resolution

Bachelor of Education (B.Ed.)

Title of the Course: E.8: Adolescence Education

(Semester: IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15


Introduction of the Course

The course aims to develop sensitivity and knowledge about adolescence among prospective teachers. This will enable them to understand the evolution and significance of adolescent education in India. A sensitivity is also required towards adolescents who undergo a myriad of physical, cognitive, and emotional changes and struggle to cope with compelling social challenges. Rather, seeing adolescence as a stage of a storm, a perspective needs to be built that there lie great possibilities and potential for innovation and dynamism. However, they also need to be aware that there are great risks with the increased incidences of violence, discrimination, and substance abuse. The aim is to build life skills and empower adolescents to harness their young potential into constructive energies to enable them to live an enhanced and productive life.

Learning Outcomes-

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

1. Develop an understanding of healthy transitions to adulthood, including analyzing changes during adolescence and evaluating concepts related to a healthy body image.
2. Encourage learners to examine their own beliefs related to issues around sexuality through reflection and critique.
3. Acquire skills to use techniques such as question box, role play, value clarification, and case studies for enacting Adolescence Education Programmes through practice and application.
4. Build an attitude for nurturing positive and responsible relationships among adolescents with parents, peers, family, and community through collaboration and communication.
5. Promote prevention of substance misuse and support de-addiction by designing and implementing intervention strategies.
6. Inculcate a healthy attitude towards sex and sexuality, promoting respect for the opposite gender and an understanding of responsible sexual behaviour through analysis and synthesis.
7. Improve life skills and respond to real-life situations positively and responsibly by applying problem-solving and decision-making skills.
8. Continue fostering a positive and responsible attitude towards sexuality and relationships among adolescents through application and evaluation.


Head/Dean

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University of Delhi, Delhi-110007

Number of Units: 4

Weeks 15 = 60 hours

Unit 1: Adolescence Education: Introduction

(4 weeks = 16 hours)

- Adolescence: Understanding of physiological, socio-emotional, cognitive and cultural aspects.
- Adolescence Education: Concept, Need and Relevance
- Role of Social Agencies in Adolescence Education
- School, Family, Media, Community

Issues and Challenges during Adolescence

- Social-Emotional Well-being: Identifying common issues like anxiety, depression, and substance abuse, causes, impacts and support for prevention, intervention, and coping.
- Addressing Risks: bullying, abuse, violence, and discrimination, prevention, and intervention strategies

Unit 2: Sexual and Reproductive Health

(3 weeks = 12 hours)

- Understanding Sexual and Reproductive Health
- Myths and Misconceptions
- STIs and HIV/AIDS: Causes, Prevention, Cure and Skills of Coping

Unit 3: Supporting Adolescence Education

(4 weeks = 16 hours)

- Life Skills: concepts, need, relevance, challenges, pedagogies, assessment
- Integrating Core Life Skills through Adolescent Education
- Career Engagement: career counselling and guidance to explore interests and aspirations.
- Exploring Legislation and Policies for Adolescence Education

Unit 4: Empowering Student Teachers

(4 weeks = 16 hours)

- Dealing with personal self-constraints
- Supporting Diverse Learners in Adolescence: Addressing inclusivity, cultural sensitivity, and educational equity.

Pedagogical Approaches to Adolescence Education

- Case studies and Critical Incidents, Brainstorming, Role-playing, Buzz groups, Gaming, Value clarifications, Question Boxes, Discussions and Debates, puppet shows, role reversal, walkabouts, and video shows. Leveraging technology in teaching and learning

- Engaging stakeholders, including students, parents, teachers, and community members, for the holistic development of adolescents.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Field visits to schools, community centres, and health clinics to interact with teachers, experts, and doctors and develop a comprehensive understanding of adolescent development, learning needs, and educational interventions.
2. A student needs to prepare a presentation by reviewing and analysing the work done by Government and non-government organisations (NGOs) at national and international levels.
3. A student needs to do a detailed study on any one of the following:
 - i. Conducting interviews and observing fields to understand the impact of different socio-economic settings on adolescent behaviour.
 - ii. A case study on child abuse victims to explore the reasons behind such abuses and the rehabilitation process.
 - iii. Conducting an interview and preparing a report on adolescents in drug rehabilitation centres to explore the reasons for addiction among them and its impact on their social, academic, and personal lives.
 - iv. A study on adolescents residing in the precincts of industrial areas and factory establishments exploring the various impacts on their lives due to living in such areas.
 - v. Carrying a field study to find out why adolescents in different regions show higher or lower drop-out rates.
 - vi. Analysing movies and documentaries on adolescent issues, challenges, and perspectives and discussing them in-depth in the classroom.
 - vii. Analysing the home magazines and findings, the frequently asked questions on sexuality, sexual orientation, and other issues surrounding adolescent life.
 - viii. Conducting adolescent education sessions in schools to understand the prevailing understanding of adolescent education among teachers and students.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments


Head/Dean

Essential/ Recommended Readings:

- Anandhi, S. (2007). Sex Education Conundrum. *Economic and Political Weekly*, 42(33), 3367–3369.
- Arora, P. (2008). Sex Education in Schools. Narula Printers: New Delhi.
- ASHE (2001). Preparing For the VIBES – In the World of Sexuality- Revised Edition for Schools. Jamaica, USAID.
- CBSE (1999). Population & Adolescence Education- A Training Package, Delhi.
- Department of Education & State AIDS Control Society (2005) YUVA- School Adolescence Education Programme- Handbook for Teachers, Delhi.
- Choudhary, G. B. (2014). *Adolescence education*. PHI Learning Pvt. Ltd.
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- Greenberg, Jerrold S. (1989). Preparing Teachers for Sexuality Education, Theory into practice; Sexuality Education, Lawrence Erlbaum Association, Inc., 6 (3), pp 227-232.
- Growing up in a World with HIV/AIDS, FAQ Booklet for students, Adolescence Education Programme; MHRD, NACO and UNICEF.
- Harrison, Jennifer K., (2000). Sex Education in Secondary Schools; Buckingham, Philadelphia, Open University Press.
- MHRD (2004) Life Skills Modules. *Adolescence Education Programme*, MHRD NACO & UNICEF: Delhi.
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- Jitendra, N. and Divya P. (2000). Sex Education. *Encyclopaedia of Indian Education*; Rajput, J.S., Ed., Vol-II (L-Z); NCERT
- NCERT & NACO (1994). AIDS Education in School: A Training Package, Delhi.
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- Prabhu, Vithal, (1998). Sex Education to Adolescence: With Guidelines for Program/Curriculum: Mumbai, Majestic Prakashan.
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- UNESCO (2000). Life Skills on Adolescence Education Reproductive Health.
- Yadav, Saroj Bala, (2000). Adolescent Education. Encyclopaedia of Indian education. Rajput, J.S., Ed. Vol.I (A-K) NCERT.

Additional Readings

- Arnett, J. J. (1999). Adolescent storm and stress, reconsidered. *American Psychologist*, 54(5), 317–326. <https://doi.org/10.1037/0003-066X.54.5.317>
- Berk, L. E. (2013). Child Development. New Delhi: Prentice Hall of India. [Chapter 1 and 2] (pp 3-9 and pp 42-59).
- Berk, L. E. (2022). *Infants, Children, and Adolescents*. SAGE Publications.
- Balagopalan, S, (2010). Introduction: Children's Lives and the Indian Context. *Journal for the History of Childhood and Youth*, 18(3), 291-297.
- Bhende, A.A. (1994). *A study of the sexuality of adolescent girls & boys in underprivileged groups in Bombay*. The Indian Journal of Social Work, LV (4), pp 557-571.
- Carson, D. K., Foster, J. M., & Tripathi, N. (2013). Child Sexual Abuse in India: Current Issues and Research. *Psychological Studies*, 58(3), 318–325. <https://doi.org/10.1007/s12646-013-0198->
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- Robertson, E. B., David, S. L., & Rao, S. A. (2003). Preventing Drug Use among Children and Adolescents: A Research-Based Guide for Parents, Educators, and Community Leaders. Second Edition. In *National Institute on Drug Abuse (NIDA)*. National Institute on Drug Abuse. <https://eric.ed.gov/?id=ED521530>

Websites and Organizations

- Comprehensive Life Skill Framework: <https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf>
- Adolescent Fertility Project: <https://www.fpaIndia.org/pdf/adolescent-fertility-project.pdf>
- Menstrual Health and Hygiene <https://www.worldbank.org/en/topic/water/brief/menstrual-health-and-hygiene>
- Because I am a girl: <https://plan-international.org/how-we-work/because-i-am-a-girl/>
- Comprehensive Life Skills Framework <https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf>
- Udaan Adolescent Education Programme: <https://www.c3india.org/udaan>
- Evaluation of the UNFPA Support to Adolescents and Youth 2008-2015 https://www.unfpa.org/sites/default/files/admin-resource/Inception_report_AY.pdf

Audio Visual Material:

- Children of Heaven. 1997. Directed by Majid Majidi. Iran: Miramax Films
- Dharm. 2007. Directed by Bhavna Talwar.
- Salaam Bombay. 1988. Directed by Mira Nair
- Smile Pinky. 2008. Directed by Megan Myla
- The Blue Umbrella. 2007. Directed by Vishal Bhardwaj (based on the novel by Ruskin Bond)
- Stories of Girlhood. 2001. Samina Mishra
- Children of the Pyre. 2008. Rajesh. S. Jala (for a discussion on childhood/adolescence)
- Am I Next? 2023. Directed by Rahat Kazmi
- Guilty. 2020. Directed by Ruchi Narain
- Udaan. 2010. Directed by Vikramaditya Motwane

- Sixteen. 2013. Directed by Raj Purohit

Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through an end-semester examination.

