



THE SKETCHBOOK

ACADEMIC PROGRAM GUIDE

BATCH: Year 2025-27 | VOLUME VIII

CURRICULUM FRAMEWORK
FOR **ALPHA** TEACHERS

Academic Programme Guide

Bachelor of Education(B.Ed.)

Based on

Choice Based Credit System (CBCS) / Elective Course System



CHITKARA
UNIVERSITY

w.e.f.

Academic Year 2025-27

Approved by 26th Academic Council vide agenda item 26.4 (A) dated 10th August, 2024

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Academic Program Guide

Program: Bachelor of Education (B.Ed.)

Batch: 2025-2027

Based on Choice Based Credit System (CBCS) & aligned with NEP 2020

Approved in 26th Academic Council held dated 10th August 2024

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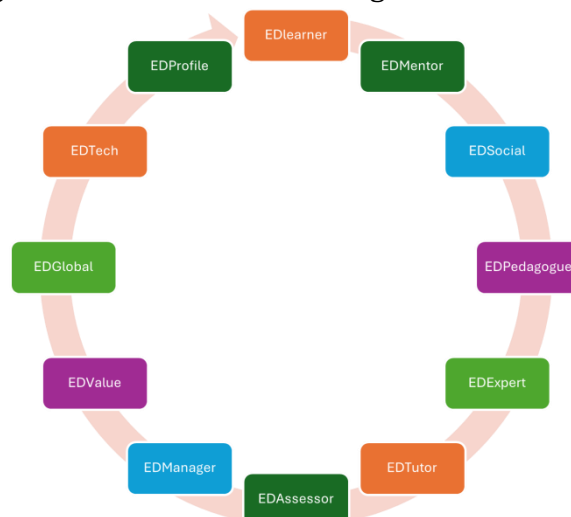
Preamble

Chitkara University has constantly been engaged in empowering the students to build a set of skills which is a great combination of Hard Knowledge Skills, Soft People Skills and Heart Skills. Department of Education is in a continuous endeavour to engage in improving the quality of school education through development of its Teacher Education Curriculum as per the needs of the stake holders. In order to build an effective learning environment for the 21st century learners, following skills are desired in the alpha TEACHERS.

1. Technical skills
2. Conceptual Skills
3. Interpersonal Skills

Altering the DNA of an alpha TEACHER was envisioned for revamping the teacher education program in tune with the recommendations of the Justice Verma Commission appointed by the Government of India. This Sketchbook has been designed keeping in mind the changing and dynamic role that is expected from the would be teachers' in moulding and crafting the 21st century learners, suggestions given by National Council for Teacher Education in the document, 'Curriculum Framework: Two Year B.Ed Programme' and the suggestions given by Department of Teacher Education, National Council of Educational Research and Training in the document titled, 'Syllabus for Bachelor of Education (B.Ed.) Programme- 2016' have also been considered while drafting 'The Sketchbook' for the alpha TEACHERS.

The Sketchbook has been very meticulously designed by the Academic Body of Chitkara University, Punjab with the inputs from the research committee, Principals and Academic bodies of Associate Schools and keeping in mind the changes that are taking place in the field of school education at Global Level. The Covid-19 pandemic has sparked a global realization that there is a need for change in the current way of teaching, learning and assessments. The transition to online learning from face- to face learning has given us an opportunity that how teacher education can evolve in tandem with our changing world. The skill sets that the alpha TEACHERS will need in dealing with the Generation-Z and Generation- α learners have been kept in the forefront and the following twelve Modules were designed:



The alphaTEACHERS are being trained in such a manner that they are not just acquiring the skills of being digitally more competent and are grounded with sound educational techniques but are also trained in effective communication skills. The need for incorporating these two significant skills were felt for training alphaTEACHERS because the result shows that Generation- Z and Generation - α learners are so connected to technology that they tend to have lower emotional intelligence levels as a result they lack the skills of

communication and the reason for this is that they have decreased face to face interactions within the communities, thus lacking enough opportunities for Generation – Z and Generation - α learners to interact. The α Teachers need to gain the skills of digital competencies and communication as these are required to be imbibed among the Generation- Z and Generation- α learners, which are the skills needed in the future workplaces. The evolved α TEACHERS would be working in close association with Generation-Z and Generation- α learners and very well fathom that to be the best teacher is to be ‘Hands on and Minds on’. Generation-Z and Generation- α learners, who love facing challenges and overcoming those challenges by finding the answers is the key to keep them motivated and going.

The characteristics that truly define an α TEACHERS are:

- Being a useful team member in the active learning process
- Being an experimenter, risk taker and a learner
- Being a designer, editor and assembler of challenging tasks
- Being a collaborative critic and authentic evaluator
- Focusing more on the achievement of personal bests
- Possessing a ‘Growth Mindset’

The Sketchbook comprises of the modules that covers all the areas for which α TEACHERS are being trained and which will help them to deal with Generation- Z and Generation- α learners more effectively.

The module on EDLearner equips the α TEACHER with various aspects of growth and development at different stages, recognise the needs of Generation- Z and Generation - α on the basis of type and trait theories, and differentiate among the learners based on their cognitive abilities. EDExpert helps to gain a ‘feel’ of multiple roles of a teacher and an understanding of the ‘school culture’. EDTutor revolves around the areas of Assessment for Learning, Assessment of Learning, Understanding the Pedagogy techniques of Teaching Learning Process, Innovative Tools and Techniques to be used for Generation-Z and Generation- α learners. α TEACHERS need to be skilled in imbibing the qualities of a leader who inspire and engage which are imbibed in them through the EDManager module. EDMentor would help the α TEACHERS to become proficient in providing mentorship to the Generation- Z and Generation - α learners.

EDSocial module would train the α TEACHERS to offer the wisdom, guidance and support to the Generation-Z and Generation- α learners so that this emerging Generation can make a positive difference in their era and for the Generations of the future. The core of EDGlobal module is to recognize the Global Connect and curriculum mapping of different boards. This module shall train the α TEACHERS in dealing with Human Resource Management in Schools and finally the module on EDProfile shall grill the α TEACHERS for facing the interview panel, focus on Resume Writing, helps in imbibing the skills for placement, e-portfolio construction and all these eventually will help them in getting an exposure to career guidance.

It is hoped that ‘The Sketchbook’ will be quite handy for the coming Generations of teachers and will help them in imbibing essential skills to become the next Generation teachers.

Altering the DNA of an α Teacher Shaping the future Generations
2 Year Degree Program (4-Semesters)

Altering the DNA of an α Teacher was envisioned to the growing concern that teacher education program has remained unchanged in terms of substance, experiences offered, and modalities adopted. It is a response to the need for well- prepared teachers in terms of ‘quality’ which is the essence of the teacher education program.

The entire structure of the Teacher Education Program has been revamped and has been redesigned in order to

alter the DNA of existing teachers so that they can cater to the diverse needs of the 21st century learners, who have higher levels of digital literacy than their parents or teachers and demand the freedom to show their wild creativity. The 21st century learners also termed as Generation Z and Generation- α learners and are born after 1995, needs to be catered to differently. Some of the characteristics that make them unique are:

- They need rewards that are changed frequently to meet changing expectations and demands.
- Stays connected all the time.
- Adopts technology at high levels and pushes others to do the same.
- Approaches all aspects of life from a global and visual perspective.
- Craves regularly for technology-enhanced learning opportunities.
- Looks for educational opportunities that use visually enhanced methods of teaching.
- Headed toward careers that do not yet exist.
- Sports/activities are for health, not games.
- Attention span is 8 seconds!
- They prefer to communicate using icons, imagery, and symbols.
- Worries more about the economy and ecology than how many likes they have on social media

In order to meet the varying interests of the Generation- Z and Generation - α learners the concept of α TEACHERS was envisioned who would be trained to build an effective learning environment for the students and require following skills to facilitate the above- mentioned interests

- *Technical skills*
- *Conceptual skills*
- *Interpersonal skills*
- *Global skills*
- *Research skills*

Thus, the existing teachers need to be evolved as an α TEACHERS who are digitally more competent, can work closely with learners as mentors providing them opportunities to collaborate well and inculcate in them the spirit of thriving in an atmosphere of controlled challenge by developing in them a 'CAN DO' attitude, and foster in them the ability to open to change which ripens them as a multi tasked. The envisioned α TEACHERS are being trained to the needs of the future generation by following a cutting edge pedagogy in the field of education like engaging the α TEACHERS using 'Google Classrooms, Webinars, Student Exchange etc. The workshops are also being organised to keep them updated with the latest happenings in the field of education. Exposure to field visits is also provided keeping in mind the close connect between school and society. The evolved α TEACHERS would henceforth shape the future Generation thereby taking the learners to the zenith of learning.

The 2- years of Teacher Education program which is divided into 4 semesters provides intensive field engagement of the students with the modules and intensive training. The intensive training is provided to the prospective teachers in close collaboration with the schools during which they receive coaching and mentorship from Program Curators' of Department of Education. The hands-on training is Supplemented with expert talks by the professionals across the country so that the students enter the teaching profession with skills and dispositions which help them to become successful teachers while receiving mentorship and training from the Program Curators.

1. General Information

The Academic Program Guide is a comprehensive document detailing course scheme, associated credits per course and the distribution of each course in lecture and practical hours. It also details the eligibility criteria for admission, for award of degree, the assessment and evaluation procedures along with a glimpse of the pedagogical aspects of the programs.

This Guide is to be used in association with the Academic Regulations of the University to make a complete rule set.

The course schemes given in this document are approved by respective Board of Studies and the Academic Council of Chitkara University. Bachelor of Education is a two-year course.

2. Program Outcomes (Graduate Attributes)

The Programme is designed to provide the knowledge and skills needed to become an effective teacher in a variety of educational settings. It is a skill-based course for teaching job within an organization. The broad goal of the Programme is to provide students with a foundation in content and supporting skills/competencies that will support their development as effective teachers. The students shall be further groomed to work in a variety of educational settings. The Programme Outcomes of Teacher Education Program are summarized as below:

- ✓ **P01:** Identify and analyse different functional areas of the school culture.
- ✓ **P02:** Communicate effectively to articulate thoughts and ideas proficiently to wide range of students.
- ✓ **P03:** Able to apply appropriate technological skills and adapt to latest innovations in technology with ease.
- ✓ **P04:** Ability to become lifelong learners and collaborative professionals.
- ✓ **P05:** Apply the innovative pedagogical techniques for differentiating teaching as per the needs of the learners with good analytical skills.
- ✓ **P06:** Quality of accepting all children as mentor and fostering the concept of Inclusiveness.
- ✓ **P07:** Sensitive towards the societal issues, give significant importance to community work and value issues related to conservation of environment and its regeneration.
- ✓ **P08:** Apply social awareness skills to resolve social issues and bring transformation in society.
- ✓ **P09:** Use the knowledge of values and beliefs of multiple cultures, respects diversity in multilingual scenario, understand the significance of global connect and develop competency as per global needs.
- ✓ **P010:** Apply analytical and critical thinking skills for decision making in a complex educational world and possess good managerial skills.
- ✓ **P011:** Demonstrate core ethical values of the profession such as honesty, dignity and respect.

Table 1: PO-Mission-Vision Mapping Matrix

PO No.	PO Statement	Mission Statement	Vision Statement
P01	Identify and analyse different functional areas of the school culture.	M1: To carry out the academic processes in accordance with global standards through active teacher-student-industry participation. M4: To contribute in building skillful society.	To be a globally recognized organization promoting academic excellence through interdisciplinary applied research and to expand realms of knowledge through innovation.
P02	Communicate effectively to articulate thoughts and ideas proficiently to wide range of students.	M1: To carry out the academic processes in accordance with global standards through active teacher-student-industry participation.	
P03	Able to apply appropriate technological skills and adapt to latest innovations in technology with ease.	M2: To promote research, innovation and entrepreneurship in collaboration with industry, research laboratories and academic institutions of global repute. M4: To contribute in building skillful society.	
P04	Ability to become lifelong learners and collaborative professionals.	M3: To inculcate high moral, ethical and professional values amongst our students, faculty & staff.	
P05	Apply the innovative pedagogical techniques for differentiating teaching as per the needs of the learners with good analytical skills.	M1: To carry out the academic processes in accordance with global standards through active teacher-student-industry participation. M3: To inculcate high moral, ethical and professional values amongst our students,	

		faculty & staff.	
P06	Quality of accepting all children as mentor and fostering the concept of Inclusiveness.	M3: To inculcate high moral, ethical and professional values amongst our students, faculty & staff. M4: To contribute in building skillful society.	
P07	Sensitive towards the societal issues, give significant importance to community work and value issues related to conservation of environment and it's regeneration.	M3: To inculcate high moral, ethical and professional values amongst our students, faculty & staff. M4: To contribute in building skillful society.	
P08	Apply social awareness skills to resolve social issues and bring transformation in society.	M4: To contribute in building skillful society.	
P09	Use the knowledge of values and beliefs of multiple cultures, respects diversity in multilinguistic scenario, understand the significance of global connect and develop competency as per global needs.	M1: To carry out the academic processes in accordance with global standards through active teacher-student-industry participation. M4: To contribute in building skillful society.	
P010	Apply analytical and critical thinking skills for decision making in a complex educational world and possess good managerial skills.	M4: To contribute in building skillful society.	
P011	Demonstrate core ethical values of the profession such as honesty, dignity and respect.	M3: To inculcate high moral, ethical and professional values amongst our students, faculty & staff.	

Salient Features of the Program

Some of the innovative initiatives for revamping the Teacher Education Program for the prospective teachers are –

- Mentoring Program
- Flipped Learning
- Professional Development Programs
- Blended Learning
- Hybrid/ Flexible Learning
- Counseling Sessions and Psychometric Tests
- Yoga and Meditation
- Workshops/Webinars mapped with the twelve modules
- Fully Online Learning
- Certification Programmes
- MOOCs/SWAYAM Courses

3. Eligibility for Admission, Exit and Migration (MEME)

- (a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/ or in the Master's Degree in Sciences/ Social Sciences/Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/State Government, whichever is applicable

4. Programme Duration

The B.Ed. program is a two-year course (Four Semesters). There are University end term examinations at the end of each semester with skill in teaching practicals in each semester, which are evaluated by a jury appointed by the University. Since, it is an industry integrated programme, the students will be offered internship in schools in 1st, 2nd, 3rd, and 4th semesters to gain practical knowledge. The students will be called to the campus (for few weeks in every semester) for academic learning in the campus.

Normal duration of the degree Program	Maximum time allowed for completion of program
2 years or 4 Semesters	2 + 1 years

5. Pedagogical Aspects

The structural layout of the program and its courses follows a module system in all the semesters and requires that each course be divided in lecture sessions. The duration of each session given in the column against the course in the course scheme is 50 minutes.

Lecture sessions: Lectures are delivered by incorporating traditional and modern methodology - i.e. lecture method, textbook-based learning, supplemented by modern Information Communication Technology (ICT) methods. The students are encouraged to ask questions and involve in group discussion to the extent allowed by the teacher. In some subjects where case study-based methodology is adopted, the lectures are supplemented by discussions on case studies, Project based, problem based, storytelling.

Practical Sessions: During practical sessions the students work on prescribed activities like cases/ debates/ group tasks/ Role play and perform what they have learnt in the Lecture sessions.

Assignments/ Sessional Work: During the semester the students work on various assignments allotted to them by faculty / group of faculty members. The assignments are allotted to them either at the start of the semester or at a later stage in the semester. Assignments are designed by the faculty keeping in mind the courses the students have studied so far and are currently studying. Thus, the assignments are made in such a way that the students while working on these assignments apply the concepts learned so far and the deliverables are multi-faceted.

6. Apprenticeship/Internship embedded degree programs (AEDP)

To enhance the employability of Alpha Teachers pursuing the Bachelor of Education, the Department of Education has introduced an **Apprenticeship/Internship embedded degree programs (AEDP)** enabled curriculum. The Department of Education has established a prior Memorandum of Understanding (MoU) with schools affiliated to different national and State Boards at national and international level to provide school internships. At least 20% of the total credits for the Bachelor of Education program is dedicated to the internship component. If the internship training is not completed or passed, it must be done again. Reappearance for unsuccessful or incomplete internship training is required.

7. Programme Structure



THE MODULE

In the process of revamping the Teacher Education Program for the alpha TEACHERS the following Modules have been designed:

EDLearner: This module shall acquaint the alpha Teachers with the various aspects of growth and development at different stages, recognise the students on the basis of type and trait theories and differentiate among the learners based on their cognitive abilities (to know the learning styles of the learners).

EDMentor: This module shall provide the alpha Teachers with exposure to global and national commitments towards the education of children with diverse needs. EDMentor would help the alpha Teachers become proficient in providing mentorship to the Generation- Z and Generation - α Learners. They will be able to use Guidance and Counselling principles to address the peculiar needs of the Generation- Z and Generation - α learners.

EDSocial: The continuing evolution of our egalitarian society and peaceful transformation of the nation needs to be understood by the alpha Teachers. In line with the same, EDSocial enables them to effectively discharge their role in society with numerous diversities. The alpha Teachers are also required to understand the role of education as an intervention tool for desired changes in the country and also to appreciate the influence of social set-up on education in which it operates. The focus of this module shall also be on making the alpha Teachers understand the key concepts of gender and the paradigm shift from women's studies to gender studies.

EDPedagogue: The EDPedagogue module prepares alpha Teachers to understand teaching aims and objectives, differentiate between pedagogy, andragogy, and heutagogy, and distinguish between the roles of a pedagogue and a teacher. It introduces innovative future pedagogies, enhancing readiness to teach future generations. The module covers teaching methods, materials, principles, micro and macro lesson planning, and the organization of resource rooms and labs. It promotes professional development and lifelong learning. Equipped with both theoretical and practical teaching knowledge, alpha Teachers will effectively teach their subjects, making learning enjoyable and engaging for students.

EDExpert: This module equips alpha Teachers with essential teaching skills through a supervised curricular internship, bridging the gap between academic knowledge and professional practice. The internship experience, mapped to Vygotsky's Socio-Cultural theory (Explain, Model, Scaffolding, Independent), progresses teachers from novice to expert. Tasks include developing timetables, lesson plans, question papers, and conducting examinations. Teachers engage in classroom teaching, school activities, and reflective observation, honing skills in empathy, classroom management, and effective strategies for Generation-Z and Generation- α learners. The internship aids in identifying the theory-practice gap and exploring career prospects and employment opportunities.

EDTutor: The focus of this module is on gaining a 'feel' of the multiple roles of a teacher and an understanding of the 'school culture'. The students get an experience of handling the classroom problems. They also get exposure of working as Assistant Teachers at reputed educational organisations, the students gain rich experience related to organising school visits and various inter school events. This module shall focus on making the alpha Teachers self-learners, reflective, expressive, collaborative professionals, and digitally competent.

EDAssessor: The EDAssessor module educates alpha Teachers on school design as per NEP 2020, language education fundamentals, and contemporary challenges in teaching Languages 1, 2, and 3. It covers pedagogy, assessment techniques, curriculum objectives, and competences to help learners achieve their goals. The module introduces various apprenticeship positions to highlight vocational course relevance for secondary students and provides insights into university-level courses to guide subject choices and their impact on careers. It teaches assessment techniques for major subjects, arts, interdisciplinary areas, and physical education, focusing on assessment of, for, and as learning.

EDManager: The alpha Teachers shall get exposure to unfold the function of the teacher as a manager and shall learn to perform various duties like conducting the parent-teacher meetings, prepare for various co-curricular activities in school etc. The module shall sensitize the students about the administrative leadership in schools, develop the skill of record keeping and learn how to deal with human resources.

EDValue: The alpha Teachers, in this module, shall become proficient in communication and know the significance of Health and Physical Education. This module shall also acquaint the alpha teachers with the basics of Paper Presentation, Report Writing, and Action Research. The alpha teachers shall be made aware of the issues related to the environment, Community Work, and a plethora of Co-curricular Activities.

EDGlobal: Globalization has unified the world through economic, political, and cultural integration. UNESCO advocates for education that fosters sustainable development, equipping individuals with the skills to shape a sustainable future. The EDGlobal module empowers alpha Teachers to tackle global challenges and become global citizens. Courses like 'Education for Sustainable Development and International Aspect Activities' highlight the importance of global citizenship and professional abilities recognized internationally. The course 'Shaping for IB, IGCSE, and other National and International Boards' prepares teachers for diverse curricula, enhancing their career prospects in national and international boards like

CBSE, ICSE, IGCSE, and IB, focusing on curriculum, teaching methods, assessments, and higher education.

EDTech: Educational Technology, endorsed by NEP 2020, has transformed teaching and learning. The EDTech module empowers alpha Teachers and Generation-Z and Generation- α through digital tools, enhancing personalized learning, interactive engagement, teacher empowerment, skill development, global exposure, lifelong learning, data-driven insights, sustainability, and remote learning. Courses like 'Digital Literacy and Educational Technology Tools,' 'Online Teaching Strategies with Digital Content,' and 'Digital Citizenship and Professional Development' introduce government digital platforms and UGC's notional learning hours. Additionally, the 'Role of Artificial Intelligence and its Integration into the Curriculum' enables alpha Teachers to create AI-automated content and curate up-to-date resources.

EDProfile: This module shall grill the alpha Teachers for facing the interview panel, drafting Resume, imbibing the Skills for Placement, constructing e-Portfolio etc. These will eventually help them in getting an exposure to career guidance.

- In compliance with UGC/NEP directives the Department of Education has integrated the course on The Indian Knowledge System into the Bachelor of Education (B.Ed.) program under the value added courses to foster a comprehensive understanding of traditional wisdom, ecological awareness, and ethical principles, cultivating responsible citizenship and holistic personal development grounded in cultural heritage, environmental stewardship, and ethical integrity.[9][10]
- In compliance with UGC/NEP directives the Department of Education has integrated courses of life skills i.e Communication Skills, Professional Skills, Leadership & Management Skills and Universal Human Values each into Bachelor of Education (B.Ed.) Program under the ability enhancement courses to equip Alpha Teachers with practical competencies and essential abilities necessary for personal and professional success in diverse contexts, fostering holistic development and adaptability in an ever-evolving world.[11]
- At least 20% of the total Credits for the Bachelor of Education program are assigned to apprenticeship/internship.[12]

8. Rules for Attendance

As detailed in NCTE Regulations 2014 the minimum attendance of student teachers will have to be 80% for all course work and practicum and 90% for school internship for the student to be eligible to appear for end semester examination. A special consideration of 10% in this mandatory requirement is possible only in extreme circumstances and at the sole discretion of the Vice Chancellor of the university. There is no weightage for attendance in evaluation criteria.

Students are encouraged to participate in co-curricular activities conducted by prestigious institutions at National/International level. Such students would be eligible for grant of Special Duty Leaves (limited by a cap decided by the Vice Chancellor) to make up for the attendance, in case any class work is missed during this period. This privilege extended to students will not be termed as right and is limited to just the attendance benefit.

9. Grading System

The list of Letter Grades is given below: [3]

Table 4: Grade and grade points

% Marks Range of total	Grade	Grade Point	Qualitative Meaning
80- 100	O	10	Outstanding
70-79	A+	9	Excellent
60-69	A	8	Very Good
55-59	B+	7	Good
50-54	B	6	Above Average
45-49	C	5	Average
40-44	P	4	Pass
0-39	F	0	Fail
	I	0	Incomplete / Absent

9.1 Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e $SGPA (S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i}$ where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.
- ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e. $CGPA = \frac{\sum (C_i \times S_i)}{\sum C_i}$ where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.
- iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts

9.2 Illustration of Computation of SGPA and CGPA and Format for Transcripts [4]

- i. Computation of SGPA and CGPA
- ii. Transcript: Based on the above criteria, the university may issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

Table 5: Illustration for SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 X 8 = 24
I	Course 2	4	B+	7	4 X 7 = 28
I	Course 3	3	B	6	3 X 6 = 18
I	Course 4	3	O	10	3 X 10 = 30
I	Course 5	3	C	5	3 X 5 = 15
I	Course 6	4	B	6	4 X 6 = 24
		20			139
SGPA					139/20=6.95

Thus, SGPA = 139/20 = 6.95

Table 6: Illustration for CGPA

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit: 21 SGPA: 6.9	Credit: 22 SGPA: 7.8	Credit: 25 SGPA: 5.6	Credit: 26 SGPA: 6.0	Credit: 26 SGPA: 6.3	Credit 25 SGPA 8.0
CGPA= 6.73 (21 x 6.9 + 22 x 7.8 + 25 x 5.6 + 26 x 6.0 + 26 x 6.3 + 25 x 8.0)/145					

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

10. Promotion and Registration

Any bonafide student, who appears for the examination conducted by the University, shall be promoted to the next higher semester and shall carry forward all course(s) in which he/ she is declared fail. The student shall have to pass all papers within the stipulated maximum duration as prescribed by the University to qualify for the award of the degree.

All students are eligible to register for next semester irrespective of the number of backlogs. A student is not permitted to register in a term if:

- (a) He/She has dues outstanding to the University, hostel, or any recognized authority or body of the University, or
- (b) His/Her grade sheet in his/her immediately preceding term is withheld, or
- (c) He/She has been specifically debarred or asked to stay away from that term.

Late registration may be granted in case a student fails to register on the stipulated date. Students failing to register on the specified day of registration will be allowed to register only after permission from Dean of the Department and after paying the stipulated late fee. Any student who has not registered will not be allowed to attend classes. The registration of the student may be canceled, if at the later stage, it is found that the student is not eligible for registration due to the following reasons:

(a) If the registration of a student in a course is not found to be as per the regulation, his/her registration in that course will be called and the grade obtained, if any will be rejected.

(b) The registration of a student in a course or complete set of courses in a term can be cancelled by the concerned authority when he is found guilty in case of unfair means, breach of discipline, etc. or when he/she persistently and deliberately does not pay his dues.

(c) Absence for a period of four or more weeks at a stretch during a term shall result in automatic cancellation of the registration of a student from all the courses in that term.

A student who is duly registered in a term is considered to be on the rolls of the university. After registration, if he/she withdraws from the term, or has been given prior permission to temporarily withdraw from the University for the term, or has been asked to stay away by an appropriate authority of the University will be considered to be on the rolls of the University for that term. While such a student retains the nominal advantage of being on the rolls of the University the loss of time from studies and its consequences cannot be helped by the University.

If for any valid reason a student is unable to register in a term, he/she must seek prior permission of Dean of Department to drop the term. If such permission has not been requested or after a request, the permission has been denied, his/her name would be struck off the rolls of the University and he would no longer be a student of the University. His/her case will be automatically processed and the file will be closed. However, if such a student, after his/her name has been struck off the rolls of the University, is permitted to come back, his/her case can be considered at the sole discretion of the competent authority of the University with the provision that all his/ her previous records as a former student are revived under the current academic and administrative structure, regulations and schedule of fees.

11. Program Overview [5][6]

The Program consists of subjects under the following categories:

Table 7: Program Scheme

Program Scheme: Bachelor of Education 2025-27

Year 1 Sem 1													
Sr. No.	Modules	Courses	Course Code	Level	Category (Type of Course)*	Credits (Course wise)	Hours per Week			Marks Distribution			Total Credits (Semester wise)
							L	T	P	I	E	TL	
1	EDLearner	Learner as a developing Individual	24DOE1101		DC	4	3	0	2	40	60	100	23
2	EDPedagogue	Pedagogy Course -I (a)	24DOE1102		DE	4	2	1	2	40	60	100	
3		Pedagogy Course- II (a)	24DOE1103		DE	4	2	1	2	40	60	100	
4	EDExpert	Learning to Function as a Teacher: Skill- in- Teaching-I (a)	24DOE1104		SE	1	0	0	2	20		20	
5		Learning to Function as a Teacher: Skill-in Teaching-II (a)	24DOE1105		SE	1	0	0	2	20		20	
6	EDTutor	School Internship-I	24DOE1106		IN	1	0	0	2	40		40	
7	EDAssessor	School Assessment-I	24DOE1107		IN	1	0	0	2	40		40	
8	EDManager	Making Teacher Managers	24DOE1108		DC	2	1	1	0	20	30	50	
9	EDValue	Language Proficiency: Writing Reports and Reflections	24DOE1109		AE	1	0	0	2	10		10	
10		Art and Aesthetics	24DOE1110		VA	1	0	0	2	10		10	
11	EDGlobal	Education for Sustainable Development and International Aspect Activities	24DOE1111		VA	1	0	0	2	10		10	
12	EDTech	Digital Literacy and Educational Technology Tools	24DOE1112		VA	1	0	0	2	10		10	
13	EDProfile	E- Portfolio	24DOE1113		AE	1	0	0	2	10		10	

Year 1 Sem 2													
Sr. No.	Modules	Courses	Course Code	Level	Category (Type of Course)*	Credits (Course wise)	Hours per Week			Marks Distribution			Total Credits (Semester wise)
							L	T	P	I	E	TL	
1	EDLearner	Learning and Teaching	24DOE2101		DC	4	3	0	2	40	60	100	24
2	EDPedagogue	Pedagogy Course -I (b)	24DOE2102		DE	4	2	1	2	40	60	100	
3		Pedagogy Course- II (b)	24DOE2103		DE	4	2	1	2	40	60	100	
4	EDEExpert	Learning to Function as a Teacher: Skill- in -Teaching- I (b)	24DOE2104		SE	1	0	0	2	20		20	
5		Learning to Function as a Teacher: Skill- in-Teaching-II (b)	24DOE2105		SE	1	0	0	2	20		20	
6	EDTutor	School Internship-II	24DOE2106		IN	1	0	0	2	40		40	
7	EDAssessor	School Assessment-II	24DOE2107		IN	1	0	0	2	40		40	
8	EDManager	Administrative Leadership in Schools	24DOE2108		DC	2	1	1	0	20	30	50	
9	EDValue	Health and Physical Education	24DOE2109		VA	1	0	0	2	10		10	
10		Co-curricular Activities	24DOE2110		VA	1	0	0	2	10		10	
11	EDTech	Online Teaching Strategies with Digital Content	24DOE2111		VA	1	0	0	2	10		10	
12	EDGlobal	Shaping for IB, IGCSE and other National and International Boards	24DOE2112		SE	1	0	1	0	10		10	
13	EDProfile	Interview Preparation	24DOE2113		AE	1	0	0	2	10		10	
14		Career Guidance	24DOE2114		SE	1	0	1	0	10		10	
Year 2 Sem 3													
Sr. No.	Modules	Courses	Course Code	Level	Category (Type of Course)*	Credits (Course wise)	Hours per Week			Marks Distribution			Total Credits (Semester wise)
							L	T	P	I	E	TL	
1	EDMentor	Creating Inclusive Classrooms	24DOE3101		DC	2	1	0	2	20	30	50	20
2	EDSocial	Contemporary India and Education	24DOE3102		DC	4	2	1	2	40	60	100	
3	EDEExpert	Learning to Function as a Teacher: Skill- in -Teaching- I (c)	24DOE3103		SE	1	0	0	2	20		20	
4		Learning to Function as a Teacher: Skill - in-Teaching-II (c)	24DOE3104		SE	1	0	0	2	20		20	
5	EDTutor	School Internship-III	24DOE3105		IN	1	0	0	2	40		40	
6	EDAssessor	School Assessment-III	24DOE3106		IN	1	0	0	2	40		40	
7		Educational Measurement, Assessment and Evaluation	24DOE3107		DC	4	2	0	4	40	60	100	
8	EDManager	Feedback and Reflections	24DOE3108		DC	2	1	0	2	20	30	50	
9	EDValue	Symposium/ Paper Presentation/ Research Conference	24DOE3109		RP	1	0	0	2	10		10	

10		Issues of Conservation and Environmental Regeneration	24DOE3110		VA	1	0	0	2	10		10	
11	EDTech	Role of Artificial Intelligence and it's integration into the Curriculum	24DOE3111		VA	1	0	0	2	10		10	
12	EDProfile	Placement	24DOE3112		SE	1	0	0	2	10		10	

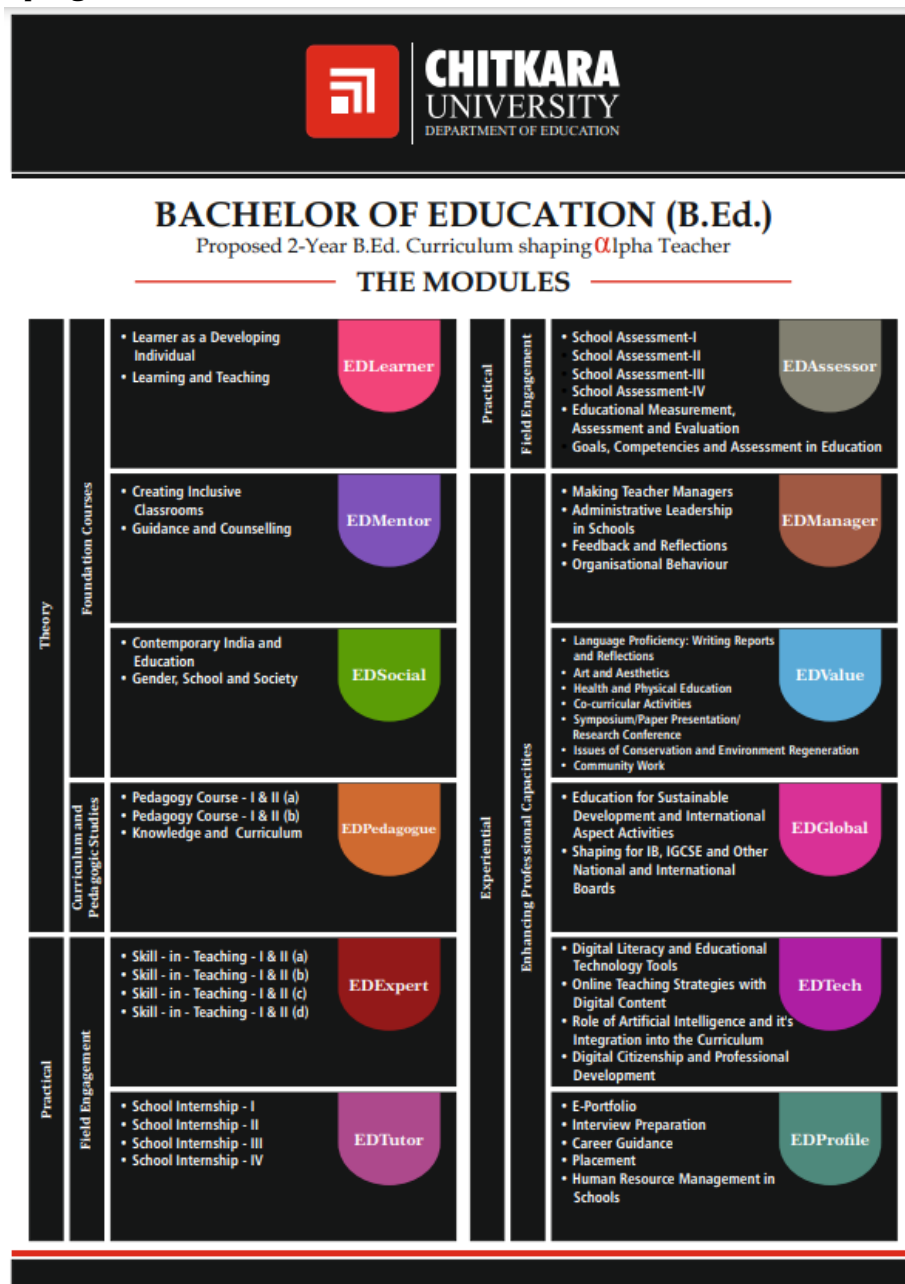
Year 2 Sem 4

Sr. No.	Modules	Courses	Course Code	Level	Category (Type of Course)*	Credits (Course wise)	Hours per Week			Marks Distribution			Total Credits (Semester wise)
							L	T	P	I	E	TL	
1	EDSocial	Gender School and Society	24DOE4101		DC	2	1	0	2	20	30	50	20
2	EDMentor	Guidance and Counselling	24DOE4102		DC	2	1	0	2	20	30	50	
3	EDPedagogue	Knowledge and Curriculum	24DOE4103		DC	4	2	0	4	40	60	100	
4	EDExpert	Learning to Function as a Teacher: Skill-in Teaching-I (d)	24DOE4104		SE	1	0	0	2	20		20	
5		Learning to Function as a Teacher: Skill-in Teaching-II (d)	24DOE4105		SE	1	0	0	2	20		20	
6	EDTutor	School Internship-IV	24DOE4106		IN	1	0	0	2	40		40	
7	EDAssessor	Goals, Competencies and Assessment in Education	24DOE4107		DC	2	1	0	2	20	30	50	
8		School Assessment-IV	24DOE4108		IN	1	0	0	2	40		40	
9	EDManager	Organizational Behaviour	24DOE4109		DC	2	1	0	2	20	30	50	
10	EDValue	Community Work	24DOE4110		VA	1	0	0	2	10		10	
11	EDTech	Digital Citizenship and Professional Development	24DOE4111		SE	1	0	0	2	10		10	
12	EDProfile	Human Resource Management in Schools	24DOE4112		DC	2	1	0	2	20	30	50	

L: Lecture T: Tutorial P: Practical I: Internal E: External TL: Total
***Course Categories have been defined in Annexure (Section 5.3)**

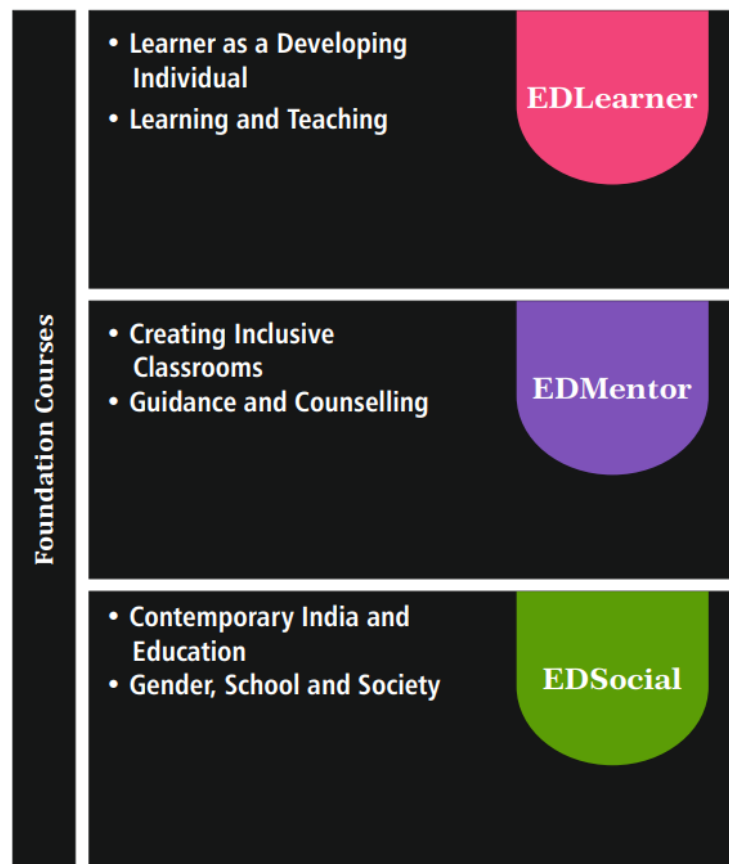
You have to specify one or more bouquets for minor, multidisciplinary, ability enhancement, skill enhancement and value-added courses.