Key Words: Adolescence Education, Sexual Health, Pedagogical Approaches



Head/Dean

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Bachelor of Education (B.Ed.)

Title of the Course: E.9: Rethinking Childhood (Semester: IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week: 15

Introduction of the Course

This course aims to rethink the mainstream understanding of childhood and child development. The course will begin with a discussion of childhood's historical, social, and cultural construction, followed by the ethical and political questions that arise from such constructions. Furthermore, the course will explore alternative frameworks for understanding children's cognitive, moral, emotional, and aesthetic development to provide an alternative viewpoint to childhood developmentalism in education and psychology. Finally, the course will conclude by considering the importance of communities and relationships in conceptualising and exploring childhood, child development and related ideas.

Learning Outcomes

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

1. Critically analyse and reflect upon the characteristics of present-day society - and their impact on Childhood.
2. Understand the construction of childhood historically, socially, and culturally.
3. Identify, analyse, and reflect on the normative questions that emerge from a contextual understanding of childhood
4. Critically evaluate the various theories of cognitive, moral, emotional, and aesthetic development to understand the critique of child developmentalism
5. Appreciate the importance of community and relationships in childhood - concerning individualism - dialogue & collaboration -and collectivism.
6. Underline the importance of the transition from childhood to adulthood as an evolution of self-awareness, authenticity, and responsibility
7. Consider alternate ways of understanding childhood in diverse contexts

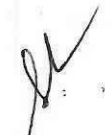
Number of Units (5)

Weeks 15 = 60 hours

Unit 1: Understanding the Societal Context of Childhood

(2 weeks = 8 hours)

- What characteristics of present-day society influence our conceptualising and engagement with children?
- How do societal changes impact experiences and conceptualising of childhood, such as post-COVID?
- How do the imaginations of a child change across societies?


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University of Delhi, Delhi-110007

Unit 2: Constructions of Childhood: Historical, Social, & Cultural (3 weeks = 12 hours)

- How has the discourse on children and childhood changed over different historical periods?
- How has a change in discourse on children and childhood influenced and impacted experiences in society for both children and adults?
- How does culture shape our views and expectations of childhood?
- What are some similarities and differences in childhood across cultures?
- How does society nurture, regulate, and control childhood?
- What are some social issues and challenges that children face?
- How have the practices and discourse on Children, childhood and child development changed in India historically, socially and culturally?

Unit 3: Ethical & Political Perspectives on Childhood

(3 weeks = 12 hours)

- Are children moral agents?
- Do children have moral rights and responsibilities?
- How can we nurture children as moral agents?
- How do we prepare children to exercise their rights responsibly?
- How should we balance the interests and needs of children and adults?
- How do we conceive of children as evolving beings: self-discovery, authenticity, and responsibility
- How does children's literature help them to perceive their self? (Discuss about different texts/ graphic novels/ TV shows, etc. Texts such as Mogli, Cinderella, Batman, Shraavan, Gopal, and Nachiketa may be used)

Unit 4: Rethinking Development in Children

(5 weeks = 20 hours)

The following unit emphasises the importance of reconceptualising child development. It begins with understanding the foundational assumptions of popular developmental theories and their critique. This will be followed by exploring the alternatives to understand children's relationships with other children, adults, and society.

A. Cognitive & Moral Development in Children

- What is development?
- How do children develop cognitively and morally?
- What is the critique of some popular developmental theories?

B. Emotional Development in Children

- How do children experience and express emotions?
- What are the roles and functions of emotions in children's learning and development?
- What is the importance of Care in child development?
- How does the structure of family and society impinge on the Socio-emotional well-being of the Child?

C. Aesthetic Development in Children

- How do children engage in creative activities such as play, art, and music?
- What can we learn from children's creativity and imagination?
- Is there such a thing as Children's art: Children's art vs Art for Children?
- How do children understand art?
- How do children perceive harmony and conflict?

Unit 5: Relations in Childhood

(2 weeks = 8 hours)

- How do children form relationships with themselves, others, and the world?
- What is the role of dialogue and collaboration in forging relations in childhood?
- What are the dynamics of dialogue and collaboration?
- What are the benefits and challenges of intergenerational dialogue and collaboration?

Practicum/ Suggested Projects / Assignments (Any Two)

1. Recall incidents from your childhood when you felt very strongly that some injustice was done to you. Discuss and analyse. Why was that injustice? Did you have a voice in that situation? What did you wish had happened instead? Can you conclude something about the ethos/culture/society from this?
2. Select some representations (books/ movies/ photographs/ paintings) from different time periods and geographical locales and bring out some implicit aspects of childhood in them.
3. Speak with people of different ages around you regarding their views about children's rights, agency, and selfhood.
4. Enlist cultural beliefs about child development and child-rearing.
5. Reflect on whether the following are functions of age. If yes, how and why is it a function of age? If not, do we find that the world around us normatively considers these a function of age?
6. Reflect on the fundamental differences between children and adults through these situations and questions. Speculate the processes that must occur in a human to transform from a child to an adult.
 - Thinking about abstract concepts pervading our lives (such as love, death, self, fairness and so on).
 - Engaging in complex inquiry (often involving others) before acting during conflict and dilemmas.

- Flourishing in a caring, stimulating and engaging environment.
 - Feeling emotions in response to one's physical and social environment.
 - Expressing emotions in direct or indirect ways to convey one's needs, discomforts, or pleasures.
 - Feeling sensory pleasure while playing, painting, dancing and so on.
 - Using sports, art, writing and so on as creative outlets and self-expression, often accompanied by feelings of catharsis.
7. Talk to children about ideas such as friendship, relationships, fairness, love, and compassion to appreciate the depths of their thinking. (Let them choose the theme that they would like to talk about. Talking of 4-7 children at a time is advisable)

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Anthony, S. (2018). Children and well-being. In *The Routledge Handbook of the Philosophy of Childhood and Children* (pp. 90-100). Routledge.
- Archard D., & Macleod C. M. (2002). Introduction: The Moral and Political Status of Children. In *The Moral and Political Status of Children* (pp. 1-18). Oxford University Press.
- Balagopalan, S. (2011). Introduction: Children's lives and the Indian context. *Childhood*, 18(3), 291-297.
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- Cain, M. J. (2018). Language and communication: Evidence from studying children. In *The Routledge Handbook of the Philosophy of Childhood and Children* (pp. 23-32). Routledge.
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- Corsaro, W. A., & Everitt, J. G. (2023). *The sociology of childhood*. Sage publications. Chapter 1: Social Theories of Childhood.
- Fabrice, C., & Melissa, K. (2018). Epistemology: Knowledge in childhood. In *The Routledge Handbook of the Philosophy of Childhood and Children* (pp. 13-22). Routledge.
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- Gheaus, A. (2019). The right to parent. In *The Routledge handbook of the philosophy of childhood and children* (pp. 304-314). Routledge, Taylor and Francis Group.

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- Immordino-Yang M.H., & Damasio A.R. (2007). We Feel, Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education. *Mind, Brain, and Education*, 1(1), 3-10.
- Jonathan, F. (2018). Art and creativity. In *The Routledge Handbook of the Philosophy of Childhood and Children* (pp. 45-52). Routledge.
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- Lipman, M., Sharp A.M., & Oscanyan F.S. (1980). *Philosophy in the Classroom* (pp. ix-xviii, 3-18). Temple University Press.
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- Mathews, G.B. (1994). Child Art. In *The Philosophy of Childhood*. (pp.111-127). Harvard University Press.
- Mohr, L. J. (2018). Philosophical thinking in childhood. In *The Routledge Handbook of the Philosophy of Childhood and Children* (pp. 53-63). Routledge.
- Mulcahey, C. (2000). Talking about Art: Understanding Children's Perspectives.
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Additional Readings

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- Brighouse H., & Swift A. (2014). *Family Values: The Ethics of Parent-child Relationships* (pp. 1-16). Princeton University Press.
- Burman, E. (2016). *Deconstructing developmental psychology*. Taylor & Francis.
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- Huizinga J. (1950). *Homo Ludens: A Study of the Play-element in Culture* (pp. 1-27). Routledge & Kegan Paul.
- Kakar, S. (1979). *Indian childhood: Cultural ideals and social reality*. Oxford University Press
- Matthews, J. (1999). *The Art of Childhood and Adolescence: The Construction of Meaning*. Falmer Press.
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- Vansieleghem, N. (2005). Philosophy for Children as the Wind of Thinking. *Journal of philosophy of education*, 39(1), 19-35. (बच्चों के लिए दर्शन: विचार के एक झोंके की तरह. *शिक्षा विमर्श*, मार्च-अप्रैल 2005 p.6-16)
- Wall, J. (2013). Childism: The challenge of childhood to ethics and the humanities. In *The children's table: Childhood studies and the humanities* (pp. 68-84). University of Georgia.


Teaching Learning Process

The course will be built on reflections on readings through interactive pedagogic methods such as dialogues, discussion, debates, critical media analysis, and collaborative learning tasks.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Keywords: Childhood studies, philosophy of children and childhood, children's being, childhood developmentalism


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Bachelor of Education (B.Ed.)

E 10: Cultivating Holistic Pedagogy: Exploring Indian Perspectives in Education (Semester: IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

This course aims to dig into the rich contribution of Indian perspectives, integrating ancient wisdom with contemporary educational practices. It focuses on nurturing a holistic pedagogy that integrates insights from Vedas, Indian psychology, Indian philosophy, and traditional practices like Yoga and Ayurveda. By the end of the course, students will develop a profound understanding of the cultural, philosophical, and psychological dimensions that shape education in India.

Learning Outcomes

After completion of the course student will be able to:

1. Analyze and appreciate the foundational texts of Indian philosophy and their implications for education.
2. Understand the relevance of Indian psychology at different educational levels.
3. Apply Indian perspectives on cognition and consciousness in the teaching-learning process.
4. Integrate practices like Ashtanga Yoga, Vipassana, Preksha Dhyana, and Art of Living for holistic well-being in educational settings.

Number of Units (5)

Weeks 15 = 60 hours

Unit 1: Introduction to Indian Perspectives

(3 weeks = 12 hours)

- Vedas, Upanishads
- Vedanta, Sankhya, Yogdarshan, Nyaya, Vaisheshika.
- Bhagavadgita, and Ayurved
- Jainism
- Buddhism

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- Contribution of Indian School of philosophy towards educational aims and methods of acquiring valid knowledge

Unit 2: Elements of Psychology in Indian Perspectives

(3 weeks = 12 hours)

- Indian Psychology: Concept, Relevance, and Scope.
- Historical Development.
- Distinction from Western Psychology.
- Importance of Indian Psychology at Primary, Secondary, and Higher Levels in Education.

Unit 3: Indian Perspective on Cognition & Related Issues

(3 weeks = 12 hours)

- Conception of Knowledge, Knower, Known, and Knowing.
- Higher/Altered States of 'Being' & Consciousness.
- The Concept of Self and Identity, States of Mind, Nature of Reality, Manas, Budhdi.

Unit 4: Practices in Indian Psychology: Some Examples

(3 weeks = 12 hours)

- Ashtanga Yoga
- Vipassana
- Preksha Dhyan
- Art of Living
- Importance of different types yoga in Development of physical and mental of students.

Unit 5: Applying Indian Psychology

(3 weeks = 12 hours)

- Nature of Child & Teaching-Learning Processes.
- Holistic Well-Being and Balanced Personality.
- Approach of Indian psychology especially with reference to students and teaching methods.

Practicum/Suggested Projects/Assignments:

- *Mindful Lesson Plan:* Design a lesson plan incorporating principles of Ashtanga Yoga or Vipassana to enhance students' concentration and well-being. Reflect on the outcomes.



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- *Narrative Exploration:* Write a reflective narrative on how understanding the Indian concept of self and identity can influence your teaching approach. Include practical strategies.

Note: Teachers may design their own relevant projects/ assignments/additional projects/assignments based on the course content and learning outcomes.

Essential/ Recommended Readings

- Anand, J. (2004). Psychological Healing and Faith in the Doctrine of Karma. *Psychology: The Indian Contribution National Conference on Indian Psychology, Yoga and Consciousness*. Retrieved from <https://ipi.org.in/texts/ipyc/ipyc-full/jyotianand.php>
- Brownstein, A., & Burns, J. A. (n.d.). Mind-Body Interactions in Health and Healing: A Yogic Perspective. *Psychology: The Indian Contribution National Conference on Indian Psychology, Yoga and Consciousness*. Retrieved from <https://ipi.org.in/texts/ipyc/ipyc-full/abrownstein.php>
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- Dalal, A. K. (2005). Integrating traditional services within primary health care. *Journal of Health Management*, 7(2), 249–262.
- Kumar, R. (2011). Caressing Emotional Well-Being: Preksha Dhayan as Preventive and Remedial Tool. *Indian Journal of Education Research Experimentation and Innovation (ISSN-22310495)*, 1(4). Retrieved from http://ijerei.com/index.php?option=com_content&view=article&id=89:caressing-emotional-well-being-preksha-dhyana-as-preventive-and-remedial-tool&catid=40:english&Itemid=84
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- Madan, R. (2004). Managing self by detached Involvement. *Psychology: The Indian Contribution National Conference on Indian Psychology, Yoga and Consciousness Organised*. Retrieved from <https://ipi.org.in/texts/ipyc/ipyc-full/rmadan.php>
- Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). *Handbook of Indian psychology*. Cambridge University Press India/Foundation Books.
- Rao, M. (2004). If you don't mind, it doesn't matter: A Vedantic exploration of mind as the object of the self. *Psychology: The Indian Contribution National Conference on Indian Psychology, Yoga and Consciousness*. Retrieved from <https://ipi.org.in/texts/ipyc/ipyc-full/mrinalinirao.php>

Additional Readings

- Cornelissen, M. (2011). *Foundations of Indian Psychology Volume 2: Practical Applications*. Pearson Education India.
- Dalal, A. K. (n.d.). Health beliefs and coping with a chronic illness. In G. Misra (Ed.), *Psychological Perspectives in Stress and Health*. Retrieved from <https://ipi.org.in/texts/ajit/dalal-healthbeliefs.php>

Teaching Learning Resources (Digital and others): Across Units (If any):


- Digital Archives: Access online repositories of Vedas, Upanishads, and other philosophical texts.
- Interactive Workshops: Conduct virtual workshops on Ashtanga Yoga or other practices with experts in the field.

Teaching Learning Process:

- Lecture and Discussion: Traditional teaching methods for philosophical concepts.
- Experiential Sessions: Engage students in practical sessions of Yoga and meditation.
- Case Studies: Analyze case studies applying Indian psychology in educational scenarios.

Assessment Method:

- Reflective Essays: Students write essays reflecting on the impact of Indian philosophical concepts on education.


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- Teaching Portfolio: Create a teaching portfolio integrating Indian perspectives into lesson plans and teaching strategies.

Key Words:

- Vedas, Upanishads, Vedant, Sankhya, Yogdarshan, Nyaya, Bhagvadgita, Ayurved, Jainism, Buddhism.
- Indian Psychology, Cognition, Consciousness, Self, Identity, Ashtanga Yoga, Vipassana, Preksha Dhyan, Art of Living.
- Holistic Pedagogy, Teaching-Learning Processes, Well-Being, Balanced Personality, Reflection, Experiential Learning.



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Bachelor of Education (B.Ed.)

Title of the Course: E 11: Teacher and Society (Semester IV)

Credits: 4

MM: 50 (External: 70 Internal: 30)

Contact Week: 15

Introduction to the Course

This course examines the obligations and responsibilities that teachers have toward students and society, and the relationships that exist and ought to exist among teachers, students, schools, and society. Student teachers will gain an understanding of the culture of schools, and an understanding of the historical, social, cultural, and economic factors that affect school cultures

It is assumed that if the teacher is to be an informed, critically reflective, and an aware member of the teaching profession, he/she should develop an understanding of his/her role in society as well as the role of the school as a socializing agency and institution in the Indian context. The teacher should therefore be encouraged to have a sound understanding of the education system, both past and present, and the factors that affect it.

Learning Outcomes

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

1. Understand the organization and functions of the education system as a major institution in the India.
2. Understand the role of the teacher in the education system and appreciate the political, economic, social and cultural factors that influence the role of the teacher.
3. Conceptualize teacher agency, how it is impacted and shapes Education.
4. Reflect on individual and collective pedagogical practices order to improve learning and teaching
5. Appreciate teacher's roles and characteristics including professional ethics, the personal and professional self, the reflective practitioner and their significant role in shaping the self, school and society
6. Discuss what it means to be a member of the teaching profession in terms of one's personal attitudes, beliefs and values and articulate a personal point of view about their own future role as teachers in the Indian context.