The curriculum for 2 year B.Ed. programme at Department of Education, Chitkara University, Punjab has been mapped to the National Curriculum Credit Framework (NCrF) and follows the 200 hours of notional learning which are further sub-divided into 40 credits and the entire curriculum has been divided into 3 broad categories, Theory, Practice and Experiential and all the learning hours contribute to the credit calculation of the B.Ed. programme.



Foundation Courses

Foundation Courses include modules on EDLearner, EDMentor and EDSocial. The module on EDLearner includes the courses in the study of learner as a developing individual and learning and teaching. The module on EDMentor includes the courses on guidance and counselling and creating inclusive classrooms. The module on EDSocial includes the courses on contemporary India and education, gender, school and society. The foundation courses shall enable the Alpha Teacher to engage with studies on Indian society and education acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on – ‘Contemporary India and Education’ shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications of education, with analysis of significant policy debates in Indian Education. The course on ‘learning and teaching’ will focus on aspects of social and emotional development, self and identity, and cognition and learning.



Module Name: EDLearner

Module Biography

This module shall acquaint the alpha TEACHERS with the various aspects of growth and development at different stages, recognise the Generation- Z and alpha learners on the basis of type and trait theories, and differentiate among the learners based on their cognitive abilities. Generation- Z and alpha learners tend to embrace social learning environments, where they can be hands-on and directly involved in the learning process. They expect that the learning environments are available at any time and with low barriers to access. Studies show that Generation- Z and Generation - α learners refuse to be passive learners. They are not interested in simply showing up for class, sitting through a lecture, and taking notes that they'll memorize for an exam later on. Instead, they expect to be fully engaged and to be a part of the learning process themselves. Generation- Z and Generation - α learners tend to thrive when they are given the opportunity to have a fully immersive educational experience and they even enjoy the challenges of being a part of it. They tend to enjoy class discussions and interactive classroom environments over the traditional dissemination teaching method.

As an alpha Teacher they must be imbued with the skills of recognizing the different learning styles of the Generation- Z and Generation - α learners. This Generation of learners have grown up in a safety net of support at home, in society and throughout their education thus they yearn and thrive for appreciation and recognition. As an alpha TEACHER these types of extrinsic motivation has to be provided to the learners from time to time and to be well versed with schedules of reinforcements to be provided to the learners to keep them motivated.

This module shall thus help the alpha TEACHERS to get a vision of different types of learners along with their learning styles based on the theories given by different psychologists. Not only will they understand the Growth and Development needs of the Generation- Z and Generation - α learners but will also be able to plan their classroom activities in coherence with the various learning styles and catering to the divergent group of the class and by being sensitive to their psychological, social, physical and emotional needs thus ultimately blooming as an alpha TEACHER for the Generation- Z and alpha learners.

Courses to be covered under this module

- Learner as a developing Individual
- Learning and Teaching

Statutory Mapping

The module on EDLearner maps itself to the-

CURRICULUM FRAMEWORK: TWO-YEAR B.ED. PROGRAMME

- Point I. Perspectives in Education (Pg-2, 7)

Syllabus for Bachelor of Education (B. Ed.) Programme, Department of Teacher Education, National Council of Educational Research and Training (NCERT) 2016

- Section A: Perspectives in Education- Childhood and Growing Up (Pg-8)

National Education Policy (NEP) 2020-

- Part 1- School Education- Point 1: Early Childhood Care and Education: The Foundation of Learning (Pg- 7)

Curriculum and Credit Framework for Undergraduate Program

- 4.0- Outcomes-based approach to higher education (Pg- 14)

National Credit Framework (NCrf)

- 2.3.5. Enabling creditization of learning for students with varying learning capacities

Sustainable Development Goals (SDGs)

4- Quality Education

Ethos of the Module

The philosophy of this module is to envision the alpha TEACHER as a lifelong learner. The teacher has to be the one who is ready to learn new things and unlearn the things which have become obsolete and are no more into use. alpha TEACHER must be able to understand the learner his needs in this contemporary world and for this they need to be trained to function as a teacher. During the teaching learning process an alpha TEACHER is a learner first and grows into a better alpha TEACHER by learning from her daily experiences in the class as well as outside the class.

Module Bandwidth

This module will help the alpha TEACHER to have a wider scope of various short- term orientation program that will lead to effective employability. This module will help alpha TEACHER to be specialized in the areas where he/she is in direct contact with the children ranging from age group of 3+ to 16 years. The trained alpha TEACHER will help her specialize in the areas related to application of various learning theories in classroom situation thus making them proficient in not only handling the classes but possessing the zeal for research as well. The absorption areas of employment where alpha TEACHER might have a scope are as follows:

- Teacher: as he/she understands the learner and his/ her needs very well
- Guidance worker as has the capacity to guide the students and provide them with the required help
- Mentor
- Researcher as in the classroom situation is continuously involved in identifying the problems and finding solutions for them.
- Education enabled service providers

Module SWOC

Strength

- alpha TEACHER gets an opportunity to understand the physical, social, emotional and cognitive development of the Generation- z and Generation- alpha learners
- Develops the ability to recognise the different learning styles of the learners
- Develop the capacity to address the concerns of adolescents
- Develop the ability to construct the learning theories in the real classroom situation
- Gets an opportunity to use innovative teaching strategies in her classroom

Weakness

- alpha Teacher gets an opportunity to understand the physical, social, emotional and cognitive development of the Generation-Z and Generation- alpha learners but lacks the competency to put this to practice
- alpha Teacher is unable to identify the different learning styles in the classroom thus cannot move from theory to practical part
- alpha Teacher lacks the ability to address the concerns of adolescence
- The associate school in which he/she is pursuing the internship does not allow the alpha Teacher enough of freedom to experiment in the class

Opportunity

- Alpha Teacher gets an opportunity to understand the various stages of the development of an individual
- Alpha Teacher gets an opportunity to work as assistant teachers under elongated teaching practice
- Alpha Teacher gets an opportunity to work under scholarship mode of internship

Challenges

- The schools are not ready to accept the concept of assistant teachers thus limiting the exposure of alpha Teacher to the routine working of the school thus hampering her process of learning.

Module Name: EDMentor

Module Biography

The focus of this module shall be to acquaint the alpha Teachers with the issues of Guidance and counselling and how these are influencing the Generation- Z and Generation - alpha. Issues of guidance and counselling will be most significant as this Generation would need constant support and mentor who would listen to them and act like a friend to them.

This Generation would change the society in profound ways. alpha Teachers must accept the fact that it's time to embrace a new Generation of learners' who have grown up with technology and will communicate online via e- mails and discussion boards. Generation- Z and Generation - alpha would be less tied to the parental advice and would be more peer driven, in fact they would value advice more valuable from current students than counsellors.

Generation-Z and Generation - alpha are extensively connected to and shaped by their peers. This Generation has almost twice as many Facebook friends than the older Generations and so the network that influences them is numerically greater, geographically and being technologically based they remain connected 24/7. This technology, while helping to facilitate their relational world can also negatively impact it by being bullied via social networking websites, instant messaging, text or email.

After the completion of this module alpha Teachers would become proficient in providing mentorship to the Generation- Z and Generation - alpha learners. They will be in a capacity to connect to these learners through online mode and help them to sort out the problems that they face in any sphere of their life. Generation- Z and Generation - alpha, who have grown up with the Internet—have, so much to offer, but they need direction from mentors who engage them in a relevant way, channel their energy, and provide them with the challenges they need.

Alpha Teachers will embrace the fact that the difficulties of Generation- Z and Generation - alpha learners in the classroom are due to the expectation of the system, architecture of the building and classroom, design of

teaching and many other related factors. The philosophy underlying this course is that Generation- Z and Generation - α learners are unique and each one has the potentiality to learn. The management of individual difference is a social responsibility which a school has to accept. Alpha Teachers will develop the capacity to create a learning environment to provide opportunity to Generation- Z and Generation - α learners to participate fully in the process of learning is the task for an Alpha Teacher.

Courses to be covered under this module

- Creating Inclusive Classrooms
- Guidance and Counselling

Statutory Mapping

The module on EDMentor maps itself to the-

CURRICULUM FRAMEWORK: TWO-YEAR B.ED. PROGRAMME

- Point I. Perspectives in Education (Pg-2, 18)

Syllabus for Bachelor of Education (B. Ed.) Programme, Department of Teacher Education, National Council of Educational Research and Training (NCERT) 2016

- Section A: Perspectives in Education- Creating an Inclusive School (Pg-30)

National Education Policy (NEP) 2020-

- Part 1- School Education- Point 6: Equitable and Inclusive Education: Learning for All

Curriculum and Credit Framework for Undergraduate Program

- 2.2- Transformative initiatives that have a bearing on the undergraduate education (Pg- 6)

National Credit Framework (NCrf)

- 2.3.5. Enabling creditization of learning for students with varying learning capacities

Sustainable Development Goals (SDGs)

SDG- 1: No Poverty

SDG- 3: Good Health and Well-being

SDG-4: Quality Education

SDG- 5: Gender Equality

SDG- 10: Reduced Inequalities

Ethos of the Module

The philosophy underlying this module is to envision the alpha teacher as a great mentor. The alpha teacher must provide coaching, mentoring and counselling to the Generation- Z and Generation- α learners. As an alpha teacher he/she will play an important role in shaping the Generation- Z and Generation- α learners' future career choice as well as their attitude and spirit. With this vision in mind the module on EDMentor shall foster the following attributes in the alpha Teachers

1. alpha Teacher shall understand and examine the role of school, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity.
2. alpha Teacher shall analyze critically the processes that shape masculinity and femininity.
3. Alpha teachers as agents of change would encourage Generation- z and Generation- α to reflect on their socialization and critique all those practices that perpetuate stereotypes and biases.
4. alpha Teacher shall imbibe the quality of accepting all children of Generation- z and Generation - α as her responsibility in the class thus fostering the concept of Inclusive Education

Module Bandwidth

This module will help the alpha Teacher to have a wider umbrella of various expertise which are application oriented and will lead to effective employability. The trained alpha Teacher in this module will help her specialize in various areas related to guidance and counselling responsibilities, creating inclusive classrooms etc. The absorption areas of employment where alpha Teacher might have a scope are as follows:

- As a Guidance Worker
- As a Mentor
- As a Co-ordinator
- As an Administrator
- As a Data Manager
- As an NGO Worker

Module SWOC

Strength

- alpha Teacher with skills of mentoring, guidance and counselling
- Trained to handle gender issues that arise in school and society
- Sensitive towards the needs of the students with disabilities and can adapt to different learning styles as per their needs

Weakness

- Lacks the social skill thus hampering the process of mentorship
- The Associate schools are not sensitive to the needs of Inclusive education thus limiting the exposure of alpha Teachers towards inclusive classrooms

Opportunity

- Provides an opportunity to the alpha Teacher to pursue short term diploma courses in mentorship thus taking full-fledged profession in opening a guidance, counselling and assessment centre

Challenges

- Other universities in the vicinity offering specialised programmes in guidance and counselling thus restricting the avenues of jobs for alpha Teachers

Module Name: EDSocial

Module Biography

The main area of concern of this module is to sensitive Alpha teachers towards contemporary India and education, gender in the context of school and society. The course on – _Contemporary India and Education shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications of education, with analysis of significant policy debates in Indian Education. These societal issues, give significant importance to community work and develops the feeling that any change in the society will definitely have an impact on the individual and the same sense will be permeated among the Generation- Z and Generation - α learners. The focus of this module shall be to acquaint the α Teachers with the issues of Gender and Society and how these are influencing the school. Although gender issues will be of less significance, this generation would not adhere to the set gender roles rather they would interpret what gender means to them personally.

The gender rules and traditional stereotype would fade. The gender neutrality would become the preferred position. This generation would change the society in profound ways. α Teachers must accept the fact that it's time to embrace a new generation of learners' who have grown up with technology and will communicate online via e- mails and discussion boards. Generation- Z and Generation - α would be less tied to the parental advice and would be more peer driven, in fact they would value advice more valuable from current students than counsellors.

Courses to be covered under this module

- Contemporary India and Education
- Gender School and Society

Statutory Mapping

The module on EDSocial maps itself to the-

CURRICULUM FRAMEWORK: TWO-YEAR B.ED. PROGRAMME

- Point I. Perspectives in Education (Pg-2, 9, 13)

Syllabus for Bachelor of Education (B. Ed.) Programme, Department of Teacher Education, National Council of Educational Research and Training (NCERT) 2016

- Section A: Perspectives in Education- Contemporary India and Education (Pg-12) and Gender, School and Society (Pg- 22)

National Education Policy (NEP) 2020-

- 6.2- The Indian education system and successive government policies
- 6.4- Various successful policies and schemes
- 6.8- Gender-Inclusion and Equity
- 6.20- Gender equality and Gender Identity

Curriculum and Credit Framework for Undergraduate Program

- 4.0- Outcomes-based approach to higher education (Pg- 14)
National Credit Framework (NCrf)
- 3.2.5. What Constitutes Learning Hours - Components of Learning (Pg- 35)

Sustainable Development Goals (SDGs)

- SDG-4: Quality Education
- SDG- 5: Gender Equality
- SDG- 9: Industry, Innovation and Infrastructure
- SDG- 10: Reduced Inequalities
- SDG- 16: Peace, Justice and Strong Institutions

Ethos of the Module

This module is governed by the following ETHOS which act as a light house for the alpha Teachers' thus helping them in altering their DNA

1. Emerge as alpha Teachers by gaining knowledge about the fundamentals of Education
2. Be acquainted with the Contemporary system of Education and can arrange to make Generation- Z and Generation- α learners proficient in understanding the real meaning of Education
3. alpha Teachers shall understand and examine the role of school, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity.
4. alpha Teacher shall analyze critically the processes that shape masculinity and feminity.
5. Alpha Teachers as agents of change would encourage Generation- z and Generation- α to reflect on their socialization and critique all those practices that perpetuate stereotypes and biases.

Module Bandwidth

This module will help the alpha TEACHER to have a wider umbrella of various expertise which are application oriented and will lead to effective employability. The trained alpha Teacher in this module will help her specialize in various areas related to Gender Issues, reformer, transformer, change agent, activist etc etc. The trained alpha Teacher in this module will help her specialize in various areas related to social responsibilities like social worker, reformer, transformer, change agent, activist etc. The absorption areas of employment where alpha TEACHER might have a scope are as follows:

- As a Guidance Worker
- As a Mentor
- As a Co-ordinator
- As an Administrator
- As a Data Manager
- As an NGO Worker

Module SWOC

Strength

- alpha Teachers with exposure to social issues through skills and leadership skills
- Trained to handle gender issues that arise in school and society
- Experience to work for the gender issues and for its upliftment
- alpha Teachers work diligently for preparing the Generation- z and Generation- α for an unbiased society

- Recognizes the need for a conceptual understanding about issues of diversity, inequality
- Will develop the capacity to analyse significant policy debates in Indian Education.

Weakness

- Difficulty in finding enthusiastic alpha TEACHERS' who are sensitive towards the gender issues and its needs
- Difficulty in finding trained teachers who are good in identifying the issues related to marginalization in Indian society and the implications of education
- Not being able to reach a wider community due to time restraints for issues on gender biases

Opportunity

- Provide an opportunity to work at the National and then International level for the upliftment of the community and enhancing social skills among alpha Teachers

Challenges

- alpha Teachers being trained might find it more lucrative to work with an NGO or policymakers rather than adopting teaching as a profession thus resulting in dearth of trained teachers in the school system.

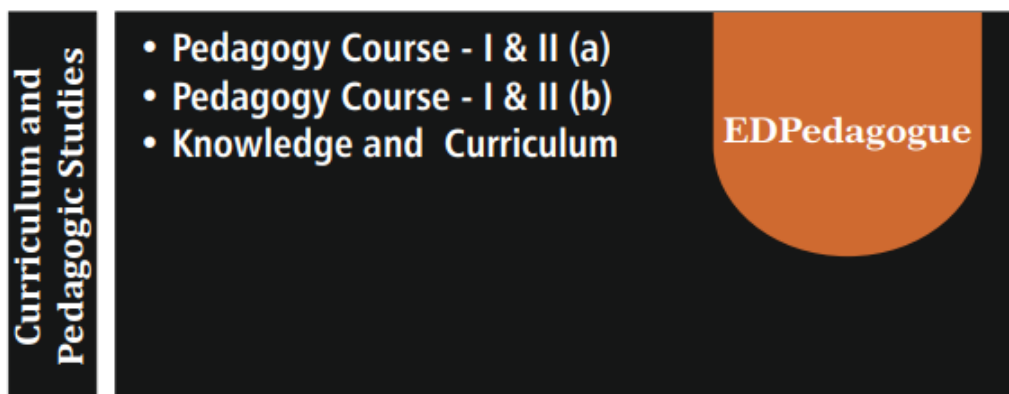
Curriculum and Pedagogic Studies

Courses in Curriculum and Pedagogic studies shall include the module on EDPedagogue which covers the courses on Pedagogy Course -I (a), Pedagogy Course- II (a), Pedagogy Course -I (b), Pedagogy Course- II (b) and Knowledge and Curriculum. These courses focus on the pedagogical foundations with a focus on the Generation-Z and Generation - α learners and a course on the theoretical perspectives on knowledge and curriculum.

Curriculum and Pedagogical Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the Generation- Z and Generation - α learners, the discipline and the social context of learning, and research relating to different aspects of young children 's learning.

The courses shall enable alpha Teachers to recognise the nature of knowledge in various subject areas (Science/Mathematics/Social Science/ Languages–Hindi/English /Punjabi, and pursue efforts to keep themselves abreast with advancements in their areas of specialisation. An Alpha Teacher will take up two subject areas of his/her choice. In view of the requirement of hands - on experiences, each of the courses is visualised in two parts to be spread over all the four semesters. The course shall help in developing understanding of and competence to render disciplinary knowledge into forms relevant to stage specific objectives and their pedagogic requirements. It will provide comprehensive understanding of the teaching learning situations gained through intensive study of conceptual explanations, observations and analysis of real-life classroom situations. A variety of investigative projects shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

The course on Knowledge and Curriculum address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, policy and learning.



Module Name: EDPedagogue

Module Biography

The EDPedagogue module will acquaint the alpha Teachers with the aims and objectives of different teaching subjects and will enable them to frame instructional objectives and differentiate between pedagogy, andragogy, and heutagogy, along with differentiating between the roles of a pedagogue and a teacher. The Alpha Teachers will also become aware of the Innovative Pedagogies of the Future, which will certainly make them ready to teach the next generation with ease. This module will also provide the alpha Teachers with knowledge of myriad methods and techniques of teaching and different teaching-learning materials and will also encourage them to practice the same in the school environment. This module will also equip the Alpha Teachers with the principles and maxims of teaching, various micro skills, and macro lesson planning, which will support them in making their teaching more effective. As future teachers, they will become familiar with the planning and organization of resource rooms and labs for teaching subjects. This module will encourage professional development, thus assisting them to become lifelong learners. Possessing theoretical and practical knowledge of the nuances of teaching will enable the alpha teachers to teach their respective teaching subjects productively, which in turn will make the learning process more enjoyable and interesting for students.

Courses to be covered under this module

- Pedagogy Course -I (a)
- Pedagogy Course- II (a)
- Pedagogy Course -I (b)
- Pedagogy Course- II (b)
- Knowledge and Curriculum

Statutory Mapping

The module on EDPedagogue maps itself to the following:

3. NCTE
Point II- "Curriculum and Pedagogic Studies", Pg 9
4. National Education Policy (NEP) 2020

Point 4.1- “The curricular and pedagogical structure of school education will be reconfigured”
Point 4.4- “The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn”
Point 5.15- “cover the latest pedagogies”
Point 5.27- “several pedagogical approaches internationally for teaching particular subjects”

5. Curriculum and Credit Framework for Undergraduate Programs

Point 3, 3.1 (ii)- “Opportunity for learners to choose the courses of their interest in all disciplines”, Pg 8

6. NCrf

Point m- “redesigning the curriculum and pedagogy”, Pg 30

Point d- “Developing syllabus, content, pedagogy, teaching and learning resources”, Pg 31

Point (vi)- “redesigning the curriculum and pedagogy”, Pg 77

7. NCF

Section A: Perspectives in Education PE 5: Knowledge and Curriculum, Page No. 33-37

Section B: Curriculum and Pedagogic Studies CPS 2 and 3: Pedagogy Course I and II, Page No. 49-113

8. Sustainable Development Goals (SDGs)

SDG- 4- Quality Education

Ethos of the Module

The ethos behind this module is to teach alpha teachers about pedagogy and foster in them a deep understanding of educational principles and practices that prioritize the learner and the learning process. The courses under this module aim to equip the future educators with the knowledge and skills to create engaging and equitable learning environments where every student feels valued. The module focuses on cultivating a supportive and effective educational experience for all the students.

Module Bandwidth

This module will help the alpha Teachers have a large and useful repertoire of pedagogical expertise which will lead to effective employability. The alpha teacher trained in this module will specialize in various pedagogies. The absorption areas of employment where alpha Teacher might have a scope are as follows:

- As an Academician
- As a Teacher
- As a Pedagogue
- As a Researcher
- As a Curriculum Developer
- Instructional Coordinator
- Content developer
- Educational Consultant
- School administrator

Module SWOC

Strength

- Alpha teachers will have a solid foundation in their respective areas of specialization
- Alpha teachers will develop an understanding of and competence to render disciplinary knowledge
- Alpha teachers will be able to focus on innovative pedagogies to actively engage students
- Alpha teachers will have the skills applicable to various educational roles
- Alpha teachers will have in-depth knowledge of teaching methodologies

Weakness

- Alpha teachers may face theoretical overload if sufficient practical application not provided at associate schools
- Effectiveness may be limited by the availability of resources, such as access to diverse teaching materials
- The effectiveness may vary depending on instructors and institutional support
- Curriculum may need frequent updates to stay relevant

Opportunity

- Alpha teachers will be provided hands-on practice through internship
- It will lead to continuous learning and professional development opportunities
- Opportunity to incorporate diverse educational models
- Alpha teachers will get specialized training in their respective teaching subjects

Challenges

- The fast pace of change in educational policies can make course content quickly outdated
- Increasing classroom diversity may present challenges that the course may not fully address
- Providing adequate opportunities for practical experience and real-world application could be a challenge
- Developing effective assessment methods to evaluate students' competence could be challenging

Field Engagement

Under Field Engagement, the EDExpert, EDTutor and EDManager modules cover courses on Skill-in-Teaching I and II, School Internship and School Assessment across all four semesters alongwith Educational Measurement, Assessment and Evaluation and Goals, Competencies and Assessment in Education. These modules provide alpha TEACHERS with practical experience, allowing them to apply their theoretical knowledge in real-world classroom settings, specifically designed for Generation Z and Generation Alpha learners.

Skill-in-Teaching I and II focus on developing core teaching competencies. These courses emphasize lesson planning, classroom management, and the use of innovative pedagogical techniques. alpha TEACHERS will engage in activities that promote active learning, cooperative learning, and technology integration, ensuring that teaching methods align with the preferences and needs of modern learners.

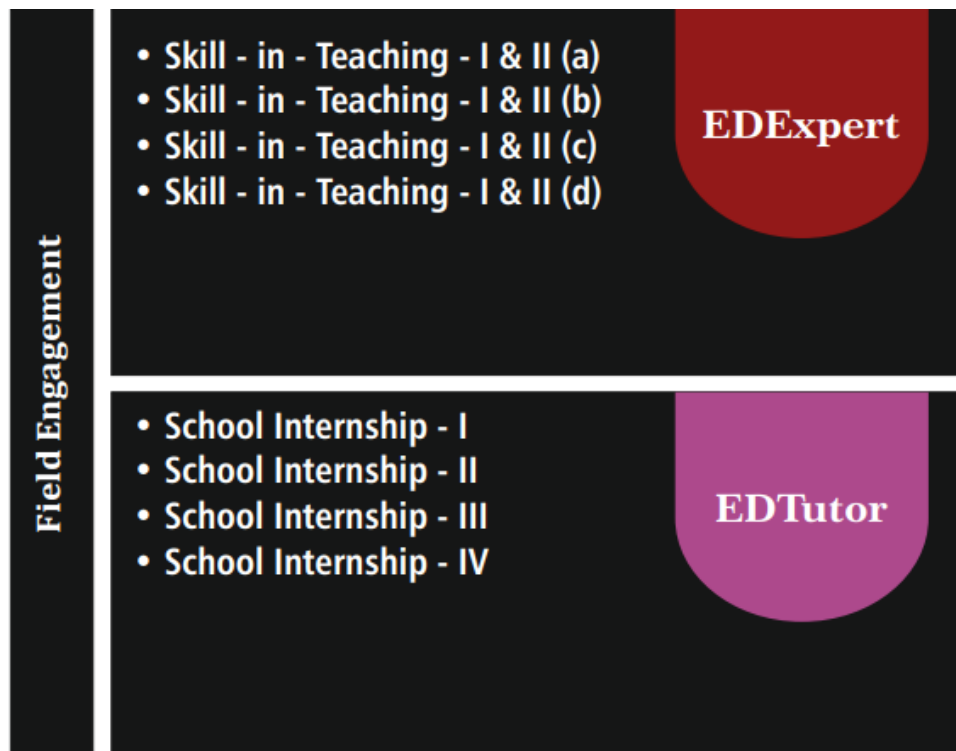
School Internship is spread across four semesters:

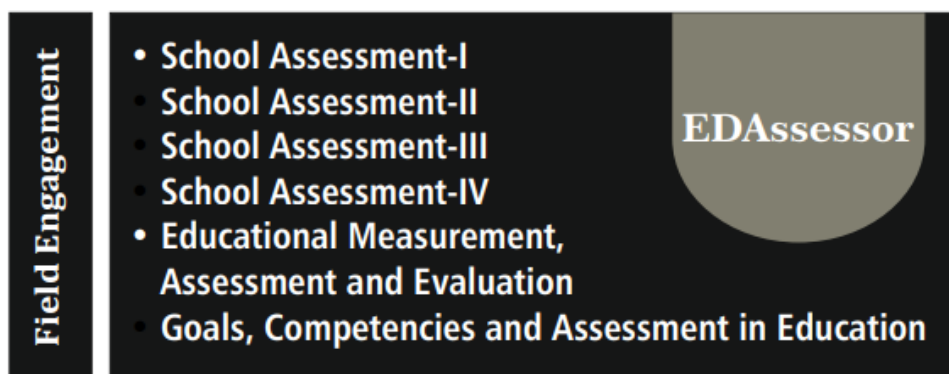
- School Internship I introduces alpha TEACHERS to the school environment, emphasizing observation and understanding of the diverse learning styles of Generation Z and Generation Alpha.
- School Internship II involves active participation in lesson delivery, allowing alpha TEACHERS to apply innovative teaching methods, such as hands-on activities and cooperative learning, that resonate with these tech-savvy learners.
- School Internship III focuses on developing and implementing assessments for and of learning. alpha TEACHERS will create formative and summative assessments, utilizing tools like Bloom’s Taxonomy and rubrics, and engage in action research to refine their teaching practices.
- School Internship IV encompasses comprehensive classroom management, full-time teaching responsibilities, and the performance of invigilation duties. alpha TEACHERS will demonstrate their ability to independently manage a classroom and conduct pedagogical analysis.

Field engagement prepares alpha TEACHERS to be well-prepared to facilitate and assess learning in a manner that is effective and responsive to the needs of Generation Z and Generation Alpha learners.

The EDAssessor module emphasizes School Assessment and Educational Measurement. Alpha Teachers are trained to design formative and summative assessments, ensuring alignment with educational objectives and competencies. They learn to create fair, reliable, and inclusive assessments using tools like Bloom’s Taxonomy and rubrics.

This comprehensive field engagement prepares Alpha Teachers to deliver effective, learner-centered education and assess students using innovative, data-driven techniques.





Module Name: EDExpert

Module Biography

The focus of this module is to gain a 'feel' of multiple roles of a teacher and an understanding of the 'school culture'. The alpha Teachers get an experience of conducting different forms of assessment in the classes which are specifically designed for Generation-Z and Generation- α learners. They are able to identify the classroom problems related to assessment and get an exposure to work as an alpha teacher wherein they gain a lot of exposure in conducting different forms of assessments. alpha Teachers are being trained to teach Generation- Z and Generation- α learners who are technologically saturated Generation. They are digitally transformed ready to seamlessly integrate technology into their everyday life.

Alpha Teachers also need to be well versed with the role of alpha teachers as facilitation of construction, transfer, reinforcement and refining of knowledge during interaction with Generation-Z and Generation- α learners. In this context, the Alpha teachers are required to be competent about the epistemological thinking of knowledge and also in dealing with the social environment involving transaction of knowledge. This course focuses on imparting necessary preparation to Alpha Teachers in dealing with various dimensions of knowledge and its transaction in a social environment. The course on Pedagogic studies will help Alpha Teachers understand key concepts of the various pedagogical issues. Furthermore, Alpha Teachers will be encouraged to identify the interconnections between the different pedagogic subjects as an integrated area of study.

This module will ultimately help the alpha TEACHERS to become self- learners, reflective, expressive, life-long learners and collaborative professionals.

Courses to be covered under this module

- **Learning to Function as a Teacher:** Skill- in- Teaching- I & II (a)
- **Learning to Function as a Teacher:** Skill- in- Teaching- I & II (b)
- **Learning to Function as a Teacher:** Skill- in- Teaching- I & II (c)
- **Learning to Function as a Teacher:** Skill- in- Teaching- I & II (d)

Statutory Mapping

The module on EDExpert maps itself to the following courses of National Curriculum Framework for School Education (NCF-SE, 2023), NCERT Curriculum Framework for Teacher Education 2016; Sustainable Development Goals, 2015, National Education Policy 2020, National Credit Framework NCrF, 2023.

1. National Curriculum Framework for Teacher Education (NCFTE);

1.8 Professionalization of Teacher Education (page no.-15)

1.9 Preparing Teacher Educators (page no -15)

2. Syllabus for Bachelor of Education (B. Ed.) Programme, Department of Teacher Education, National Council of Educational Research and Training (NCERT) 2016

Section B: Curriculum and Pedagogic Studies

Section C: Engagement with the Field (page no. 110)

3.National Education Policy (NEP) 2020

Point 9.1.2 (Skills & Values in each stage of Learning), 12.1 (Effective Learning using comprehensive approach involving engaging pedagogy, continuous formative assessment, adequate student support), pg 37-38

4. National Curricular Framework for School Education (NCF-SE, 2023):

Part A -Approach: 1. Aims and Curricular Areas of School Education
Approach to Learning Standards, Content, Pedagogy

Part D: School Culture & Processes

Part E: 2. Ensuring an Appropriate Environment for Learning (page no. 553)

Section 3.1: Enabling & Empowering Teachers (page no. 559)

Section 3.4, Para 5.18: Career and Professional Development Opportunities

5. Curriculum and Credit Framework for Undergraduate Program;

4.0. Outcomes-based approach to higher education (Pg: 14)

6. SDG 8 (Decent Work & Economic Growth)

Ethos of the Module

This module is governed by the following ETHOS which act as a light house for the alpha Teachers thus helping them in altering their DNA.

1. Emerge as alpha Teachers by gaining rigorous hands-on experience on various assessment techniques
2. Will be well aware about the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, policy and learning.
3. Demonstrate effective pedagogical skills and emerge as an alpha Teachers who are digitally strong and can adapt to latest innovations in teaching, learning and assessment with ease.

Module Bandwidth

This module will help the alpha TEACHER to have a wider umbrella of various expertise which have a strong foundation, are application oriented and will lead to effective assessment techniques. The trained alpha Teacher in this module will help her specialize in various areas related to school operations skills like assessment expert, curriculum developer, expert in applying the various policies into application. The

absorption areas of employment where alpha Teacher might have a scope are as follows:

- Teacher as he/she does a lot of Instructional work as a subject expert.
- As a researcher.
- As an educational expert.
- As an instructional expert.
- As a soft skill trainer with MNC's.
- As a content developer.
- As an examiner
- Education enabled services provider organization.

Module SWOC

Strengths

- The module provides Alpha Teachers with a comprehensive understanding of their roles, emphasizing the integration of various pedagogic concepts, assessment strategies, and knowledge transaction in a social environment.
- It prepares Alpha teachers to effectively engage with Generation-Z and Generation- α learners, who are digitally savvy, ensuring that teaching methods align with the technological needs and expectations of these students.
- The module deepens Alpha Teachers' understanding of epistemological aspects of knowledge, enhancing their ability to facilitate meaningful learning experiences and foster critical thinking among students.
- By encouraging self-learning, reflection, and collaboration, the module cultivates lifelong learning habits, making Alpha Teachers adaptable and resilient professionals.

Weakness

- The module covers a wide range of topics, from assessment techniques to epistemological thinking, which may be challenging for some Alpha teachers to fully grasp and apply in practice.
- The emphasis on multiple roles and the integration of various pedagogical concepts might overwhelm Alpha Teachers, particularly those who are still developing their foundational teaching skills.
- While technology is a key focus, reliance on digital tools may pose challenges for Alpha teachers who are less comfortable with technology or in schools with limited technological resources.
- The module requires significant time for self-learning, reflection, and collaboration, which may be difficult to balance with other professional responsibilities.

Opportunity

- The module offers Alpha Teachers the opportunity to enhance their professional skills by engaging with cutting-edge pedagogical practices, technological tools, and assessment methods catering to Generation-Z and Generation- α for modern learners.
- As educational environments evolve, this module equips Alpha Teachers to adapt to new challenges, such as the shift towards digital and hybrid learning models.
- By becoming reflective, self-learners, Alpha Teachers are empowered to take control of their professional growth, leading to increased confidence and effectiveness in the classroom.
- The module encourages Alpha Teachers to explore the interconnections between different pedagogic subjects, fostering a more integrated and holistic approach to teaching and learning.

Challenges

- As technology rapidly evolves, Alpha Teachers may find it challenging to stay updated with the latest tools and techniques required to effectively teach Generation-Z and Generation- α learners.
- Juggling the various roles emphasized in the module, from facilitator to assessor to knowledge broker, may be challenging, especially for those new to these responsibilities.
- Not all Alpha Teachers or schools have equal access to technology, which may create challenges in implementing the module's strategies effectively across diverse educational settings.
- Keeping both Alpha teachers and students engaged in the learning process, particularly when dealing with complex and abstract concepts such as epistemological thinking, can be difficult.

Module Name- EDTutor

Module Biography

The module on EDTutor revolves around the areas of Assessment for Learning, Assessment of Learning, Understanding the Pedagogy techniques of Teaching learning process, Innovative Tools and Techniques to be used for Generation-Z and Generation - α learners. As Generation- Z and Generation - α learners gain their understanding, from self-study or group-study and tend to ignore the lectures, this shows that there is a need to change classroom activities to better serve student's learning style. As they are born in the Internet era, these Generation-Z and Generation - α are technology proficient and liberated. This Generation is notorious for their impatience and lack of attention span. A conflict of interest inevitably occurs when the older instructors give out lectures while the Generation-Z and Generation- α learners are not accustomed to listen and thus ignore the classroom lectures. With a great deal of information available on the Internet, these students are confident that they can study by themselves or study in group. Keeping the above-mentioned attributes in mind of Generation- Z and Generation - α learners there is a need to facilitate the teaching – learning process to promote more productive Internet search. With abundant of online information available they cannot recognize sources with accurate information and lack ability to bind all knowledge together. Thus, the role of an α TEACHERS should be to facilitate the learning process of Generation- Z and Generation - α learners.

The Teaching – Learning Techniques that can be used by alpha TEACHERS are cooperative learning that allows Generation-Z and Generation- α learners to engage more in their study and strengthen their social skills. Research studies also suggest that the classroom with more active learning activities fits Generation-Z and Generation - α learners better. The suggested teaching methods include course design, hands-on laboratory to promote self- and collaborative-learning.

Educational assessment is the evaluation process of student's achievement in classrooms. Assessment is crucial in education since they acquire students' feedback and performance to help improve learning. This Generation lives in an open book environment just a few click away from any information thus the most desired form of assessment for this Generation is open book examination. Since this Generation loves to work in groups thus, they should be assessed on the basis of project works, collaborative learning tasks.

In order to visualize the learning outcomes and to understand the assessments better it is better to make them understand through graphical designs.

After the successful completion of this module the alpha TEACHERS shall get acquainted with the terminologies of assessment and evaluation, shall develop the skill of formulating formative and summative tasks, analyse the levels of learning on the basis of Bloom's Taxonomy, imbibe the skill of developing the Rubrics. As an amateur

researcher will be able to conduct Action Research during intensive teaching practice. Develop the skill of performing the invigilation duties, conducting various competitive examinations, shall be able to perform pedagogical analysis keeping in mind the method, strategies, techniques and assessment parameters.

Courses to be covered under this module

- School Internship- I
- School Internship- II
- School Internship- III
- School Internship- IV

Statutory Mapping

The module on EDTutor maps itself to the following courses in NCERT Curriculum Framework for Teacher Education 2016.

1. National Curriculum Framework for Teacher Education (NCFTE);
 - 1.9 Professionalization of Teacher Education (page no.-15)
 - 1.9 Preparing Teacher Educators (page no -15)
2. Syllabus for Bachelor of Education (B. Ed.) Programme, Department of Teacher Education, National Council of Educational Research and Training (NCERT) 2016

Section B: Curriculum and Pedagogic Studies

Section C: Engagement with the Field (page no. 111-117)

3. NEP 2020 9.1.2 (Skills & Values in each stage of Learning), Point 11.7 (Opportunities for Internship), Point 12.1

(Effective Learning using comprehensive approach involving engaging pedagogy, continuous formative assessment, adequate student support), pg 37-38

4. National Curricular Framework for School Education (NCF-SE, 2023):
 - Part A -Approach: 1. Aims and Curricular Areas of School Education
 1. Approach to Learning Standards, Content, Pedagogy
 - Part D: School Culture & Processes
 - Part E: 2. Ensuring an Appropriate Environment for Learning (page no. 553)
 - Section 3.1: Enabling & Empowering Teachers (page no. 559)
 - Section 3.4, Para 5.18: Career and Professional Development Opportunities
5. Curriculum and Credit Framework for Undergraduate Program;
 - 4.0. Outcomes-based approach to higher education (Pg: 14)
6. SDG 4 (Quality Education)

Ethos of the Module

The underlying philosophy of this module is to envision the alpha TEACHER as a great mentor. The teacher has to be competent in performing her duties and is accountable for all the tasks performed for the stakeholders of the school i.e. students, parents, school management committee, principal, administration, the governing bodies etc. EDTutor has been envisioned to shape the alpha TEACHER with good analytical skills, proficient in using latest pedagogical techniques that comforts the job and keep them abreasted with latest innovative tools and techniques.

Module bandwidth

This module will help the alpha TEACHER to have a wider umbrella of various skills that a teacher of Generation Z and Generation - α must have. The short-term orientation program which are application oriented and will lead to effective employability skills among the alpha TEACHER. The trained alpha TEACHER in this module will help her specialise in various areas related to be an evaluator, reviewer, analyser. The absorption areas of employment where alpha TEACHER might have a scope are as follows

- Assessment Leaders
- Subject Matter Expert
- Teacher
- Examiner
- Researcher
- As an NGO worker

Module SWOC

Strengths

- The module is designed to cater to the needs and learning styles of Generation-Z and Generation- α learners, focusing on innovative tools and techniques that resonate with their technological proficiency and preference for self and collaborative learning.
- Alpha Teachers are trained in various assessment methods, including formative and summative tasks, project-based assessments, and open book examinations, which are particularly suited to modern learners.
- The module promotes active learning techniques such as cooperative learning, hands-on labs, and project work, which are shown to be more effective for engaging Generation-Z and Generation- α learners.
- Alpha Teachers gain skills in creating rubrics, performing pedagogical analysis, and conducting action research, enhancing their overall teaching effectiveness and professional growth.