Number of Units (3)

Weeks 15 = 60 hours



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Unit 1: Teachers as a Personal and Professional Being (5 weeks = 20 hours)

- Teachers and their Identity: Theoretical perspectives; Historical and contemporary perspectives.
- Understanding teacher identity vis-a-vis gender, caste, class, region, community and other socio-political aspects that create the identity of a school teacher.
- Teacher as a Professional: Qualifications, Attitude, Aptitude, Experience.
- Teacher as a Researcher; as a Critical Pedagogue, Cultural worker, Intellectual, Reflective Practitioner

Unit 2: Teacher, Knowledge and Education (5 weeks = 20 hours)

- Teachers and knowledge: Examining teacher's beliefs, values, assumptions about children, learners, learning, teaching and knowledge.
- Understanding teacher knowledge in terms of subject content, pedagogical approaches, technology, socio-cultural context of children and diversity in society and its interface with the classroom.
- Locating the role of teacher in process of knowledge conduction and facilitating the pedagogic practices.
- Developing pedagogy of ethic of care in education
- Professional development of teacher: Professional standards, CPD Practices and Approaches, role of education policies.

Unit 3: Understanding Teacher in a Social Context (5 weeks = 20 hours)

- Socio-cultural context of teachers: Status of teachers in Society; examining the position of teachers within the socio-psychological, cultural, economic and political context in a historical and contemporary perspective and its impact on teacher education
- Understanding teachers and teaching within the larger education system: the school system; social and work status; teacher professionalism; teacher control and agency; and the changing profiles of teachers' work and working conditions.
- Conceptualization of teacher, teaching and teacher roles, globalization and the reconstructed nationalism shaping the socio political milieu and impact on the social psyche, growing materialistic urge, sensor drives and the gradual deterioration of the individual and societal character.
- Raising debates around rapid technological advancement and impact on individual family and social life. Technology as a replacement of teachers? Pros and cons of technology driven classes.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Study Biographies of Teachers and Develop any one Teacher Profile within historical and contemporary perspective
2. Design material for education of future teachers and research an aspect of teaching in their subject.
3. Take up an in-depth case study of an Unsung teacher.
4. Critically review any film on student-teacher relationship for example - Tare Zameen par; To Sir with Love, Toto Chan etc
5. Prepare a scrap book with clippings of news, editorials, articles, images etc from the newspapers and magazines that you have read in the last six months.
6. Research and develop a Conceptual/Community based project relating to the changing role of a teacher in the Indian context. Present this as a seminar.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Andy Hargreaves (2000). Four Ages of Professionalism and Professional Learning. Teacher and Teaching: History and Practice, Vol. 6, No.2 pp 151-182.
- Ashton-Warner, S. (1963). Teacher. New York: Simon and Schuster.
- Bartolome, L. (1994). Beyond the methods fetish: Towards a humanizing pedagogy. Harvard Educational Review, 64,173-194.
- Batra, P. (2005). Voice and Agency of Teachers: A missing link in the National Curriculum Framework. Economic and Political Weekly, Oct.1-7,4347-4356.
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- Beijaard, D., Meijer, P. C. and Verloop, N. (2004). Reconsidering research on teachers ' professional identity. Elsevier: Teaching and Teacher Education, 20, pp. 107-128.
- Cochran- Smith, M. (Ed) (2008). Handbook of Research on Teacher Education: Enduring questions in changing contexts (3rd ed.). New York: Routledge.
- Dewey, J. (1948). Experience and Education. New York: The Mac Millan Company. Fives, H. and Gill, M. Gregoire (Ed.) (2015). International Handbook of Research on Teachers ' Beliefs. New York: Routledge.
- Giroux, H. (1988). Teachers as Intellectuals .USA: Bergin and Garvey Publishers Inc.
- Giroux, H. (2012). Paulo Freire and the Pedagogy of Bearing Witness in Education and the Crisis of Public Values. New York: Peter Lang Publication.
- Hartley, D. and Whitehead, M. (Eds.) (2006). Teacher Education- Major Themes in Education. London: Routledge.



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- Houston, W. R. (Ed)(1990). Handbook of Research on Teacher Education, Macmillan Public Co.
- Krishnamurthy, J. (1974). On Education. New Delhi: Orient Longman.
- Kumar, K. (2005). Political Agenda of Education: A study of colonialist and nationalist ideas (2nd ed.)New Delhi: Sage Publications.
- MHRD (1985). Report of the National Commission on Teachers (1983-85). New Delhi: Govt. of India.
- MHRD (2012). Vision of Teacher Education in India: Quality and Regulatory Perspective. New Delhi: Govt. of India. Volume 1 and 3.
- NCERT (2005). National Curriculum Framework. New Delhi: National Council for Educational Research and Training.
- NCERT (2006). Position Paper on Teacher Education. New Delhi: National Council for Educational Research and Training.
- NCTE (2009). National Curriculum Framework for Teacher Education. New Delhi: National Council for Teacher Education.
- Newman, S. (1999). Philosophy and Teacher Education: A reinterpretation of Donald A. Schon's Epistemology of Reflective Practice. London: Avebury.
- Null, J. Wesley and Bohan, Chara Haeussler (2005). Teacher Education Curriculum: What, How and Why. Curriculum and Teaching Dialogue pp.39-49
- Pollard, A. (2002). Reflective Teaching: Effective and Evidence informed Professional Practice. London: Continuum.
- Prawat, Richard S. (1992). Teachers 'Beliefs about Teaching and Learning: A Constructivist Perspective. American Journal of Education, Vol. 100, No.3, pp.354-395
- Saha, L.J. and Dworkin, A.G. (Ed.) (2009). International Handbook of Research on Teachers and Teaching, Vol. I and II. Springer.
- Schon, D. A. (1983). The Reflective Practitioner: how professional think in action. London: Temple Smith.
- Schulman, L. (1987). Knowledge and Teaching: Foundations of the new reform. Harvard Educational Review, 63,Pp 163-182.
- Sikula, J., Buttery, T. J. and Guyton, E. (Ed.) (1996). Handbook of Research on Teacher Education, USA: Macmillan.


Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Teacher, Identity, Diversity, Socio-cultural, Globalization.


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Bachelor of Education (B.Ed.)

Title of the Course: E 12: School Development (Semester: IV)

Credits 4

MM: 100 (External 70; Internal 30)

Contact Weeks: 15

Introduction of the Course

This Course is designed to promote teacher agency and ownership in the process of sustainable school development efforts. The course seeks to nurture requisite knowledge, skills and attitudes needed by teachers looking to proactively contribute to the development of their schools by adopting a whole-school approach. The course intends to acquaint the prospective teachers with the key terminology pertaining to the field and develops differential understanding of the allied terms. It steers them towards reflective engagement with the rationale, dynamics and roadblocks to School Development. It further promotes reflections on the import of a whole-school approach in relation to School Development. With a cognizance of the future career trajectories of the learners, the course also seeks to engage in a cognitive-affective and praxis-oriented capacity building enabling them to play a key role in designing, executing and evaluating School Development efforts. To this end, the course seeks to immerse them in deep reflections over the multitude of roles a teacher committed to School Development can assume. It also seeks to develop an eye and appreciation for research and data mining as effective tools in the process of School Development. Aligning with the spirit of the course, the practicum and assessment are located in specific school contexts and require learners to work collaboratively with varied stakeholders of schools.

Learning Outcomes

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

1. Demonstrate a nuanced understanding of School Development and allied concepts.
2. Discuss the factors and dynamics of a whole school approach to School Development.
3. Align their pedagogical and assessment approach to sustainable school development.
4. Identify and reflect on their role as a prospective stakeholder in the pursuance of School Development.
5. Engage in school development planning by drawing upon research and evidence.



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Number of Units: 4

Weeks: 15 = 60 hours

Unit 1: Making Sense of School Development (3 Weeks=12 hours)

- What is School Development? Sifting through the terms Why School Development? A Stakeholders-analysis
- Where of School Development? A Whole-School Approach to School Development Who is responsible for School Development? A Systemic Perspective

Unit 2: Towards Sustainable School Development: What aids it? (4Weeks=16 hours)

- A whole-school approach to sustainable school development
- People within the School: School Leaders, Teachers, Learners, Staff and SMCs
- Pedagogy in and outside classrooms: Learning-Teaching and Assessments Practices.
- Processes, Policies of the School: School Vision, Culture and Ethos

Unit 3: Teachers and School Development (4weeks= 16 hours)

- Teachers as 'Teachers'
- Teachers as 'Learners'
- Teachers as 'Leaders'
- Teachers as 'Critical Practitioners and Change Agents'

Unit 4: Leveraging Research and Evidence for School Development Planning (4weeks=16 hours)

- What is evidence-informed practice?
- Evidence-informed School Development Planning- answering the who, when, where and how?
- Self-led School Assessments
- Action Research for School Development.
- Bringing it all together-Making a School Development Plan

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Practicum/ Suggested Projects / Assignments (Any Two)

Suggestive Engagement I:(to be done in pairs)

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Collaborate with relevant stakeholders to design a vision of School development for 2 schools wherein one school is identified as operating in adverse conditions and one that you consider to be working in favourable conditions.

Guiding Questions:

- ? Where does the 'adversity' stem from. How is 'favourable' understood? ? What educational focus do you find guiding your answers?
- ? What developmental challenges characterise each school?
- ? What/Who is emphasised in such characterisation?
- ? Engage in a stakeholder analysis with a focus on voice and vision of each?
- ? Having framed the vision, reflect on the process and product of the exercise.

Suggestive Engagement-II (to be done in groups)

Keeping the discussions of Unit-II as your reference point, design a short-term action research in CIE. Document the process and present before your class.

Guiding Questions:

- ? Could you adopt a whole-institution approach in your action research?
- ? What are the implications of the above answer for using action research towards School Development?
- ? What enablers and roadblocks did you encounter in the process?
- ? Which skills did you find yourself deficient in?
- ? Reflect on class discussions on 'teacher as a learner'. Could you build on the idea in during this group work?

Essential/Recommended Readings:

- Chapter 1 'Focusing School Change on Why, What, and How' : Curtis, G. (1990). Moving beyond busy: Focusing school change on why, what, and how. Solution Tree press.
- Chapter 2: Holly, P. , & Southworth, G. (1989). *The developing school*. Falmer Press.
- Chapter 5 'Other ways in: A research-based approach to assessment'. Conner, C. (1990). Assessment and testing in the Primary school. The Falmer Press.
- Chapter 5: Holly, P. , & Southworth, G. (1989). *The developing school*. Falmer Press.
- Chapter 7 'Towards a Policy on Assessment'. Conner, C. (1990). Assessment and testing in the Primary
- Chapter 7: Holly, P. , & Southworth, G. (1989). *The developing school*. Falmer Press.
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- Vangronigen, B.A., & Meyers, C.B. (2020). Short-cycle school improvement planning as a lever to launch school turnaround: A Descriptive analysis of plans. *Teachers College Record*, 122.



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Teaching Learning Resources (Digital and others): Across Units (If any)

Nil if not given

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given.

Summative evaluation will be done through end- semester examination.

Key words: School Development, Whole school Approach, Sustainable Development, School Development Plan



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Bachelor of Education (B.Ed.)

Title of the Course: E 13: Foundations of Bi/Multilingual Education (Semester: IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

The course about Foundations of Bi/Multilingual Education will develop knowledge about the perspectives in theories of second language acquisition. It also aims to build some basic skills to understand multilingual practices in multicultural societies. It facilitates the development of a personal reflective approach to building sensitivity towards linguistically marginalized concerns within school and community settings. The course will also introduce practitioners to the case study of multilingual practices in India to get an insight into using multilingualism as a resource in classrooms.

Learning Outcomes

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

1. Develop a critical perspective on bi/multilingualism.
2. Understand the concept of multilingualism in relation to second language acquisition.
3. Explore possible ways and means to apply multilingualism as a resource in an Indian classroom.
4. Understand the approaches to literacy in a multicultural societies.
5. Reflect on the case studies of multilingual practices in India.
6. Critically analyze the language-in-education policies of India with special reference to NCF-2005 and NEP-2020.

Number of Units: 5

Weeks 15= 60 Hours

Unit 1: Languages in society

(2 weeks =8 Hours)

Varieties of language, languages, dialects, speech communities, registers, diglossia, language shift and maintenance, mother tongue and other tongue, language planning and policies

Unit 2: Second Language Acquisition and Learning

(2 weeks= 8 Hours)

Rationale for second language acquisition, Contexts and situations in language learning, additive and subtractive bilingualism, acculturation, attitudes and motivation in language learning

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Unit 3: Cognitive Theories of Bilingualism and practices

(4 weeks=16 Hours))

Monolingual child vs bilingual child, characterizing bilingualism and multilingualism, bilingualism and cognition, bilingualism and metalinguistic awareness, Cognitive Theories of Bilingualism and the curriculum- The balance theory, the Iceberg Analogy, The thresholds theory, Context theories, Code-switching, code-meshing, Translanguaging, Teachers' beliefs about multilingual pedagogy

Unit 4: Literacy in Minority Languages and Multicultural societies (3 weeks=12 Hours)

Definition and approaches to literacy, skills approach, whole language approach, sociocultural literacy approach, critical literacy approach

Unit 5: Multilingualism as a Resource in Indian classroom

(4 weeks=16

Hourse)

Multilingual and multicultural nature of the Indian socio-cultural context, goals and needs, using multilingualism as a resource, developing socio-linguistics awareness in the Indian classroom, Use of English in an Indian Multilingual Context, case study of multilingual practices in India with particular reference to Orissa and Andhra Pradesh.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Prepare a questionnaire or an interview schedule and write a report on the challenges faced by linguistic minority students.
2. Do a language survey of a community to understand language shift and language choice.
3. Interview five language teachers to get an insight about the challenges, issues and concerns their learners face due to gap between home and school language policy.
4. Read the project on 'Does MLE work in Andhra Pradesh and Orissa, India' and write your reflections.
5. Prepare a multilingual activity for the classroom using the home language in one part of an activity and the school language in another.
6. Visit a region/state in which the language under investigation is spoken. Collect data and submit a report on your understanding of family and school language policy.
7. Observe two classrooms with different literacy programs for language minority children. Note how the beliefs and assumption about literacy differ in those classes.



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Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Agnihotri, R. K. (1996). Kaun bhasha Kaun boli, Sandarbh 13, 37-43
- Agnihotri, R. K. (2009). Language and dialect. Learning Curve, (13), 21-23.
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- Mukhopadhyay, L. (2020). Translanguaging in primary level ESL classroom in India: An exploratory study. International Journal of English Language Teaching, 7(2), 1-15.

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- Pallavi. (2016). Monolingual ideologies and translanguaging practices: The paradox of multilingual Indian classrooms. In *Learning Teachers: Diversity, Inclusion and ethics* (pp. 57 – 68). Kanishka Publishers.
- Rai, G. (2023). Bridging the Gap: Towards a Contextually Relevant Understanding of Multilingualism in Indian Education. *ELT Voices*. 13(2). 34–41.
- Skutnabb-Kangas, T., Phillipson, R., Panda, M., & Mohanty, A. (2009). 264. MLE concepts, goals, needs and expense: English for all or achieving justice?.

Additional Readings

- Canagarajah, S. (2012). *Translingual practice: Global Englishes and cosmopolitan relations*. Routledge.
- Cenoz, J. (2009). Towards multilingual education: Basque educational research from an international perspective. *Multilingual Matters*.
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- Pallavi. (2016). Understanding Hindi-English code-switching in Indian classrooms. *Journal of Indian Education*, 42 (1), 58-65.
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Teaching Learning Process

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The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key word: Multilingual, Bi-lingual, Education



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Bachelor of Education (B.Ed.)
Title of the Course: EPC4: Yoga
(Semester: IV)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week: 15

Introduction of the Course

This course aims to enhance the professional competency of the Pre-Service teachers in Yoga. This connectedness with yoga, offers educators a transformative journey into the dimensions of yoga including introduction to myths in the area. By integrating the holistic benefits of Yoga into the realm of education, this course equips educators with the knowledge and skills to enhance their well-being and pedagogical practices.

Learning Outcomes

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

1. Develop an overview of yoga, yogic bhavas and attitudes.
2. Acquire practical skills in applying concepts of Yoga.
3. Demonstrate an understanding of nature as a teacher, and overcoming barriers to concentration.
4. Apply Yogic Concepts of Ashtanga Yoga and Hath Yoga.

Number of Units (3)

Weeks 15 = 30 hours

Unit 1: Introduction to Yoga

(5 weeks = 10 hours)

- Overview of yoga: Definition, significance, and relevance in the educational context
- Misconceptions, Aim and Objectives of Yoga, True Nature, and Principles of Yoga
- Yogic attitudes - Maitri, Karuna, Mudita, Upeksha
- Concept of Bhavas - Dharma, Jnana, Vairagya, Aishvarya
- Nature as our Teacher - Imitation of birds and animals
- Introduction to Sthula and Shookshm Vyayama
- Simple hand, neck, trunk and leg movements: Neck movements, Eye ball movements, Arms Rotation, Finger strengthening, Shoulder rotation, Jogging, Toe walking, Heel

walking, Animal walks – Frog hopping, Bear walk, Tiger walk, Crow walking, Pigeon walk, Elephant walk, etc; Drill walking, Hand claps, Chakkichalana, Bhunamana, Butterfly strokes, Cycling –forward and backward, Paschimottana – Halasana stretch, Naukachalana.