Weakness

- Some Alpha teachers may find it challenging to shift from traditional lecture-based teaching methods to the more interactive, student-centred approaches advocated in the module.
- Implementing the innovative tools and techniques suggested in the module may require significant resources, including technology, materials, and time for professional development.
- Heavy reliance on technology may create challenges for schools with limited access to digital resources or for Alpha teachers who are less comfortable with using advanced technology.
- Developing and managing diverse forms of assessment, such as project-based and open book examinations, can be complex and time-consuming for Alpha teachers.

Opportunity

- By aligning teaching methods with the learning preferences of Generation-Z and Generation- α learners, the module provides opportunities to significantly boost student engagement and participation.
- The focus on active learning and innovative assessment techniques can lead to better learning outcomes, as Alpha Teachers are more likely to retain information and develop critical thinking skills.
- Alpha Teachers who master the skills and techniques taught in this module may find new career opportunities in educational leadership, curriculum development, and educational technology.
- By preparing Alpha Teachers to effectively teach and assess modern learners, the module helps ensure that education systems are future-ready and capable of meeting the evolving needs of students.

Challenges

- Rapid advancements in technology require continuous learning and adaptation, which can be challenging for teachers and schools to keep up with
- Finding the right balance between traditional teaching methods and the innovative techniques required for modern learners can be difficult, particularly in diverse educational settings.
- Ensuring all Alpha Teachers have equal access to the technology and resources needed for the new teaching and assessment methods can be challenging, particularly in under-resourced schools.
- Evaluating the effectiveness of the new teaching and assessment methods introduced in the module may require new metrics and evaluation strategies, adding to the complexity of implementation.

Module Name: EDAssessor

Module Biography

EDAssessor module will give a fair knowledge about school design/stages as per National Education Policy 2020, the Fundamentals of Language Education, training in recognizing contemporary difficulties in Language 1, Language 2 and Language 3 learning standards for secondary stage, training in pedagogy and assessment techniques in addition to knowledge of the curriculum's objectives and competences so as to assist learners achieve their goals, introduce to a range of apprenticeship positions that are now available in the market, which will increase the relevance of opting vocational courses for secondary school students, exposure to the range of university-level courses available to advise sec. school students on secondary school subject choices, their relevance in higher education and how these decisions will impact their career choices, conducting assessment of, for and as learning. Techniques of assessment for major subjects along with art, interdisciplinary areas and physical education will also be taught to the α Teachers.

Courses to be covered under this module

- School Assessment- I
- School Assessment- II
- School Assessment- III
- School Assessment- IV
- Educational Measurement, Assessment and Evaluation
- Goals, Competencies and Assessment in Education

Statutory Mapping

The module on EDAssessor maps itself to the-

National Curriculum Framework for Teacher Education (NCFTE);

- 1.8 Professionalization of Teacher Education (Pg-15)
- 1.9 Preparing Teacher Educators (Pg-15)

Syllabus for Bachelor of Education (B. Ed.) Programme, Department of Teacher Education,

National Council of Educational Research and Training (NCERT) 2016

- Section B: Curriculum and Pedagogic Studies (37)
- Section C: Engagement with the Field (110)

National Education Policy (NEP 2020);

- 4. Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging (Pg-11)
- 5. Teachers (Pg-20)
- 15. Teacher Education (Pg-42)

Curriculum and Credit Framework for Undergraduate Program;

- 4.0. Outcomes-based approach to higher education (Pg: 14)

National Curriculum Framework for School Education, 2023 (NCF-SE)

- Part A: Approach (Pg 43)
- Part C: School Subjects (Pg 209)

National Credit Framework, 2023 (NCrF)

- 2.3.1. Establishing Equivalence Between General and Vocational education & training (Pg-25)

Sustainable Development Goals (SDGs)

- SDG-1; No Poverty
- SDG-4: Quality Education
- SDG-5: Gender Equality
- SDG-10: Reduced Inequalities
- SDG-16: Peace, Justice and Strong Institutions

Ethos of the Module

The philosophy of this module has been derived from the NEP 2020 recommendations and NCF 2023 which aims equip alpha TEACHERS tackle the demanding requirements of a knowledge-based society in the 21st century. It will facilitate and drive the gradual transition of knowledge, aims and approaches to teaching. It's goal is to ensure that alpha TEACHERS get the quality education consistent with our Constitution's vision of a pluralistic, inclusive, and egalitarian society.

Module Bandwidth

This module will help the α TEACHERS to Understanding School Education system as proposed by NEP 2020. The α TEACHERS will get training in Language Education along with all major and minor disciplines be it nature of knowledge, current challenges, curricular goals and competencies, pedagogy and principles of assessment. They will be able to impart vocational education. Moreover, α TEACHERS will understand the concept of assessment for, of and as learning. They will gain proficiency in aligning school education with Higher Education.

The absorption areas of employment where α TEACHERS might have a scope are as follows

- Teacher: as he/she understands the concept of universal education and inclusivity.
- Guidance to Vocational Education: as he/she would be able to guide students for vocational courses
- Mentor: as he/she would be able to mentor them through the challenges of time in their adolescent period.
- Researcher: as he/she would be able to identify individual needs and provide remedial solutions

Module SWOC

Strength

- α TEACHER gets an opportunity to understand the physical, social, emotional and cognitive development of the Generation- z and Generation- α adolescents.
- α TEACHER develops the ability to customize methodology of teaching linking it with individual needs.
- α TEACHER develop the ability to provide vocational education.
- α TEACHER gains proficiency in the assessment for, of and as learning.
- α TEACHER links the classroom education with global perspective by aligning his/er teaching with SDGs

Weakness

- α TEACHER gets an opportunity to understand the physical, social, emotional and cognitive development of the Generation-Z and Generation- α learners but lacks the competency to put this to practice
- α TEACHER is unable to identify the underachievers and fail to customize methodology of teaching.
- α TEACHER being incompetent to address the concerns of adolescence
- α TEACHER does not have required knowledge of SDGs.

Opportunity

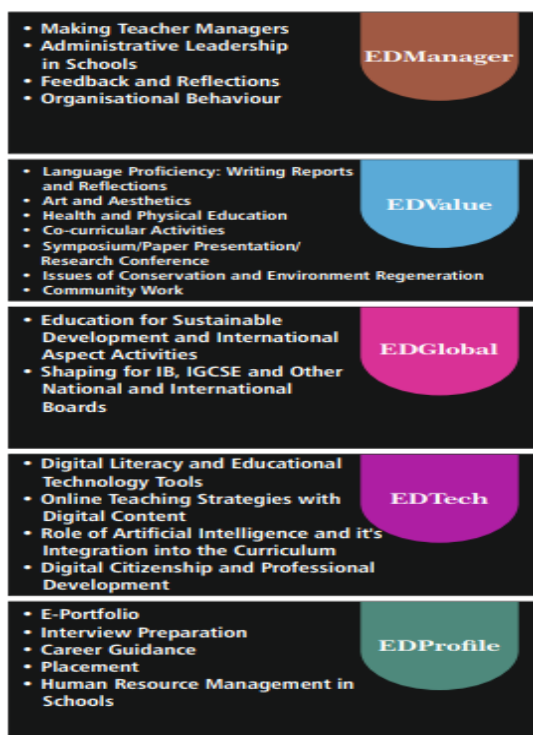
- The module provides opportunities for Alpha Teachers to deepen their expertise in curriculum design, pedagogy, and assessment, making them more effective educators and leaders.
- By understanding the connection between secondary education, vocational training, and higher education, Alpha teachers can better support students in making informed decisions that align with their goals.
- As the National Education Policy 2020 is implemented across India, this module positions Alpha Teachers to be at the forefront of educational reform, making them indispensable in their institutions.
- The module's focus on interdisciplinary areas, including art and physical education, encourages a more holistic approach to teaching and learning, promoting student well-being and creativity.

Challenges

- The schools are not open to ideas and innovations and hence underestimates the abilities of α TEACHER.
- The dynamic nature of educational policies, including the ongoing updates to the NEP 2020, requires Alpha teachers to stay informed and adapt their teaching methods accordingly.
- Integrating vocational training into the traditional academic curriculum may present challenges, particularly in schools with limited resources or resistance to change.
- Ensuring that students remain engaged and motivated, especially when introducing new concepts such as vocational education and interdisciplinary learning, can be challenging.
- Developing and applying effective assessment techniques for a wide range of subjects, including interdisciplinary and non-academic areas, may be difficult for some Alpha teachers to master.

Enhancing Professional Capacities

This area covers the modules on EDManager, EDValue, EDGlobal, EDTech and EDProfile and under these modules the various courses are offered to Alpha Teachers to enhance professional capacities of Alpha Teachers such as courses on making teacher managers, administrative leadership in schools, organizational behaviour and feedback and reflections which are covered under EDManager module. The module on EDValue includes the courses on language and communication, arts in education, health and physical education, case studies, symposium, research conferences, paper presentation, report writing, action research, issues of conservation of environment regeneration, art and aesthetics, community work and co-curricular activities. The courses on EDGlobal includes the courses on global connect and student exchange, education for sustainable development and international aspect activities and shaping for IB, IGCSE and other national and international boards. The module on EDTech includes the courses on library and digital technologies, innovative techniques in teaching, learning and assessments and developing an online content. The module on EDProfile includes the courses on human resource management in schools, e-portfolio construction, interview preparation, career guidance and placements.



Module Name: EDManager

Module Biography

Generation- Z and Generation - α learners are influenced by the leaders who inspire and engage. The qualities of a leader being appreciated by them are someone who can communicate rationally, connect relationally, manage practically and lead directionally and strategically. The α TEACHERS' need to be skilled in imbibing the above-mentioned qualities. They should not just demonstrate IQ but EQ as well which means they are able to connect with the Generation- Z and Generation - α learners by not only sharing knowledge and information but understand their emotions and connections. This Generation learners possess the view that growth or decline solely depends upon the leadership. The ecosystem created by the leader in which the team participation is encouraged and direction is given by strong leadership. Competency of the leader is adjudged at the highest by these learners thus an α TEACHER who is objective and outcome driven shall be able to inspire and motivate such learners. An α TEACHER who is broad minded, open to new ideas, innovative and ready to change, empathetic towards the learners, cooperative in dealing with the individuals at the grass root level and motivating the learners for the team work shall be the first preference of the Generation- Z and Generation - α learners.

Generation- Z and Generation - α yearn for the recognition of their efforts, the α TEACHERS' need to be skilled in providing immediate feedback to their learners which helps in motivating them. α TEACHERS' also need to be grilled in the art of providing reflections to their observations. After the successful completion of this module the α TEACHERS shall be able to unfold the function of teacher as a manager and shall be able to perform various duties like conducting parent teacher meeting, conducting various co-curricular activities in school, develop the skill of record keeping and learn how to deal with human resource.

Courses to be covered under this module

- Making Teacher Managers
- Administrative Leadership in Schools
- Feedback & Reflections
- Organizational Behaviour

Statutory Mapping

The module on EDManager maps itself to the-

CURRICULUM FRAMEWORK: TWO-YEAR B.ED. PROGRAMME

- Point III- Engagement with the Field – the Self, the Child, Community and School: Courses on Enhancing Professional Capacities (EPC) (Pg- 4, 7)

Syllabus for Bachelor of Education (B. Ed.) Programme, Department of Teacher Education, National Council of Educational Research and Training (NCERT) 2016

- (iii) Engagement with the Field/Practicum: (c) Courses on Enhancing Professional Capacities) (Pg- 3, 118)

National Education Policy (NEP) 2020-

- 19.4- administrative and leadership capabilities

Curriculum and Credit Framework for Undergraduate Program

- 4.0- Outcomes-based approach to higher education (Pg- 14)

National Credit Framework (NCrf)

- 2.3.4. Integration and Intermingling of Education, Skilling and Work Experience (Pg- 27)

Sustainable Development Goals (SDGs)

SDG- 1: No Poverty

SDG- 2: Zero Hunger

SDG- 4: Quality Education

SDG- 5: Gender Equality

SDG- 8: Decent Work and Economic Growth

SDG- 9: Industry, Innovation and Infrastructure

SDG- 11: Sustainable Cities and Communities

SDG- 16: Peace, Justice and Strong Institutions

SDG- 17: Partnerships for the Goals

Ethos of the Module

The underlying philosophy of this module is to envision the α TEACHER as a great manager. The teacher has to manage a good show as far as her duties are concerned and is accountable to all other stakeholders of the school, i.e., Students, Parents, School Management Committee, the Principal and the administration, the governing bodies and the outer communities. Hence EDManager has been envisioned to shape the α TEACHER with good management skills that comforts her job and helps her display a great show. Module Bandwidth This module will help the α TEACHER to have a wider umbrella of various Management short term-oriented program which are application oriented and will lead to effective employability. The trained α TEACHER in this module will help her specialize in various areas related to school operations and managerial skills needed. The absorption areas of employment where α TEACHER might have a scope are as follows:

- Teacher as he/she does a lot of Managerial work
- Co-ordinators: as are involved in managing school challenges etc.
- Curriculum Developers: Planning, Designing, Organization, Management and Implementation of Curriculum
- Administrator: in day-to-day activities of management
- Principal
- Data Manager
- Education Enabled Services Provider Organization

Module SWOC

Strength

- α TEACHERS with good leadership skills.
- Sufficient exposure to handle the administrative roles of the school.

- Sound knowledge of the organizational behaviour.
- Trained to provide feedback and reflections

Weakness

- Difficulty in finding qualified managers and leaders to train the alpha TEACHERS in the field.
- Lack of exposure to alpha TEACHERS in the associate schools as they might not follow the system of training leaders in their respective school and the authority might lie with the principal of the school.

Opportunity

- Provides an opportunity to the alpha TEACHERS to be employed directly as co-ordinators or assistant co-ordinators.
- To ensure leadership excellence many opportunities are provided in terms of developing managerial skills among the alpha TEACHERS.

Challenges

- The associate schools might not be progressive enough to recruit the alpha TEACHERS at the managerial position initially

Module Name: EDValue

Module Biography

The alpha Teachers, in this module, shall become proficient in communication and the significance of Health and Physical Education. This module shall also acquaint the alpha teachers with the basics of Paper Presentation, Report Writing and Action Research. This module aims at making the alpha teachers skilled by providing a variety of platforms assisting them in grooming themselves. It will assist them in becoming proficient in all aspects of accurately using a language. The alpha teachers will also become efficient at writing papers and conducting action research. They will also gain experience in community work and get practical knowledge about the various issues of conservation and environment regeneration. They shall develop a taste in art and aesthetics, and engage in various co-curricular activities. They will also get a lot of exposure by attending symposiums and research conferences.

Courses to be covered under this module

- Language Proficiency: Writing Reports and Reflections
- Art and Aesthetics
- Health and Physical Education
- Co-curricular Activities
- Symposium/ Paper Presentation/ Research Conferences
- Issues of Conservation and Environment Regeneration
- Community Work

Statutory Mapping

The module on EDValue maps itself to the-

CURRICULUM FRAMEWORK: TWO-YEAR B.ED. PROGRAMME

- Point III. Engagement with the Field – the Self, the Child, Community and School (Pg- 4, 19-21)

Syllabus for Bachelor of Education (B. Ed.) Programme, Department of Teacher Education, National Council of Educational Research and Training (NCERT) 2016

- Section A: Perspectives in Education- Health, Yoga and Physical Education (Pg-33)
- Section C: Engagement with the Field- Reading and Reflecting on Texts and Arts in Education (PG- 119- 124)

National Education Policy (NEP) 2020-

- Curricular Integration of Essential Subjects, Skills, and Capacities (Pg- 15)
- Part II. Higher Education- Point 17- Catalyzing Quality Academic Research in all Fields through a New National Research Foundation

Curriculum and Credit Framework for Undergraduate Program

- 2.2 Transformative initiatives that have a bearing on the undergraduate education (Pg- 6)
- 5.1.5 Skills Enhancement Courses (SEC) (PG- 22)

National Credit Framework (NCrf)

- 2.3.4. Integration and Intermingling of Education, Skilling and Work Experience (Pg- 27)

Sustainable Development Goals (SDGs)

SDG- 1: No Poverty

SDG- 2: Zero Hunger

SDG- 3: Good Health and Well-being

SDG-4: Quality Education

SDG- 5: Gender Equality

SDG- 8: Decent Work and Economic Growth

SDG- 9: Industry, Innovation and Infrastructure

SDG- 10: Reduced Inequalities

SDG- 15: Life on Land

SDG- 16: Peace, Justice and Strong Institutions

Ethos of the Module

The module EDValue has been envisioned to shape the alpha Teachers with talents and skills that would help them have a well-rounded personality. The module will not only help them become proficient at languages, but also give them practical knowledge in Health and Personality grooming. In addition to this, alpha Teachers will gain practical exposure to attending Symposiums and Research Conferences. They will become adept at writing case studies, research papers and at conducting action research. Co-curricular activities and Art and Aesthetics will also be focussed upon.

Module Bandwidth

This module will help the alpha Teachers have a repertoire of various Value-added short term-oriented programmes which are application oriented and will lead to effective employability. The trained alpha Teacher will have a plethora of opportunities. The absorption areas of employment where alpha Teachers might have a scope are as follows:

- Teacher Educators
- Content writers
- Personality development trainers
- Public Speakers
- Educational entrepreneurs
- Research and innovators community work

Module SWOC

Strength

- This module provides hands on experience w.r.t to value added courses.
- Get acquainted with a variety of techniques and strategies.
- Focus on sharpening their language related skills.
- Become competent in research paper writing, and conducting case studies.
- Exposure to become lifelong learners.

Weakness

- If the alpha Teachers are not provided with proper training, he/she will fail to acquire skills to become efficient alpha Teachers.
- If alpha Teachers do not get well-conducted workshops/ seminars.
- If alpha Teachers are not trained in accurate writing techniques.
- If alpha Teachers do not get exposure to the environment that encourages research and innovation.
- If alpha Teachers do not get awareness of the issues of conservation and energy regeneration

Opportunity

This module provides a great platform to the alpha Teachers to acquire skills which are required to teach the Generation- Z and Generation- α learners.

- Work in an educational institution focusing on Good Communication Skills.
- Opportunity to get hands on experience with attending symposiums and conferences.
- Opportunity to learn the writing skills for case studies and research papers.
- Opportunity to be proficient in knowing about energy conservation issues.

Challenges

- The threat to the module lies in case the alpha Teachers do not imbibe these skills although the trainings and workshops are being organised.
- alpha Teacher is unable to get an educational institution wherein her/his skills are put into fruitful use.
- alpha Teacher does not get an opportunity to groom herself/himself as a teacher educator.

Module Name: EDGlobal

Module Biography

Globalization has melted the boundaries of nations and made the globe one village by the process of economic, political and cultural integration. UNESCO recommends education for sustainable development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. The module EDGlobal gives alpha Teachers an opportunity to address global challenges and become global citizens. The course on 'Education for Sustainable Development and International Aspect Activities' make alpha Teachers understand that in today's world, their rights and obligations stem from belonging to a larger global class. Therefore, alpha Teachers develop the professional abilities necessary to be recognized across international borders and it is expected that they should also impart these skills to Generation Z and Generation α . As a dynamic change in the ecosystem of school education has been observed, the course 'Shaping for IB, IGCSE and other National and International Boards' prepares alpha Teachers for international curricula. The knowledge of different boards shapes the career trajectory of those alpha Teachers who are aspiring to teach in either national or international boards like CBSE, ICSE, IGCSE and IB. alpha Teachers equip themselves with the curriculum, teaching method, assessments and higher education prospects with respect to different school boards.

Courses to be covered under this module

- Education for Sustainable Development and International aspect activities
- Shaping for IB, IGCSE and other National and International Boards

Statutory Mapping

This module on EDGlobal has been incorporated keeping in mind the changing role of teachers to connect at the global level thus helping them to sensitize about the scenario of education at global level.

The module on EDGlobal maps itself to the-

National Curriculum Framework for Teacher Education (NCFTE);

- 1.8 Professionalization of Teacher Education (Pg-15)
- 1.9 Preparing Teacher Educators (Pg-15)

Syllabus for Bachelor of Education (B. Ed.) Programme, Department of Teacher Education,

National Council of Educational Research and Training (NCERT) 2016

- Section B: Curriculum and Pedagogic Studies (37)
- Section C: Engagement with the Field (110)

National Education Policy (NEP 2020);

- Multilingualism and the power of language-4. 20 (Pg-15)
- Curricular Integration of Essential Subjects, Skills, and Capacities-4.28 (Pg-16)
- Equitable and Inclusive Education: Learning for All-6.20 (Pg-28)
- Towards a More Holistic and Multidisciplinary Education-11.8 and 11.11 (Pg-37, 38)
- Internationalization (Pg-39)
- Teachers (Pg-20)
- 15. Teacher Education (Pg-42)

National Curriculum Framework for School Education, 2023 (NCF-SE)

- Section 1.3 Knowledge, Capacities, and Values, and Dispositions (Pg 49)
- Part A: Approach (43)
- Part D: Creating a Supportive Eco-system (547)

Curriculum and Credit Framework for Undergraduate Program;

- 2.2. Transformative initiatives that have a bearing on the undergraduate education (Pg-6,7,8)
- Multicultural competence and inclusive spirit (Pg-18)
- Value inculcation (Pg-8)
- 5.1.3 Courses from Other Disciplines (Multidisciplinary) (21, 22)

National Credit Framework, 2023 (NCrF)

- SECTION 1: OVERVIEW (Pg-23)
- International Mobility (72)

Sustainable Development Goals (SDGs)

- SDG-1; No Poverty
- SDG-4: Quality Education
- SDG-5: Gender Equality
- SDG-10: Reduced Inequalities
- SDG-16: Peace, Justice and Strong Institutions

Ethos of the Module

The philosophy underlying this module is to envision a teacher who is not restricted to geographical boundaries. An alpha teacher who respects all cultures, respects diversity in a multilingualistic scenario and has the knowledge about all the National and International Boards. EDGlobal is envisioned which embarks the alpha teacher into the world of Digital Literacy understands the significance of Global Connect and has all the skills that are possessed in a teacher that is Globally accepted.

Module Bandwidth

This module will help the alpha TEACHER to have a wider umbrella of various skills that a teacher of Generation Z and Generation- alpha must have. The short-term orientation program which are application oriented and will lead to effective employability skills among the alpha TEACHER. The trained alpha TEACHER in this module will help her specialise in various areas related to be an evaluator, reviewer, analyser. The absorption areas of employment where alpha TEACHER might have a scope are as follows

- A teacher with International Schools
- A Co-ordinator
- An administrator
- The Assessment Leaders
- A Subject Matter Expert
- A Teacher
- An Examiner
- A Researcher
- An NGO worker

Module SWOC

Strength

- The module covers various international curricula, providing Alpha Teachers with a broad understanding of educational systems like IB, IGCSE, CBSE, and ICSE.
- It encourages Alpha teachers to think globally, equipping them with the skills and knowledge to address global challenges and foster global citizenship among students.
- By enhancing their professional abilities, Alpha Teachers become more competitive and recognized across international borders.
- The module aligns with UNESCO's recommendations for education for sustainable development, ensuring that teachers are equipped to impart essential knowledge, skills, attitudes, and values for a sustainable future.

Weakness

- The diverse range of curricula covered might overwhelm some Alpha teachers, especially those unfamiliar with international systems.
- Implementing and maintaining such a comprehensive program can be resource-intensive, requiring significant time, effort, and financial investment.
- Alpha Teachers might face challenges in adapting to the varying teaching methods, assessments, and educational standards of different international boards.
- The effectiveness of the module heavily depends on the quality of training provided, which might vary and affect the overall outcomes.

Opportunity

- Mastery of international curricula opens up numerous career opportunities for Alpha Teachers in prestigious schools globally.
- Alpha Teachers can engage in cultural exchange programs, enhancing their global network and exposure to diverse educational practices.
- Exposure to various educational systems encourages the adoption of innovative teaching methods, benefiting both teachers and students.
- Equipped with a global perspective and advanced skills, Alpha Teachers can take on leadership roles in educational institutions, influencing positive change.

Challenges

- Keeping up with the constantly evolving international educational standards and curricula requires ongoing professional development and learning.
- Understanding and applying the different assessment standards and criteria of various international boards can be challenging.
- Navigating cultural differences in educational practices and student expectations requires a high level of cultural sensitivity and adaptability.
- Implementing the principles and practices learned in the module across diverse educational contexts might be challenging due to varying local constraints and resources.

Module Name: EDTech

Module Biography

Education Technology has taken a quantum leap and the education system has seen a major transformation, offering a plethora of changes in the ways teachers teach and students learn. The module EDTech boosts Education Technology as recommended by NEP 2020. Through the intervention of technology into conventional teaching methods, a new era of empowerment and involvement is being experienced by both alpha Teachers and, Generation-Z and Generation- α . The relevance of the course 'Digital Literacy and Educational Technology Tools' lies in the accessibility of these tools and their importance in personalized learning, interactive engagement, teacher empowerment, skill development, global exposure, life-long learning, data driven insight, sustainability and remote learning. The courses 'Online Teaching Strategies with Digital Content' and 'Digital Citizenship and Professional Development' give an exposure to the alpha Teachers about the Government initiatives of boosting digital platforms like DIKSHA, SWAYAM, **PM eVIDYA**, **E-Pathshala**, **NISHTHA etc.** Additionally, Alpha Teachers participate in the UGC's suggested notional learning hours. The course 'Role of Artificial Intelligence and its Integration into the Curriculum' allows alpha Teachers to create AI automated content. alpha Teachers analyze large amount of data such as textbooks, articles and research papers so as to curate relevant and up-to-date content for Generation-Z and Generation- α and provide them with diverse and comprehensive resources.

Courses to be covered under this module

- Digital Literacy and Educational Technology Tools
- Online Teaching Strategies with Digital Content
- Role of Artificial Intelligence and its Integration into the Curriculum
- Digital Citizenship and Professional Development

Statutory Mapping

The module on EDTech maps itself to the following:

1. NCTE

Course EPC 3: Critical Understanding of ICT, Pg 21

2. National Education Policy (NEP 2020)

Point 4.12- "Extensive use of technology will be made for teaching and learning"

Point 4.19- “including the integration of technology

Point 5.24- “use of educational technology”

3. Curriculum and Credit Framework for Undergraduate Programs

Point 2.1 (vi)- “Extensive use of technology in teaching and learning”, Pg 6

4. NCrf

Preface- “promotes extensive use of technology in teaching and learning”, Pg 7

Point 3.2.1 (m)- “redesigning the curriculum and pedagogy to not only capture the emerging technology”, Pg 30

Point III- “d to promote extensive use of technology in learning & skilling”, Pg 47

5. NCTE

Course EPC 3: Critical Understanding of ICT, Pg 21

6. Sustainable Development Goals (SDGs)

SGD- 4: Quality Education

SDG- 9: To build resilient infrastructure, promote sustainable industrialization and foster innovation

Ethos of the Module

The philosophy underlying this module is to train the alpha Teachers to become adept at handling technology and software. The alpha Teacher would gain various IT and technological skills. They will be well acquainted with various library and digital technologies and will learn to use different Innovative Tools and Techniques used in Teaching, Learning and Assessments. They will also become proficient at creating and dispensing online content.

Module Bandwidth

This module will help the alpha Teacher have a large and useful repertoire of technological expertise which will lead to effective employability. The alpha teacher trained in this module will specialize in various areas related to IT and technology. The absorption areas of employment where alpha Teacher might have a scope are as follows:

- Researcher
- Academician
- Instructional Designer
- e-learning developer
- Online tutor
- Digital content developer
- Teacher
- Data Handler
- LMS (Learning Management System) administrator
- Pedagogue

Module SWOC

Strength

- alpha Teacher will get a hands-on experience to increase student engagement using technology
- alpha Teacher will gain confidence in their practical knowledge of Library and digital technology.
- alpha Teacher will learn about various Innovative Tools and Techniques in Teaching, Learning and Assessments
- alpha Teacher will learn how to develop and use various online content.
- alpha Teacher will be equipped with essential tech skills that are in demand in educational settings
- alpha Teacher will be prepared for future educational needs

Weakness

- If the alpha Teacher is technologically challenged, it would hamper their performance in this course.
- Technological advancements can quickly render course content outdated
- Continuous professional development is required to stay updated with new technology
- No prior experience of technology can make the course challenging

Opportunity

- Provides an opportunity to the alpha Teachers to pursue short term diploma courses in IT skills and digital technology, thus adding to their professional skills.
- Opportunity to integrate technology with other subjects
- Expanding course offerings through online platforms can increase reach and flexibility
- Opportunities to work with EDTech companies for the Alpha teachers

Challenges

- Other institutes in the vicinity offering specialized programmes in IT and Digital technology.
- Overcoming resistance from educators and institutions accustomed to traditional teaching methods
- Addressing concerns related to data privacy and security could be a challenge
- Ensuring the curriculum remains current with the rapidly evolving technology could pose challenges

Module Name: EDProfile

Module Biography

This module shall grill the alpha TEACHERS' for facing the interview panel, focus on Resume Writing, helps in imbibing the skills for placement, e- portfolio construction and all these eventually will help them in getting an exposure to career guidance. As Generation- Z and Generation - α will be headed towards the careers that do not yet exist so the sole responsibility of imbibing the life skills among this Generation lies solely with the alpha TEACHERS' who need to bring them up in such a way that they get easily adjusted for the careers ahead.

Courses to be covered under this module

- E-portfolio
- Interview Preparation
- Career Guidance
- Placement
- Human Resource Management in Schools

Statutory Mapping

The module on Profile maps itself to the-

CURRICULUM FRAMEWORK: TWO-YEAR B.ED. PROGRAMME

- Point III. Engagement with the Field – the Self, the Child, Community and School (Pg- 4, 19-21)

Syllabus for Bachelor of Education (B. Ed.) Programme, Department of Teacher Education, National Council of Educational Research and Training (NCERT) 2016

- Point III- Engagement with the Field – the Self, the Child, Community and School: Courses on Enhancing Professional Capacities (EPC) (Pg- 4, 7)

National Education Policy (NEP) 2020-

- 3.7 – Career guidance and mentoring (Pg- 11)

Curriculum and Credit Framework for Undergraduate Program

- 4.0- Outcomes-based approach to higher education (Pg- 14)

National Credit Framework (NCrf)

- 2.3.4. Integration and Intermingling of Education, Skilling and Work Experience (Pg- 27)
- 2.3.6. Enables provisions for Recognition of Prior Learning (RPL) (Pg- 28)

Sustainable Development Goals (SDGs)

SDG-1: No Poverty

SDG- 3: Good Health and Well-being

SDG-4: Quality Education

SDG- 5: Gender Equality

SDG- 8: Decent Work and Economic Growth

SDG- 9: Industry, Innovation and Infrastructure

SDG- 10: Reduced Inequalities

SDG- 11: Sustainable Cities and Communities

SDG- 16: Peace, Justice and Strong Institutions

Ethos of the Module

The philosophy underlying this module is to conceive the alpha Teacher who have documented their journey of becoming a teacher as they select, share and reflect on artifacts such as educational philosophies, classroom management plans, unit and lesson plans, plans to meet the needs of diverse and special needs pupil and video clips of practice teaching. The focus of this module is to make the learning visible so that alpha teachers can focus on learning in new ways.

Module Bandwidth

The module shall focus on equipping the alpha teachers with the skills required for an effective employability. The alpha teacher trained in this module will be trained in various school related operations and managerial skills. The absorption areas of employment where alpha teachers have scope are as follows:

- Teacher
- Guidance worker
- Interview Panellist
- Manager

Module SWOC

Strength

- Ready alpha TEACHER with e- portfolio which is evidence based
- Very well prepared for facing the interview
- Good knowledge about the various career choices available

Weakness

- e- portfolios prepared by the alpha teachers lack evidences
- lack of interview preparation
- lack of placement opportunities

Opportunity

- Placement opportunities worldwide
- Opportunity to build evidence-based e- portfolio based on extended teaching practice
- More conversations and partnerships required with schools in the tricity- so that our alpha Teachers get placed
- Becoming a leader in Teacher Education at National and International Level

Challenges

- The competition might grow in the market from other private universities in the vicinity
- Reduced pay scales of teachers in schools

SEMESTER I
Module Name: EDLearner
Course Code: 24DOE1101

Course Name: Learner as a developing Individual

Course Biography

The human develops through multiple complex processes starting even before birth. The course introduces alpha TEACHERS to the study of childhood, child development and adolescence of Generation- Z and Generation - α learners. The main focus in the course would be to enable alpha TEACHERS to develop an understanding about different stages of human development which children construct within socio-political realities existing in their lived contexts; family, schools, neighbourhood and community. The alpha TEACHERS' will learn about theories of child development, childhood and adolescence as constructed in different socio-economic and cultural settings and will also learn to situate. The concept of adolescence in realistic and contextual frames. The course also addresses issues and concerns of adolescents in Indian situation. The course also highlights why it is essential for every teacher to understand human development.

As Generation-Z and Generation- α is tech-native rather than tech savvy and prefers to communicate using social media over direct contact with people. They are the first Generation born into an integrated and globally connected world where the Internet has always been available. Some research has shown that the brains of Generation Z and Generation - α (Digital Natives) are structurally different than those of earlier Generations. This has nothing to do with genetics and everything to do with how we use our brains to respond to things in our environment. The brains of Generation Z and Generation- α have become wired to sophisticated, complex visual imagery. As a result, the part of the brain responsible for visual ability is far more developed, making visual forms of learning more effective. Auditory learning (lecture and discussion) is very strongly disliked by this age group. Interactive games, collaborative projects, advance organizers, challenges, and anything that they can try and see are appreciated.

So, this course would help the alpha TEACHERS to understand the physiology of Generation- Z and Generation- α learners better which will ultimately help them to manage their classes well and provide them with mentorship as and when desired by them.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1101	Course Name	Learner as a Developing Individual	Course Category*	DC	L	T	P	C
						3	0	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):	
CO1	<i>understand the various stages and dimensions of human growth and development, including theoretical perspectives.</i>
CO2	<i>assess and support children's cognitive abilities, personality, intelligence, and creativity to meet their educational needs.</i>

C03	<i>design learning opportunities and tasks that are aligned with students' cognitive abilities and developmental stages.</i>
C04	<i>apply developmental theories to real-life classroom situations and school environments to guide teaching practices.</i>
C05	<i>differentiate between the concepts of creativity, intelligence, and motivation to enhance student learnings.</i>

Outline Syllabus	CO Mapping	Hours
Unit-1		
<ul style="list-style-type: none"> ➤ Growth & Development, Maturation: concept, difference, factors affecting human growth and development, principles & their educational implications. Stages of Childhood and Adolescence period. ➤ Individual differences: meaning and dimensions, Dimensions of Individual Development- Physical, Cognitive, Language, Affective, Social, Moral and their inter-relationship. ➤ Meaning of Cognition and its role in learning 	C01 C04	19
Unit-2		
<ul style="list-style-type: none"> ➤ Relevance and applicability of various theories of development: Erickson (Psycho-social), Piaget (Cognitive), Kohlberg ➤ Intelligence: Meaning, Theories (Howard Gardner's Theory of Multiple Intelligence, Guilford's SOI, Thurstone, Spearman. Measurement of Intelligence. Concept of Emotional Intelligence. ➤ Personality: Concept, factors responsible for shaping the personality, Type and Trait Theories, Assessment of Personality. 	C01 C02 C04	20
Unit-3		
<ul style="list-style-type: none"> ➤ Concept of Creativity, Difference between Creativity and Intelligence, Identification of Creative Child ➤ Techniques and methods of fostering creativity: brain storming, problem solving, Group Discussion, Play way, quiz ➤ Motivation: Concept and Types 	C02 C05	18
Unit-4		
<ul style="list-style-type: none"> ➤ Understanding differences based on range of cognitive abilities- learning difficulties of slow learners, dyslexic, creative & gifted. ➤ Dealing with Gifted and Backward Children 	C02 C03	18

Recommended Textbooks:

1. Educational Psychology, Mangal, S.K

Reference Textbooks/Links:

1. Cole, M and Cole, S (1989). The Development of Children, Scientific American Books, New York
2. Hurlock, E.B. (2003). Child Growth and Development, Tata Mc Graw - Hill Education
3. Kakkar, S (1978). The Inner World: A Psychoanalytic Study of Childhood and Society in India. Oxford University Press, New Delhi
4. Mishra, A (2007), Everyday Life in a Slum in Delhi. In D.K. Behera (Ed.) Childhood in South Asia. New Delhi: Pearson Education India
5. Nambissan, G.B. (2009). Exclusion and Discrimination in Schools: Experiences of Dalit Children. Indian Institute of Dalit Students and UNICEF
6. Piaget, J. (1997). Development and Learning. In M. Gauvain and M. Cole (Eds), Readings on the Development of Children. New York: WH Freeman and Company
7. Saraswathi, T.S. (1999). Adult-Child Continuity in India: Is Adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed), Culture, Socialisation and Human Development: Theory, Research and Applications in India. New Delhi. Sage
8. Sharma, N (2011). Understanding Adolescence, NBT, New Delhi, India
9. Singh, A (Ed), (2015). Human Development: A Life Span Approach. Orient Black Swan, Delhi
10. Essentials of Educational Psychology, Aggarwal, J.C
11. Psychology of Learning and Development, Aggarwal, J.C
12. Basic Ideas in Educational Psychology, Aggarwal, J.C
13. Educational Psychology Bhatnagar, A.B.
14. Understanding Psychology, Feldman, Robert S
15. Statistics in Psychology and Education Mangal, S.K
16. Child Psychology, Tandon, R.K.

**Refer to Course Coding Policy-2024*

Tasks for the Alpha Teachers

- Conduct an Intelligence test in your Associate School on any one class and present its statistical report.
- Prepare a comic strip on any one theory of learning.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Individual differences: meaning and dimensions, Dimensions of Individual Development- Physical, Cognitive, Language, Affective, Social, Moral and their inter-relationship. ➤ Relevance and applicability of various theories of development: Erickson (Psycho-social), Piaget (Cognitive), Kohlberg ➤ Concept of Creativity, Difference between Creativity and Intelligence, Identification of Creative Child
Faculty Mode	<ul style="list-style-type: none"> ➤ Growth & Development, Maturation: concept, difference, factors affecting human growth and development, principles & their educational implications. Stages of Childhood and Adolescence period. ➤ Intelligence: Meaning, Theories (Howard Gardner's Theory of Multiple Intelligence, Guilford's SOI, Thurstone, Spearman. Measurement of Intelligence. Concept of Emotional Intelligence. ➤ Techniques and methods of fostering creativity: brain storming, problem solving, Group Discussion, Play way, quiz ➤ Understanding differences based on range of cognitive abilities- learning difficulties of slow learners, dyslexic, creative & gifted.
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Dealing with Gifted and Backward Children
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	
Beyond Academics	<ul style="list-style-type: none"> ➤ Meaning of Cognition and its role in learning
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	
RESEARCH/COMMUNITY WORK	

Blueprint of EDLearner: Learner as a Developing Individual

Module: EDLearner

Time: 3 hours

Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Learner as a Developing Individual	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
- Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.
- All MCQs are compulsory.