Unit 2: Foundations of Yoga

(5 weeks = 10 hours)

- Shodhanakriyas – Neti, Trataka
- Body-mind connection through Pranayama
- Elements of Yoga and Yogic practices in Jainism (Preksha Dhayan), Buddhism (ZEN Buddhist) Meditation and Sufism
- Practices leading to Meditation and Dhyana Sadhana: Recitation of Pranava & Soham, Recitation of selected hymns, invocations and prayers from Vedas & Upanishads, Body and breath awareness
- Concept of Chitta, Chitta-Bhumis, Chitta-Vrittis
- Chitta-Vritti nirodhopaya Abhyasa and Vairagya as tools
- Preparatory Breathing Practices: Sectional breathing (abdominal, thoracic and clavicular), Yogic deep breathing
- Pranayama : Concept of Puraka and Rechaka, Anuloma Viloma/NadiShodhana, Bhramari (without Kumbhaka)
- Understanding of Mudra: Hasta Mudras (Panchamahabhuta mudra – Prithvi, Varuni, Prana, Vaayu, Akasha)

Unit 3: Embarking on Ashtanga Yoga and Hath Yoga

(5 weeks = 10 hours)

- Chitta-Vikshepas (Antarayas), Chitta-prasadanam
- Prakriti and its evolutes
- Brief Introduction to Ashtanga Yoga
- Concept of Yama, Niyama, Asana, Pranayama, Pratyahara Dharana, Dhyana, and Samadhi
- Common Yoga Protocol (AYUSH)
- Basics of Hatha Yoga



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- **Yogasana:** SuryaNamaskara, Tadasana, Vrikshasana, Garudasana, Utkatasana, Dandasana, Sukhasana, Padmasana, Vajrasana, Swastikasana, Simhasana, Ardhapadmasana, Bhadrasana, NiralambaBhujangasana, Ardhashalabhasana, Makarasana, Uttanapadasana, Pawanamuktasana, Shavasana, Breathing with Awareness, Trataka,

Practicum/Suggested Projects/Assignments (Any Two)

1. Develop a personal yoga routine and reflective journal on its impact on overall well-being.
2. Design and implement a short yoga session for a specific educational context.
3. Reflect on the application of 'Nature as our Teacher' principles in creating a positive learning environment.
4. Develop a short-term goal-setting plan for personal and professional growth.

Note: Based on the above, the teacher may design his/her own relevant projects/assignments.

Essential/ Recommended Readings

- Anand, J. (2004). Psychological Healing and Faith in the Doctrine of Karma. *Psychology: The Indian Contribution National Conference on Indian Psychology, Yoga and Consciousness*. Retrieved from <https://ipi.org.in/texts/ipyc/ipyc-full/jyotianand.php>
- Basavaraddi, I. V. (2015). Yoga : Its Origin , History and Development. Public Diplomacy, 2(5), 1. Retrieved from <https://mea.gov.in/in-focus-article.htm?25096/Yoga+Its+Origin+History+and+Development>
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- Cvitković, D. (2021). The Role of Yoga in Education. *Metodički Obzori/Methodological Horizons*, 16(1 (30)), 77–100. <https://doi.org/10.32728/mo.16.1.2021.04>
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- Khalsa, S. B. S., & Butzer, B. (2016). Yoga in School Settings: A Research Review. *Annals of the New York Academy of Sciences*, 1373(1), 45–55. <https://doi.org/10.1111/nyas.13025>
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- Mohite, S. (n.d.). Importance of Yoga in Educatio. *Renewable Research Journal*, 3(3), 285–289. Retrieved from <https://www.rexjournal.org/files/documents/36-savitri.pdf>
- Mangal S.K and Shubhra (2018) Psychological Perspective of education Arya Book Depot New Delhi.
- Radhakrishnan Sarvpalli (2010) Bharatiya Darshan(two valume) Rajpal and suns Dilli.
- Rao, C. U. (2021). Concept of Yoga : Vedic and Buddhist Perspectives. *Dharmadoot - Kartika Purnima 2021*, 87, 159–167.
- Swami Muktibodhananda. (2006). *Hatha Yoga Pradipika: Light on Hatha Yoga*.
- Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). *Handbook of Indian psychology*. Cambridge University Press India/Foundation Books.



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- Rao, M. (2004). If you don't mind, it doesn't matter: A Vedantic exploration of mind as the object of the self. *Psychology: The Indian Contribution National Conference on Indian Psychology, Yoga and Consciousness*. Retrieved from <https://ipi.org.in/texts/ipyc/ipyc-full/mrinalinirao.php>
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- Sun, Y., Lamoreau, R., O'connell, S., Horlick, R., & Bazzano, A. N. (2021). Yoga and Mindfulness Interventions for Preschool-aged Children in Educational Settings: A Systematic Review. *International Journal of Environmental Research and Public Health*, 18(11). <https://doi.org/10.3390/ijerph18116091>
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Additional Readings

- Cornelissen, M. (2011). *Foundations of Indian Psychology Volume 2: Practical Applications*. Pearson Education India.
- Dalal, A. K. (n.d.). Health beliefs and coping with a chronic illness. In G. Misra (Ed.), *Psychological Perspectives in Stress and Health*. Retrieved from <https://ipi.org.in/texts/ajit/dalal-healthbeliefs.php>

Teaching-Learning Resources (Digital and Others):

- Digital resources: Online yoga classes, documentaries on the history of yoga
- Guest lectures by yoga practitioners and scholars
- Field visits to yoga institutions and schools with integrated yoga programs

Teaching-Learning Process

- Interactive lectures, yoga sessions, and workshops
- Group discussions and case studies
- Practicum sessions for hands-on experience
- Reflective journals and presentations

Assessment Method



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- Reflective essays on personal experiences with yoga practices
- Group projects on integrating yoga into educational settings
- Continuous assessment based on class participation and practical application

Key Words: Yoga, Pedagogical Practices, Sthula and Shookshm Vyayama, Yogic practices in Jainism (Preksha Dhayan), Buddhism (ZEN Buddhist) Meditation and Sufism, Pranayama, Yama, Niyama, Asana, Pranayama, Pratyahara Dharana, Dhyana, Samadhi.



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**Faculty of Education
University of Delhi, Delhi**

**Bachelor of Education (B.Ed.)
Scheme of Examination**

Faculty of Education, University of Delhi
Bachelor of Education (B.Ed.) – Semester Mode
Scheme of Examination

Existing –Two Year B.Ed. Programme				Proposed – Semester Based Two Year B.Ed. Programme				
Every candidate seeking admission to the examination for the Degree of Bachelor of Education shall satisfy the conditions formulated and notified by NCTE in its Gazette Notification 2014 (REGD. No. DL 33004/99, no. 346, New Delhi, Dated, Decemeber1, 2014).				Every candidate seeking admission to the Examination for the Degree of Bachelor of Education shall satisfy the following 1) Conditions formulated and notified by NCTE in its Gazette Notification 2014 (REGD. No. DL 33004/99, no. 346, New Delhi, Dated, Decemeber1, 2014)				
The course of the study shall be spread over two academic sessions.				Credit Details: 1 credit =25 marks				
1.Foundation Courses: All courses are compulsory				The course of the study and examinations shall be spread over four semesters as follows:				
Curricular Component -1: Perspective Courses								
s. no	Paper Title	Paper code	Marks	S. no	Name of the Course	Cour se Code	Total Credits	Marks
1	Education in Contemporary India	F.1	100 (Duration of the Exam: 3 Hrs)	1	Education in Contemporary India-I	PC1	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
2	Human Development, Diversity and Learning	F.2	100 (Duration of the Exam: 3 Hrs)	2	Education in Contemporary India-II	PC2	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
3	Conceptual Foundations of Education	F.3	100 (Duration of the Exam: 3 Hrs)	3	Human Development and Diversity	PC3	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
4	Gender, School and Society	F.4	50 (Duration of the Exam: 2 Hrs)	4	Learning, Cognition and Diversity	PC4	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
5	Knowledge, Disciplines and School Subjects	F.5	50 (Duration of the Exam: 2 Hrs)	5	Conceptual Foundations of Education-I	PC5	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
6	The Inclusive School	F.6	50 (Duration of the Exam: 2 Hrs)	6	Conceptual Foundations of Education-II	PC6	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
7	Assessment for Learning	F.7	50 (Duration of the Exam: 2 Hrs)	7	The Inclusive School-I	PC7	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
				8	The Inclusive School-II	PC8	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
				9	Knowledge, Disciplines	PC9	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the

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	and School Subjects			exam: 2 hrs; Internal Assessment: 15 Marks)
10	Research in School Education	PC10	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment: 15 Marks)
11	Assessment for Learning	PC11	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment: 15 Marks)
12	Gender, School and Society-I	PC12	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment: 15 Marks)
13	Gender, School and Society-II	PC13	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment: 15 Marks)
14	School Leadership and Management	PC14	4	Max. Marks: 100. (Ext. Exam: 70 Marks, duration of the exam: 3 hrs; Internal Assessment: 30 Marks).
15	Curriculum: Planning, Development and Evaluation	PC15	4	Max. Marks: 100. (Ext. Exam: 70 Marks, duration of the exam: 3 hrs; Internal Assessment: 30 Marks).
16	Continuous Professional Development: Practices and Approaches	PC16	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment: 15 Marks)

Note-1: Courses PC1, PC3, PC5, PC7, and PC9 are to be covered in Semester-1 of B.Ed. programme; Courses PC2, PC4, PC6, PC8 and PC12 are to be covered in Semester-2 of B.Ed. programme; Courses PC11, PC13 and PC14 are to be covered in Semester-3 of B.Ed. programme; Courses PC10, PC15, and PC16 are to be covered in Semester-4 of B.Ed. Programme.

II. Pedagogy Courses

s. no	Paper Title	code	
Pedagogy I (any one of the FIVE disciplinary streams) Duration of the Exam: 3 Hrs			
1	Language	P.1.1	100
2	Science	P.1.2	100
3	Mathematics	P.1.3	100
4	Social Science	P.1.4	100

Curricular Component 2: Pedagogy

S. no	Course Title	Course Code	Total Credits	Marks
Pedagogy I A (any one of the following subjects in semester-I)				
1	Language	P.1.1A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment: 15 Marks)
2	Science	P.1.2A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs;

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5	Commerce	P.1.5	100
Pedagogy II (Teaching of any one subject) Duration of the Examination: 3 hrs			
1	English	P.2.1	100
2	Hindi	P.2.2	100
3	Sanskrit	P.2.3	100
4	Urdu	P.2.4	100
5	Punjabi	P.2.5	100
6	Physics	P.2.6	100
7	Chemistry	P.2.7	100
8	Biology	P.2.8	100
9	Integrated Science	P.2.9	100
10	Mathematics	P.2.10	100
11	History	P.2.11	100
12	Political Science	P.2.12	100
13	Economics	P.2.13	100
14	Geography	P.2.14	100
15	Psychology	P.2.15	100
16	Sociology	P.2.16	100
17	Social Science	P.2.17	100
18	Commerce	P.2.18	100
19	Home Science	P.2.19	100

				Internal Assessment:15 Marks)
3	Mathematics	P.1.3A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
4	Social Science	P.1.4A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
5	Commerce	P.1.5A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
Pedagogy IB (any one of the following subjects in Semester-II)				
1	Language	P.1.1B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
2	Science	P.1.2B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
3	Mathematics	P.1.3B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
4	Social Science	P.1.4B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
5	Commerce	P.1.5B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
Pedagogy IIA (any one of the following subjects in Semester-I)				
1	English	P.2.1A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
2	Hindi	P.2.2A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
3	Sanskrit	P.2.3A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
4	Urdu	P.2.4A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
5	Punjabi	P.2.5A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
6	Physics	P.2.6A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
7	Chemistry	P.2.7A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)

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8	Biology	P.2.8A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
9	Integrated Science	P.2.9A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
10	Mathematics	P.2.10A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
11	History	P.2.11A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
12	Political Science	P.2.12	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
13	Economics	P.2.13A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
14	Geography	P.2.14A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
15	Psychology	P.2.15A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
16	Sociology	P.2.16A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
17	Social Science	P.2.17A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
18	Commerce	P.2.18A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
19	Home Science	P.2.19A	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
Pedagogy II B (any one of the following subjects in Semester-II)				
1	English	P.2.1B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
2	Hindi	P.2.2B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
3	Sanskrit	P.2.3B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)

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4	Urdu	P.2.4B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
5	Punjabi	P.2.5B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
6	Physics	P.2.6B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
7	Chemistry	P.2.7B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
8	Biology	P.2.8B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
9	Integrated Science	P.2.9B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
10	Mathematics	P.2.10B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
11	History	P.2.11B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
12	Political Science	P.2.12B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
13	Economics	P.2.13B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
14	Geography	P.2.14B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
15	Psychology	P.2.15B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
16	Sociology	P.2.16B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
17	Social Science	P.2.17B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
18	Commerce	P.2.18B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)
19	Home Science	P.2.19B	2	Max.Marks:50. (Ext. Exam: 35 Marks, duration of the exam: 2 hrs; Internal Assessment:15 Marks)

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दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007

				Internal Assessment:15 Marks)	
				Note-2: Courses Pedagogy-IA (2 credits), Pedagogy-IIA (2 credits) in Semester-1, Pedagogy-IB (2 credits), Pedagogy IIB (2 credits) in Semester-2.	
III. Elective Courses (any one of the options available) Duration of the Examination : 3 hrs				Curricular Component-3: Tutorial, Engagement with Community and Students' Activities	
	Paper Title	Paper Code	Marks	S. no	Name of the Course
1	Education for Mental Health	E.1	100	1	Tutorial, Engagement with Community
2	Art Education	E.2	100	2	Students' Activities
3	Computer and Web Technologies in Education	E.3	100		
4	Education and Technology	E.4	100		
5	Environment Education	E.5	100		
6	Human Rights in Education	E.6	100		
7	Peace Education	E.7	100		
8	Adolescence Education	E.8	100		
				Note-3: Tutorial, Engagement with Community programme (2 credits) in Semester-1 carry 50 Marks (Internal Assessment); Student Activities (1 credit) in Semester-2 carry 25 marks (Internal Assessment), Student Activities (1 credit) in Semester- 4 carry 25 Marks (Internal assessment)	
				Curricular Component -4: Elective Courses(Any One)	
	Course Title	Course Code	Total Credits	Marks	
1	Education for Mental Health	E.1	4	Max. Marks: 100. Ext. Exam: 70 Marks, duration of the exam: 3 hrs; Internal Assessment: 30 Marks).	
2	Art Education	E.2	4	Max. Marks: 100. Ext. Exam: 70 Marks, duration of the exam: 3 hrs; Internal Assessment: 30 Marks).	
3	Digital Technologies in Education	E.3	4	Max. Marks: 100. Ext. Exam: 70 Marks, duration of the exam: 3 hrs; Internal Assessment: 30 Marks).	
4	Educational Technology	E.4	4	Max. Marks: 100. Ext. Exam: 70 Marks, duration of the exam: 3 hrs; Internal Assessment: 30 Marks).	
5	Environment	E.5	4	Max. Marks: 100. Ext.	

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		Education			Exam: 70 Marks, duration of the exam: 3 hrs; Internal Assessment: 30 Marks).
	6	Human Rights in Education	E.6	4	Max. Marks: 100. Ext. Exam: 70 Marks, duration of the exam: 3 hrs; Internal Assessment: 30 Marks).
	7	Peace Education	E.7	4	Max. Marks: 100. Ext. Exam: 70 Marks, duration of the exam: 3 hrs; Internal Assessment: 30 Marks).
	8	Adolescence Education	E.8	4	Max. Marks: 100. Ext. Exam: 70 Marks, duration of the exam: 3 hrs; Internal Assessment: 30 Marks).
	9	Rethinking Childhood	E.9	4	Max. Marks: 100. Ext. Exam: 70 Marks, duration of the exam: 3 hrs; Internal Assessment: 30 Marks).
	10	Cultivating Holistic Pedagogy: Exploring Indian Perspective in Education	E.10	4	Max. Marks: 100. Ext. Exam: 70 Marks, duration of the exam: 3 hrs; Internal Assessment: 30 Marks).
	11	Teacher and Society	E.11	4	Max. Marks: 100. Ext. Exam: 70 Marks, duration of the exam: 3 hrs; Internal Assessment: 30 Marks).
	12	School Development	E.12	4	Max. Marks: 100. Ext. Exam: 70 Marks, duration of the exam: 3 hrs; Internal Assessment: 30 Marks).
	13	Foundations of Bi/Multilingual Education	E.13	4	Max. Marks: 100. Ext. Exam: 70 Marks, duration of the exam: 3 hrs; Internal Assessment: 30 Marks).
	Note-4: Any one of the elective courses is to be covered in Semester -4.				
IV EPCs (Enhancement of Professional Capacities)					
	Title	Paper Code	Marks		

Curricular Component-5: Enhancement of Professional Capacities (EPC):				
S. no	Title	Paper	Total	Marks

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1	Art, Craft and Aesthetics	EPC.1	50
2	Critical Understanding of ICTs in Education	EPC.2	50
3	Understanding Communication	EPC.3	50
4	Yoga	EPC.4	50

Note:
Papers F.1, F.2, F.3, F.4, F.5, P.1, P.2, EPC.1 and EPC.2 are to be covered in B.Ed. First Year. F.6, F.7, Elective course EPC.3 and EPC.4 are to be covered in B.Ed. second Year.
30% marks in each of the paper F.1, F.2, F.3, F.4, F.5 and P.1, P.2 in the first year and F.6, F.7, Elective course EPC.3 and EPC.4 in second year will be awarded on an internal assessment.