SUMMARY:			
Long Answer (LA)	3*6= 18 marks	Short Answer (SA)	4*4= 16 marks
Very Short Answer (VSA)	8*2= 16 marks	MCQ	10*1= 10 marks

Module Name: EDPedagogue

Course Code- 24DOE1102, 24DOE1103

Course Name- Pedagogy Course -I (a), Pedagogy Course- II (a)

Course Biography

The Pedagogical Course - I (a) and Pedagogical Course - II (a) are meticulously crafted to provide Alpha Teachers with a robust foundation in the principles and practices of effective teaching. These courses address essential aspects of pedagogy, emphasizing a thorough understanding of its meaning, nature, and characteristics. By focusing on specific teaching techniques and methods, these aim to enhance Alpha Teachers' abilities to create dynamic and engaging learning environments. The courses are structured to foster creativity, innovation, and the practical application of teaching skills, ultimately contributing to the professional growth of Alpha Teachers. Alpha Teachers will delve into the fundamental aspects of pedagogy, gaining a comprehensive understanding of its definition, scope, and unique characteristics. This foundational knowledge sets the stage for further exploration and application throughout the course. Alpha Teachers will explore the broad aims and specific objectives of the course, ensuring they are aligned with educational standards and tailored to meet the diverse needs of students. This understanding is crucial for setting clear educational goals and outcomes. Alpha Teachers will learn to develop precise and measurable instructional objectives that align with the course goals. This skill is vital for structuring effective lessons that facilitate student learning and engagement. They will be trained in the creation and effective utilization of teaching aids that enhance the learning experience. By fostering creativity and innovation, these tools help engage students and stimulate their intellectual curiosity.

Alpha Teachers will be trained to use concept maps as a visual representation tool to illustrate relationships between ideas. This technique aids in the comprehension and retention of complex topics, making learning more accessible and effective. Alpha Teachers will learn to apply the fundamental principles and maxims of teaching, enhancing their effectiveness in the classroom. By doing so, they contribute significantly to the development of human capital, equipping students with the skills and knowledge needed for future success. Alpha Teachers will be trained to emphasize the mastery of specific micro-teaching skills, such as questioning, explaining, and reinforcement. They will also learn to create comprehensive lesson plans that ensure a smooth and effective teaching process. Alpha Teachers will explore a variety of teaching methods and techniques tailored to different topics. This exploration is aimed at applying strategies that enhance learning outcomes and better prepare students for productive employment. Alpha Teachers will learn to effectively plan and organize resource rooms and labs, creating conducive learning environments that support the pedagogical goals of the course. This practical knowledge is essential for optimizing educational spaces and resources.

Following is the list of Teaching Subjects:

- Teaching of Hindi
- Teaching of Punjabi
- Teaching of English
- Teaching of Science
- Teaching of Social Studies
- Teaching of Mathematics
- Teaching of Economics
- Teaching of Commerce
- Teaching of Home Science
- Teaching of Computer Education
- Teaching of Music
- Teaching of Fine Arts
- Teaching of Geography
- Teaching of History
- Teaching of Physical Education
- Teaching of Psychology
- Teaching of French

TEACHING OF HINDI

कोर्स बायोग्राफी

Duration: 42 Hours (3 hours per week, considering 14 weeks in Third Semester)

यह दो वर्षीय पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टि को ध्यान में रखकर तैयार किया गया है। राष्ट्रीय शिक्षा नीति 2020 शिक्षण और अधिगम की प्रक्रिया में भाषाई विविधता को महत्व देती है तथा बहुभाषावाद और भाषा की शक्ति को प्रोत्साहित करती है। भाषा शिक्षण का पाठ्यक्रम इसलिए महत्वपूर्ण है क्योंकि भाषा पूरी शिक्षा का ज़मीन तैयार करती है, जहां भाषा पढ़ना, सीखना नहीं, भाषा से जुड़े नए मुद्दे, जैसे बहुभाषिक कक्षा, समझ का माध्यम, समावेशी शिक्षा, शांति की शिक्षा में भाषा की भूमिका आदि की समझ अध्यापकों के लिए ज़रूरी है।

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26		
Course Code	24DOE1102/ 24DOE1103	Course Name	Pedagogy Course- I (a)/ Pedagogy Course- II (a)	Course Category*	DE	L	T	P	C
						2	1	1	4
Pre-requisite Courses with Code	Nil			Year	1	Semester	1		

Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: PERSPECTIVES AND OBJECTIVES OF TEACHING OF HINDI	CO1	19
➤ Meaning, nature and characteristics of Hindi		

<ul style="list-style-type: none"> ➤ Study of aims and general objectives of Teaching of Hindi ➤ Framing Instructional Objectives of teaching of Hindi ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future 		
Unit-2: PLANNING AND IMPLEMENTATION OF STRATEGIES IN TEACHING CONCEPTS		
<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, HeadPhones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets. ➤ Construction & use of Concept/ Mind map of lesson. ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. 	<p>C01</p> <p>C02</p> <p>C03</p> <p>C05</p>	<p>23</p>
Unit-3: MICRO AND MACRO TEACHING SKILLS AND ORGANIZATION OF RESOURCE ROOMS		
<ul style="list-style-type: none"> ➤ Principles and Maxims of teaching ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Planning & organizing resource rooms and Labs of teaching subject. 	<p>C02</p> <p>C03</p> <p>C04</p>	<p>15</p>
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
	<p>C01</p>	<p>18</p>

<p>वर्ण-विचार- वर्णमाला, मात्राएँ, उच्चारण स्थल व प्राण तत्व</p> <p>शब्द-भेद- अर्थ, उत्पत्ति व व्युत्पत्ति के आधार पर विपरीतार्थक, वाक्यांश के लिए एक शब्द</p> <p>वाक्य- प्रकार, वाक्य परिवर्तन विराम चिन्ह।</p> <ul style="list-style-type: none"> ● पद्य, गद्य और व्याकरण शिक्षण के उद्देश्य व विधियाँ। ● भाषा, बोली, स्वर, व्यंजन, शब्द, वाक्य, पर्यायवाची शब्द, विलोम शब्द, अनेकार्थक शब्दों की पाठ्यक्रम में प्रासंगिकता। ● जीवनी, आत्म-कथा, रिपातार्ज, एकांकी, निबंध, अपठित गद्यांश, पद्यांश का शिक्षण। ● पाठ प्रस्तावना, उद्दीपन परिवर्तन, व्याख्या कौशलों की कक्षा शिक्षण में व्यावहारिक उपयोगिता। हिंदी के किसी एक पाठ में उपयुक्त कौशलों का प्रयोग कर सूक्ष्म पाठ योजना तैयार करना। ● हिंदी समाचार पत्र का विभिन्न कक्षाओं में पढ़ाने के लिए उपयोग। 	C05	
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<p>Recommended Textbooks:</p> <ol style="list-style-type: none"> 1. Teaching of Hindi, Prasad Kashav
<p>Reference Textbooks/Links:</p> <ol style="list-style-type: none"> 1. Teaching of Hindi, Sharma, B.L. 2. Teaching of Hindi, Sood Vijay 3. Teaching of Hindi, Kashypa Asha 4. Teaching of Hindi, Kadiyan, Surinder Singh 5. Teaching of Hindi, Jyoti Khanna

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Make a concept map of any topic of your choice in Teaching of Hindi.
- Give a pedagogical analysis of any one topic in Teaching of Hindi.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of Hindi ➤ Study of aims and general objectives of Teaching of Hindi ➤ Framing Instructional Objectives of teaching of Hindi ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future
Faculty Mode	<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. ➤ Principles and Maxims of teaching
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Construction & use of Concept/ Mind map of lesson. ➤ Planning & organizing resource rooms and Labs of teaching subject.
CONTROLLED PRACTICE	
Teaching Skill Development	<ul style="list-style-type: none"> ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Instructional aids helpful in making learning effective- Audio aids- <i>Radio, Tape Recorder, Head Phones</i>, Visual Aids- <i>Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map,</i>

	<i>Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3-Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets.</i>
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<p>वर्ण-विचार- वर्णमाला, मात्राएँ, उच्चारण स्थल व प्राण तत्व</p> <p>शब्द-भेद- अर्थ, उत्पत्ति व व्युत्पत्ति के आधार पर विपरीतार्थक, वाक्यांश के लिए एक शब्द</p> <p>वाक्य- प्रकार, वाक्य परिवर्तन विराम चिन्ह।</p> <ul style="list-style-type: none"> • पद्य, गद्य और व्याकरण शिक्षण के उद्देश्य व विधियाँ। • भाषा, बोली, स्वर, व्यंजन, शब्द, वाक्य, पर्यायवाची शब्द, विलोम शब्द, अनेकार्थक शब्दों की पाठ्यक्रम में प्रासंगिकता। • जीवनी, आत्म-कथा, रिपातार्ज, एकांकी, निबंध, अपठित गद्यांश, पद्यांश का शिक्षण। • पाठ प्रस्तावना, उद्दीपन परिवर्तन, व्याख्या कौशलों की कक्षा शिक्षण में व्यावहारिक उपयोगिता। हिंदी के किसी एक पाठ में उपयुक्त कौशलों का प्रयोग कर सूक्ष्म पाठ योजना तैयार करना। • हिंदी समाचार पत्र का विभिन्न कक्षाओं में पढ़ाने के लिए उपयोग।
Research/Community Work	

TEACHING OF ENGLISH

Course Biography

The two-year B.Ed. syllabus for pedagogy of English language has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the alpha TEACHERS to look at school education in a holistic manner. The present syllabus for English language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. English needs to be learned in the multilingual context and not in isolation. It is important that English language teaching and learning is not situated in an entirely western framework, but rather is taught through a contextually rich local perspective. The alpha TEACHER has been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The alpha TEACHER should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the alpha TEACHER is well versed not only with the subject content but also with the pedagogy of learning.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1102/ 24DOE1103	Course Name	Pedagogy Course- I (a)/ Pedagogy Course- II (a)	Course Category*	DE	L	T	P	C
	2		1			1	4		

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):	
CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: PERSPECTIVES AND OBJECTIVES OF TEACHING OF ENGLISH		
<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of English ➤ Study of aims and general objectives of Teaching of English ➤ Framing Instructional Objectives of teaching of English ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future 	C01	19
Unit-2: PLANNING AND IMPLEMENTATION OF STRATEGIES IN TEACHING CONCEPTS		
<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, HeadPhones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets. ➤ Construction & use of Concept/ Mind map of lesson. ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. 	C01 C02 C03 C05	23
Unit-3: MICRO AND MACRO TEACHING SKILLS AND ORGANIZATION OF RESOURCE ROOMS		
<ul style="list-style-type: none"> ➤ Principles and Maxims of teaching ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Planning & organizing resource rooms and Labs of teaching subject. 	C02 C03 C04	15

Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS

NATURE OF LANGUAGE

- Concept and nature of language
- Basic linguistic principles
- Language as a rule governed behavior
- Phonology, Morphology, Syntax, Semantics and Pragmatics
- Concept of Universal Grammar
- **Methods of Teaching of English**
Grammar Translation Method, Direct method, Dr. West's New Method, Audio lingual Method
- **Approaches to Teaching of English-** Structural and Eclectic
- Organization of sounds
- **Phonetics of English-** Speech Mechanism, Stress, Rhythm and Intonation
- **Pronunciation-** Objectives and methods of teaching pronunciation

LISTENING SKILLS

- **Listening Skills-** Objectives, Listening Material, Types and Process of Listening

SPEAKING SKILLS

- **Speaking Skills-** Objectives and Vocabulary Development

VOCABULARY

- **Vocabulary-** Meaning and Definition, Kinds of Words.
- **Types of Vocabulary-** Active Vocabulary and Passive Vocabulary
- Selection and Gradation of English Vocabulary
- Use of Dictionary and Thesaurus

GRAMMAR

- **Grammar-** Meaning, Definition, Features and Aims of Teaching Grammar
- **Types of Grammar-** Formal, Functional, Scholarly, Structural, Transformational-generative, Difference between Formal and Functional grammar
- **Methods of Teaching Grammar-**
Traditional Method, Informal Method, Incidental Method and Inductive-Deductive Method
- **Grammar Content-** The Sentences, Subject and Predicate, Phrase and Clause, Nouns, Adjective, Articles, Pronoun, Verb, Active-passive Voice, Tenses, Punctuation, Adverbs, Conjunctions, Reported Speech

ACQUISITION OF ENGLISH TEACHING SKILLS

- Procedure for Planning a Listening Activity
- Procedure for Planning Speaking Activity; Speech and Debate
- Procedure for Planning a Grammar Lesson

C01

C05

18

Recommended Textbooks:

1. Agnihotri, R.K., Khanna, A.L. 1994. (eds.), Second Language Acquisition: Sociocultural and Linguistic Aspects of English in India (RAL1). New Delhi: Sage Publications.

Reference Textbooks/Links:

1. National Curriculum Framework 2005; NCERT, December 2005.
2. National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English; NCERT, 2006.
3. National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006.
4. The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
5. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
6. Chomsky (1964) in Day. E. M (2002): Identity and the young English language learner; Multilingual Matters Limited; London.
7. Gardner and Lambert (1972) Attitudes and Motivation in second language learning; Rowley; Newbury house.
8. Jeremy Harmer, Longman Handbooks for Language Teachers, The Practice of English Language Teaching, 1998.
9. Srijan, Creative Writing and Translation, National Council of Educational Research and Training, New Delhi 2010.
10. Samajh ka Madhyam, National Council of Educational Research and Training, New Delhi 2009 83
11. Source Book on Assessment for Classed I-V, Language English, NCERT, October 2008.
12. Learning Indicators till the Elementary Stage, National Council of Educational Research and Training, New Delhi 2015
13. Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in English, National Council of Educational Research and Training, New Delhi 2015
14. Beaumont, M. 1996. The Teaching of Reading Skills in Second/Foreign Language. Patras: The Hellenic Open University.
15. Cummins, J. and Swain, M. 1986. Bilingualism in Education. London: Longman.
16. Ellis, R. 1985. Understanding Second Language Acquisition. Oxford: Oxford University Press.
17. Prabhu, N.S. 1987. Second Language Pedagogy. Oxford; New York: Oxford University Press.
18. Krahe/shen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. Modern Language Journal 73:4. Pp. 440-64.
19. Kumar, Krishna, 2011. The Child's Language and the Teacher, a Handbook, New Delhi, National Book trust India,

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Make a concept map of any topic of your choice in Teaching of English.
- Give a pedagogical analysis of any one topic in Teaching of English.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of English ➤ Study of aims and general objectives of Teaching of English ➤ Framing Instructional Objectives of teaching of English ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future
Faculty Mode	<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. ➤ Principles and Maxims of teaching
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Construction & use of Concept/ Mind map of lesson. ➤ Planning & organizing resource rooms and Labs of teaching subject.
CONTROLLED PRACTICE	

Teaching Skill Development	<ul style="list-style-type: none"> ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Instructional aids helpful in making learning effective- Audio aids- <i>Radio, Tape Recorder, Head Phones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets.</i>
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent	<p>NATURE OF LANGUAGE</p> <ul style="list-style-type: none"> ➤ Concept and nature of language ➤ Basic linguistic principles ➤ Language as a rule governed behavior ➤ Phonology, Morphology, Syntax, Semantics and Pragmatics ➤ Concept of Universal Grammar ➤ Methods of Teaching of English- Grammar Translation Method, Direct method, Dr. West's New Method, Audio-lingual Method ➤ Approaches to Teaching of English- Structural and Eclectic ➤ Organization of sounds ➤ Phonetics of English- Speech Mechanism, Stress, Rhythm and Intonation ➤ Pronunciation- Objectives and methods of teaching pronunciation <p>LISTENING SKILLS</p> <ul style="list-style-type: none"> ➤ Listening Skills- Objectives, Listening Material, Types and Process of Listening <p>SPEAKING SKILLS</p> <ul style="list-style-type: none"> ➤ Speaking Skills- Objectives and Vocabulary Development <p>VOCABULARY</p> <ul style="list-style-type: none"> ➤ Vocabulary- Meaning and Definition, Kinds of Words. ➤ Types of Vocabulary- Active Vocabulary and Passive Vocabulary ➤ Selection and Gradation of English Vocabulary ➤ Use of Dictionary and Thesaurus

	<p>GRAMMAR</p> <ul style="list-style-type: none"> ➤ Grammar- Meaning, Definition, Features and Aims of Teaching Grammar ➤ Types of Grammar- Formal, Functional, Scholarly, Structural, Transformational-generative, Difference between Formal and Functional, grammar ➤ Methods of Teaching Grammar- Traditional Method, Informal Method, Incidental Method and Inductive-Deductive Method ➤ Grammar Content- The Sentences, Subject and Predicate, Phrase and Clause, Nouns, Adjective, Articles, Pronoun, Verb, Active-passive Voice, Tenses, Punctuation, Adverbs, Conjunctions, Reported Speech <p>ACQUISITION OF ENGLISH TEACHING SKILLS</p> <ul style="list-style-type: none"> ➤ Procedure for Planning a Listening Activity ➤ Procedure for Planning Speaking Activity; Speech and Debate ➤ Procedure for Planning a Grammar Lesson
<p>Research/Community Work</p>	

TEACHING OF PUNJABI

Course Biography

ਇਹ ਦੋ ਸਾਲਾ ਪਾਠਕਰਮ ਭਾਸ਼ਾ ਦੇ ਨਵੇਂ ਸਰੋਕਾਰਾਂ ਅਤੇ ਸਿੱਖਣ-ਸਿਖਾਣ ਦੇ ਨਵੇਂ ਦ੍ਰਿਸ਼ਟੀਕੋਣਾਂ ਨੂੰ ਧਿਆਨ ਵਿੱਚ ਰੱਖਕੇ ਤਿਆਰ ਕੀਤਾ ਗਿਆ ਹੈ। ਐੱਨ.ਸੀ.ਟੀ.ਈ. ਨਿਯਮਾਵਲੀ 2014 ਅਧਿਆਪਕਾਂ ਦੀ ਭੂਮਿਕਾ ਵਿੱਚ ਇੱਕ ਵੱਡੀ ਤਬਦੀਲੀ ਦੀ ਮੰਗ ਕਰਦੀ ਹੈ। ਭਾਸ਼ਾ ਸਿਖਾਣ ਦਾ ਪਾਠਕਰਮ ਇਸਲਈ ਮਹਤਵਪੂਰਨ ਹੈ ਕਿਉਂਕਿ ਭਾਸ਼ਾ ਪੂਰੀ ਸਿੱਖਿਆ ਦੀ ਜ਼ਮੀਨ ਤਿਆਰ ਕਰਦੀ ਹੈ, ਜਿੱਥੇ ਸਿਰਫ਼ ਭਾਸ਼ਾ ਪੜ੍ਹਨਾ ਸਿੱਖਣਾ ਹੀ ਨਹੀਂ ਸਗੋਂ ਭਾਸ਼ਾ ਨਾਲ ਜੁੜੇ ਨਵੇਂ ਮੁੱਦੇ ਜਿਵੇਂ ਬਹੁ ਭਾਸ਼ਿਕ ਜਮਾਤ, ਸਮਝ ਦਾ ਮਾਧਿਅਮ, ਸਮਾਵੇਸ਼ੀ ਸਿੱਖਿਆ, ਸ਼ਾਂਤੀ ਦੀ ਸਿੱਖਿਆ ਵਿੱਚ ਭਾਸ਼ਾ ਦੀ ਭੂਮਿਕਾ ਆਦਿ ਦੀ ਸਮਝ ਅਧਿਆਪਕਾਂ ਲਈ ਜ਼ਰੂਰੀ ਹੈ।

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1102/	Course Name	Pedagogy Course- I (a)/ Pedagogy Course- II (a)	Course Category*	DE	L	T	P	C
	24DOE1103					2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):	
CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: PERSPECTIVES AND OBJECTIVES OF TEACHING OF PUNJABI	C01	19
➤ Meaning, nature and characteristics of Punjabi		

<ul style="list-style-type: none"> ➤ Study of aims and general objectives of Teaching of Punjabi ➤ Framing Instructional Objectives of teaching of Punjabi ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future 		
Unit-2: PLANNING AND IMPLEMENTATION OF STRATEGIES IN TEACHING CONCEPTS		
<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, HeadPhones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets. ➤ Construction & use of Concept/ Mind map of lesson. ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. 	<p>C01</p> <p>C02</p> <p>C03</p> <p>C05</p>	23
Unit-3: MICRO AND MACRO TEACHING SKILLS AND ORGANIZATION OF RESOURCE ROOMS		
<ul style="list-style-type: none"> ➤ Principles and Maxims of teaching ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Planning & organizing resource rooms and Labs of teaching subject. 	<p>C02</p> <p>C03</p> <p>C04</p>	15
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
	<p>C01</p>	18

<ul style="list-style-type: none"> ➤ ਸਮਾਜ ਅਤੇ ਭਾਸ਼ਾ- ਭਾਸ਼ਾ ਦੀ ਮਹੱਤਤਾ, ਘਰੇਲੀ ਅਤੇ ਆਲੇ-ਦੁਆਲੇ ਦੀ ਭਾਸ਼ਾ, ਸਕੂਲ ਦੀ ਭਾਸ਼ਾ, ਭਾਸ਼ਾ ਅਤੇ ਲਿੰਗ। ➤ ਵਿਸ਼ੇਸ਼ ਸੰਦਰਭ ਰਾਸ਼ਟਰੀ ਪਾਠ ਚਰਚਾ 2005 (ਭਾਸ਼ਾ ਅਧਿਐਨ) <ul style="list-style-type: none"> ○ ਭਾਸ਼ਾਈ ਕੌਸ਼ਲ- ਸੁਣਨਾ, ਬੋਲਣਾ, ਲਿਖਣਾ, ਪੜਨਾ। ○ ਸੁਣਨ- ਸੁਣਨ ਕੌਸ਼ਲ ਅਤੇ ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ। ○ ਪੜਨਾ- ਮੌਨਪਾਠ, ਉੱਚੀਪਾਠ, ਸਥੂਲ ਅਤੇ ਸੂਖਮ ਪਾਠ, ਆਲੋਚਨਾਤਮਕ ਪਾਠ, ਬਿਸ਼ੇਸ਼ ਅਤੇ ਸ਼ਬਦਕੋਸ਼ ਦਾ ਉਪਯੋਗ। ○ ਲਿਖਣਾ- ਸੁਲੇਖ ਸਿੱਖਿਆ, ਰਚਨਾਤਮਕ ਲੇਖਨ, ਰਸਮੀ ਅਤੇ ਅਣਰਸਮੀ ਲੇਖਨ (ਕਵਿਤਾ, ਕਹਾਣੀ, ਸੰਵਾਦ, ਪੱਤਰ, ਰਿਪੋਰਟ, ਅਖ਼ਬਾਰ)। ➤ ਸ਼ਬਦਵੰਢ- ਨਾਂਵ, ਪੜਨਾਂਵ, ਕਿਰਿਆ, ਵਿਸ਼ੇਸ਼ਣ, ਕਿਰਿਆ- ਵਿਸ਼ੇਸ਼ਣ, ਸੰਬੰਧਕ, ਯੋਜਕ, ਵਿਸਕਿਮ, ਕਾਲ, ਕਾਰਕ, ਵਿਸ਼ਰਾਮਚਿੰਨ, ਅਣਡਿੱਠਾ ਪੈਰਾ। ➤ ਪਠਨ ਦਾ ਅਰਥ, ਮਹੱਤਵ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਪਠਨ ਕੌਸ਼ਲ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਉਪਯੋਗਿਤਾ, ਪੜਨ ਤਰੀਕੇ ਅਤੇ ਜਮਾਤ ਵਿੱਚ ਉਨ੍ਹਾਂ ਦਾ ਪ੍ਰਯੋਗ। ➤ ਮੌਨਵਾਚਨ, ਉੱਚੀਵਾਚਨ, ਸ਼ਬਦਾਰਥ ਪਠਨ, ਵਿਸ਼ਲੇਸ਼ਣ ਪਠਨ, ਮਿਸ਼ਰਿਤ ਪਠਨ, ਪਠਨ ਕੌਸ਼ਲ ਦਾ ਮੁੱਲਾਂਕਣ, ਪਠਨ ਵਿੱਚ ਰੂਚੀ ਵਧਾਉਣ ਦੇ ਤਰੀਕੇ। ➤ ਪਠਨ ਸੰਬੰਧੀ ਅਸੁੱਧੀਆਂ ਦੀ ਪਹਿਚਾਣ ਅਤੇ ਨਿਵਾਰਣ। ➤ ਲਿਖਣ ਕੌਸ਼ਲ ਦਾ ਅਰਥ ਅਤੇ ਮਹੱਤਤਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਲਿਖਣ ਅਸੁੱਧੀਆਂ ਅਤੇ ਨਿਵਾਰਣ, ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ, ਲਿਖਣ ਕੌਸ਼ਲ ਦਾ ਮੁੱਲਾਂਕਣ। ➤ ਲਿਖਣ ਦੀਆਂ ਵਿਧੀਆਂ, ਸੁਲੇਖ ਅਤੇ ਅਨੁਲੇਖ। ➤ ਲਿਖਣ ਕੌਸ਼ਲ ਲਈ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪ੍ਰੇਰਿਤ ਕਰਨ ਦੇ ਤਰੀਕੇ। 	C05	
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<p>Recommended Textbooks:</p> <ol style="list-style-type: none"> 1. Modern Teaching of Punjabi, Nandra, Inder Dev Singh
<p>Reference Textbooks/Links:</p> <ol style="list-style-type: none"> 2. Teaching of Punjabi, Sekho, Sukhwinder Singh 3. Teaching of Punjabi, Vinod Publication 4. Teaching of Punjabi, Kaur, Amarjit 5. Teaching of Punjabi, Jagdeep 6. Teaching of Punjabi, Bhandari, Mukesh

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Make a concept map of any topic of your choice in Teaching of Punjabi.
- Give a pedagogical analysis of any one topic in Teaching of Punjabi.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of Punjabi ➤ Study of aims and general objectives of Teaching of Punjabi ➤ Framing Instructional Objectives of teaching of Punjabi ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future
Faculty Mode	<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. ➤ Principles and Maxims of teaching
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Construction & use of Concept/ Mind map of lesson. ➤ Planning & organizing resource rooms and Labs of teaching subject.

CONTROLLED PRACTICE	
Teaching Skill Development	<ul style="list-style-type: none"> ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Instructional aids helpful in making learning effective- Audio aids- <i>Radio, Tape Recorder, Head Phones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3-Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets.</i>
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ ਸਮਾਜ ਅਤੇ ਭਾਸ਼ਾ- ਭਾਸ਼ਾ ਦੀ ਮਹੱਤਤਾ ਘਰੇਲੀ ਅਤੇ ਆਲੇ-ਦੁਆਲੇ ਦੀ ਭਾਸ਼ਾ ਸਕੂਲ ਦੀ ਭਾਸ਼ਾ, ਭਾਸ਼ਾ ਅਤੇ ਲਿੰਗ । ➤ ਵਿਸ਼ੇਸ਼ ਸੰਦਰਭ ਰਾਸ਼ਟਰੀ ਪਾਠ ਚਰਚਾ 2005 (ਭਾਸ਼ਾ ਅਧਿਐਨ) <ul style="list-style-type: none"> ○ ਭਾਸ਼ਾਈ ਕੌਸ਼ਲ- ਸੁਣਨਾ, ਬੋਲਣਾ, ਲਿਖਣਾ, ਪੜਨਾ । ○ ਸੁਣਨ- ਸੁਣਨ ਕੌਸ਼ਲ ਅਤੇ ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ। ○ ਪੜਨਾ - ਮੌਨਪਾਠ, ਉੱਚੀਪਾਠ, ਸ਼ਬਦ ਅਤੇ ਸੂਖਮਪਾਠ, ਆਲੋਚਨਾਤਮਕ ਪਾਠ, ਬਿਸ਼ੇਸ਼ ਅਤੇ ਸ਼ਬਦਕੋਸ਼ਦਾ ਉਪਯੋਗ। ➤ ਲਿਖਣਾ- ਸੁਲੇਖ ਸਿੱਖਿਆ, ਰਚਨਾਤਮਕ ਲੇਖਨ, ਰਸਮੀ ਅਤੇ ਅਣਰਸਮੀ ਲੇਖਨ (ਕਵਿਤਾ, ਕਹਾਣੀ, ਸੰਵਾਦ, ਪੱਤਰ, ਰਿਪੋਰਟ, ਅਖ਼ਬਾਰ)। ➤ ਸ਼ਬਦਵੱਢ- ਨਾਂਵ, ਪੜਨਾਂਵ, ਕਿਰਿਆ, ਵਿਸ਼ੇਸ਼ਣ, ਕਿਰਿਆ ਵਿਸ਼ੇਸ਼ਣ, ਸੰਬੰਧਕ, ਯੋਜਕ, ਵਿਸਮਿਕ, ਕਾਲ, ਕਾਰਕ, ਵਿਸਰਾਮਚਿੰਨ, ਅਣਡਿੱਠਾ ਪੈਰਾ । ➤ ਪਠਨ ਦਾ ਅਰਥ, ਮਹੱਤਵ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਪਾਠਨ ਕੌਸ਼ਲ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਉਪਯੋਗਿਤਾ, ਪੜਨ ਤਰੀਕੇ ਅਤੇ ਜਮਾਤ ਵਿੱਚ ਉਨ੍ਹਾਂ ਦਾ ਪ੍ਰਯੋਗ। ➤ ਮੌਨਵਾਚਨ, ਉੱਚੀਵਾਚਨ, ਸ਼ਬਦਾਰਥ ਪਠਨ, ਵਿਸ਼ਲੇਸ਼ਣ ਪਠਨ, ਮਿਸ਼ਰਿਤ ਪਠਨ, ਪਠਨ ਕੌਸ਼ਲ ਦਾ ਮੁੱਲਾਂਕਣ , ਪਠਨ ਵਿੱਚ ਰੂਚੀ ਵਧਾਉਣ ਦੇ ਤਰੀਕੇ। ➤ ਪਠਨ ਸੰਬੰਧੀ ਅਸੁੱਧੀਆਂ ਦੀ ਪਹਿਚਾਣ ਅਤੇ ਨਿਵਾਰਣ। ➤ ਲਿਖਣ ਕੌਸ਼ਲ ਦਾ ਅਰਥ ਅਤੇ ਮਹੱਤਤਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਲਿਖਣ ਅਸੁੱਧੀਆਂ ਅਤੇ ਨਿਵਾਰਣ, ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ, ਲਿਖਣ ਕੌਸ਼ਲਦਾ ਮੁੱਲਾਂਕਣ। ➤ ਲਿਖਣ ਦੀਆਂ ਵਿਧੀਆਂ, ਸੁਲੇਖ ਅਤੇ ਅਨੁਲੇਖ। ➤ ਲਿਖਣ ਕੌਸ਼ਲ ਲਈ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪ੍ਰੇਰਿਤ ਕਰਨ ਦੇ ਤਰੀਕੇ।
Research/Community Work	

TEACHING OF SCIENCE

Course Biography

This course on teaching of science, has been constructed keeping into the account the needs of types of learners. The course expects the alpha teachers to deliver the content with the help of pedagogy of the field. Science influences so many different things that it is so crucial for the alpha teacher to transact this knowledge by thoughtfully applying various teaching- learning material and techniques, keeping in mind that science helps the mind to grow by finding new knowledge.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1102/	Course Name	Pedagogy Course- I (a)/ Pedagogy Course- II (a)	Course Category*	DE	L	T	P	C
	24DOE1103					2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: PERSPECTIVES AND OBJECTIVES OF TEACHING OF SCIENCE	CO1	19
➤ Meaning, nature and characteristics of Science		
➤ Study of aims and general objectives of Teaching of Science		
➤ Framing Instructional Objectives of teaching of Science		
➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy.		
➤ Andragogy, heutagogy- Concept, Principles and techniques.		
➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers		
➤ Pedagogy and the role of teachers in the teaching learning process		

➤ Innovative Pedagogies of the Future		
Unit-2: PLANNING AND IMPLEMENTATION OF STRATEGIES IN TEACHING CONCEPTS		
➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning	C01	23
➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, HeadPhones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets.	C02 C03 C05	
➤ Construction & use of Concept/ Mind map of lesson.		
➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing.		
Unit-3: MICRO AND MACRO TEACHING SKILLS AND ORGANIZATION OF RESOURCE ROOMS		
➤ Principles and Maxims of teaching	C02	15
➤ Developing skills (micro) in teaching and merging them with lesson delivery	C03	
➤ Lesson planning (macro) & Unit planning	C04	
➤ Planning & organizing resource rooms and Labs of teaching subject.		
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
➤ Matter in our surroundings	C01 C05	18
➤ Is matter around us pure		
➤ Atoms and Molecules		
➤ Structure of the Atom		
➤ Fundamental unit of Life		
➤ Diversity in Living Organisms		
➤ Tissues		
➤ Motion		
➤ Force and Law of Motion		
➤ Gravitation		
➤ Work and Energy		
➤ Sound		
➤ Why do we fall ill		
➤ Natural Resources		
➤ Improvement in Food Resources		

Recommended Textbooks:

1. NCERT Textbooks
2. "Powerful Ideas of Science and How to Teach Them" by Jasper Green

Reference Textbooks/Links:

1. NCERT. (n.d.). <https://ncert.nic.in/textbook.php> National Council of Educational Research and Training.
2. Green. J. (n.d.). *Powerful ideas of science and how to teach them*. Taylor & Francis.
3. Textbook for B.Ed. Pedagogy of Science: Physical Science Part I & Part II. National Council of Educational Research and Training, 2013
4. Teaching of Science, Bhandula, N
5. Science Education, Chandra Ramesh
6. Teaching of Science, Kaur, Rakshinder
7. How to Teach Science, Kohli's V.K
8. Physics: Science and Technology, Singh Lakhmir , Manjit Kaur
9. Science and Technology Biology, Singh Lakhmir , Manjit Kaur
10. Chemistry: Science & Technology, Singh Lakhmir , Manjit Kaur

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Make a concept map of any topic of your choice in Teaching of Science.
- Give a pedagogical analysis of any one topic in Teaching of Science.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	

Online	<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of Science ➤ Study of aims and general objectives of Teaching of Science ➤ Framing Instructional Objectives of teaching of Science ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future
Faculty Mode	<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. ➤ Principles and Maxims of teaching
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Construction & use of Concept/ Mind map of lesson. ➤ Planning & organizing resource rooms and Labs of teaching subject.
CONTROLLED PRACTICE	
Teaching Skill Development	<ul style="list-style-type: none"> ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Instructional aids helpful in making learning effective- Audio aids- <i>Radio, Tape Recorder, Head Phones</i>, Visual Aids- <i>Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids</i>, Audio-visual Aids- <i>Television, Films, Digital Content</i>, 3-Dimensional Aids- <i>Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets</i>.
Learning to Function as a teacher	
Beyond Academics	

FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ Matter in our surroundings ➤ Is matter around us pure ➤ Atoms and Molecules ➤ Structure of the Atom ➤ Fundamental unit of Life ➤ Diversity in Living Organisms ➤ Tissues ➤ Motion ➤ Force and Law of Motion ➤ Gravitation ➤ Work and Energy ➤ Sound ➤ Why do we fall ill ➤ Natural Resources ➤ Improvement in Food Resources
Research/Community Work	

TEACHING OF SOCIAL STUDIES

Course Biography

This course in the teaching of Social Studies introduces α TEACHERS' to matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many α TEACHERS' may not be having sufficient exposure to four major disciplines of social studies. In fact, the pedagogy of a field of enquiry cannot be separated from its content. This course will help α TEACHERS understand key concepts of the various social studies as well as related pedagogical issues.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1102/	Course Name	Pedagogy Course- I (a)/	Course Category*	DE	L	T	P	C
	24DOE1103		Pedagogy Course- II (a)			2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: PERSPECTIVES AND OBJECTIVES OF TEACHING OF SOCIAL STUDIES	CO1	19
➤ Meaning, nature and characteristics of Social Studies		
➤ Study of aims and general objectives of Teaching of Social Studies		
➤ Framing Instructional Objectives of teaching of Social Studies		
➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy.		
➤ Andragogy, heutagogy- Concept, Principles and techniques.		
➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers		
➤ Pedagogy and the role of teachers in the teaching learning process		
➤ Innovative Pedagogies of the Future		

Unit-2: PLANNING AND IMPLEMENTATION OF STRATEGIES IN TEACHING CONCEPTS		
<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, HeadPhones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets. ➤ Construction & use of Concept/ Mind map of lesson. ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. 	<p style="text-align: center;">C01</p> <p style="text-align: center;">C02</p> <p style="text-align: center;">C03</p> <p style="text-align: center;">C05</p>	23
Unit-3: MICRO AND MACRO TEACHING SKILLS AND ORGANIZATION OF RESOURCE ROOMS		
<ul style="list-style-type: none"> ➤ Principles and Maxims of teaching ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Planning & organizing resource rooms and Labs of teaching subject. 	<p style="text-align: center;">C02</p> <p style="text-align: center;">C03</p> <p style="text-align: center;">C04</p>	15
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<p>(HISTORY):</p> <ul style="list-style-type: none"> ➤ History- Meaning, Origin, Scope, Sources, Types, Relationship among each discipline. ➤ Utilization of Current Affairs in History- Introduction, Need and Importance of Current Affairs and Limitations, Methods to teach them. ➤ When People Rebel- 1857 and After ➤ Women, Caste and Reform ➤ Making of National Movement- 1870-1947 ➤ India After Independence ➤ French Revolution ➤ Russian Revolution <p>(GEOGRAPHY)</p> <ul style="list-style-type: none"> ➤ Geography- Meaning, Nature, Scope, Importance, Relationship with other disciplines. Utilizing Current Events in Geography- Meaning and Importance of Current Events, Utilization of Current Material in Schools, Selection of Current Events. 	<p style="text-align: center;">C01</p> <p style="text-align: center;">C05</p>	18

<ul style="list-style-type: none"> ➤ Maps and Scales- Importance of Maps, Essentials of a Good Map, Types of Maps according to scale and their purpose. ➤ Globe ➤ Structure of Earth ➤ Earth and its Landforms ➤ Atmosphere ➤ Solar System ➤ Natural Resources: Minerals and wild animals ➤ Environment in its totality: Natural and Human 		
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Recommended Textbooks:

1. Teaching of Social Studies: A Practical Approach by J.C. Aggarwal
2. Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach by Alan J. Singer

Reference Textbooks/Links:

1. Aggarwal, J. C. (2009). [Teaching of Social Studies: A Practical Approach](#). Vikas Publishing House.
2. Singer, A. J. (2014). [Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach \(4th ed.\)](#). Routledge.
3. Teaching of Social Studies, Khanna, Raj Kumar
4. Teaching of Social Studies, Kochhar, S.K.
5. Teaching of Social Studies, Sidhu, H.S.
6. Teaching of Social Studies, Singh, Gurmeet
7. Teaching of Social Studies, Jha, Avdhesh S

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Give a pedagogical analysis of any one topic in Teaching of Social Studies.
- Make a concept map of any topic of your choice in Teaching of Social Studies.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of Social Studies ➤ Study of aims and general objectives of Teaching of Social Studies ➤ Framing Instructional Objectives of teaching of Social Studies ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future
Faculty Mode	<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. ➤ Principles and Maxims of teaching
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Construction & use of Concept/ Mind map of lesson. ➤ Planning & organizing resource rooms and Labs of teaching subject.
CONTROLLED PRACTICE	

Teaching Skill Development	<ul style="list-style-type: none"> ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Instructional aids helpful in making learning effective- Audio aids- <i>Radio, Tape Recorder, Head Phones</i>, Visual Aids- <i>Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids</i>, Audio-visual Aids- <i>Television, Films, Digital Content, 3-Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets.</i>
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<p style="text-align: center;">(HISTORY):</p> <ul style="list-style-type: none"> ➤ History- Meaning, Origin, Scope, Sources, Types, Relationship among each discipline. ➤ Utilization of Current Affairs in History- Introduction, Need and Importance of Current Affairs and Limitations, Methods to teach them. ➤ When People Rebel- 1857 and After ➤ Women, Caste and Reform ➤ Making of National Movement- 1870-1947 ➤ India After Independence ➤ French Revolution ➤ Russian Revolution <p style="text-align: center;">(GEOGRAPHY)</p> <ul style="list-style-type: none"> ➤ Geography- Meaning, Nature, Scope, Importance, Relationship with other disciplines. Utilizing Current Events in Geography- Meaning and Importance of Current Events, Utilization of Current Material in Schools, Selection of Current Events.