Practicum:

- EPCs 1, 2, 3 and 4 : 50 Marks
- Tutorial :50marks
- Field Observations :50marks
- School Experience Programme under Internship :300 marks

There shall be written examination for the papers F.1, F.2, F.3, F.4, F.5, P.1, P.2, Elective courses under theory.

School Experience Programme under Internship:

- 100 marks: to be given by the subject specialist on the basis of planning, use of resources, preparation of teaching aids, etc. These marks will be given in three installments: 25 after 4 weeks, 25 after 8 weeks, the remaining 50 at the end of the internship programme.
- 100 marks :to be given by the regular supervisor on the basis of classroom teaching in the same kind of installments as are mentioned above;

 | | | Code | Credits | | |---|---|-------|---------|---------------| | 1 | Critical Understanding of ICTs in Education | EPC.1 | 2 | Max. Marks 50 | | 2 | Understanding Communication | EPC.2 | 2 | Max. Marks 50 | | 3 | Education Art, Craft and Aesthetics/Music/Theatre | EPC.3 | 2 | Max. Marks 50 | | 4 | Yoga | EPC.4 | 2 | Max. Marks 50 | **Note-5:** EPC.1 and EPC.2 is to be covered in Semester-1; EPC.3 is to be covered in Semester-2 and EPC.4 is to be covered in Semester-4. Marks will be awarded on the basis of internal assessment only. **Practicum:** **Practicum I** EPCs 1,2,3, and 4 : 50 Marks Each (2 credits) Tutorial, Engagement with Community : 50 Marks (2 credits) Student Activities : 50 Marks (2 credits) **Practicum II: School Experience Programme** SEP I: Field Observation : 75 Marks (3 credits) SEP II: Planning (Lesson Planning and TLR): 125 Marks (5 credits) SEP III School Internship: 275 Marks (11 Credits) SEP IV: Assessment Report: 25 Marks (1 Credit) There shall be written examination for the papers PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16 Pedagogy-I, Pedagogy-II, Elective courses (E.1 to E.13) under theory **Curricular component-6: School Experience Program (Field Engagement/ School Attachment/ Internship)** | S. no | Title | Code | Total Credits | Marks | |-------|---|--------|---------------|----------------| | 1 | SEP-I: Field observation | SEP-I | 3 | Max. Marks 75 | | 2 | SEP- II: Pedagogy II Planning (Lesson Planning and TLM) | SEP-II | 5 | Max. Marks 125 | |

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महाराष्ट्र, भारत

- 50marks: to be given by 2 rotational supervisors.
- 50 marks: to be given by the regular supervisor on the basis of the reflective journal maintained by the student.

There shall be a coordination board to coordinate the field observation and School Experience Programme(SEP) in the above institutions.

Note: The B.Ed. shall be offered by the Department of Education(CIE), University of Delhi, M.V college of Education, SPM college, Lady Irwin College. The course in the latter institution is open to Home science graduates only. Students are allowed the option to use Hindi as medium of examination.

Any candidate who has obtained not less than 50% of the aggregate marks but he has failed in one subject only under part-A of the examination, may be admitted to a supplementary Examination in that subject to be held on any date within 6-8 weeks of the announcement of the University Annual Examination result in that year.

Any student who gets a essential repeat in First year in any one theory paper shall be permitted to attend classes in second year, but will have to pass the said supplementary Examination before being permitted to appear in the Annual Examination at the end of the second year.

A candidate who does not pass the B.Ed. Examination (Second Year) but has secured at least 50% marks in SEP may subject to the ordinances, on his being enrolled as an ex-student for the second year.

The minimum marks required to pass the examination shall be 40% in each written paper, 40% in the work done during the session related to each theory paper and together (combined) 45% in theory paper and the work done during the session relating to the theory paper.

50% in Field Observation and SEP and 50% in the aggregate.

The Classification of the result shall be as follows:

1. Distinction: 75% in the aggregate
2. 1st Division: 60% of the total marks and above but below 75%
3. 2nd Division : 50% of the total marks and above but below 60%

3	SEP-III: (Reflective Journal-15, Peer observation-15 School Project-15 Rotation-80, Regular-150)	SEP-III	11	Max. Marks 275
4	SEP-IV(Assessment Report (Pedagogy II))(25)	SEP-IV	1	Max. Marks 25
Total				500

Note-6:

- SEP-I is to be covered in Semester-2, maximum marks of 75 is allotted and these marks will be given on the basis of field observations.
- SEP-II is to be covered in Semester-3, maximum marks of 125 to be given on the basis of lesson planning and preparation of teaching learning resources.
- SEP-III is to be covered in Semester-3 and 4, maximum marks 275.
 - 195 marks to be given by the regular supervisor on the basis of Reflective Journal writing (15), Peer observation (15), School based Project (15) and supervision (150)
 - 80 marks to be given by rotation supervisor.
- SEP-IV is to be covered in Semester-4, 25 marks to be given on the basis of assessment report written by the student.
- Over all SEP (I, II, III and IV) must have 40% in total to pass the B.Ed. Programme. In case point (v) is not fulfilled, the candidate has to repeat the components as the case may be as given below:
 - If have less than 40 % in Field observation
 - If have less than 40 % in SEP II, III and IV taken together in Second Year. Student has to repeat entire SEP of Second year (Semester 3 and 4).
- There shall be a coordination board to coordinate School Experience Programme (SEP) across the semesters in the institutions.

Note-7:

- The B.Ed. shall be offered by the Department of Education (CIE), University of Delhi, M.V college of Education, SPM college, Lady Irwin College. Students are allowed the option to use Hindi as medium of examination.
- Total span period to complete the course will be three years from the date of registration to the programme as per NCTE Gazette notification 2014 (Appendix 4, 2.1)
- No student will be detained in Semester I or III on the basis of his/her performance in I or III Semester examination; i.e. the student will be promoted automatically from I to II and III to IV Semester.
- A student shall be eligible for promotion from part I to part II of the course provided he/she has passed 50% papers of I and II Semester taken together. However, he/she will have to clear the

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University of Delhi, Sansat-110007

	<p>remaining paper/s while studying in the part II of the programme to complete the programme.</p> <p>v. Students who do not fulfill the promotion criteria (iv) above shall be declared fail in the Part concerned. However, they shall have the option to retain the marks in the papers in which they have secured Pass marks.</p> <p>a) If a candidate fails in part I examination (pass less than 50% theory papers taken together sem I and II has to reappear in part one examination again as an ex-student to fulfill the promotion criteria. However, they shall have the option to retain the marks in the papers in which they have secured Pass marks.)</p> <p>b) If a candidate fails in part II examinations (pass less than 50% theory papers taken together semester III and IV) has to reappear in part Two examinations again as Ex-student. However, they shall have the option to retain the marks in the papers in which they have secured Pass marks.</p> <p>vi. A student who has to reappear in a paper prescribed for semester I/III may do so only in the odd semester examinations to be held in November/December. A student who has to reappear in a paper prescribed for semester II/IV may do so only in the even semester examinations to be held in April/May.</p> <p>vii. In view of supplementary provision given to students in annual mode, the same may be followed after completion of semester 4 as per university guidelines within the span period according to NCTE gazette notification 2014.</p> <p>viii. Reappearance in sessional work (internal assessment) shall not be allowed in theory papers.</p> <p>ix. A student who reappears in a paper shall carry forward the internal assessment marks, originally awarded.</p> <p>x. The minimum marks required to pass the examination shall be as follows:</p> <ol style="list-style-type: none"> 40% marks in aggregate in every theory course (Term end exam and internal assessment put together) 40% marks in aggregate of the components in Practicum II i.e., School Experience Programme (Semester I, II, III and IV put together). 40% marks in the overall aggregate of (i) and (ii). <p>xi. The Classification of the result shall be as follows:</p> <ul style="list-style-type: none"> Distinction: 75% in the aggregate 1st Division: 60% of the total marks and above but below 75% 2nd Division : 50% of the total marks and above but below 60%
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