	<ul style="list-style-type: none"> ➤ Maps and Scales- Importance of Maps, Essentials of a Good Map, Types of Maps according to scale and their purpose. ➤ Globe ➤ Structure of Earth ➤ Earth and its Landforms ➤ Atmosphere ➤ Solar System ➤ Natural Resources: Minerals and wild animals ➤ Environment in its totality: Natural and Human
<p>Research/Community Work</p>	

TEACHING OF MATHEMATICS

Course Biography

This course, teaching of Mathematics, has been constructed keeping into the account the needs of types of learners. The course expects the alpha teachers to deliver the content with the help of pedagogy of the field. Mathematics influences so many different things that it is so crucial for the alpha teacher to transact this knowledge by thoughtfully applying various teaching- learning material and techniques, keeping in mind that Mathematics helps the individual to develop critical thinking and enhance abstract reasoning.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1102/	Course Name	Pedagogy Course- I (a)/ Pedagogy Course- II (a)	Course Category*	DE	L	T	P	C
	24DOE1103					2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: PERSPECTIVES AND OBJECTIVES OF TEACHING OF MATHEMATICS		
<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of Mathematics ➤ Study of aims and general objectives of Teaching of Mathematics ➤ Framing Instructional Objectives of teaching of Mathematics ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process 	CO1	19

➤ Innovative Pedagogies of the Future		
Unit-2: PLANNING AND IMPLEMENTATION OF STRATEGIES IN TEACHING CONCEPTS		
➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning	C01	23
➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, HeadPhones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets.	C02 C03 C05	
➤ Construction & use of Concept/ Mind map of lesson.		
➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing.		
Unit-3: MICRO AND MACRO TEACHING SKILLS AND ORGANIZATION OF RESOURCE ROOMS		
➤ Principles and Maxims of teaching	C02	15
➤ Developing skills (micro) in teaching and merging them with lesson delivery	C03	
➤ Lesson planning (macro) & Unit planning	C04	
➤ Planning & organizing resource rooms and Labs of teaching subject.		
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
➤ Sets – representation, types of sets, operations on sets, properties, cardinality of sets, Venn diagrams	C01 C05	18
➤ Statistics and Probability		
➤ Factorisation, HCF & LCM, Division of polynomials		
➤ Quadrilaterals – Types, properties, area, construction and theorems		
➤ Co-ordinate Geometry		
➤ Simultaneous equations, inequalities and quadratic equation		
➤ Trigonometric functions		
➤ Straight lines		

Recommended Textbooks:

1. Pedagogy of Mathematics by S.K. Mangal
2. NCERT Mathematics Textbooks

3. Teaching of Mathematics by Dr. Siyaram Yadav

Reference Textbooks/Links:

1. Methods of Teaching Mathematics, Malhotra, Vinyak
2. Teaching of Mathematics, Sahu, Binod K
3. Teaching of Mathematics, Bhardwaj, Deepak
4. Teaching of Mathematics, Gakhar, S.C
5. Teaching of Mathematics, Mangal S.K
6. Teaching of Modern Mathematics, Sidhu Kulbir Singh

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Make a concept map of any topic of your choice in Teaching of Mathematics.
- Give a pedagogical analysis of any one topic in Teaching of Mathematics.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of Mathematics ➤ Study of aims and general objectives of Teaching of Mathematics ➤ Framing Instructional Objectives of teaching of Mathematics ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future
Faculty Mode	<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry

	<p>based learning</p> <ul style="list-style-type: none"> ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. ➤ Principles and Maxims of teaching
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Construction & use of Concept/ Mind map of lesson. ➤ Planning & organizing resource rooms and Labs of teaching subject.
CONTROLLED PRACTICE	
Teaching Skill Development	<ul style="list-style-type: none"> ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Instructional aids helpful in making learning effective- Audio aids- <i>Radio, Tape Recorder, Head Phones</i>, Visual Aids- <i>Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids</i>, Audio-visual Aids- <i>Television, Films, Digital Content</i>, 3-Dimensional Aids- <i>Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets</i>.
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ Sets – representation, types of sets, operations on sets, properties, cardinality of sets, Venn diagrams ➤ Statistics and Probability ➤ Factorisation, HCF & LCM, Division of polynomials ➤ Quadrilaterals – Types, properties, area, construction and theorems ➤ Co-ordinate Geometry ➤ Simultaneous equations, inequalities and quadratic equation ➤ Trigonometric functions ➤ Straight lines
Research/Community Work	

TEACHING OF ECONOMICS

This course, teaching of economics, has been constructed keeping into the account the needs of types of learners. The course expects the alpha teachers to deliver the content with the help of pedagogy of the field. With the business going global, it has now become ever so crucial for the alpha teacher to transact the knowledge by thoughtfully applying various teaching- learning material and techniques, keeping in mind a global commercial perspective.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1102/	Course Name	Pedagogy Course- I (a)/	Course Category*	DE	L	T	P	C
	24DOE1103		Pedagogy Course- II (a)			2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: PERSPECTIVES AND OBJECTIVES OF TEACHING OF ECONOMICS		
<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of Economics ➤ Study of aims and general objectives of Teaching of Economics ➤ Framing Instructional Objectives of teaching of Economics ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future 	CO1	19
Unit-2: PLANNING AND IMPLEMENTATION OF STRATEGIES IN TEACHING	CO1	23

CONCEPTS	C02	
<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, HeadPhones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets. ➤ Construction & use of Concept/ Mind map of lesson. ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. 	C03 C05	
Unit-3: MICRO AND MACRO TEACHING SKILLS AND ORGANIZATION OF RESOURCE ROOMS		
<ul style="list-style-type: none"> ➤ Principles and Maxims of teaching ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Planning & organizing resource rooms and Labs of teaching subject. 	C02 C03 C04	15
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Economics- Meaning, Origin, Scope, Sources and Aims and Objectives of Teaching Economics, Relationship with other disciplines- Mathematics, Statistics, History, Geography, Commerce, Political Science and Agriculture. Place and Importance of Economics at Secondary Level, Objectives of Teaching Economics at Secondary and Higher Secondary Education according to NCF 2005. ➤ Collection, Organisation and Presentation of data ➤ Statistics: Measures of Central Tendency- Arithmetic mean, Median and Mode. Correlation – meaning and properties, scatter diagram; measures of correlation - Karl Pearson's method (two variables ungrouped data) Spearman's rank correlation (Non-Repeated Ranks and Repeated Ranks). Introduction to Index Numbers - meaning, types - Wholesale Price Index, Consumer Price Index and index of industrial production, uses of index numbers; Inflation and Index Numbers, Simple Aggregative Method. ➤ Microeconomics and macroeconomics, positive and normative economics. Economy, Production Possibility Frontier, Opportunity Cost. ➤ Law of Diminishing Marginal Utility, conditions of consumer's equilibrium using marginal utility analysis. ➤ Determinants of demand, demand schedule, demand curve and its slope, 	C01 C05	18

<p>movement along and shifts in the demand curve; price elasticity of demand-factors affecting price elasticity of demand; measurement of price elasticity of demand – percentage-change method and total expenditure method.</p> <p>➤ Producer Behaviour and Supply. Simple Applications of Demand and Supply: Price ceiling, Price floor.</p>		
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<p>Recommended Textbooks:</p> <p>1. New Approach to Teaching of Economics, Dhillon Satinder</p>
<p>Reference Textbooks/Links:</p> <p>1. Method of Teaching Economics Tiwari, Deepak 2. Teaching of Economics, Sidhu H.S 3. Teaching of Economics, Gupta, Renu 4. Teaching of Economics, Kaur, Harpreet 5. Teaching of Economics, Siddiqui, Mujibul Hasan</p>

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Make a concept map of any topic of your choice in Teaching of Economics
- Give a pedagogical analysis of any one topic in Teaching of Economics.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of Economics ➤ Study of aims and general objectives of Teaching of Economics ➤ Framing Instructional Objectives of teaching of Economics ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future
Faculty Mode	<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. ➤ Principles and Maxims of teaching
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Construction & use of Concept/ Mind map of lesson. ➤ Planning & organizing resource rooms and Labs of teaching subject.
CONTROLLED PRACTICE	
Teaching Skill Development	<ul style="list-style-type: none"> ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Instructional aids helpful in making learning effective- Audio aids- <i>Radio, Tape Recorder, Head Phones</i>, Visual Aids- <i>Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids</i>, Audio-visual Aids- <i>Television, Films, Digital Content</i>, 3- Dimensional Aids- <i>Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets</i>.
Learning to Function as a teacher	
Beyond Academics	

FREE PRACTICE	
Scholar's Internship	
Independent Study/Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ Economics- Meaning, Origin, Scope, Sources and Aims and Objectives of Teaching Economics, Relationship with other disciplines- Mathematics, Statistics, History, Geography, Commerce, Political Science and Agriculture. Place and Importance of Economics at Secondary Level, Objectives of Teaching Economics at Secondary and Higher Secondary Education according to NCF 2005. ➤ Collection, Organisation and Presentation of data ➤ Statistics: <i>Measures of Central Tendency</i>- Arithmetic mean, Median and Mode. <i>Correlation</i> – meaning and properties, scatter diagram; measures of correlation - Karl Pearson's method (two variables ungrouped data) Spearman's rank correlation (Non-Repeated Ranks and Repeated Ranks). <i>Introduction to Index Numbers</i> - meaning, types - Wholesale Price Index, Consumer Price Index and index of industrial production, uses of index numbers; Inflation and Index Numbers, Simple Aggregative Method. ➤ Microeconomics and macroeconomics, positive and normative economics. Economy, Production Possibility Frontier, Opportunity Cost. ➤ Law of Diminishing Marginal Utility, conditions of consumer's equilibrium using marginal utility analysis. ➤ Determinants of demand, demand schedule, demand curve and its slope, movement along and shifts in the demand curve; price elasticity of demand - factors affecting price elasticity of demand; measurement of price elasticity of demand – percentage-change method and total expenditure method. ➤ Producer Behaviour and Supply. Simple Applications of Demand and Supply: Price ceiling, Price floor.
Research/Community Work	

TEACHING OF COMMERCE

Course Biography

This course on teaching of commerce, has been constructed keeping into the account the needs of types of learners. The course expects the alpha teachers to deliver the content with the help of pedagogy of the field. With the business going global, it has now become ever so crucial for the alpha teacher to transact the knowledge by thoughtfully applying various teaching- learning material and techniques, keeping in mind a global commercial perspective.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1102/	Course Name	Pedagogy Course- I (a)/	Course Category*	DE	L	T	P	C
	24DOE1103		Pedagogy Course- II (a)			2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: PERSPECTIVES AND OBJECTIVES OF TEACHING OF COMMERCE	CO1	19
➤ Meaning, nature and characteristics of Commerce		
➤ Study of aims and general objectives of Teaching of Commerce		
➤ Framing Instructional Objectives of teaching of Commerce		
➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy.		
➤ Andragogy, heutagogy- Concept, Principles and techniques.		
➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers		
➤ Pedagogy and the role of teachers in the teaching learning process		
➤ Innovative Pedagogies of the Future		
Unit-2: PLANNING AND IMPLEMENTATION OF STRATEGIES IN TEACHING	CO1	23

CONCEPTS	C02	
<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, HeadPhones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets. ➤ Construction & use of Concept/ Mind map of lesson. ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. 	C03 C05	
Unit-3: MICRO AND MACRO TEACHING SKILLS AND ORGANIZATION OF RESOURCE ROOMS		
<ul style="list-style-type: none"> ➤ Principles and Maxims of teaching ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Planning & organizing resource rooms and Labs of teaching subject. 	C02 C03 C04	15
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Nature and Purpose of Business ➤ Forms of Business Organisation ➤ Private, Public and Global Enterprises ➤ Business Services ➤ Emerging Modes of Business ➤ Social Responsibilities of Business and Business Ethics ➤ Formation of a Company ➤ Sources of Business Finance ➤ Small Business ➤ Internal Trade ➤ International Business- I ➤ International Business- II ➤ Nature and Significance of Management ➤ Principles of Management ➤ Business Environment ➤ Planning ➤ Organising ➤ Staffing 	C01 C05	18

- Directing
- Controlling

Recommended Textbooks:

1. Teaching of Commerce, Aggarwal, J.C.

Reference Textbooks/Links:

1. Methods of Teaching Commerce, Venkateshwarlu, K.
2. Teaching of Commerce, Aggarwal, J.C.
3. Teaching of Commerce, Dalal, D.C.
4. Teaching of Commerce, Kumar, Mahesh
5. Teaching of Commerce, Singh, Y. K
6. Teaching of Commerce, Monga, Vinty

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Give a pedagogical analysis of any one topic in Teaching of Commerce.
- Make a concept map of any topic of your choice in Teaching of Commerce.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of Commerce ➤ Study of aims and general objectives of Teaching of Commerce ➤ Framing Instructional Objectives of teaching of Commerce ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future
Faculty Mode	<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. ➤ Principles and Maxims of teaching
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Construction & use of Concept/ Mind map of lesson. ➤ Planning & organizing resource rooms and Labs of teaching subject.
CONTROLLED PRACTICE	

Teaching Skill Development	<ul style="list-style-type: none"> ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Instructional aids helpful in making learning effective- Audio aids- <i>Radio, TapeRecorder, Head Phones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3-Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets.</i>
Learning to Function as a teacher	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ Nature and Purpose of Business ➤ Forms of Business Organisation ➤ Private, Public and Global Enterprises ➤ Business Services ➤ Emerging Modes of Business ➤ Social Responsibilities of Business and BusinessEthics ➤ Formation of a Company ➤ Sources of Business Finance ➤ Small Business ➤ Internal Trade ➤ International Business- I ➤ International Business- II ➤ Nature and Significance of Management ➤ Principles of Management ➤ Business Environment ➤ Planning ➤ Organising ➤ Staffing ➤ Directing ➤ Controlling
Research/Community Work	

TEACHING OF HOME SCIENCE

Course Biography

The syllabus of teaching of Home Science not only includes integration of basic concepts of food, balanced diet, health and development, cooking with the concepts of economics like income, savings, investment thus, making it an interdisciplinary subject but also provides the alpha teacher with pedagogical content. This in turn will assist the alpha teachers to skilfully instruct learners about the concepts so that they would be able to know and apply, wherever and whenever possible.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1102/ 24DOE1103	Course Name	Pedagogy Course- I (a)/ Pedagogy Course- II (a)	Course Category*	DE	L	T	P	C
	2		1			1	4		

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: PERSPECTIVES AND OBJECTIVES OF TEACHING OF HOME SCIENCE	CO1	19
➤ Meaning, nature and characteristics of Home Science		
➤ Study of aims and general objectives of Teaching of Home Science		
➤ Framing Instructional Objectives of teaching of Home Science		
➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy.		
➤ Andragogy, heutagogy- Concept, Principles and techniques.		
➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers		

<ul style="list-style-type: none"> ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future 		
Unit-2: PLANNING AND IMPLEMENTATION OF STRATEGIES IN TEACHING CONCEPTS		
<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, HeadPhones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets. ➤ Construction & use of Concept/ Mind map of lesson. ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. 	<p>C01</p> <p>C02</p> <p>C03</p> <p>C05</p>	23
Unit-3: MICRO AND MACRO TEACHING SKILLS AND ORGANIZATION OF RESOURCE ROOMS		
<ul style="list-style-type: none"> ➤ Principles and Maxims of teaching ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Planning & organizing resource rooms and Labs of teaching subject. 	<p>C02</p> <p>C03</p> <p>C04</p>	15
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Food meaning, functions, classification, Food groups, characteristics of food groups, balanced diet. Recommended daily allowances for various age groups by ICMR ➤ Food Preparation: Reasons for cooking, Principles of food preparation, Methods: classification, procedure, merits and limitations ➤ Effect of cooking: Food constituents, chemical, physiochemical and microbiological, effects on the nutritive value of food ➤ Food Preservation: Causes of food spoilage, Importance of preserving foods, Principles of food preservation, Methods of food preservation, home and commercial ➤ Some specific characteristics: physical and motor-height, weight and body proportions; motor development during 0-3 months, 3-6 months, 6-9 months, 9-12 months and 1-3 years (milestones only); social and emotional developments; recognition of people around; socialization, expression of emotions; cognitive 	<p>C01</p> <p>C05</p>	18

<p>development; learning through concrete operations and language development.</p> <p>➤ Protection from preventable diseases: immunization - concept and types (natural and acquired), breast feeding (one of the ways to develop natural immunity); immunization chart; symptoms and incubation period of childhood diseases - TB, DPT, polio, measles, cholera, diarrhoea.</p>		
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Recommended Textbooks:

1. Teaching of home science by Sharma, B.L.

Reference Textbooks/Links:

1. Teaching of Home Science by Siddiqui, Mujibul Hasan
2. Teaching of home science by Neelam Mago
3. Teaching of Home Science by "Bhargav, Priya
4. Modern Teaching of Home Science by Begum Fahmeeda.

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Give a pedagogical analysis of any one topic in Teaching of Home Science
- Make a concept map of any topic of your choice in Teaching of Home Science

Assessment Framework

Internal Marks	External Marks	Total Marks
40 marks	60 Marks	100 Marks

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of Home Science ➤ Study of aims and general objectives of Teaching of Home Science ➤ Framing Instructional Objectives of teaching content of Home Science ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future
Faculty Mode	<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. ➤ Principles and Maxims of teaching
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Construction & use of Concept/ Mind map of lesson. ➤ Planning & organizing resource rooms and Labs of teaching subject.
CONTROLLED PRACTICE	
Teaching Skill Development	<ul style="list-style-type: none"> ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, Head Phones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment,

	Muppets.
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ Food meaning, functions, classification, Food groups, characteristics of food groups, balanced diet. Recommended daily allowances for various age groups by ICMR ➤ Food Preparation: Reasons for cooking, Principles of food preparation, Methods: classification, procedure, merits and limitations ➤ Effect of cooking: Food constituents, chemical, physiochemical and microbiological, effects on the nutritive value of food ➤ Food Preservation: Causes of food spoilage, Importance of preserving foods, Principles of food preservation, Methods of food preservation, home and commercial ➤ Some specific characteristics: physical and motor-height, weight and body proportions; motor development during 0-3 months, 3-6 months, 6-9 months, 9-12 months and 1-3 years (milestones only); social and emotional developments; recognition of people around; socialization, expression of emotions; cognitive development; learning through concrete operations and language development. ➤ Protection from preventable diseases: immunization - concept and types (natural and acquired), breast feeding (one of the ways to develop natural immunity); immunization chart; symptoms and incubation period of childhood diseases - TB, DPT, polio, measles, cholera, diarrhoea.
Research/Community Work	

TEACHING OF COMPUTER EDUCATION

Course Biography

With the technological advancement, computer has become a core subject at primary and secondary level of school education. The use of computers has increased rapidly over the years which makes it important for the alpha teachers to know their theoretical, practical and technical concepts. With this, the course expects them to teach the same with well-prepared lesson plans consisting of teaching- learning methodologies and resources thus emphasising on the pedagogical content as well.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1102/ 24DOE1103	Course Name	Pedagogy Course- I (a)/ Pedagogy Course- II (a)	Course Category*	DE	L	T	P	C
	2		1			1	4		

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: PERSPECTIVES AND OBJECTIVES OF TEACHING OF COMPUTER EDUCATION	CO1	19
➤ Meaning, nature and characteristics of Computer Education		
➤ Study of aims and general objectives of Computer Education		
➤ Framing Instructional Objectives of teaching of Computer Education		
➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy.		
➤ Andragogy, heutagogy- Concept, Principles and techniques.		
➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers		

<ul style="list-style-type: none"> ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future 		
Unit-2: PLANNING AND IMPLEMENTATION OF STRATEGIES IN TEACHING CONCEPTS		
<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, HeadPhones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets. ➤ Construction & use of Concept/ Mind map of lesson. ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. 	<p>C01</p> <p>C02</p> <p>C03</p> <p>C05</p>	23
Unit-3: MICRO AND MACRO TEACHING SKILLS AND ORGANIZATION OF RESOURCE ROOMS		
<ul style="list-style-type: none"> ➤ Principles and Maxims of teaching ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Planning & organizing resource rooms and Labs of teaching subject. 	<p>C02</p> <p>C03</p> <p>C04</p>	15
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Open Source Software: Freeware, Shareware, Licensing schemes, Copy writing, GPL(General Public Licence), Licensed software, Copyright software, refrain from copyright violation and piracy etc. ➤ Word Processing Tool (MS-Word): Creating and Saving a document. Editing and Formatting a Document by changing Text Style, Font Type, Size, Color, Alignment of text. Formatting paragraphs, Headers and footers, Page numbering, Grammar and spell check utilities, Subscript and Superscript, inserting symbols, Print Preview, Printing a document. Inserting Pictures, Page Setting, Bullets and Numbering, Borders and Shading, Format Painter/Paintbrush, Find and Replace, Inserting Tables: inserting, deleting rows and columns, merging cells, splitting cells. Using auto-format, Mail merge, tracking changes, Reviewing comments, Insertion of drawing tools, Shapes and Mathematical symbols. ➤ Presentation Tool (MS-PowerPoint): Introduction to Presentation Graphics, Understanding the concept of Slide Shows, Basic elements of a slide, Different 	<p>C01</p> <p>C05</p>	18

types of Slide Layouts, Creating and saving a Presentation, Different views of a slide: Normal view, Slide Sorter view and SlideShow, Editing and Formatting a slide: Adding Titles, Subtitles, Text, Background, Watermark; Headers and Footers, Numbering Slides; Printing Slides Handouts, Inserting pictures from files, Animating pictures and Text with Sound Effects, Timing Text box, Pictures and Slides, Rehearse Timings, Ungrouping and Grouping Objects (like text, picture).

- **Spreadsheet Tool (MS-Excel):** Introduction to Spreadsheets, Concept of Worksheets and Workbooks, Creating and Saving a worksheet. Working with a spreadsheet: entering numbers, text, date/time, series using Auto Fill, Editing and formatting a worksheet including changing colour, size, font, alignment of text, Inserting or Deleting cells, rows and columns, Formula- Entering a formula in a cell, using operators(+, -, *, /) in formulae, Relative referencing, Absolute referencing and mixed referencing, Printing a worksheet. Use simple Statistical functions: SUM(), AVERAGE(), MAX(), MIN(), IF() (without compound statements); Inserting tables in worksheet, Embedding Charts of various types: Line, Pie, Scatter, Bar and Area in a worksheet.

Recommended Textbooks:

1. Computer in Education, Sharma, Lalit

Reference Textbooks/Links:

1. Computer in Education, Jain, Atul
2. Computer in Education, Singh, Joginder
3. Teaching of Computer Science, Singh, Y.K.
4. Computer Fundamentals, Pardeep Sinha
5. Teaching of Computer Science, Kumar, T Pradeep

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Make a concept map of any topic of your choice in Teaching of Computer Education.
- Give a pedagogical analysis of any one topic in Teaching of Computer Education.

Assessment Framework

Internal Marks	External Marks	Total Marks
40 marks	60 Marks	100 Marks

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of Computer Education ➤ Study of aims and general objectives of Teaching of Computer Education ➤ Framing Instructional Objectives of teaching of Computer Education ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future
Faculty Mode	<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. Principles and Maxims of teaching
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Construction & use of Concept/ Mind map of lesson. Planning & organizing resource rooms and Labs of teaching subject.
CONTROLLED PRACTICE	

Teaching Skill Development	<ul style="list-style-type: none"> ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning Instructional aids helpful in making learning effective- Audio aids- <i>Radio, Tape Recorder, Head Phones</i>, Visual Aids- <i>Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids</i>, Audio-visual Aids- <i>Television, Films, Digital Content</i>, 3-Dimensional Aids- <i>Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets</i>.
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ Open Source Software: Freeware, Shareware, Licensing schemes, Copy writing, GPL(GeneralPublic Licence), Licensed software, Copyright software, refrain from copyright violation and piracy etc. ➤ Word Processing Tool (MS-Word): Creating and Saving a document. Editing and Formatting a Document by changing Text Style, Font Type, Size, Color, Alignment of text. Formatting paragraphs, Headers and footers, Page numbering, Grammar and spell check utilities, Subscript and Superscript, inserting symbols, Print Preview, Printing a document. Inserting Pictures, Page Setting, Bullets and Numbering, Borders and Shading, Format Painter/Paintbrush, Find and Replace, Inserting Tables: inserting, deleting rows and columns, merging cells, splitting cells. Using auto-format, Mail merge, tracking changes, Reviewing comments, Insertion of drawing tools, Shapes and Mathematical symbols. ➤ Presentation Tool (MS-PowerPoint): Introduction to Presentation Graphics, Understanding the concept of Slide Shows, Basic elements of a slide, Different types of Slide Layouts, Creating and saving a

	<p>Presentation, Different views of a slide: Normal view, Slide Sorter view and Slide Show, Editing and Formatting a slide: Adding Titles, Subtitles, Text, Background, Watermark; Headers and Footers, Numbering Slides; Printing Slides Handouts, Inserting pictures from files, Animating pictures and Text with Sound Effects, Timing Text box, Pictures and Slides, Rehearse Timings, Ungrouping and Grouping Objects (like text, picture).</p> <p>➤ Spreadsheet Tool (MS-Excel): Introduction to Spreadsheets, Concept of Worksheets and Workbooks, Creating and Saving a worksheet. Working with a spreadsheet: entering numbers, text, date/time, series using Auto Fill, Editing and formatting a worksheet including changing colour, size, font, alignment of text, Inserting or Deleting cells, rows and columns, Formula- Entering a formula in a cell, using operators(+, -, *, /) in formulae, Relative referencing, Absolute referencing and mixed referencing, Printing a worksheet. Use simple Statistical functions: SUM(), AVERAGE(), MAX(), MIN(), IF()(without compound statements); Inserting tables in worksheet, Embedding Charts of various types: Line, Pie, Scatter, Bar and Area in a worksheet.</p>
Research/Community Work	

TEACHING OF MUSIC

Course Biography

The course in the teaching of Music introduces alpha teachers to the matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many alpha teachers may not be having sufficient exposure to other areas of Music.

[Gayan, Vadan, Nritya]. This course will help alpha teachers to understand key concepts of Music as well as related pedagogical issues. Furthermore, alpha teachers will be encouraged to see music as an integral area of study.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1102/ 24DOE1103	Course Name	Pedagogy Course- I (a)/ Pedagogy Course- II (a)	Course Category*	DE	L	T	P	C
	2		1			1	4		

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: PERSPECTIVES AND OBJECTIVES OF TEACHING OF MUSIC	CO1	19
➤ Meaning, nature and characteristics of Music		
➤ Study of aims and general objectives of Teaching of Music		
➤ Framing Instructional Objectives of teaching of Music		
➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy.		
➤ Andragogy, heutagogy- Concept, Principles and techniques.		
➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and		

<p>Teachers</p> <ul style="list-style-type: none"> ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future 		
<p>Unit-2: PLANNING AND IMPLEMENTATION OF STRATEGIES IN TEACHING CONCEPTS</p>		
<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, HeadPhones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets. ➤ Construction & use of Concept/ Mind map of lesson. ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. 	<p>C01</p> <p>C02</p> <p>C03</p> <p>C05</p>	<p>23</p>
<p>Unit-3: MICRO AND MACRO TEACHING SKILLS AND ORGANIZATION OF RESOURCE ROOMS</p>		
<ul style="list-style-type: none"> ➤ Principles and Maxims of teaching ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Planning & organizing resource rooms and Labs of teaching subject. 	<p>C02</p> <p>C03</p> <p>C04</p>	<p>15</p>
<p>Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS</p>		
<ul style="list-style-type: none"> ➤ A brief history of Indian music aims and objectives of Music as a subject in school curriculum, Music at different stages in schools. ➤ Voice culture: Musical and non-musical sounds: The effects of music on behaviour, activity, fatigue and emotions. ➤ Folk Music: Its role and significance in education. Lay, its emotional, aesthetic significance and essentials of training in rhythm. Training for appreciation of Music, qualities and effectiveness. ➤ Qualities and effective music education of the following: <ul style="list-style-type: none"> 1. Music Teacher 2. Singer 3. Vadam (player) 	<p>C01</p> <p>C05</p>	<p>18</p>

Recommended Textbooks:

1. Khanna, Jyoti (2015). Sangeet Adhyapan. Ludhiana: Tandon Publications.

Reference Textbooks/Links:

1. Saryu Kalekar - Teaching of Music
2. Panna Lal Madare - Teaching of Music

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Develop a Concept Map on any topic of your choice in Teaching of Music.
- Give a Pedagogical Analysis of any one topic in Teaching of Music

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of Music ➤ Study of aims and general objectives of Teaching of Music ➤ Framing Instructional Objectives of teaching of Music ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future
Faculty Mode	<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing.

	<ul style="list-style-type: none"> ➤ Principles and Maxims of teaching
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Construction & use of Concept/ Mind map of lesson. ➤ Planning & organizing resource rooms and Labs of teaching subject.
CONTROLLED PRACTICE	
Teaching Skill Development	<ul style="list-style-type: none"> ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Instructional aids helpful in making learning effective- Audio aids- <i>Radio, Tape Recorder, Head Phones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets.</i>
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ A brief history of Indian music aims and objectives of Music as a subject in school curriculum, Music at different stages in schools. ➤ Voice culture: Musical and non-musical sounds: The effects of music on behaviour, activity, fatigue and emotions. ➤ Folk Music: Its role and significance in education. Lay, its emotional, aesthetic significance and essentials of training in rhythm. Training for appreciation of Music, qualities and effectiveness. ➤ Qualities and effective music education of the following: <ol style="list-style-type: none"> 1. Music Teacher 2. Singer 3. Vadaḱ (player)
Research/Community Work	

TEACHING OF FINE ARTS

Course Biography

This course, teaching of Fine Arts, has been constructed keeping into the account the needs of types of learners. The course expects the alpha teachers to deliver the content with the help of pedagogy of the field. Fine Arts influences so many different things that it is so crucial for the alpha teacher to transact this knowledge by thoughtfully applying various teaching- learning material and techniques, keeping in mind

that Fine Arts helps the individual to express himself creatively and imaginatively.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1102/ 24DOE1103	Course Name	Pedagogy Course- I (a)/ Pedagogy Course- II (a)	Course Category*	DE	L	T	P	C
	2		1			1	4		

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: PERSPECTIVES AND OBJECTIVES OF TEACHING OF FINE ARTS		
<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of Fine Arts ➤ Study of aims and general objectives of Teaching of Fine Arts ➤ Framing Instructional Objectives of teaching of Fine Arts ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future 	CO1	19
Unit-2: PLANNING AND IMPLEMENTATION OF STRATEGIES IN TEACHING CONCEPTS	CO1 CO2 CO3 CO5	23
<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning 		

<ul style="list-style-type: none"> ➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, HeadPhones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets. ➤ Construction & use of Concept/ Mind map of lesson. ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. 		
Unit-3: MICRO AND MACRO TEACHING SKILLS AND ORGANIZATION OF RESOURCE ROOMS		
<ul style="list-style-type: none"> ➤ Principles and Maxims of teaching ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Planning & organizing resource rooms and Labs of teaching subject. 	CO2 CO3 CO4	15
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Elements of Art: Point, line, form, color, tone, texture and space. ➤ Principle of Art: Unity, harmony, balance, rhythm, emphasis and proportion, ➤ Perspective: Foreshortening, eyelevel, fixed point of view, vanishing point, One-pointperspective, two-point perspective ➤ Landscape: Proportion sketching, drawing, light & shade, painting. ➤ Anatomy, vertical, horizontal, Still Life ➤ Three dimensional objects on two-dimensional surface, transparent & opaque. ➤ Materials: Paper, pencil, water, acrylic colors, poster, colors, pastel colors, oil pastels waterproof ink, canvas. ➤ Media of Composition: Collage, Mosaic, painting, mural <p>History of Indian Art</p> <ol style="list-style-type: none"> 1. Art of Indus Valley 2. Buddhist, Jain & Hindu Art 3. The Rajasthani and Pahari Schools of Miniature Painting <ul style="list-style-type: none"> ➤ Origin and Development ➤ Schools- Mewar, Bundi, Jodhpur, Bikaner, Kishangarh and Jaipur ➤ Main features of the Rajasthani Schools 	CO1 CO5	18

Recommended Textbooks:

1. Fundamental of Visual Art by Kumar, Munesh

Reference Textbooks/Links:

1. Panaromic Indian Painting by Luthera, R.C., Luthera, C.K. and Sekhon Nidhi
2. An Introduction to Indian Art Part -I, Textbook in Fine Arts for class XI
3. History of Indian Art- A textbook based on Fine Arts Syllabus

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Make a concept map of any topic of your choice in Teaching of Fine Arts.
- Give a pedagogical analysis of any one topic in Teaching of Fine Arts.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of Fine Arts ➤ Study of aims and general objectives of Teaching of Fine Arts ➤ Framing Instructional Objectives of teaching of Fine Arts ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future
Faculty Mode	<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Techniques of Teaching- Use of examples,

	<p>Analogies (similarities), Questioning, Lecturing.</p> <ul style="list-style-type: none"> ➤ Principles and Maxims of teaching
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Construction & use of Concept/ Mind map of lesson. ➤ Planning & organizing resource rooms and Labs of teaching subject.
CONTROLLED PRACTICE	
Teaching Skill Development	<ul style="list-style-type: none"> ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning Instructional aids helpful in making learning effective- Audio aids- <i>Radio, Tape Recorder, Head Phones</i>, Visual Aids- <i>Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids</i>, Audio-visual Aids- <i>Television, Films, Digital Content</i>, 3-Dimensional Aids- <i>Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets.</i>
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ Elements of Art: Point, line, form, color, tone, texture and space. ➤ Principle of Art: Unity, harmony, balance, rhythm, emphasis and proportion, ➤ Perspective: Foreshortening, eyelevel, fixed point of view, vanishing point, One-point perspective, two-point perspective ➤ Landscape: Proportion sketching, drawing, light & shade, painting. ➤ Anatomy, vertical, horizontal, Still Life ➤ Three dimensional objects on two-dimensional surface, transparent & opaque. ➤ Materials: Paper, pencil, water, acrylic colors, poster, colors, pastel colors, oil pastels waterproof ink, canvas. ➤ Media of Composition: Collage, Mosaic, painting, mural

	<p>History of Indian Art</p> <p>7. Art of Indus Valley</p> <p>8. Buddhist, Jain & Hindu Art</p> <p>9. The Rajasthani and Pahari Schools of Miniature Painting</p> <ul style="list-style-type: none"> • Origin and Development • Schools-Mewar, Bundi, Jodhpur, Bikaner, Kishangarh and Jaipur • Main features of the Rajasthani Schools
Research/Community Work	

TEACHING OF GEOGRAPHY

Course Biography

This course, teaching of Geography, has been constructed keeping into the account the needs of types of learners. The course expects the alpha teachers to deliver the content with the help of pedagogy of the field. Geography influences so many different things that it is so crucial for the alpha teacher to transact this knowledge by thoughtfully applying various teaching- learning material and techniques, keeping in mind that Geography helps the individual to develop critical thinking and enhance abstract reasoning.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1102/	Course Name	Pedagogy Course- I (a)/ Pedagogy Course- II (a)	Course Category*	DE	L	T	P	C
	24DOE1103					2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: PERSPECTIVES AND OBJECTIVES OF TEACHING OF GEOGRAPHY		
<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of Geography ➤ Study of aims and general objectives of Teaching of Geography ➤ Framing Instructional Objectives of teaching of Geography ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process 	CO1	19

➤ Innovative Pedagogies of the Future		
Unit-2: PLANNING AND IMPLEMENTATION OF STRATEGIES IN TEACHING CONCEPTS		
➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning	C01	23
➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, HeadPhones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets.	C02 C03 C05	
➤ Construction & use of Concept/ Mind map of lesson.		
➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing.		
Unit-3: MICRO AND MACRO TEACHING SKILLS AND ORGANIZATION OF RESOURCE ROOMS		
➤ Principles and Maxims of teaching	C02	15
➤ Developing skills (micro) in teaching and merging them with lesson delivery	C03	
➤ Lesson planning (macro) & Unit planning	C04	
➤ Planning & organizing resource rooms and Labs of teaching subject.		
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
➤ Geography- Meaning, Nature, Scope, Importance, Aims and Objectives and Relationship of Geography with other disciplines.		18
➤ Local Geography- Introduction, Importance and Need of Teaching Local Geography, Methods of Teaching Local Geography- Observation of Natural Phenomena, Field Trips and Local Surveys.		
➤ The Earth in the Solar System		
➤ Globe: Latitudes and Longitudes and Maps	C01	
➤ Motions of Earth	C05	
➤ Inside of Earth		
➤ Major Domains and Landforms of Earth		
➤ Maps and Scales- Importance of Maps, Essentials of a Good Map, Types of Maps according to scale and their purpose.		
➤ Utilizing Current Events in Geography- Meaning and Importance of Current Events, Utilization of Current Material in Schools, Selection of Current Events.		
➤ India: Climate, Vegetation and Wildlife		
➤ Natural Vegetation and Wildlife		

➤ Life in Tropical and Sub Tropical Regions		
➤ Life in Temperate Grasslands		
➤ Life in Deserts		

Recommended Textbooks:

1. Teaching of Social Science Teaching (Geography), Bhattacharyya, Abhishek

Reference Textbooks/Links:

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Give a pedagogical analysis of any one topic in Teaching of Geography.
- Make a concept map of any topic of your choice in Teaching of Geography.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of Geography ➤ Study of aims and general objectives of Teaching of Geography ➤ Framing Instructional Objectives of teaching of Geography ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future
Faculty Mode	<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. ➤ Principles and Maxims of teaching
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Construction & use of Concept/ Mind map of lesson. ➤ Planning & organizing resource rooms and Labs of teaching subject
CONTROLLED PRACTICE	
Teaching Skill Development	<ul style="list-style-type: none"> ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning Instructional aids helpful in making learning effective- Audio aids- <i>Radio, Tape Recorder, HeadPhones</i>, Visual Aids- <i>Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids</i>, Audio-visual Aids- <i>Television, Films, Digital Content, 3-</i>

	Dimensional Aids- <i>Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets.</i>
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ <u>Geography-</u> Meaning, Nature, Scope, Importance, Aims and Objectives and Relationship of Geography with other disciplines. ➤ <u>Local Geography-</u> Introduction, Importance and Need of Teaching Local Geography, Methods of Teaching Local Geography- Observation of Natural Phenomena, Field Trips and Local Surveys. ➤ The Earth in the Solar System ➤ Globe: Latitudes and Longitudes and Maps ➤ Motions of Earth ➤ Inside of Earth ➤ Major Domains and Landforms of Earth ➤ <u>Maps and Scales-</u> Importance of Maps, Essentials of a Good Map, Types of Maps according to scale and their purpose. ➤ <u>Utilizing Current Events in Geography-</u> Meaning and Importance of Current Events, Utilization of Current Material in Schools, Selection of Current Events. ➤ India: Climate, Vegetation and Wildlife ➤ Natural Vegetation and Wildlife ➤ Life in Tropical and Sub Tropical Regions ➤ Life in Temperate Grasslands ➤ Life in Deserts
Research/Community Work	

Suggested Readings

- Teaching of Social Science Teaching (Geography), *Bhattacharyya, Abhishek*

TEACHING OF HISTORY

Course Biography

Being a vast subject, History has always been with us through the stories, museums, artefacts, etc. Pedagogy acts as a significant bridge to keep the important and valuable events and experiences, national and international, alive even after their time. The course expects the alpha teachers to keep the content interesting yet understandable and comprehensible by using a variety of methods taking into consideration the requirements of a learner.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1102/	Course Name	Pedagogy Course- I (a)/ Pedagogy Course- II (a)	Course Category*	DE	L	T	P	C
	24DOE1103					2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: PERSPECTIVES AND OBJECTIVES OF TEACHING OF HISTORY	CO1	19
➤ Meaning, nature and characteristics of History		
➤ Study of aims and general objectives of Teaching of History		
➤ Framing Instructional Objectives of teaching of History		
➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy.		
➤ Andragogy, heutagogy- Concept, Principles and techniques.		
➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers		
➤ Pedagogy and the role of teachers in the teaching learning process		

➤ Innovative Pedagogies of the Future		
Unit-2: PLANNING AND IMPLEMENTATION OF STRATEGIES IN TEACHING CONCEPTS		
➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning	C01	23
➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, HeadPhones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets.	C02 C03 C05	
➤ Construction & use of Concept/ Mind map of lesson.		
➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing.		
Unit-3: MICRO AND MACRO TEACHING SKILLS AND ORGANIZATION OF RESOURCE ROOMS		
➤ Principles and Maxims of teaching	C02	15
➤ Developing skills (micro) in teaching and merging them with lesson delivery	C03	
➤ Lesson planning (macro) & Unit planning	C04	
➤ Planning & organizing resource rooms and Labs of teaching subject.		
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
➤ History- Meaning, Origin, Scope, Sources, Types, Relationship among each discipline.		18
➤ Utilization of Current Affairs in History- Introduction, Need and Importance of CurrentAffairs and Limitations, Methods to teach them.		
➤ When People Rebel- 1857 and After		
➤ Women, Caste and Reform		
➤ Making of National Movement- 1870-1947	C01	
➤ India After Independence	C05	
➤ French Revolution		
➤ Russian Revolution		
➤ Local History- Meaning, Importance and Methods of Teaching Local History: Local Surveys,Excursions or Field Trips, Study of Biographies.		
➤ Establishment of Company Power		
➤ Impact of British Rule on India and India's struggle for independence		
➤ India after Independence		
➤ New ideas and religions		

➤ Social change

Recommended Textbooks:

1. Methods of Teaching History by Tiwari, Deepak

Reference Textbooks/Links:

1. Teaching of History by Aggarwal, J.C.
2. Teaching of History by Arora K.L
3. Teaching of History by Kochhar, S.K.
4. Teaching of History by Shinda, B.D.
5. Teaching of History by Khanna, Raj Kumar • Teaching of History: Modern Methods by Singh, Y.K

➤ **Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Give a pedagogical analysis of any one topic in Teaching of History.
- Make a concept map of any topic of your choice in Teaching of History.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of History ➤ Study of aims and general objectives of Teaching of History ➤ Framing Instructional Objectives of teaching of History ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the

	<p>teaching learning process</p> <ul style="list-style-type: none"> ➤ Innovative Pedagogies of the Future
Faculty Mode	<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. ➤ Principles and Maxims of teaching
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Construction & use of Concept/ Mind map of lesson. ➤ Planning & organizing resource rooms and Labs of teaching subject.
CONTROLLED PRACTICE	
Teaching Skill Development	<ul style="list-style-type: none"> ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Instructional aids helpful in making learning effective- Audio aids- <i>Radio, Tape Recorder, Head Phones</i>, Visual Aids- <i>Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids</i>, Audio-visual Aids- <i>Television, Films, Digital Content</i>, 3-Dimensional Aids- <i>Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets.</i>
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ History- Meaning, Origin, Scope, Sources, Types, Relationship among each discipline. ➤ Utilization of Current Affairs in History- Introduction, Need and Importance of Current Affairs and Limitations, Methods to teach them. ➤ When People Rebel- 1857 and After ➤ Women, Caste and Reform ➤ Making of National Movement- 1870-1947 ➤ India After Independence ➤ French Revolution ➤ Russian Revolution

	<ul style="list-style-type: none"> ➤ Local History- Meaning, Importance and Methods of Teaching Local History: Local Surveys, Excursions or Field Trips, Study of Biographies. ➤ Establishment of Company Power ➤ Impact of British Rule on India and India's struggle for independence ➤ India after Independence ➤ New ideas and religions ➤ Social change
Research/Community Work	

TEACHING OF PHYSICAL EDUCATION

Course Biography

The syllabus of teaching of Physical Education not only includes integration of basic concepts of Human Body, Sports, Leadership, Postures thus, making it an interdisciplinary subject but also provides the alpha teacher with pedagogical content. This in turn will assist the alpha teachers to skilfully instruct learners about the concepts so that they would be able to know and apply, wherever and whenever possible.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1102/ 24DOE1103	Course Name	Pedagogy Course- I (a)/ Pedagogy Course- II (a)	Course Category*	DE	L	T	P	C
	2		1			1	4		

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: PERSPECTIVES AND OBJECTIVES OF TEACHING OF PHYSICAL EDUCATION	CO1	19
➤ Meaning, nature and characteristics of Physical Education		
➤ Study of aims and general objectives of Teaching of Physical Education		
➤ Framing Instructional Objectives of teaching of Physical Education		
➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy.		
➤ Andragogy, heutagogy- Concept, Principles and techniques.		
➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers		
➤ Pedagogy and the role of teachers in the teaching learning process		

➤ Innovative Pedagogies of the Future		
Unit-2: PLANNING AND IMPLEMENTATION OF STRATEGIES IN TEACHING CONCEPTS		
➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning	C01	23
➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, HeadPhones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets.	C02 C03 C05	
➤ Construction & use of Concept/ Mind map of lesson.		
➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing.		
Unit-3: MICRO AND MACRO TEACHING SKILLS AND ORGANIZATION OF RESOURCE ROOMS		
➤ Principles and Maxims of teaching	C02	15
➤ Developing skills (micro) in teaching and merging them with lesson delivery	C03	
➤ Lesson planning (macro) & Unit planning	C04	
➤ Planning & organizing resource rooms and Labs of teaching subject.		
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
➤ Blood and circulatory system: Constituents of blood and their function blood groups and blood transfusion, clotting of blood, the structure of the heart- properties of the heart muscle, circulation of blood, cardiac cycle, blood pressure, Cardiac output.		18
➤ The Respiratory system: The Respiratory passage the lungs and their structure and exchange of gases in the lungs, mechanism of respiration 141 (internal and external respiration) lung capacity, tidal volume.	C01	
➤ The Digestive system: structure and functions of the digestive system, Digestive organs, Metabolism, Excretory system: Structure and functions of the kidneys and the skin.	C05	
➤ The Endocrine glands: Functions of glands pituitary, Thyroid, Parathyroid. Adrenal, Pancreatic and the sex glands.		
➤ Nervous systems: Function of the Autonomic nervous system and Central nervous system. Reflex Action		
➤ Introduction of Anatomy and physiology and its importance in the field of physical education and sports.		

<ul style="list-style-type: none"> ➤ Introduction of Cell and Tissue. ➤ The arrangement of the skeleton: Function of the skeleton Ribs and Vertebral column and the extremities. ➤ Joints of the body and their types ➤ Gender differences in the skeleton 		
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<p>Recommended Textbooks:</p> <p>1. Creative teaching of Physical Education, Brarar, R.S.</p>
<p>Reference Textbooks/Links:</p> <ol style="list-style-type: none"> 1. Teaching of Physical Education, Kushreshtea, S.P 2. Teaching of Physical Education, Mangal, S.K. 3. Teaching of Physical Education, Bhatnagar, A.B 4. Teaching of Physical Education, Singh, Ajmer 5. Psychological Basis of Physical Education, Ahmed, Shamshed

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Give a pedagogical analysis of any one topic in Teaching of Physical Education.
- Make a concept map of any topic of your choice in Teaching of Physical Education.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of Physical Education ➤ Study of aims and general objectives of Teaching of Physical Education ➤ Framing Instructional Objectives of teaching of Physical Education ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future
Faculty Mode	<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. ➤ Principles and Maxims of teaching
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Construction & use of Concept/ Mind map of lesson. ➤ Planning & organizing resource rooms and Labs of teaching subject.
CONTROLLED PRACTICE	
Teaching Skill Development	<ul style="list-style-type: none"> ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Instructional aids helpful in making learning effective- Audio aids- <i>Radio, Tape Recorder, Head Phones</i>, Visual Aids- <i>Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids</i>, Audio-visual Aids- <i>Television, Films, Digital Content</i>, 3-Dimensional Aids- <i>Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets.</i>
Learning to Function as a teacher	

Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ Blood and circulatory system: Constituents of blood and their function blood groups and blood transfusion, clotting of blood, the structure of the heart-properties of the heart muscle, circulation of blood, cardiac cycle, blood pressure, Cardiac output. ➤ The Respiratory system: The Respiratory passage the lungs and their structure and exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume. ➤ The Digestive system: structure and functions of the digestive system, Digestive organs, Metabolism, Excretory system: Structure and functions of the kidneys and the skin. ➤ The Endocrine glands: Functions of glands pituitary, Thyroid, Parathyroid. Adrenal, Pancreatic and the sex glands. ➤ Nervous systems: Function of the Autonomic nervous system and Central nervous system. Reflex Action ➤ Introduction of Anatomy and physiology and its importance in the field of physical education and sports. ➤ Introduction of Cell and Tissue. ➤ The arrangement of the skeleton: Function of the skeleton Ribs and Vertebral column and the extremities. ➤ Joints of the body and their types ➤ Gender differences in the skeleton
Research/Community Work	

TEACHING OF PSYCHOLOGY

Course Biography

This course on teaching of psychology, has been constructed taking into account the needs of the different types of learners. The course expects the alpha teachers to deliver the content with the help of the pedagogy best suited to the field of psychology. It is imperative that the alpha teachers apply their knowledge of pedagogy into the teaching of psychology in the classroom to ensure best learning in the students. Psychology is a subject the knowledge of which is very helpful not just from a theoretical perspective but also has great practical implications, when it comes to managing one's own behaviour and dealing with others as well.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1102/	Course Name	Pedagogy Course- I (a)/ Pedagogy Course- II (a)	Course Category*	DE	L	T	P	C
	24DOE1103					2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: PERSPECTIVES AND OBJECTIVES OF TEACHING OF PSYCHOLOGY		
<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of Psychology ➤ Study of aims and general objectives of Teaching of Psychology ➤ Framing Instructional Objectives of teaching of Psychology ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process 	CO1	19

➤ Innovative Pedagogies of the Future		
Unit-2: PLANNING AND IMPLEMENTATION OF STRATEGIES IN TEACHING CONCEPTS		
➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning	C01	23
➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, HeadPhones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets.	C02 C03 C05	
➤ Construction & use of Concept/ Mind map of lesson.		
➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing.		
Unit-3: MICRO AND MACRO TEACHING SKILLS AND ORGANIZATION OF RESOURCE ROOMS		
➤ Principles and Maxims of teaching	C02	15
➤ Developing skills (micro) in teaching and merging them with lesson delivery	C03	
➤ Lesson planning (macro) & Unit planning	C04	
➤ Planning & organizing resource rooms and Labs of teaching subject.		
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
➤ Meaning and Nature of Psychology- Characteristics, Schools (Structuralism, Functionalism, Behaviourism, Psychoanalysis, Humanistic-Existential, Gestalt)	C01 C05	18
➤ Branches of Psychology		
➤ Methods of Inquiry in Psychology- Observation, Experiment, Case Study, Survey, Testing		
➤ Learning- Nature, Classical Conditioning, Operant Conditioning, Observational learning		
➤ Memory- Nature, Types- sensory, short-term, long-term, declarative, procedural		
➤ Motivation- Nature, Types of motives, Maslow's hierarchy of needs		
➤ Emotion- Nature, Theories- James-Lange, Cannon-Bard, Schacter-Singer		

Recommended Textbooks:

1. Sharma, R. A. (2008). *Technology of teaching*. R. Lall Book Depot.

Reference Textbooks/Links:

1. Aggarwal, J. C. (2009). *Teacher and education in a developing society* (4th ed.). Vikas Publishing House.
2. Mangal, S. K. (2002). *Advanced educational psychology* (2nd ed.). PHI Learning.
3. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1986). *Introduction to psychology* (7th ed.). McGraw-Hill.
4. Carson, R.C., Butcher, J.N. and Mineka, S. (2000). *Abnormal Psychology and Modern Life*. Pearson Education.
5. Ciccarelli, S. K., White, J. N., Fritzley, V. H., & Harrigan, T. (2010). *Psychology: an exploration* (p. 672). Upper Saddle River, NJ, USA: Pearson Prentice Hall.
6. Kalat, J. W. (2016). *Introduction to psychology*. Cengage Learning.
7. McDougall, W. (2015). *An introduction to social psychology*. Psychology Press.
8. Plotnik, R., & Kouyoumdjian, H. (2013). *Introduction to psychology*. Cengage Learning

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Give a pedagogical analysis of any one topic in Teaching of Psychology
- Make a concept map of any topic of your choice in Teaching of Psychology

Assessment Framework

Internal Marks	External Marks	Total Marks
40 marks	60 Marks	100 Marks

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	➤ Meaning, nature and characteristics of Psychology

	<ul style="list-style-type: none"> ➤ Study of aims and general objectives of Teaching of Psychology ➤ Framing Instructional Objectives of teaching content of Psychology ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future
Faculty Mode	<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. ➤ Principles and Maxims of teaching
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Construction & use of Concept/ Mind map of lesson. ➤ Planning & organizing resource rooms and Labs of teaching subject.
CONTROLLED PRACTICE	
Teaching Skill Development	<ul style="list-style-type: none"> ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, Head Phones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets.
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	

Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ Meaning and Nature of Psychology ➤ Branches of Psychology ➤ Methods of Inquiry in Psychology- Observation, Experiment, Case Study, Survey, Testing ➤ Learning- Nature, Classical Conditioning, Operant Conditioning, Observational learning ➤ Memory- Nature, Types- sensory, short-term, long-term, declarative, procedural ➤ Motivation- Nature, Types of motives, Maslow's hierarchy of needs ➤ Emotion- Nature, Theories- James-Lange, Cannon-Bard, Schacter-Singer
Research/Community Work	

TEACHING OF FRENCH

Course Biography

This course on teaching of French is designed to equip future educators with the foundational skills necessary to teach French at in schools. The curriculum focuses on essential language components such as vocabulary, grammar, pronunciation, and conversational skills. Alpha teachers will learn effective teaching methodologies, classroom management strategies, and cultural insights to enhance their teaching practice. Through interactive lessons, practical exercises and experiences, the course aims to develop alpha teachers' confidence and competence in delivering engaging and comprehensive French lessons to young learners.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26		
Course Code	24DOE1102/ 24DOE1103	Course Name	Pedagogy Course- I (a)/ Pedagogy Course- II (a)	Course Category*	DE	L	T	P	C
						2	1	1	4
Pre-requisite Courses with Code	Nil			Year	1	Semester	1		

Course Outcomes (COs):	
CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: PERSPECTIVES AND OBJECTIVES OF TEACHING OF FRENCH		
<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of French ➤ Study of aims and general objectives of Teaching of French ➤ Framing Instructional Objectives of teaching of French ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future 	CO1	19
Unit-2: PLANNING AND IMPLEMENTATION OF STRATEGIES IN TEACHING CONCEPTS		
<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, HeadPhones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets. ➤ Construction & use of Concept/ Mind map of lesson. ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. 	CO1 CO2 CO3 CO5	23

Unit-3: MICRO AND MACRO TEACHING SKILLS AND ORGANIZATION OF RESOURCE ROOMS		
<ul style="list-style-type: none"> ➤ Principles and Maxims of teaching ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Planning & organizing resource rooms and Labs of teaching subject. 	<p>C02</p> <p>C03</p> <p>C04</p>	<p>15</p>
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Greetings in French ➤ Days of the week and months of the year. ➤ Count (numbers) ➤ Introduce yourself ➤ Learn basic vocabulary ➤ Les articles ➤ Understand a menu/Order at a restaurant ➤ Ask questions ➤ Speak about the weather ➤ Time telling ➤ Suggest an outing ➤ Plural ➤ Negation ➤ Indicate a quantity ➤ Speak about the future (1) ➤ Describe someone ➤ Adjective possessive ➤ Les verbes ➤ Le temps ➤ L'imperatif ➤ Le passe compose ➤ Futur simple ➤ Les prepositions ➤ Interrogative pronoun « lequel » ➤ Express frequency ➤ Describe your home ➤ Démonstrative pronouns ➤ Make a comparison ➤ Explain a choice ➤ Make a description ➤ Indicate a chronology ➤ Indefinite adjectives (tout/toute/chaque/quelques) ➤ Understand a biography 	<p>C01</p> <p>C05</p>	<p>18</p>

➤ « Il y a » / « Pendant »		
➤ Où Relative pronoun		
➤ Understand a written/oral advertisement 150		
➤ Gerontif		
➤ En pronoms		
➤ Negation		

Recommended Textbooks:

1. Nouvel apprenons le français vol 1
2. Nouvel apprenons le français vol 2
3. Nouvel apprenons le français vol 3
4. Nouvel apprenons le français bol 4
5. Entre Jeunes IX
6. Entre Jeunes X

Reference Textbooks/Links:

1. Nouvel apprenons le français vol 1
2. Nouvel apprenons le français vol 2
3. Nouvel apprenons le français vol 3
4. Nouvel apprenons le français bol 4
5. Entre Jeunes IX
6. Entre Jeunes X

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Give a pedagogical analysis of any one topic in Teaching of French
- Make a concept map of any topic of your choice in Teaching of French

Assessment Framework

Internal Marks	External Marks	Total Marks
40 marks	60 Marks	100 Marks

Mode of Transaction	Topic
PRESENTATION MODE	

Online	<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of French ➤ Study of aims and general objectives of Teaching of French ➤ Framing Instructional Objectives of teaching of French ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future
Faculty Mode	<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. ➤ Principles and Maxims of teaching
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Construction & use of Concept/ Mind map of lesson. ➤ Planning & organizing resource rooms and Labs of teaching subject.
CONTROLLED PRACTICE	
Teaching Skill Development	<ul style="list-style-type: none"> ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Instructional aids helpful in making learning effective- Audio aids- <i>Radio, Tape Recorder, Head Phones</i>, Visual Aids- <i>Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids</i>, Audio-visual Aids- <i>Television, Films, Digital Content</i>, 3-Dimensional Aids- <i>Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets</i>.
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	

Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ Greetings in French ➤ Days of the week and months of the year. ➤ Count (numbers) ➤ Introduce yourself ➤ Learn basic vocabulary ➤ Les articles ➤ Understand a menu/Order at a restaurant ➤ Ask questions ➤ Speak about the weather ➤ Time telling ➤ Suggest an outing ➤ Plural ➤ Negation ➤ Indicate a quantity ➤ Speak about the future (1) ➤ Describe someone ➤ Adjective possessive ➤ Les verbes ➤ Le temps ➤ L'imperatif ➤ Le passe compose ➤ Futur simple ➤ Les prepositions ➤ Interrogative pronoun « lequel » ➤ Express frequency ➤ Describe your home ➤ Démonstrative pronouns ➤ Make a comparison ➤ Explain a choice ➤ Make a description ➤ Indicate a chronology ➤ Indefinite adjectives (tout/toute/chaque/quelques) ➤ Understand a biography ➤ « Il y a » / « Pendant » ➤ Où Relative pronoun ➤ Understand a written/oral advertisement ➤ Gerontif ➤ En pronoms ➤ Negation
Research/Community Work	

TEACHING OF SANSKRIT

संस्कृत विषये- संस्कृतं न केवलं भाषा, अपितु भारतीयज्ञानपरम्परायाः, संस्कृतेः, दर्शनस्य च द्वारम् अस्ति। एषा भाषा वैज्ञानिकसंरचना, व्याकरणसमीचीनता, समृद्धसाहित्यविरासतां च विश्वप्रसिद्धा अस्ति । एषः नूतनः पाठ्यक्रमः एनसीईआरटी-मार्गदर्शिकासु आधारितः सन् मौलिकं दृष्टिकोणं प्रस्तुतं करोति । अस्य मुख्यं उद्देश्यं छात्रान् संस्कृतभाषायाः व्यावहारिकज्ञानेन सह संयोजयित्वा तेषु साहित्यसौन्दर्यशास्त्रस्य, तार्किकचिन्तनस्य, मानवीयमूल्यानां च बीजानि रोपयितुं, येन ते स्वधरोहरं अवगत्य भविष्यस्य सज्जतां कर्तुं शक्नुवन्ति।

उद्देश्य

- व्याकरण की विस्तृत जानकारी देना।
- सूक्ष्म शिक्षण का कक्षा में प्रयोग समझना।
- भाषा के व्यावहारिक प्रयोग में निपुणता लाना।
- विद्यार्थियों को संस्कृत भाषा के मूल स्वरूप से परिचित कराना तथा सरल गद्य-पद्य को समझने, पढ़ने व लिखने में सक्षम बनाना।
- व्याकरण के आधारभूत नियमों (संधि, शब्दरूप, धातुरूप) का व्यावहारिक ज्ञान प्रदान करना।
- नैतिक एवं मानवीय मूल्यों से युक्त साहित्य के माध्यम से चरित्र निर्माण को प्रोत्साहित करना।
- गद्य एवं पद्य के माध्यम से साहित्यिक सौन्दर्य को समझने और उनकी व्याख्या करने का कौशल विकसित करना।

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1102/ 24DOE1103	Course Name	Pedagogy Course- I (a)/ Pedagogy Course- II (a)	Course Category*	DE	L	T	P	C
						2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):	
CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: PERSPECTIVES AND OBJECTIVES OF TEACHING OF SANSKRIT		
➤ Meaning, nature and characteristics of Sanskrit	CO1	19
➤ Study of aims and general objectives of Teaching of Sanskrit		

<ul style="list-style-type: none"> ➤ Framing Instructional Objectives of teaching of Sanskrit ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future 		
Unit-2: PLANNING AND IMPLEMENTATION OF STRATEGIES IN TEACHING CONCEPTS		
<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Instructional aids helpful in making learning effective- Audio aids- Radio, Tape Recorder, HeadPhones, Visual Aids- Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids, Audio-visual Aids- Television, Films, Digital Content, 3- Dimensional Aids- Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets. ➤ Construction & use of Concept/ Mind map of lesson. ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. 	C01 C02 C03 C05	23
Unit-3: MICRO AND MACRO TEACHING SKILLS AND ORGANIZATION OF RESOURCE ROOMS		
<ul style="list-style-type: none"> ➤ Principles and Maxims of teaching ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Planning & organizing resource rooms and Labs of teaching subject. 	C02 C03 C04	15
Unit-4: पाठ्यक्रमस्य मुख्यबिन्दव		
<p>1. भाषायाः आधारः चरित्रस्य च विचारः</p> <ul style="list-style-type: none"> • संस्कृत वर्णमाला ज्ञानम्, स्वरव्यञ्जनयोः भेदः, परिमाणाः। • अक्षराणां (कण्ठः, तालुः, मूर्धा इत्यादयः) उच्चारणस्थानानि सहजतया व्याख्यातुम्। <p>2. व्याकरणस्य मूलतत्त्वानि : सन्धिः शब्दरूपश्च :</p> <ul style="list-style-type: none"> • सन्धिः स्वर-व्यञ्जन-विसर्ग-सन्धि-मुख्यनियमानां उदाहरणानां परिचयः । पाठे प्राप्यमाणानां 	C01 C05	18

<p>समासशब्दानां परिचयं विश्लेषणं च कर्तुं शिक्षितुम्।</p> <p>• शब्द-रूप तथा धातु-रूप : मुख्य संज्ञा, सर्वनाम तथा पच्, गम्, भू, अस् इत्यादयः सामान्यधातुरूपानाम् अभ्यासः।</p> <p>3. एनसीईआरटी पाठ्यपुस्तकस्य अध्यापनम् (कक्षा 11):</p> <p>• पुस्तकस्य नामः भास्वती (प्रथम भाग)</p> <p>• गद्यस्य काव्यस्य च अध्यापनम् : पुस्तकस्य निर्धारितपाठानाम् आदर्शपठनम्, कठिनशब्दानां समाधानम्, सरलभाषायां व्याख्यानं च।</p> <p>• पाठ-आधारित-व्याकरणम् : पाठेषु उल्लिखितानां व्याकरण-बिन्दूनाम् (सन्धि, शब्द-रूप-आदीनाम्) परिचयं कृत्वा तेषां अभ्यासः।</p> <p>4. गद्य-काव्य-व्याकरण-शिक्षणस्य सरलविधयः :</p> <p>• प्रश्नोत्तर तकनीक, कथाकथन पद्धति तथा प्रेरण-कटौती पद्धतेः सामान्यपरिचयः।</p> <p>• व्याकरणं नीरसरूपेण न शिक्षयति, अपितु पाठेन सह सम्बद्धं कृत्वा रोचकं करणीयम्।</p>		
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Recommended Textbooks:

1. भास्वती (प्रथम भाग) - कक्षा 11 हेतु निर्धारित पाठ्यपुस्तक (एनसीईआरटी द्वारा प्रकाशित)।

Reference Textbooks/Links:

1. 11वीं कक्षा हेतु व्याकरण एवं अभ्यास पुस्तक (एनसीईआरटी द्वारा प्रकाशित)।
2. रचनानुवाद कौमुदी - डॉ. कपिल देव द्विवेदी,

*Refer to Course Coding Policy-2024

Tasks for the alpha Teachers

- Give a pedagogical analysis of any one topic in Teaching of Sanskrit
- Make a concept map of any topic of your choice in Teaching of Sanskrit

Assessment Framework

Internal Marks	External Marks	Total Marks
40 marks	60 Marks	100 Marks

Mode of Transaction	Topic
PRESENTATION MODE	

Online	<ul style="list-style-type: none"> ➤ Meaning, nature and characteristics of Sanskrit ➤ Study of aims and general objectives of Teaching of Sanskrit ➤ Framing Instructional Objectives of teaching of Sanskrit ➤ Pedagogy: Meaning, significance, aspects/approaches of pedagogy, principles for an effective pedagogy. ➤ Andragogy, heutagogy- Concept, Principles and techniques. ➤ Pedagogue: Meaning, Importance, Difference between Pedagogues and Teachers ➤ Pedagogy and the role of teachers in the teaching learning process ➤ Innovative Pedagogies of the Future
Faculty Mode	<ul style="list-style-type: none"> ➤ Methods of teaching- Lecture, Discussion, Open ended Instructions, Integrated Learning, Art Integrated Learning, Active Learning, Toy based pedagogy, Inquiry based learning ➤ Techniques of Teaching- Use of examples, Analogies (similarities), Questioning, Lecturing. ➤ Principles and Maxims of teaching
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Construction & use of Concept/ Mind map of lesson. ➤ Planning & organizing resource rooms and Labs of teaching subject.
CONTROLLED PRACTICE	
Teaching Skill Development	<ul style="list-style-type: none"> ➤ Developing skills (micro) in teaching and merging them with lesson delivery ➤ Lesson planning (macro) & Unit planning ➤ Instructional aids helpful in making learning effective- Audio aids- <i>Radio, Tape Recorder, Head Phones</i>, Visual Aids- <i>Display Board, Print Material, Comic Strip, Flash Cards, Poster, Map, Cartoon, Newspaper, Graphic aids</i>, Audio-visual Aids- <i>Television, Films, Digital Content</i>, 3-Dimensional Aids- <i>Objects/ Specimen, Exhibition, Puppets, Field Trips, Experiment, Muppets</i>.
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	

Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<p>1. भाषायाः आधारः चरित्रस्य च विचारः :</p> <ul style="list-style-type: none"> • संस्कृत वर्णमाला ज्ञानम्, स्वरव्यञ्जनयोः भेदः, परिमाणाः। • अक्षराणां (कण्ठः, तालुः, मूर्धा इत्यादयः) उच्चारणस्थानानि सहजतया व्याख्यातुम्। <p>2. व्याकरणस्य मूलतत्त्वानि : सन्धिः शब्दरूपश्च :</p> <ul style="list-style-type: none"> • सन्धिः : स्वर-व्यञ्जन-विसर्ग-सन्धि-मुख्यनियमानां उदाहरणानां परिचयः । पाठे प्राप्यमाणानां समासशब्दानां परिचयं विश्लेषणं च कर्तुं शिक्षितुम्। • शब्द-रूप तथा धातु-रूप : मुख्य संज्ञा, सर्वनाम तथा पच्, गम्, भू, अस् इत्यादयः सामान्यधातुरूपानाम् अभ्यासः । <p>3. एनसीईआरटी पाठ्यपुस्तकस्य अध्यापनम् (कक्षा 11):</p> <ul style="list-style-type: none"> • पुस्तकस्य नामः भास्वती (प्रथम भाग) • गद्यस्य काव्यस्य च अध्यापनम् : पुस्तकस्य निर्धारितपाठानाम् आदर्शपठनम्, कठिनशब्दानां समाधानम्, सरलभाषायां व्याख्यानं च। • पाठ-आधारित-व्याकरणम् : पाठेषु उल्लिखितानां व्याकरण-बिन्दूनाम् (सन्धि, शब्द-रूप-आदीनाम्) परिचयं कृत्वा तेषां अभ्यासः। <p>4. गद्य-काव्य-व्याकरण-शिक्षणस्य सरलविधयः :</p> <ul style="list-style-type: none"> • प्रश्नोत्तर तकनीक, कथाकथन पद्धति तथा प्रेरण-कटौती पद्धतेः सामान्यपरिचयः। • व्याकरणं नीरसरूपेण न शिक्षयति, अपितु पाठेन सह सम्बद्धं कृत्वा रोचकं करणीयम्।
Research/Community Work	

Blueprint of EDPedagogue: Pedagogy Course -I (a) and Pedagogy Course- II (a)

Module: EDPedagogue

Time: 3 hours for each course Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Pedagogy Course I (a)	40	60	6(3)	4(4)	2(8)	1(10)
Pedagogy Course II (a)	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks (for each course)	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**
- Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for every short answer question.
- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	3*6= 18 marks	Short Answer (SA)	4*4= 16 marks
Very Short Answer (VSA)	8*2= 16 marks	MCQ	10*1= 10 marks

Module Name: EDExpert
Course Code- 24DOE1104, 24DOE1105

Course Name- Learning to Function as a Teacher: Skill- in-Teaching-I (a), Learning to Function as a Teacher: Skill- in-Teaching-II (a)

Course Biography

The Skill-in-Teaching Course is designed to equip Alpha Teachers with advanced pedagogical techniques and methodologies that cater to the diverse learning styles and needs of students. This course emphasizes creativity, innovation, and the integration of contemporary educational frameworks such as the National Education Policy 2020, Sustainable Development Goals, and global perspectives. The course aims to create a dynamic and interactive learning environment that fosters independent, life-long learning. Alpha Teachers will learn to understand and implement pedagogical techniques that accommodate different learning styles and needs. This outcome focuses on fostering creativity and innovation in the classroom by tailoring teaching methods to suit individual learners. Alpha Teachers will be trained to construct detailed pedagogical analyses by following relevant steps. This analytical approach aims to create productive learning experiences within the school environment, ensuring that educational activities are well-structured and effective. The course emphasizes making lessons inter-disciplinary and/or multi-disciplinary. Alpha Teachers will learn to integrate the principles of the National Education Policy 2020, Sustainable Development Goals, and global dimensions into their teaching practices, providing students with a holistic and relevant education.

Alpha Teachers will be equipped to engage students actively in the classroom through interactive activities based on various learning theories. This outcome focuses on creating an interactive and engaging learning environment that encourages student participation and enhances learning outcomes.

Alpha Teachers will learn to assess students effectively during and at the end of lessons. This includes techniques for recapitulation and evaluating terminal behaviour to ensure that learning objectives are met and students retain the knowledge and skills imparted during lessons. The course aims to prepare students to become independent and life-long learners. Alpha Teachers will learn strategies to foster self-directed learning and critical thinking, empowering students to take charge of their educational journeys and continue learning beyond the classroom.

By the end of this course, Alpha Teachers will be well-prepared to create engaging, innovative, and effective learning experiences catering to diverse student needs. They will be equipped with the skills to integrate contemporary educational frameworks and foster a culture of life-long learning among their students. The comprehensive training provided by the Skill-in-Teaching Course ensures that Alpha Teachers can significantly impact their students' educational journeys and contribute to their development as independent, well-rounded individuals.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1104/ 24DOE1105	Course Name	Learning to Function as a Teacher: Skill- in-Teaching-I (a)/ Learning to Function as a Teacher: Skill- in-Teaching-II (a)	Course Category*	SE	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):

CO1	understand pedagogical techniques to accommodate the different learning styles and needs of the learners, leading to creativity and innovation.
CO2	construct pedagogical analysis by following relevant steps, thus creating learning experiences leading to productivity in a school environment.
CO3	make the lesson inter-disciplinary and/or multi-disciplinary, along with the integration of National Education Policy 2020, Sustainable Development Goals and the global dimension.
CO4	carry out active participation in the class by engaging students in interactive activities based on different learning theories.
CO5	assess the students during and at the end of the lesson by way of recapitulation and terminal behaviour prepare the students to be independent and life-long learners.

Outline Syllabus	CO Mapping	Hours
1. Students are assigned teaching tasks which they need to work on, and present that to a panel.	CO1 CO2 CO3 CO4 CO5	30

Recommended Textbooks:

1. NCERT Books (6th to 12th)

Reference Textbooks/Links:

1. Teaching of Hindi, Prasad Kashav
2. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
3. How to Teach Science, Kohli's V.K
4. Teaching of Social Studies, Kochhar, S.K.
5. Teaching of Mathematics, Mangal S.K
6. New Approach to Teaching of Economics, Dhillon Satinder
7. Teaching of Commerce, Singh, Y. K
8. Modern Teaching of Home Science, Begum Fahmeeda
9. Teaching of Computer Science, Kumar, T Pradeep
10. Saryu Kalekar - Teaching of Music
11. History of Indian Art- A textbook based on Fine Arts Syllabus
12. Teaching of History: Modern Methods by Singh, Y.K
13. Teaching of Physical Education, Singh, Ajmer
14. Teaching of Social Science Teaching (Geography), Bhattacharyya, Abhishek

**Refer to Course Coding Policy-2024*

Module Name: EDTutor
Course Code- 24DOE1106
Course Name- School Internship-I

Course Biography

The course on School Internship is designed to provide Alpha Teachers with a comprehensive, hands-on experience in teaching and learning within an inclusive school environment. This course emphasizes developing a deep understanding of learner behavior across various educational stages, from early childhood to senior secondary levels. By integrating theoretical knowledge from Core and Pedagogy Courses with practical applications, Alpha Teachers will enhance their skills in creating meaningful learning sequences and validating their theoretical understanding through real-world teaching scenarios. Alpha Teachers will cultivate a robust understanding of the principles and practices of inclusive education. This involves recognizing and accommodating the diverse needs of all learners, ensuring that each student has access to a supportive and equitable learning environment. Through this outcome, Alpha Teachers will learn to implement strategies that promote inclusion and address the varying abilities and backgrounds of their students. This course also focuses on understanding the learner and their behavior in different learning situations. Alpha Teachers will explore developmental stages from early childhood through senior secondary education, gaining insights into how students learn and behave at each stage. This knowledge is essential for catering to instructional approaches to meet the developmental needs of learners and fostering a supportive learning environment.

Alpha Teachers will bridge the gap between theory and practice by validating their theoretical understanding developed through various Core and Pedagogy Courses. This involves applying theoretical concepts to real-world teaching scenarios, enabling Alpha Teachers to see the practical implications of their learning and refine their instructional strategies accordingly. This outcome ensures that Alpha Teachers are not only knowledgeable but also skilled in applying educational theories effectively. The course emphasizes the creation of meaningful learning sequences appropriate to different levels of learning. Alpha Teachers will learn to design and implement instructional sequences that align with the cognitive and developmental stages of their students. This includes planning lessons that build on prior knowledge, incorporate relevant and engaging content, and facilitate progressive learning. By mastering this skill, Alpha Teachers can enhance the coherence and effectiveness of their teaching.

Throughout the School Internship course, Alpha Teachers will engage in a variety of learning activities, including interactive workshops, collaborative projects, and reflective exercises. These activities are designed to reinforce theoretical concepts, provide hands-on experience, and promote critical thinking and creativity. The course structure allows Alpha Teachers to experiment with different teaching strategies, receive feedback, and refine their practice in a supportive environment.

By the end of the School Internship course, Alpha Teachers will be well-prepared to navigate the complexities of the classroom, address the diverse needs of their students, and create engaging and meaningful learning experiences. The course aims to empower Alpha Teachers to become reflective practitioners who are capable of continuous improvement and dedicated to fostering inclusive and effective education. The comprehensive training provided ensures that Alpha Teachers can make a significant impact on their students' educational journeys, contributing to their overall growth and development.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1106	Course Name	School Internship-I	Course Category*	IN	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):	
CO1	develop a conceptual and practical understanding of teaching and learning in an inclusive school environment
CO2	understand the learner and learning behaviour in different learning situations beginning from early childhood till senior secondary level of education.
CO3	validate the theoretical understanding developed through various Core courses and Pedagogy Courses.
CO4	understand and develop meaningful learning sequences appropriate to the different levels of learning.

Outline Syllabus	CO Mapping	Hours
1. Students gain a transformative learning experience by interning in schools. Students gain hands-on training, actively engaging with classroom practices and collaborating closely with their associate teacher	CO1 CO2 CO3 CO4	30

Recommended Textbooks:

1. NCERT Books (6th to 12th)
2. School Leader Internship by Gary E. Martin

Reference Textbooks/Links:

1. Teaching of Hindi, Prasad Kashav
2. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
3. How to Teach Science, Kohli's V.K
4. Teaching of Social Studies, Kochhar, S.K.
5. Teaching of Mathematics, Mangal S.K
6. New Approach to Teaching of Economics, Dhillon Satinder
7. Teaching of Commerce, Singh, Y. K
8. Modern Teaching of Home Science, Begum Fahmeeda
9. Teaching of Computer Science, Kumar, T Pradeep
10. Saryu Kalekar - Teaching of Music
11. History of Indian Art- A textbook based on Fine Arts Syllabus
12. Teaching of History: Modern Methods by Singh, Y.K
13. Teaching of Physical Education, Singh, Ajmer
14. Teaching of Social Science Teaching (Geography), Bhattacharyya, Abhishek
15. Marin, G. E., Danzig, A. B., Flanary, R. A., & Orr, M. T. (2021). *School Leader Internship: Developing, Monitoring, and Evaluating Your Leadership Experience* (5th ed.). Routledge.

**Refer to Course Coding Policy-2024*

Module Name: EDAssessor
Course Code- 24DOE1107
Course Name- School Assessment-I

Course Biography

The course on School Assessment is designed to provide Alpha Teachers with a comprehensive understanding of the principles and methods of effective school assessment. This course emphasizes inclusion, equitable education, and the innovative aspects of assessment. Alpha Teachers will develop the skills necessary to design, implement, and analyze various assessment tools, interpret assessment data, provide constructive feedback, and understand the relationship between attendance patterns and student performance.

Alpha Teachers will gain a thorough understanding of the key principles and methods of effective school assessment. This includes considering aspects of inclusion and equitable education to ensure that assessments are fair and accessible to all students. By mastering these principles, Alpha Teachers will be able to design assessments that accurately measure student learning and progress while promoting a supportive and inclusive learning environment.

This course focuses on equipping Alpha Teachers with the ability to design, implement, and analyze a variety of assessment tools. During their school internships, Alpha Teachers will learn to create assessments that reflect the innovation aspect of education and address the diverse needs of students. By developing these skills, Alpha Teachers will be able to implement assessments that provide meaningful insights into student learning and guide instructional decisions. Alpha Teachers will learn to interpret assessment data effectively and provide constructive feedback to students and stakeholders. This involves analyzing assessment results to identify student strengths and areas for improvement, as well as communicating findings in a way that supports student growth and development. By mastering these skills, Alpha Teachers will be able to use assessment data to inform teaching practices and enhance student learning outcomes.

This course emphasizes the significance of maintaining accurate attendance records and evaluating the relationship between attendance patterns and student performance. Alpha Teachers will learn to track attendance meticulously and analyze how attendance impacts student achievement. By understanding this relationship, Alpha Teachers can identify attendance-related issues and implement strategies to improve student attendance and performance.

By the end of the School Assessment course, Alpha Teachers will be equipped with the knowledge and skills to conduct effective assessments that promote equitable and inclusive education. They will be capable of designing innovative assessment tools, interpreting data, providing meaningful feedback, and understanding the critical role of attendance in student success. This comprehensive training ensures that Alpha Teachers can significantly enhance their students' learning experiences and outcomes.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1107	Course Name	School Assessment-I	Course Category*	IN	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):	
CO1	explain the key principles and methods of effective school assessment, considering the aspects of inclusion and education.
CO2	demonstrate the ability to design, implement, and analyze various assessment tools during their school internships, keeping into account equitable education and the innovation aspect of education.
CO3	develop skills in interpreting assessment data and providing constructive feedback to students and stakeholders.
CO4	understand the importance of accurate attendance records and evaluate the relationship between attendance patterns and student performance.

Outline Syllabus	CO Mapping	Hours
1. Students complete and prepare their Reflections Diary and Anecdotal Record and present those to a panel.	CO1 CO2 CO3 CO4	30

Recommended Textbooks:

1. NCERT Books (6th to 12th)
2. School Leader Internship by Gary E. Martin

Reference Textbooks/Links:

1. Teaching of Hindi, Prasad Kashav
2. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
3. How to Teach Science, Kohli's V.K
4. Teaching of Social Studies, Kochhar, S.K.
5. Teaching of Mathematics, Mangal S.K
6. New Approach to Teaching of Economics, Dhillon Satinder
7. Teaching of Commerce, Singh, Y. K
8. Modern Teaching of Home Science, Begum Fahmeeda
9. Teaching of Computer Science, Kumar, T Pradeep
10. Saryu Kalekar - Teaching of Music
11. History of Indian Art- A textbook based on Fine Arts Syllabus
12. Teaching of History: Modern Methods by Singh, Y.K
13. Teaching of Physical Education, Singh, Ajmer
14. Teaching of Social Science Teaching (Geography), Bhattacharyya, Abhishek

**Refer to Course Coding Policy-2024*

Module Name: EDManager

Course Code: 24DOE1108

Course Name: Making Teacher Managers

Course Biography

Teachers are always considered as nation builders due to their good managerial skills. Therefore, teachers are not only confined to teaching students but at the same time they manage various other tasks. This course covers the aspect of developing managerial skills in alpha Teachers at all levels so that they are able to manage the most challenging and demanding profession as that of managing students and school as an organization.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1108	Course Name	Making Teacher Managers	Course Category*	DE	L	T	P	C
						1	1	0	2

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):	
CO1	explain and critically evaluate classical and contemporary management theories, including Fayol's principles and Mintzberg's managerial roles, in the context of educational administration
CO2	demonstrate an understanding of POSDCORB functions by applying planning, organizing, staffing, directing, coordinating, reporting, and budgeting processes to real-life academic and institutional settings
CO3	apply appropriate instructional, counseling, and curriculum development roles to design effective subject plans, timetables, and student-centered content delivery strategies.
CO4	utilize problem-solving techniques such as brainstorming and the Delphi method to address administrative challenges and manage academic records, evaluations, and communication platforms effectively.
CO5	assess and apply motivation and leadership strategies, along with appropriate management styles and instructional observation techniques, to enhance teaching performance and institutional outcomes.

Outline Syllabus	CO Mapping	Hours
Unit-1	CO1	8
➤ Theories by Fayol and Mintzberg: Functions of planning, organizing, commanding and controlling; Managing the managerial roles by Mintzberg-		

three main categories- Interpersonal roles, Informational roles and Decisional Roles		
Unit-2		
➤ The acronym – POSDCORB- Discussing planning, organizing, staffing, directing, co-ordinating, reporting and budgeting in detail; How to prioritize the work and manage them according to the needs of the students; Discussing about subject plan and content, The Instructional Role, The Counseling Role, The Curriculum Development Role, Time table planning and presentation.	C02 C03	7
Unit-3		
➤ Techniques of Problem Solving: Brain-storming, The Delphi Technique; Administrative responsibilities like organising parent teacher meeting, managing registers and web portals, course plans, delivery and maintenance of records, managing evaluations and records	C04	9
Unit-4		
➤ Motivation, Leadership and management styles, adapting to different situations, purposes and people, Types of Instructional Observation like Awareness/Focus Walk, Content Knowledge	C05	6

Recommended Textbooks:

1. "Teacher Leadership and Professional Development" by Ann Lieberman and Linda Friedrich
2. "Leading in a Culture of Change" by Michael Fullan
3. "Management: Tasks, Responsibilities, Practices" by Peter F. Drucker
4. Principles of Management" by Harold Koontz and Heinz Weihrich

Reference Textbooks/Links:

1. Lieberman, A., A., & Friedrich, L. (2016). *Teacher Leadership and Professional Development*. Routledge.
2. Fullan, M. (2001). *Leading in a Culture of Change*. Jossey-Bass.
3. Drucker, P. F. (1974). *Management: Tasks, Responsibilities, Practices*. Harper & Row.
4. Koontz, H., & Weihrich, H. (1964). *Principles of Management*. McGraw-Hill
5. From Teacher to Manager: Managing Language Teaching Organizations, RonWhite (Author), Andrew,Hockley (Author), MelissaS.Laughner (Author), Julie van der van der Horst Jansen (Author), ISBN-13: 978-0521709095, ISBN-10: 9780521709095
6. Teaching Leadership and Organizational Behavior through Humor: Laughter as the Best Teacher , J. Marques (Editor), S. Dhiman (Editor), J. Biberman (Editor), Palgrave Macmillan; 2012 edition (23 December 2012)

*Refer to Course Coding Policy-2024

Tasks for the Alpha Teachers

- Create a survey report on techniques of problem solving adopted by teachers in school at different levels of education delivery. Analyze the effectiveness of same in a school environment. (Minimum Words:1000)
- Analyze the management styles applicable in school environment and their feasibility based on live examples for each style. (Minimum Words: 2000)

Assessment Framework

Internal Marks	External Marks	Total
20	30	50

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	
Faculty Mode	<ul style="list-style-type: none"> ➤ Theories by Fayol and Mitzberg: Functions of planning, organizing, commanding and controlling. Managing the managerial roles by Mintzberg - three main categories- Interpersonal roles, Informational roles and Decisional Roles.
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Techniques of Problem Solving: Brainstorming, The Delphi Technique, Administrative responsibilities like organising parent teacher meeting, managing registers and web portals, course plans, delivery and maintenance of records, managing evaluations and records. ➤ Motivation, Leadership and management styles: adapting to different situations, purposes and people, Types of Instructional Observation like Awareness/Focus Walk, content Knowledge.
CONTROLLED PRACTIC	
Teaching Skill Development	

Learning to Function as a teacher	➤ The acronym – POSDCORB- Discussing planning, organizing, staffing, directing, co-ordinating, reporting and budgeting in detail, How to prioritize the work and manage them according to the needs of the students, Discussing about subject plan and content, The Instructional Role, The Counseling Role, The Curriculum Development Role, Time table planning and presentation.
Beyond Academics	
FREE PRACTICE	
Scholar’s Internship	
Independent Study/ Enhancing Professional Capacities	
Research/Community Work	

Blueprint of EDManager: Making Teacher Managers

Module: EDManager

Time: 1.5 hours

Max Marks: 30

Course Name	Internal	External	LA	SA	VSA	MCQ
Making Teacher Managers	20	30	6(1)	4(2)	2(4)	1(8)
Total Marks	20	30	6	8	8	8

NOTE:

- Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
- Attempt any 1 out of 2 for long answer question, 2 out of 3 for short answer & 4 out of 5 for every short answer question.
- All MCQs are compulsory.

SUMMARY:

Long Answer (LA)	1*6= 6 marks	Short Answer (SA)	2*4= 8 marks
Very Short Answer (VSA)	4*2= 8 marks	MCQ	8*1= 8 marks

Module Name: EDValue
Course Code: 24DOE1109

Course Name: Language Proficiency: Writing Reports and Reflections

Course Biography

The course on Language Proficiency: Writing Reports and Reflections is specifically designed for Alpha Teachers to enhance their communication skills, both written and spoken, ensuring better instruction and interaction with students. This course aims to develop a variety of teaching strategies to accommodate diverse linguistic backgrounds and learning styles, improve student engagement and comprehension, and prepare them for global citizenship. By gaining a deeper understanding of cultural nuances and language variations, Alpha Teachers will foster a more inclusive and supportive classroom environment. Additionally, the course focuses on improving the ability to assess Alpha Teachers' literacy skills accurately and provide constructive feedback, thereby aiding in the development of Alpha Teachers' language proficiency and enhancing their educational and employability outcomes.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1109	Course Name	Language Proficiency: Writing Reports and Reflections	Course Category*	AE	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):	
CO1	articulate ideas clearly and accurately in both written and spoken forms, facilitating better instruction and interaction with students.
CO2	develop a variety of teaching strategies to accommodate diverse linguistic backgrounds and learning styles, improving student engagement and comprehension and prepare them for global citizenship
CO3	gain a deeper understanding of cultural nuances and language variations, fostering a more inclusive and supportive classroom environment.
CO4	improve the ability to assess students' literacy skills accurately and provide constructive feedback, aiding in the development of students' language proficiency, fulfilling their educational needs and enhancing employability and enrolment.

Outline Syllabus	CO Mapping	Hours
Unit-1: AN OVERVIEW OF WRITING	CO1	30
Students are assigned small projects, that they work on, and present to the panel	CO2	
	CO3	

Recommended Textbooks:

1. William, K., [Woolliams](#), M., & [Spiro](#), J. (2020). Reflective Writing. Bloomsbury Publications
2. Moon, J. A. (2013). Reflection in Learning and Professional Development: Theory and Practice. Routledge Publications

Reference Textbooks/Links:

1. https://www.teachingenglish.org.uk/sites/teacheng/files/mda2017_leeds_beckett_university_giacomo_discoli.pdf
2. https://tesol.org/books/reflective_writing.pdf
3. <https://files.eric.ed.gov/fulltext/EJ1361309.pdf>
4. https://melbourne-cshe.unimelb.edu.au/data/assets/pdf_file/0004/1489162/GPR_English_language_2014.pdf
5. https://scert.bihar.gov.in/public/uploads/deled_books/F-9_Proficiency_in_English1.pdf

**Refer to Course Coding Policy-2024*

Module Name: EDValue
Course Code: 24DOE1110

Course Name: Art and Aesthetics

Course Biography

There is a need to integrate arts education in the formal schooling of Generation- Z and Generation – α learners to retain our unique cultural identity in all its diversity and richness and encourage young and creative minds. This course has been designed keeping in view the development of the self through arts for every α Teacher and for the development of Generation- Z and Generation - α learners in school through arts in education to be practiced by every α TEACHER. Arts education helps in enhancing analytical and critical thinking among Generation- Z and Generation - α learners and learning through the arts and its related skills will help α teachers in developing their communication and inter-personal skills as well as presentational skills by bringing these in their teaching practice.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
Course	24DOE1110	Course	Art and Aesthetics	Course	OE	L	T P C

Code		Name		Category*		0	0	1	1
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Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):	
CO1	appreciate the role of art and design in compliance to NEP 2020 for better academic performance.
CO2	analyse the role of Aesthetics and apply rasas in their classroom setting for better educational strategies.
CO3	comprehend the Scientific application of colours to plan better humanistic learning.
CO4	enhance their Artistic skills to promote education for sustainability.

Outline Syllabus	CO Mapping	Hours
Students are assigned task related to Art Integration to be implemented in their respective teaching subjects as proposed by NEP 2020	CO1 CO2 CO3 CO4	30

Recommended Textbooks:
1. https://www.nios.ac.in/media/documents/dled/Block1_508.pdf
Reference Textbooks/Links:
1. https://ncert.nic.in/deaa/pdf/tpaev201.pdf
2. https://e-adhyapak.com/Data/Product/PRO-64/PRO-64-ExtDemo.pdf

**Refer to Course Coding Policy-2024*

**Module Name: EDGlobal
Course Code: 24DOE1111**

Course Name: Education for Sustainable Development and International Aspect Activities

Course Biography

The course on Education for Sustainable Development and International Aspects Activities is meticulously designed to equip Alpha Teachers with the knowledge and skills necessary to integrate sustainability principles into their teaching practices and foster global citizenship among students. The course focuses on understanding key concepts of sustainable development, applying these concepts in educational settings, and developing innovative teaching strategies that promote critical thinking, problem-solving, and active participation in sustainability initiatives. Alpha Teachers will explore global interdependencies and cultural diversity, gaining the tools to educate students about their roles and responsibilities in a interconnected world. Alpha Teachers will gain a thorough understanding of the key concepts and principles of sustainable development, including environmental stewardship, social equity, and economic viability. This knowledge will be contextualized within the educational setting, enabling Alpha Teachers to integrate these concepts into their teaching practices and curriculum. By grasping these foundational principles, Alpha Teachers will be better equipped to promote sustainability in the classroom and beyond. This course focuses on developing the ability to incorporate sustainability concepts across various subjects. Alpha Teachers will learn to embed these concepts into the curriculum in a way that promotes critical thinking and problem-solving skills related to global and local sustainability issues. This integration will help Alpha Teachers understand the relevance of sustainability in their everyday lives and prepare them to address environmental and social challenges.

The course aims to enhance Alpha Teachers' awareness of global interdependencies and cultural diversity. Alpha Teachers will explore how different cultures and societies are interconnected and how global issues impact local communities. By fostering a sense of global citizenship, Alpha Teachers will be able to educate students about their roles and responsibilities in a globalized world, encouraging them to contribute positively to international understanding and cooperation.

Alpha Teachers will acquire innovative teaching strategies that incorporate experiential learning, project-based activities, and community engagement. These strategies are designed to encourage Alpha Teachers to actively participate in sustainable practices and gain hands-on experience in addressing global and local issues. By using project-based and experiential approaches, educators can make learning more engaging and relevant, helping Alpha Teachers apply their knowledge in real-world contexts.

By the end of the Education for Sustainable Development and International Aspects course, Alpha Teachers will be well-prepared to integrate sustainability principles into their teaching, foster global citizenship, and use innovative strategies to engage students in meaningful learning experiences. This comprehensive training ensures that Alpha Teachers can make a significant impact on their students' understanding of sustainability and their roles in a globalized world.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1111	Course Name	Education for Sustainable Development and International Aspect Activities	Course Category*	AE	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):	
CO1	gain a thorough understanding of key concepts and principles of sustainable development, including environmental stewardship, social equity, and economic viability, and their application in educational settings.
CO2	develop the ability to integrate sustainability concepts into the curriculum across various subjects, promoting critical thinking and problem-solving skills related to global and local sustainability issues.
CO3	enhance awareness of global interdependencies and cultural diversity, fostering a sense of global citizenship and the ability to educate students about their roles and responsibilities in a globalized world.
CO4	acquire innovative teaching strategies that incorporate experiential learning, project-based activities, and community engagement, encouraging students to actively participate in sustainable practices and international understanding.

Outline Syllabus	CO Mapping	Hours
Students are assigned small projects which they need to work on, and present those to a panel.	CO1 CO2 CO3 CO4	30

Recommended Textbooks:

1. Sterling, S. (2001). *Sustainable education: Re-visioning learning and change*. Green Books.

Reference Textbooks/Links:

1. [https:// nesdoc.unesco.org/ark:/48223/pf0000247444](https://nesdoc.unesco.org/ark:/48223/pf0000247444)
2. <https://sdgs.un.org/goals>

**Refer to Course Coding Policy-2024*

Module Name: EDTech
Course Code: 24DOE1112

Course Name: Digital Literacy and Educational Technology Tools

Course Biography

The course, Digital Literacy and Educational Technology Tools is designed to equip Alpha Teachers with essential skills and knowledge to effectively utilize digital resources and technology in their teaching practices. This course emphasizes the development of digital literacy, including the ability to locate and evaluate information from various sources, integrate digital tools into the curriculum, and understand principles of digital citizenship. Alpha Teachers will develop the ability to locate, evaluate, and effectively use information from a variety of online and digital library resources. This outcome of the course focuses on enhancing research practices and teaching effectiveness by ensuring alpha Teachers access reliable and relevant information. This course emphasizes gaining proficiency in integrating digital tools and resources into the curriculum. Alpha Teachers will learn to create engaging and interactive learning experiences that utilize technology to enhance student learning and foster a sustainable future. By incorporating digital tools effectively, Alpha Teachers can make lessons more dynamic and relevant, encouraging students to interact with content in innovative ways. Alpha Teachers will gain a comprehensive understanding of digital citizenship principles, including the ethical use of information, online safety, and digital etiquette. This outcome prepares Alpha Teachers to teach these concepts to students, ensuring that they understand how to navigate the digital world responsibly and respectfully.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1112	Course Name	Digital Literacy and Educational Technology Tools	Course Category*	AE	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):	
CO1	develop the ability to locate, evaluate, and effectively use information and knowledge sharing from a variety of digital and traditional library resources, enhancing research and teaching practices.
CO2	gain proficiency in integrating digital tools and resources into the curriculum, creating engaging and interactive learning experiences for students and creating a sustainable future.
CO3	understand the principles of digital citizenship, including ethical use of information, online safety, digital etiquette, and be able to teach these concepts to students.
CO4	learn to leverage digital technologies to design innovative instructional strategies that cater to diverse learning needs and promote active and inclusive learning.

Outline Syllabus	CO Mapping	Hours
Students are assigned small projects, that they work on, and present to the panel	CO1 CO2 CO3 CO4	30

Recommended Textbooks:
<ol style="list-style-type: none"> 1. Mangal, S. K. & Mangal, U (2011). Essentials of Educational Technology. PHI Learning Pvt. Ltd., New Delhi 2. Kumar, K. L. (1996). Educational Technology. New Age International Publishers
Reference Textbooks/Links:
<ol style="list-style-type: none"> 1. https://www.eklavya.com/blog/top-40-edtech-tools 2. https://www.microsoft.com/en-in/microsoft-teams/group-chat-software 3. https://www.youtube.com/watch?v=S7FIs5IKYJo 4. https://www.youtube.com/watch?v=V9LtrF6EbyY&list=PLATYfhN6gQz8GiTG_nUxVar8ycrt9hJxL 5. https://www.youtube.com/watch?v=uEJ-iHHR38k

**Refer to Course Coding Policy-2024*

Module Name: EDProfile

Course Code: 24DOE1113

Course Name: E- Portfolio

Course Biography

This course shall focus on making the alpha Teachers equipped with the know-how of creating their portfolios, just like they create their resume and/or CVs. This course shall provide the opportunity to the alpha Teachers to collect their accomplishments and reflect upon their learnings, file their educational and work experiences and see their achievements with just a click.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE1113	Course Name	E- Portfolio	Course Category*	AE	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	1	Semester	1
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Course Outcomes (COs):

CO1	provide professional training on creating their E- Portfolio to reflect upon their learnings, educational achievements and experiences.
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Outline Syllabus	CO Mapping	Hours
Students are assigned creation of e-portfolio and keep it updated	CO1	30

Recommended Textbooks:

1. Handbook of Research on ePortfolios by Ali Jafari and others: This comprehensive book covers the major themes of e-portfolios, including their concept, technology, and implementation.
2. Handbook of Portfolio Construction: Contemporary Applications of Markowitz Techniques by John B. Guerard: While primarily focused on financial portfolios, it offers insights into systematic approaches that can be adapted for e-portfolios

Reference Textbooks/Links:

1. Jafari, A., & Kaufman, C. (Eds.). (2006). Handbook of research on ePortfolios. IGI Global. Retrieved from https://books.google.com/books/about/Handbook_of_Research_on_ePortfolios.html?id=P3tjSOXYiQ0C
2. Guerard, J. B. (2010). Handbook of portfolio construction: Contemporary applications of Markowitz techniques. Springer. Retrieved from <https://link.springer.com/book/10.1007/978-0-387-77439-8>

*Refer to Course Coding Policy-2024

Semester II

Module Name: EDLearner
Course CODE: 24DOE2101

Course Name: Learning and Teaching

Course Biography

Generation- Z and Generation- α learners are kinaesthetic, experiential, hands-on learners who prefer to learn by doing rather than being told what to do or by reading text. Learning no more is a spectator sport for them. They are satisfied with fast delivery of content with complex graphics and possessing need for speed and instant gratification. All this is clubbed with short attention span of just 8 seconds. Thus, making the teaching learning process for alpha TEACHERS' a challenging one and making them to struggle hard to achieve the learning outcomes. As a result alpha TEACHERS' need to be made not only aware about the various learning theories but should also be capable enough to practically use these learning theories in their classroom. Since this Generation is hard to teach, easily gets bored and are ready to move to the next task thus alpha TEACHERS' should be imbued with such skill set in which he/she is not only able to impart the content in a capsule format but is also able to add variety and fun to her classes by using varied forms of edutainment techniques in order to engage the Generation- Z and Generation - α learners.

As an alpha TEACHER they must understand that the learning needs of Generation- Z and Generation - α learners is to be delivered in smaller 'bites. Generation- Z and Generation- α will learn more effectively if they are left to solve problems and find solutions by trial and error. Their gaming experience has centered on solving problems before they can move to the next level. The skill of providing challenges in the learning process will help the alpha TEACHER to engage the learner and teach them one strategy at a time. The different teaching strategies that can be used by alpha TEACHERS' are flipped learning, Blended Learning, Teaching through Comic Strips etc.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2101	Course Name	Learning and Teaching	Course Category*	DC	L	T	P	C
						2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):	
CO1	describe learning, its factors, styles, and domains, along with key learning theories.
CO2	apply learning theories and teaching approaches in classroom settings.
CO3	analyze the teacher's role and the importance of reflective teaching
CO4	use teaching models effectively in diverse learning environments.
CO5	understand professional ethics, teaching phases, and key assessment terminologies.

Outline Syllabus	CO Mapping	Hours
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Unit-1		
<ul style="list-style-type: none"> ➤ Learning: concept, meaning and its characteristics. Factors affecting learning. Overview of different learning styles. ➤ Domains of Learning- Cognitive, Affective and Psychomotor. ➤ Learning Theories: Behaviourist view (Thorndike, Pavlov, Skinner) their relevance and applicability in learning situations ➤ Transfer of Learning: Concept, Types and Educational Implications. ➤ Concept, Principles and techniques of pedagogy, andragogy and Heutagogy 	C01 C02	20
Unit-2		
<ul style="list-style-type: none"> ➤ Role of teacher in teaching- learning situations: (transmitter of knowledge, facilitator, Co-learner) ➤ Learning Theories: Cognitivist view (Kohler), Information Processing view (Sternberg), Humanistic View (Rogers), their relevance and applicability in learning situations, Vygotsky, Chomsky, Bruner 	C02 C03	20
Unit-3		
<ul style="list-style-type: none"> ➤ Concept and nature of teaching as profession, professional ethics for teachers ➤ Reflective teaching: concept and strategies for making teachers reflective practitioners ➤ Models of Teaching: Concept Attainment, Inquiry Training and Inductive Thinking Model, Advance Organizer Model. 	C03 C04 C05	20
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Levels and Phases of teaching. ➤ Some jargons to be conscious about: online tests, competitive test, Olympiads like ISO's, NCO's, NTSE, etc. 	C05	15

Recommended Textbooks

1. Mangal, S. K., & Mangal, U. (2012). *Essentials of educational technology* (2nd ed.). PHI Learning.

Reference Textbooks/Links:

1. Bhatt, H. The diary of a schoolteacher: An Azim Premji University publication, www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf
2. Burden, Paul R; Byrd, David. M. (1999). *Methods for Effective Teaching* (Sec Edition), Allyn and Bacon.
3. Carr, D (2005), *Making Sense of Education: An Introduction to the Philosophy and Theory of Education and Teaching*, Routledge.
4. Delpit, L (2006). *Other People's children, Cultural Conflict in the Classroom*. The New press.

5. Dhar, T.N. (Ed). 1996. Professional Status of Teachers, NCTE, New Delhi.
6. Kauchak, D. P and Eggen, P. D (1998). Learning and Teaching, Research based Methods, Boston: Allyn and Bocan
7. Ladsen – Billings, G (1995). Toward a Theory of Culturally Relevant Pedagogy. American Educational Research Journal, 32 (3), 465-491.
8. Lampert, M. (2001). Teaching Problems and the Problems of Teaching. Yale University press.
9. NCERT (2005). National Curriculum Framework, New Delhi
10. Olson, D.R. & Bruner, J.S. (1996). –Folk Psychology and Folk Pedagogy||. In D.R. Olson & N. Torrance (Eds.). The Handbook of Education and Human Development (PP.927).Blackwell.
11. Piaget, J. (1997). –Development and Learning||, In M. Gauvain & M. Cole (Eds.), Reading on the Development of Children. New York: WH Freeman & Company.
12. Shulman, L.S. (1986). Those who understand: Knowledge growth in teaching. Educational Researcher, 4-14.
13. Vygotsky, L. (1997). –Interaction between Learning and Development||, In M. Gauvain & M. Cole (Eds.) Reading on the Development of Children, New York: WH Freeman & Company
14. Teaching Learning Process, Mangal, S.K.
15. Principles, Methods & Techniques of Teaching, Aggarwal, J.C.
16. Methodology of Teaching, Bhatia, K.K.
17. Teacher Training for Higher Education, Chatterjee, Ajay
18. Techniques of Teaching, Dhand Harry
19. Learner with Special Needs, Dhawan, M.L.
20. Essentials of Education Teaching Learning Technology, Aggarwal, J.C
21. Impact of Media and Technology in Education, Chandra Prof. Ramesh
22. Teaching and Technology for Human, Chandra, Ramesh
23. Educational Technology, Dahiya, Surinders
24. Educational Technology and School Management, Mangal, S.K

**Refer to Course Coding Policy-2024*

Task for the Alpha Teachers

- Formulation of activities on the basis of any two theories- Vygotsky, Chomsky & Bruner
- Prepare an infographic on the difference between positive and negative reinforcement

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	

<p>Online</p>	<ul style="list-style-type: none"> ➤ Learning: concept, meaning and its characteristics. Factors affecting learning. Overview of different learning styles. ➤ Domains of Learning- Cognitive, Affective and Psychomotor. ➤ Role of teacher in teaching- learning situations: (transmitter of knowledge, facilitator, Co- learner) ➤ Concept and nature of teaching as profession, professional ethics for teachers ➤ Reflective teaching: concept and strategies for making teachers reflective practitioners ➤ Concept, Principles and techniques of pedagogy and andragogy
<p>Faculty Mode</p>	<ul style="list-style-type: none"> ➤ Learning Theories: Behaviourist view (Thorndike, Pavlov, Skinner) their relevance and applicability in learning situations ➤ Concept, Principles and techniques of pedagogy, andragogy and Heutagogy ➤ Learning Theories: Cognitivist view (Kohler), Information Processing view (Sternberg), Humanistic View (Rogers), their relevance and applicability in learning situations, Vygotsky, Chomsky, Bruner ➤ Models of Teaching: Concept Attainment, Inquiry Training and Inductive Thinking Model, Advance Organizer Model. ➤ Assessing One's teaching through Bloom's Taxonomy ➤ Micro Teaching: Concept and Teaching skills (Instructional Objectives, Introduction, Explanation, Questioning, Black Board Writing, Reinforcement and Stimulus Variation)
<p>Guest Faculty Mode</p>	<ul style="list-style-type: none"> ➤ Transfer of Learning: Concept, Types and Educational Implications ➤ Some jargons to be conscious about: online tests, competitive test, Olympiads

	like ISO's, NCO's, NTSE, etc.
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	
RESEARCH/COMMUNITY WORK	

Blueprint of EDLearner: Learning and Teaching

Module: EDLearner

Time: 3 hours

Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Learning and Teaching	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
- Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.
- All MCQs are compulsory.

SUMMARY:

Long Answer (LA) 3*6= 18 marks

Short Answer (SA) 4*4= 16 marks

Very Short Answer (VSA) 8*2= 16 marks

MCQ 10*1= 10 marks

Module Name: EDPedagogue

Course Code- 24DOE2102, 24DOE2103

Course Name- Pedagogy Course- I (b), Pedagogy Course- II (b)

Course Biography

The Pedagogical Course - I (b) and Pedagogical Course - II (b) are meticulously crafted to provide Alpha Teachers with a robust foundation in the principles and practices of effective teaching. These courses address essential aspects of pedagogy, emphasizing a thorough understanding of its meaning, nature, and characteristics. By focusing on specific teaching techniques and methods, these aim to enhance Alpha Teachers' abilities to create dynamic and engaging learning environments. The courses are structured to foster creativity, innovation, and the practical application of teaching skills, ultimately contributing to the professional growth of Alpha Teachers. Alpha Teachers will delve into the fundamental aspects of pedagogy, gaining a comprehensive understanding of its definition, scope, and unique characteristics. This foundational knowledge sets the stage for further exploration and application throughout the course. Alpha Teachers will explore the broad aims and specific objectives of the course, ensuring they are aligned with educational standards and tailored to meet the diverse needs of students. This understanding is crucial for setting clear educational goals and outcomes. Alpha Teachers will learn to develop precise and measurable instructional objectives that align with the course goals. This skill is vital for structuring effective lessons that facilitate student learning and engagement. They will be trained in the creation and effective utilization of teaching aids that enhance the learning experience. By fostering creativity and innovation, these tools help engage students and stimulate their intellectual curiosity. Alpha Teachers will be trained to use concept maps as a visual representation tool to illustrate relationships

between ideas. This technique aids in the comprehension and retention of complex topics, making learning more accessible and effective. Alpha Teachers will learn to apply the fundamental principles and maxims of teaching, enhancing their effectiveness in the classroom. By doing so, they contribute significantly to the development of human capital, equipping students with the skills and knowledge needed for future success. Alpha Teachers will be trained to emphasize the mastery of specific micro-teaching skills, such as questioning, explaining, and reinforcement. They will also learn to create comprehensive lesson plans that ensure a smooth and effective teaching process. Alpha Teachers will explore a variety of teaching methods and techniques tailored to different topics. This exploration is aimed at applying strategies that enhance learning outcomes and better prepare students for productive employment. Alpha Teachers will learn to effectively plan and organize resource rooms and labs, creating conducive learning environments that support the pedagogical goals of the course. This practical knowledge is essential for optimizing educational spaces and resources.

Following is the list of Teaching Subjects:

- Teaching of Hindi
- Teaching of Punjabi
- Teaching of English
- Teaching of Science
- Teaching of Social Studies
- Teaching of Mathematics
- Teaching of Economics
- Teaching of Commerce
- Teaching of Home Science
- Teaching of Computer Education
- Teaching of Music
- Teaching of Fine Arts
- Teaching of Geography
- Teaching of History
- Teaching of Physical Education
- Teaching of Psychology
- Teaching of French

Teaching of Hindi

कोर्स बायोग्राफी

Duration: 42 Hours (3 hours per week, considering 14 weeks in Third Semester)

यह दो वर्षीय पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टि को ध्यान में रखकर तैयार किया गया है। राष्ट्रीय शिक्षा नीति 2020 शिक्षण और अधिगम की प्रक्रिया में भाषाई विविधता को महत्व देती है तथा बहुभाषावाद और भाषा की शक्ति को प्रोत्साहित करती है। भाषा शिक्षण का पाठ्यक्रम इसलिए महत्वपूर्ण है क्योंकि भाषा पूरी शिक्षा का ज़मीन तैयार करती है, जहां भाषा पढ़ना, सीखना नहीं, भाषा से जुड़े नए मुद्दे, जैसे बहुभाषिक कक्षा, समझ का माध्यम, समावेशी शिक्षा, शांति की शिक्षा में भाषा की भूमिका आदि की समझ अध्यापकों के लिए ज़रूरी है।

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2102/	Course Name	Pedagogy Course- I (b)/	Course Category*	DE	L	T	P	C
	24DOE2103		Pedagogy Course- II (b)			2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours		
Unit-1: LEARNING RESOURCES	CO3	24		
<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Cooperative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Hindi and their remedy 				
Unit-2: LIFELONG LEARNING			CO1	19

<ul style="list-style-type: none"> ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Techniques of Teaching- Experimentation (Demonstration), Inductivedeductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, RolePlaying (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community 	C03	
Unit-3: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHER		
<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions 	C04 C05	14
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ भाषा उसका स्वरूप तथा महत्त्व ➤ भाषा शिक्षण के सिद्धांत एवं सूत्र ➤ हिंदी शिक्षण के प्राथमिक अध्यत्मिक एवं उच्च माध्यत्मिक स्तर पर उद्देश्य ➤ भाषायी कौशल- सुनना, बोलना, पढ़ना व लिखना ➤ सुनना- सुनने का कौशल व बोलने का लहज़ा ➤ पढ़ना- मौन पठन, सस्वर पठन, गहन पठन, आलोचनात्मक पठन, थिसौरस व शब्दकोष का उपयोग। ➤ लिखना- सृजनात्मक लेखन, औपचारिक व अनौपचारिक लेखन (कविता, कहानी, संवाद, पत्र, रिपोर्ट, समाचार-पत्र) ➤ संज्ञा, सर्वनाम, विशेषण, क्रिया विशेषण, समास, उपसर्ग, प्रत्यय, कारक, अपठित गद्यांश, अपठित पद्यांश। 	C01 C02 C05	18

Recommended Textbooks:

1. Teaching of Hindi, Prasad Kashav

Reference Textbooks/Links:

1. Teaching of Hindi, Sharma, B.L.
2. Teaching of Hindi, Sood Vijay
3. Teaching of Hindi, Kashypa Asha
4. Teaching of Hindi, Kadiyan, Surinder Singh

5. Teaching of Hindi, Jyoti Khanna

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Prepare a Comic script of at least 8-10 pages on any topic of your choice in Teaching of Hindi.
- Prepare a Radio script of any lesson of your choice in Teaching of Hindi.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Co- operative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Hindi and their remedy ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community
Faculty Mode	<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions.
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive- deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, Role Playing (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Activities to stimulate learning with knowledge of various

	Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ भाषा उसका स्वरूप तथा महत्त्व ➤ भाषा शिक्षण के सिद्धांत एवं सूत्र ➤ हिंदी शिक्षण के प्राथमिक अध्येत्मिक एवं उच्च माध्यमिक स्तर पर उद्देश्य ➤ भाषायी कौशल- सुनना, बोलना, पढ़ना व लिखना ➤ सुनना- सुनने का कौशल व बोलने का लहज़ा ➤ पढ़ना- मौन पठन, सस्वर पठन, गहन पठन, आलोचनात्मक पठन, थिसौरस व शब्दकोष का उपयोग। ➤ लिखना- सृजनात्मक लेखन, औपचारिक व अनौपचारिक लेखन (कविता, कहानी, संवाद, पत्र, रिपोर्ट, समाचार-पत्र) ➤ संज्ञा, सर्वनाम, विशेषण, क्रिया विशेषण, समास, उपसर्ग, प्रत्यय, कारक, अपठित गद्यांश, अपठित पद्यांश।
Research/Community Work	

Teaching of English

Course Biography

The two-year B.Ed. syllabus for pedagogy of English language has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the alpha TEACHERS' to look at school education in a holistic manner. The present syllabus for English language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. English needs to be learned in the multilingual context and not in isolation. It is important that English language teaching and learning is not situated in an entirely western framework, but rather is taught through a contextually rich local perspective. The alpha TEACHER has been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The alpha TEACHER should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the alpha TEACHER is well versed not only with the subject content but also with the pedagogy of learning.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2102/ 24DOE2103	Course Name	Pedagogy Course- I (b)/ Pedagogy Course- II (b)	Course Category*	DE	L	T	P	C
						2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: LEARNING RESOURCES		
<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, 	CO3	24

<p>Cooperative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning.</p> <p>➤ Misconceptions related to teaching of English and their remedy</p>		
Unit-2: LIFELONG LEARNING		
<p>➤ Lifelong learning and nurturing natural curiosity in learners.</p> <p>➤ Techniques of Teaching- Experimentation (Demonstration), Inductive-deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, RolePlaying (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning</p> <p>➤ Importance of organizing various activities and events on specific days</p> <p>➤ Organizing field experiences and exploring linkages with the community</p>	<p>C01</p> <p>C03</p>	<p>19</p>
Unit-3: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHER		
<p>➤ Types of Inservice programmes for professional growth</p> <p>➤ Participation in conferences/ seminars/ workshops, online sharing, etc.</p> <p>➤ Membership of professional organizations.</p> <p>➤ Collaboration of school with higher education institutions</p>	<p>C04</p> <p>C05</p>	<p>14</p>
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
READING SKILLS		
<p>➤ Reading- Meaning, Importance, Objectives, Mechanics and Significance of Teaching Reading</p> <p>➤ Methods of Teaching Reading- Alphabetic Method, Syllabic Method, Word Method, Sentence Method, Phrase Method, Story Method & Dr. West's New Method</p> <p>➤ Types of Reading- Loud, Silent, Intensive and Extensive Reading</p>	<p>C01</p> <p>C02</p> <p>C05</p>	<p>18</p>
WRITING SKILLS		
<p>➤ Writing- Meaning and Definition</p> <p>➤ Choice of Script- Print Script, Cursive Script</p> <p>➤ Methods of Teaching Writing- Kindergarten Method, Tracing Method, Free Imitation Method & F.G. French's Method</p>		
SPELLINGS		
<p>➤ Objectives and Methods of Teaching Spellings</p> <p>➤ Suggestions for Improving Spellings</p> <p>➤ Difference Between British and American English</p>		

<p>POETRY</p> <ul style="list-style-type: none"> ➤ Poetry- Introduction, Definition, Characteristics, Objectives and Significance of Teaching Poetry. ➤ Arguments in Favour and Against of Poetry to be included in School Curriculum. ➤ Criteria for Selection & Gradation of Poetry ➤ Principles of Teaching Poetry. <p>PROSE</p> <ul style="list-style-type: none"> ➤ Prose- Introduction, Definition, Characteristics, Objectives and Significance of Teaching Prose ➤ Types of Subject Matter for Prose ➤ Difference Between Teaching of Prose and Teaching of Poetry <p>COMPOSITION</p> <ul style="list-style-type: none"> ➤ Meaning, Definitions and Principles of Composition ➤ Oral, Written, Free and Guided Composition ➤ Suggestions for Improving Teaching Composition. <p>ACQUISITION OF ENGLISH TEACHING SKILLS</p> <ul style="list-style-type: none"> ➤ Procedure for planning a Poetry Lesson ➤ Procedure for planning a Prose Lesson ➤ Procedure for planning a Composition Lesson (letter, essay and story writing) ➤ Unseen Passages of Poetry and Prose 		
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Recommended Textbooks:

1. Agnihotri, R.K., Khanna, A.L. 1994. (eds.), Second Language Acquisition: Sociocultural and Linguistic Aspects of English in India (RAL1). New Delhi: Sage Publications.

Reference Textbooks/Links:

1. National Curriculum Framework 2005; NCERT, December 2005.
2. National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English; NCERT, 2006.
3. National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006.
4. The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
5. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
6. Chomsky (1964) in Day. E. M (2002): Identity and the young English language learner; Multilingual Matters Limited; London.
7. Gardner and Lambert (1972) Attitudes and Motivation in second language learning; Rowley; Newbury house.

8. Jeremy Harmer, Longman Handbooks for Language Teachers, The Practice of English Language Teaching, 1998.
9. Srijan, Creative Writing and Translation, National Council of Educational Research and Training, New Delhi 2010.
10. Samajh ka Madhyum, National Council of Educational Research and Training, New Delhi 2009 83
11. Source Book on Assessment for Classed I-V, Language English, NCERT, October 2008.
12. Learning Indicators till the Elementary Stage, National Council of Educational Research and Training, New Delhi 2015
13. Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in English, National Council of Educational Research and Training, New Delhi 2015
14. Beaumont, M. 1996. The Teaching of Reading Skills in Second/Foreign Language. Patras: The Hellenic Open University.
15. Cummins, J. and Swain, M. 1986. Bilingualism in Education. London: Longman.
16. Ellis, R. 1985. Understanding Second Language Acquisition. Oxford: Oxford University Press.
17. Prabhu, N.S. 1987. Second Language Pedagogy. Oxford; New York: Oxford University Press.
18. Krahe/shen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. Modern Language Journal 73:4. Pp. 440-64.
19. Kumar, Krishna, 2011. The Child's Language and the Teacher, a Handbook, New Delhi, National Book trust India,

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Prepare a Comic script of at least 8-10 pages on any topic of your choice in Teaching of English.
- Prepare a Radio script of any lesson of your choice in Teaching of English

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Co-operative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of English and their remedy ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community
Faculty Mode	<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc.
	<ul style="list-style-type: none"> ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions.
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive-deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, Role Playing (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a	

teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<p style="text-align: center;">READING SKILLS</p> <ul style="list-style-type: none"> ➤ Reading- Meaning, Importance, Objectives, Mechanics and Significance of Teaching Reading ➤ Methods of Teaching Reading- Alphabetic Method, Syllabic Method, Word Method, Sentence Method, Phrase Method, Story Method & Dr. West's New Method ➤ Types of Reading- Loud, Silent, Intensive and Extensive Reading <p style="text-align: center;">WRITING SKILLS</p> <ul style="list-style-type: none"> ➤ Writing- Meaning and Definition ➤ Choice of Script- Print Script, Cursive Script ➤ Methods of Teaching Writing- Kindergarten Method, Tracing Method, Free Imitation Method & F.G. French's Method <p style="text-align: center;">SPELLINGS</p> <ul style="list-style-type: none"> ➤ Objectives and Methods of Teaching Spellings ➤ Suggestions for Improving Spellings ➤ Difference Between British and American English <p style="text-align: center;">POETRY</p> <ul style="list-style-type: none"> ➤ Poetry- Introduction, Definition, Characteristics, Objectives and Significance of Teaching Poetry. ➤ Arguments in Favour and Against of Poetry to be included in School Curriculum. ➤ Criteria for Selection & Gradation of Poetry ➤ Principles of Teaching Poetry.

	<p>PROSE</p> <ul style="list-style-type: none"> ➤ Prose- Introduction, Definition, Characteristics, Objectives and Significance of Teaching Prose ➤ Types of Subject Matter for Prose ➤ Difference Between Teaching of Prose and Teaching of Poetry <p>COMPOSITION</p> <ul style="list-style-type: none"> ➤ Meaning, Definitions and Principles of Composition ➤ Oral, Written, Free and Guided Composition ➤ Suggestions for Improving Teaching Composition. <p>ACQUISITION OF ENGLISH TEACHING SKILLS</p> <ul style="list-style-type: none"> ➤ Procedure for planning a Poetry Lesson ➤ Procedure for planning a Prose Lesson ➤ Procedure for planning a Composition Lesson (letter, essay and story writing) <p>Unseen Passages of Poetry and Prose</p>
Research/Community Work	

Teaching of Punjabi

Course Biography

ਇਹ ਦੋ ਸਾਲਾ ਪਾਠਕਰਮ ਭਾਸ਼ਾ ਦੇ ਨਵੇਂ ਸਰੋਕਾਰਾਂ ਅਤੇ ਸਿੱਖਣ-ਸਿਖਾਣ ਦੇ ਨਵੇਂ ਦ੍ਰਿਸ਼ਟੀਕੋਣਾਂ ਨੂੰ ਧਿਆਨ ਵਿੱਚ ਰੱਖਕੇ ਤਿਆਰ ਕੀਤਾ ਗਿਆ ਹੈ। ਐੱਨ.ਸੀ.ਟੀ.ਈ. ਨਿਯਮਾਵਲੀ 2014 ਅਧਿਆਪਕਾਂ ਦੀ ਭੂਮਿਕਾ ਵਿੱਚ ਇੱਕ ਵੱਡੀ ਤਬਦੀਲੀ ਦੀ ਮੰਗ ਕਰਦੀ ਹੈ। ਭਾਸ਼ਾ ਸਿਖਾਣ ਦਾ ਪਾਠਕਰਮ ਇਸਲਈ ਮਹਤਵਪੂਰਨ ਹੈ ਕਿਉਂਕਿ ਭਾਸ਼ਾ ਪੂਰੀ ਸਿੱਖਿਆ ਦੀ ਜ਼ਮੀਨ ਤਿਆਰ ਕਰਦੀ ਹੈ, ਜਿੱਥੇ ਸਿਰਫ਼ ਭਾਸ਼ਾ ਪੜ੍ਹਨਾ ਸਿੱਖਣਾ ਹੀ ਨਹੀਂ ਸਗੋਂ ਭਾਸ਼ਾ ਨਾਲ ਜੁੜੇ ਨਵੇਂ ਮੁੱਦੇ ਜਿਵੇਂ ਬਹੁ ਭਾਸ਼ਿਕ ਜਮਾਤ, ਸਮਝ ਦਾ ਮਾਧਿਅਮ, ਸਮਾਵੇਸ਼ੀ ਸਿੱਖਿਆ, ਸ਼ਾਂਤੀ ਦੀ ਸਿੱਖਿਆ ਵਿੱਚ ਭਾਸ਼ਾ ਦੀ ਭੂਮਿਕਾ ਆਦਿ ਦੀ ਸਮਝ ਅਧਿਆਪਕਾਂ ਲਈ ਜ਼ਰੂਰੀ ਹੈ।

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26		
Course Code	24DOE2102/ 24DOE2103	Course Name	Pedagogy Course- I (b)/ Pedagogy Course- II (b)	Course Category*	DE	L	T	P	C
						2	1	1	4
Pre-requisite Courses with Code	Nil			Year	1	Semester	2		

Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: LEARNING RESOURCES		
<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Cooperative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. 	CO3	24

➤ Misconceptions related to teaching of Punjabi and their remedy		
Unit-2: LIFELONG LEARNING		
<ul style="list-style-type: none"> ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Techniques of Teaching- Experimentation (Demonstration), Inductivedeductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, RolePlaying (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community 	CO1 CO3	19
Unit-3: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHER		
<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions 	CO4 CO5	14
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ ਵਹਾਰਕ ਤਬਦੀਲੀ ਦੇ ਸੰਦਰਭ ਵਿੱਚ ਮਾਤ- ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼। ➤ ਕਵਿਤਾ, ਵਾਰਤਕ ਅਤੇ ਵਿਆਕਰਣ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਵਿਧੀਆਂ। ➤ ਜੀਨਪਿਆਜੇ ਅਤੇ ਐੱਲ ਵਿਓਗਤਸਕੀ ਦੇ ਭਾਸ਼ਾ ਸਿਖਸ਼ਣ ਸੰਦਰਭ ਵਿੱਚ ਵਿਚਾਰ। ➤ ਭਾਸ਼ਾ, ਬੋਲੀ, ਸਵਰ, ਵਿਅੰਜਨ, ਸ਼ਬਦ, ਵਾਕ, ਇੱਕ ਸ਼ਬਦ ਦੇ ਅਨੇਕ ਸ਼ਬਦ, ਵਿਰੋਧੀ ਸ਼ਬਦ, ਇੱਕ ਸ਼ਬਦ ਦੇ ਅਨੇਕ ਅਰਥਕ ਸ਼ਬਦਾਂ ਦੀ ਪਾਠਕਰਮ ਵਿੱਚ ਪ੍ਰਸੰਗਿਕਤਾ। ➤ ਜੀਵਨੀ, ਆਤਮਕਥਾ, ਰਿਪੋਤਾਰਜ, ਇਕਾਂਗੀ, ਨਿਬੰਧ, ਅਪਠਿਤ ਪੈਰਾ। ➤ ਪਾਠ ਪ੍ਰਸਤਾਵਨਾ, ਉਦੀਪਨ ਪਰਿਵਰਤਨ, ਵਿਆਖਿਆ ਕੌਸ਼ਲਾਂ ਦੀ ਜਮਾਤ ਸਿਖਸ਼ਣ ਵਿੱਚ ਵਿਵਹਾਰਿਕ ਉਪਯੋਗਿਤਾ। ਪੰਜਾਬ ਭਾਸ਼ਾ ਦੇ 6ਵੀਂ ਤੋਂ ਦਸਵੀਂ ਤਕ ਕੋਈ ਇੱਕ ਪਾਠ ਵਿੱਚੋਂ ਸੂਖਮ ਯੋਜਨਾ ਤਿਆਰ ਕਰਨਾ। 	CO1 CO2 CO5	18

Recommended Textbooks:

1. Modern Teaching of Punjabi, Nandra, Inder Dev Singh

Reference Textbooks/Links:

1. Teaching of Punjabi, Sekho, Sukhwinder Singh

2. Teaching of Punjabi, Vinod Publication
3. Teaching of Punjabi, Kaur, Amarjit
4. Teaching of Punjabi, Jagdeep
5. Teaching of Punjabi, Bhandari, Mukesh

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Prepare a Comic script of at least 8-10 pages on any topic of your choice in Teaching of Punjabi.
- Prepare a Radio script of any lesson of your choice in Teaching of Punjabi.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Co- operative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Punjabi and their remedy ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community
Faculty Mode	<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions.

Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive- deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, Role Playing (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ ਵਹਾਰਕ ਤਬਦੀਲੀ ਦੇ ਸੰਦਰਭ ਵਿੱਚ ਮਾਤ-ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼। ➤ ਕਵਿਤਾ, ਵਾਰਤਕ ਅਤੇ ਵਿਆਕਰਣ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਵਿਧੀਆਂ। ➤ ਜਾਨਪਿਆਜੇ ਅਤੇ ਐੱਲ ਵਿਓਗਤਸਕੀ ਦੇ ਭਾਸ਼ਾ ਸਿਖਸ਼ਣ ਸੰਦਰਭ ਵਿੱਚ ਵਿਚਾਰ। ➤ ਭਾਸ਼ਾ, ਬੋਲੀ, ਸਵਰ, ਵਿਅੰਜਨ, ਸ਼ਬਦ, ਵਾਕ, ਇੱਕਸ਼ਬਦ ਦੇ ਅਨੇਕ ਸ਼ਬਦ, ਵਿਰੋਧੀਸ਼ਬਦ, ਸ਼ਬਦ ਦੇ ਅਨੇਕ ਅਰਥਕ ਸ਼ਬਦਾਂ ਦੀ ਪਾਠਕਰਮ ਵਿੱਚ ਪ੍ਰਸੰਗਿਕਤਾ।
	<ul style="list-style-type: none"> ➤ ਜੀਵਨੀ, ਆਤਮਕਥਾ, ਰਿਪੋਰਟਾਰਜ, ਇਕਾਂਗੀ, ਨਿਬੰਧ, ਅਪਠਿਤ ਪੈਰਾ। ➤ ਪਾਠ ਪ੍ਰਸਤਾਵਨਾ, ਉਦੀਪਨ ਪਰਿਵਰਤਨ, ਵਿਆਖਿਆ ਕੌਸ਼ਲਾਂ ਦੀ ਜਮਾਤ ਸਿਖਸ਼ਣ ਵਿੱਚ ਵਿਵਹਾਰਿਕ ਉਪਯੋਗਿਤਾ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ 6ਵੀਂ ਤੋਂ ਦਸਵੀਂ ਤਕ ਕੋਈ ਇੱਕ ਪਾਠ ਵਿੱਚੋਂ ਸੂਖਮ ਯੋਜਨਾ ਤਿਆਰ ਕਰਨਾ।
Research/Community Work	

TEACHING OF SCIENCE

Course Biography

This course on teaching of science, has been constructed keeping into the account the needs of types of learners. The course expects the alpha teachers to deliver the content with the help of pedagogy of the field. Science influences so many different things that it is so crucial for the alpha teacher to transact this knowledge by thoughtfully applying various teaching- learning material and techniques, keeping in mind that science helps the mind to grow by finding new knowledge.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2102/ 24DOE2103	Course Name	Pedagogy Course- I (b)/ Pedagogy Course- II (b)	Course Category*	DE	L	T	P	C
						2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: LEARNING RESOURCES	CO3	24
➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc.		
➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc		
➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Cooperative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning.		
➤ Misconceptions related to teaching of Science and their remedy		
Unit-2: LIFELONG LEARNING	CO1	19

<ul style="list-style-type: none"> ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, RolePlaying (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community 	C03	
Unit-3: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHER		
<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions 	C04 C05	14
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Chemical Reactions and Equations ➤ Acids, Bases and Salts ➤ Metals and Non- Metals ➤ Carbon and its Compounds ➤ Periodic Classification of elements ➤ Life Processes ➤ Control and Co-ordination ➤ How do organisms reproduce ➤ Heredity and Evolution ➤ Light- Reflection and Refraction ➤ Human Eye and colourful world ➤ Electricity ➤ Magnetic Effects of Electric Current ➤ Sources of Energy ➤ Our Environment ➤ Sustainable Management of Natural Resources 	C01 C02 C05	18

Recommended Textbooks:

1. NCERT Textbooks
2. "Powerful Ideas of Science and How to Teach Them" by Jasper Green

Reference Textbooks/Links:

1. NCERT. (n.d.). <https://ncert.nic.in/textbook.php> National Council of Educational Research and Training.
2. Green. J. (n.d.). *Powerful ideas of science and how to teach them*. Taylor & Francis.
3. Textbook for B.Ed. Pedagogy of Science: Physical Science Part I & Part II. National Council of Educational Research and Training, 2013
4. Teaching of Science, Bhandula, N
5. Science Education, Chandra Ramesh
6. Teaching of Science, Kaur, Rakshinder
7. How to Teach Science, Kohli's V.K
8. Physics: Science and Technology, Singh Lakhmir , Manjit Kaur
9. Science and Technology Biology, Singh Lakhmir , Manjit Kaur
10. Chemistry: Science & Technology, Singh Lakhmir , Manjit Kaur

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Prepare a Comic script of at least 8-10 pages on any topic of your choice in Teaching of Science.
- Prepare a Radio script of any lesson of your choice in Teaching of Science.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Co-operative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Science and their remedy ➤ Lifelong learning and nurturing natural

	<p>curiosity in learners.</p> <ul style="list-style-type: none"> ➤ Importance of organizing various activities and events on specific days
	<ul style="list-style-type: none"> ➤ Organizing field experiences and exploring linkages with the community
Faculty Mode	<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions.
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive-deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, Role Playing (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	

<p style="text-align: center;">Independent Study/ Enhancing Professional Capacities</p>	<ul style="list-style-type: none"> ➤ Chemical Reactions and Equations ➤ Acids, Bases and Salts ➤ Metals and Non- Metals ➤ Carbon and its Compounds ➤ Periodic Classification of elements ➤ Life Processes ➤ Control and Co-ordination ➤ How do organisms reproduce ➤ Heredity and Evolution ➤ Light- Reflection and Refraction ➤ Human Eye and colourful world ➤ Electricity ➤ Magnetic Effects of Electric Current ➤ Sources of Energy ➤ Our Environment ➤ Sustainable Management of Natural Resources
<p style="text-align: center;">Research/Community Work</p>	

TEACHING OF SOCIAL STUDIES

Course Biography

This course in the teaching of social studies introduces α TEACHERS' to matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many α TEACHERS' may not be having sufficient exposure to four major disciplines of social studies. In fact, the pedagogy of a field of enquiry cannot be separated from its content. This course will help α TEACHERS understand key concepts of the various social studies as well as related pedagogical issues.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2102/ 24DOE2103	Course Name	Pedagogy Course- I (b)/ Pedagogy Course- II (b)	Course Category*	DE	L	T	P	C
	2		1			1	4		

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):	
CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: LEARNING RESOURCES	CO3	24
➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc.		
➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc		
➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Cooperative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning.		
➤ Misconceptions related to teaching of Social Studies and their remedy		
Unit-2: LIFELONG LEARNING	CO1	19

<ul style="list-style-type: none"> ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, RolePlaying (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community 	C03	
Unit-3: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHER		
<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions 	C04 C05	14
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Political Science- Meaning, Nature, Scope, Importance, Aims and Objectives. Relationship with other disciplines. ➤ Political Science for Developing National & International Integration- Introduction, Importance of National Integration, National Integration-A Challenge, Internationalism faced in Modern Education, Means of International Education, Use of Exchange Programmes in International Understanding. ➤ Government-Union, State and Local Government ➤ Organs of Government-Legislative, Executive and Judiciary ➤ Fundamental Rights & Duties ➤ Federalism ➤ Indian Constitution and Secularism ECONOMICS ➤ Economics- Meaning, Nature, Scope, Importance, Aims and Objectives, Relationship with other disciplines. ➤ Utilizing Current Information in Economics- Meaning and Importance of Current Information at School level, Usage of Current Information in class, Analysis and Understanding of Data- Economic Survey, Five Year Plans, Tables, Venn Diagrams, PieCharts etc. ➤ Understanding an Economy ➤ Types of economies- capitalistic, socialistic, mixed ➤ Basic features of Indian Economy ➤ Major challenges before Indian economy—Poverty, Unemployment, Population and Price Rise 	C01 C02 C05	18

➤ Rural Development: Different sources of rural finance		
➤ Main features of - liberalization, globalization and privatization		
➤ WTO		

Recommended Textbooks:

1. Teaching of Social Studies: A pRactical Approach by J.C. Aggarwal
2. Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach by Alan J. Singer

Reference Textbooks/Links:

1. Aggarwal, J. C. (2009). [Teaching of Social Studies: A Practical Approach](#). Vikas Publishing House.
2. Singer, A. J. (2014). [Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach \(4th ed.\)](#). Routledge.
3. Teaching of Social Studies, Khanna, Raj Kumar
4. Teaching of Social Studies, Kochhar, S.K.
5. Teaching of Social Studies, Sidhu, H.S.
6. Teaching of Social Studies, Singh, Gurmeet
7. Teaching of Social Studies, Jha, Avdhesh S

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Prepare a Comic strip of at least 8-10 pages on any topic of your choice in Teaching of Social Studies.
- Prepare a Radio script of any lesson of your choice in Teaching of Social Studies.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopedia, etc. ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Co-operative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Social Studies and their remedy
	<ul style="list-style-type: none"> ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community
Faculty Mode	<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions.
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive- deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, Role Playing (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
	➤ Political Science- Meaning, Nature, Scope, Importance, Aims and

<p>Independent Study/ Enhancing Professional Capacities</p>	<p>Objectives. Relationship with other disciplines.</p> <ul style="list-style-type: none"> ➤ Political Science for Developing National & International Integration- Introduction, Importance of National Integration, National Integration-A Challenge, Internationalism faced in Modern Education, Means of International Education, Use of Exchange Programmes in International Understanding. ➤ Government-Union, State and Local Government ➤ Organs of Government-Legislative, Executive and Judiciary ➤ Fundamental Rights & Duties ➤ Federalism ➤ Indian Constitution and Secularism <p>ECONOMICS</p> <ul style="list-style-type: none"> ➤ Economics- Meaning, Nature, Scope, Importance, Aims and Objectives, Relationship with other disciplines. ➤ Utilizing Current Information in Economics- Meaning and Importance of Current Information at School level, Usage of Current Information in class, Analysis and Understanding of Data-Economic Survey, Five Year Plans, Tables, Venn Diagrams, PieCharts etc. ➤ Understanding an Economy ➤ Types of economies- capitalistic, socialistic, mixed ➤ Basic features of Indian Economy ➤ Major challenges before Indian economy—Poverty, Unemployment, Population and Price Rise ➤ Rural Development: Different sources of rural finance ➤ Main features of - liberalization, globalization and privatization ➤ WTO
<p>Research/Community Work</p>	<p></p>

TEACHING OF MATHEMATICS

Course Biography

This course, teaching of Mathematics, has been constructed keeping into the account the needs of types of learners. The course expects the alpha teachers to deliver the content with the help of pedagogy of the field. Mathematics influences so many different things that it is so crucial for the alpha teacher to transact this knowledge by thoughtfully applying various teaching- learning material and techniques, keeping in mind that Mathematics helps the individual to develop critical thinking and enhance abstract reasoning.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2102/	Course Name	Pedagogy Course- I (b)/ Pedagogy Course- II (b)	Course Category*	DE	L	T	P	C
	24DOE2103					2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: LEARNING RESOURCES		
<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Cooperative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Mathematics and their remedy 	CO3	24
Unit-2: LIFELONG LEARNING	CO1	19

<ul style="list-style-type: none"> ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, RolePlaying (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community 	C03	
Unit-3: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHER		
<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions 	C04 C05	14
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Mathematical reasoning, pattern recognition, ➤ Algebraic thinking, geometric thinking (Van Hiele model of geometric thought), ➤ Problem solving in Mathematics, creative thinking in Mathematics. ➤ Number System: Real Numbers and Rational Numbers ➤ Polynomials ➤ Surface Area and Volume ➤ Circles 	C01 C02 C05	18

Recommended Textbooks:

1. Pedagogy of Mathematics by S.K. Mangal
2. NCERT Mathematics Textbooks
3. Teaching of Mathematics by Dr. Siyaram Yadav

Reference Textbooks/Links:

1. Methods of Teaching Mathematics, Malhotra, Vinyak
2. Teaching of Mathematics, Sahu, Binod K
3. Teaching of Mathematics, Bhardwaj, Deepak
4. Teaching of Mathematics, Gakhar, S.C
5. Teaching of Mathematics, Mangal S.K
6. Teaching of Modern Mathematics, Sidhu Kulbir Singh

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Prepare a Comic script of at least 8-10 pages on any topic of your choice in Teaching of

Mathematics.

- Prepare a Radio script of any lesson of your choice in Teaching of Mathematics.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Co-operative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Mathematics and their remedy ➤ Lifelong learning and nurturing natural curiosity in learners.
	<ul style="list-style-type: none"> ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community
Faculty Mode	<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions.

<p>Guest Faculty Mode</p>	<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive-deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, Role Playing (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc
CONTROLLED PRACTICE	
<p>Teaching Skill Development</p>	
<p>Learning to Function as a teacher</p>	
<p>Beyond Academics</p>	
FREE PRACTICE	
<p>Scholar's Internship</p>	
<p>Independent Study/ Enhancing Professional Capacities</p>	<ul style="list-style-type: none"> ➤ Mathematical reasoning, pattern recognition, ➤ Algebraic thinking, geometric thinking (VanHiele model of geometric thought), ➤ Problem solving in Mathematics, creative thinking in Mathematics. ➤ Number System: Real Numbers and Rational Numbers ➤ Polynomials ➤ Surface Area and Volume ➤ Circles
<p>Research/Community Work</p>	

TEACHING OF ECONOMICS

Course Biography

This course, teaching of economics, has been constructed keeping into the account the needs of types of learners. The course expects the alpha teachers to deliver the content with the help of pedagogy of the field. With the business going global, it has now become ever so crucial for the alpha teacher to transact the knowledge by thoughtfully applying various teaching- learning material and techniques, keeping in mind a global commercial perspective.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2102/	Course Name	Pedagogy Course- I (b)/	Course Category*	DE	L	T	P	C
	24DOE2103		Pedagogy Course- II (b)			2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: LEARNING RESOURCES		
<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Cooperative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Economics and their remedy 	CO3	24
Unit-2: LIFELONG LEARNING	CO1	
<ul style="list-style-type: none"> ➤ Lifelong learning and nurturing natural curiosity in learners. 	CO3	19

<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, RolePlaying (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community 		
Unit-3: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHER		
<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions 	CO4 CO5	14
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Basic concepts in macroeconomics: types of goods; stocks and flows; gross investment and depreciation. Circular flow of income (two sector model); Methods of calculating National Income - Value Added or Product method, Expenditure method, Income method. ➤ Aggregates related to National Income: Gross National Product (GNP), Net National Product (NNP), Gross Domestic Product (GDP) and Net Domestic Product (NDP) - at market price, at factor cost; Real and Nominal GDP GDP Deflator, GDP and Welfare ➤ Money: Currency held by the public and net demand deposits held by commercial banks. Money creation by the commercial banking system ➤ Bank: Meaning, functions and types. Central bank and its functions ➤ Determination of Income and Employment ➤ Budget- Meaning, Components and Objectives of Government Budget ➤ Balance of Payments ➤ Economic Reforms since 1991 ➤ Sustainable Economic Development ➤ Development Experience of India: A comparison with neighbours India and 204 Pakistan, India and China. Issues: economic growth, population, sectoral development and other Human Development Indicators 	CO1 CO2 CO5	18

Recommended Textbooks:

1. New Approach to Teaching of Economics, Dhillon Satinder

Reference Textbooks/Links:

1. Method of Teaching Economics Tiwari, Deepak

2. Teaching of Economics, Sidhu H.S
3. Teaching of Economics, Gupta, Renu
4. Teaching of Economics, Kaur, Harpreet
5. Teaching of Economics, Siddiqui, Mujibul Hasan

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Prepare a Comic script of at least 8-10 pages on any topic of your choice in Teaching of Economics.
- Prepare a Radio script of any lesson of your choice in Teaching of Economics.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Co-operative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Economics and their remedy ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community
Faculty Mode	<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/

	workshops, online sharing, etc.
	<ul style="list-style-type: none"> ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions.
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive-deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, Role Playing (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning <ul style="list-style-type: none"> ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ Basic concepts in macroeconomics: types of goods; stocks and flows; gross investment and depreciation. Circular flow of income (two sector model); Methods of calculating National Income - Value Added or Product method, Expenditure method, Income method. ➤ Aggregates related to National Income: Gross National Product (GNP), Net National Product (NNP), Gross Domestic Product (GDP) and Net Domestic Product (NDP) - at market price, at factor cost; Real and Nominal GDP GDP Deflator, GDP and Welfare ➤ Money: Currency held by the public and net demand deposits held by commercial banks. Money creation by the commercial banking system ➤ Bank: Meaning, functions and types. Central bank and its functions ➤ Determination of Income and Employment ➤ Budget- Meaning, Components and

	<p>Objectives of Government Budget</p> <ul style="list-style-type: none"> ➤ Balance of Payments ➤ Economic Reforms since 1991 ➤ Sustainable Economic Development ➤ Development Experience of India: A comparison with neighbours India and Pakistan, India and China. Issues: economic growth, population, sectoral development and other Human Development Indicators
<p>Research/Community Work</p>	

TEACHING OF COMMERCE

Course Biography

This course on teaching of commerce, has been constructed keeping into the account the needs of types of learners. The course expects the alpha teachers to deliver the content with the help of pedagogy of the field. With the business going global, it has now become ever so crucial for the alpha teacher to transact the knowledge by thoughtfully applying various teaching- learning material and techniques, keeping in mind a global commercial perspective.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2102/ 24DOE2103	Course Name	Pedagogy Course- I (b)/ Pedagogy Course- II (b)	Course Category*	DE	L	T	P	C
						2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: LEARNING RESOURCES	CO3	24
➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc.		
➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc		
➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Cooperative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning.		
➤ Misconceptions related to teaching of Commerce and their remedy		
Unit-2: LIFELONG LEARNING	CO1	19

<ul style="list-style-type: none"> ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Techniques of Teaching- Experimentation (Demonstration), Inductivedeductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, RolePlaying (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community 	C03	
Unit-3: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHER		
<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions 	C04 C05	14
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Business Finance ➤ Financial Markets ➤ Marketing ➤ Consumer Protection ➤ Entrepreneurship Development ➤ Indian Economy 1950- 1990 ➤ Rural Development ➤ Economy ➤ Production and Cost ➤ Money and Banking ➤ Government Budget and Economy 	C01 C02 C05	18

Recommended Textbooks:

1. Teaching of Commerce, Aggarwal, J.C.

Reference Textbooks/Links:

1. Methods of Teaching Commerce, Venkateshwarlu, K.
2. Teaching of Commerce, Aggarwal, J.C.
3. Teaching of Commerce, Dalal, D.C.
4. Teaching of Commerce, Kumar, Mahesh
5. Teaching of Commerce, Singh, Y. K
6. Teaching of Commerce, Monga, Vinty

*Refer to Course Coding Policy-2024

Tasks for the alpha Teachers

- Prepare a Comic strip of at least 8-10 pages on any topic of your choice in Teaching of Commerce.
- Prepare a Radio script of any lesson of your choice in Teaching of Commerce.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopedia, etc. ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Co-operative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Commerce and their remedy ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community
Faculty Mode	<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions.
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive-deductive Technique, Analytic-synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, Role Playing (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Activities to stimulate learning with knowledge of various

	Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ Business Finance ➤ Financial Markets ➤ Marketing ➤ Consumer Protection ➤ Entrepreneurship Development ➤ Indian Economy 1950- 1990 ➤ Rural Development ➤ Economy ➤ Production and Cost ➤ Money and Banking ➤ Government Budget and Economy
Research/Community Work	

TEACHING OF HOME SCIENCE

Course Biography

The syllabus of teaching of Home Science not only includes integration of basic concepts of food, balanced diet, health and development, cooking with the concepts of economics like income, savings, investment thus, making it an interdisciplinary subject but also provides the alpha teacher with pedagogical content. This in turn will assist the alpha teachers to skilfully instruct learners about the concepts so that they would be able to know and apply, wherever and whenever possible.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2102/	Course Name	Pedagogy Course- I (b)/ Pedagogy Course- II (b)	Course Category*	DE	L	T	P	C
	24DOE2103					2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: LEARNING RESOURCES		
<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Cooperative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Home Science and their remedy 	CO3	24
Unit-2: LIFELONG LEARNING	CO1	19

<ul style="list-style-type: none"> ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Techniques of Teaching- Experimentation (Demonstration), Inductivedeductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, RolePlaying (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community 	C03	
Unit-3: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHER		
<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions 	C04 C05	14
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Family Income <ul style="list-style-type: none"> • Various sources of family income: money income, real income, direct and indirect • Supplementing family income-need and ways; need and procedure for maintaininghousehold accounts (daily, weekly and monthly). • Savings and Investment: Meaning and importance of savings, Basis for selection of investment methods: risk, security, profit, tax saving, Ways/methods of investment –Bank schemes (saving, fixed, recurring); Post Office schemes (savings, recurring deposit, monthly income scheme, National saving certificate, Senior citizen scheme); Insurance schemes (whole life, mediclaim); Public Provident Fund (PPF), Provident Fund (PF). ➤ Consumer Protection and Education: Meaning, problems faced by consumer, Consumer Protection Amendment Act (2011); Consumer aids: labels, standardization marks,(ECO Mark,Hallmark, Wool mark, Silk mark), advertising, leaflets, and Consumer redressal forum, Internet. ➤ Application of elements of art and principles of design in designing apparel- <ul style="list-style-type: none"> • Selection and purchase of fabrics- purpose, cost, season, quality, durability, ease of maintenance and comfort, Selection of apparel- factors influencing selection of apparel- age, size, climate, occupation, figure, occasion, fashion, drape cost and workmanship. • Care and maintenance of clothes: Cleansing agents: soaps and detergents (basic differencesand their utility); General principles of stain removal, stain removal of tea, coffee, lipstick, ball pen, Grease, Curry and Blood. • Storage of clothes. ➤ Water safety: Safe drinking water-importance of potable water for good health, 	C01 C02 C05	18

<p>and its qualities, simple methods of making water safe for drinking; boiling, filtering (traditional and modern technology), use of alum, chlorine. Salient features of income generating schemes.</p> <ul style="list-style-type: none"> ➤ DWCRA (Development of Women and Children in Rural Area) ➤ MGNREGA (Mahatma Gandhi National Rural Employment Guarantee Act, 212 2005) ➤ Career Options after Home Science Education Career options of self and wage employment of various fields of Home Science. 		
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Recommended Textbooks:

1. Teaching of home science by Sharma, B.L.

Reference Textbooks/Links:

1. Teaching of Home Science by Siddiqui, Mujibul Hasan
2. Teaching of home science by Neelam Mago
3. Teaching of Home Science by "Bhargav, Priya
4. Modern Teaching of Home Science by Begum Fahmeeda.

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Prepare a Comic strip of at least 8-10 pages on any topic of your choice in Teaching of Home Science
- Prepare a Radio script of any lesson of your choice in Teaching of Hime Science

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopedia, etc. ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Co-operative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of English and their remedy ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community
Faculty Mode	<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions.
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive-deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, Role Playing (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional	<ul style="list-style-type: none"> ➤ Family Income <ul style="list-style-type: none"> • Various sources of family income: money income, real income, direct and indirect • Supplementing family income-need and ways; need

<p>Capacities</p>	<p>and procedure for maintaining household accounts (daily, weekly and monthly).</p> <ul style="list-style-type: none"> • Savings and Investment: Meaning and importance of savings, Basis for selection of investment methods: risk, security, profit, tax saving, Ways/methods of investment –Bank schemes (saving, fixed, recurring); Post Office schemes (savings, recurring deposit, monthly income scheme, National saving certificate, Senior citizen scheme); Insurance schemes (whole life, mediclaim); Public Provident Fund (PPF), Provident Fund (PF). ➤ Consumer Protection and Education: Meaning, problems faced by consumer, Consumer Protection Amendment Act (2011); Consumer aids: labels, standardization marks, (ECO Mark, Hallmark, Wool mark, Silk mark), advertising, leaflets, and Consumer redressal forum, Internet. ➤ Application of elements of art and principles of design in designing apparel- • Selection and purchase of fabrics- purpose, cost, season, quality, durability, ease of maintenance and comfort, Selection of apparel- factors influencing selection of apparel- age, size, climate, occupation, figure, occasion, fashion, drape cost and workmanship. • Care and maintenance of clothes: Cleansing agents: soaps and detergents (basic differences and their utility); General principles of stain removal, stain removal of tea, coffee, lipstick, ball pen, Grease, Curry and Blood. • Storage of clothes. ➤ Water safety: Safe drinking water-importance of potable water for good health, and its qualities, simple methods of making water safe for drinking; boiling, filtering (traditional and modern technology), use of alum, chlorine. Salient features of income generating schemes. ➤ DWCRA (Development of Women and Children in Rural Area) ➤ MGNREGA (Mahatma Gandhi National Rural Employment Guarantee Act, 2005) ➤ Career Options after Home Science Education Career options of self and wage employment of various fields of Home Science.
<p>Research/Community Work</p>	

TEACHING OF COMPUTER EDUCATION

Course Biography

With the technological advancement, computer has become a core subject at primary and secondary level of school education. The use of computers has increased rapidly over the years which makes it important for the alpha teachers to know their theoretical, practical and technical concepts. With this, the course expects them to teach the same with well-prepared lesson plans consisting of teaching- learning methodologies and resources thus emphasising on the pedagogical content as well.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2102/ 24DOE2103	Course Name	Pedagogy Course- I (b)/ Pedagogy Course- II (b)	Course Category*	DE	L	T	P	C
						2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: LEARNING RESOURCES		
<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Cooperative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Computer Education and their remedy 	C03	24
Unit-2: LIFELONG LEARNING	C01	19

<ul style="list-style-type: none"> ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Techniques of Teaching- Experimentation (Demonstration), Inductivedeductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, RolePlaying (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community 	C03	
Unit-3: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHER		
<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions 	C04 C05	14
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Hyper Text Markup Language Introduction and origin of HTML, History of HTML, Advantages of using HTML, Tools to be used, Tags and attributes, Document structure Tags and attributes, tag format, singular and paired tags, empty elements and container elements, Formatting elements. Introduction to Web Page Designing using HTML, Structure of HTML document- HTML, HEAD, TITLE, BODY, Attributes (BACKGROUND, BGCOLOUR, TEXT, LINK, ALINK, VLINK) Formatting tags: Font (attributes - colour - ,), size - ,), face), Centre, Break, Horizontal rule, (attributes- size, width, align, no shade, colour) Headings(H1 to H6), Paragraph ,<p></p> , P ALIGN , Bold, , Italics<I>, </I>, underline<U>, </U>,
, <hr> tag. Creating Links: Anchor Tag <a>. Internal and external links. Significance of linking, Attributes: NAME, HREF, TITLE, MAILTO LISTS - requirement of list in HTML, definition and introduction of LIST, , different types of lists, Types of lists in HTML, Nested Lists Tables: Introduction, benefits. Basic tags and attributes related to tables. Nested tables Usage of rowspan and colspan attributes. Forms: Benefits of using forms, creating a form using <form> tag. Form data transmission methods – GET and POST. Various form input type objects – textbox, button, label, textarea, select, etc. Inserting Audio (attributes - autoplay and controls) Inserting Video (attributes - height, width, auto buffer, controls) ➤ DHTML & CSS: Introduction to DHTML, Features and uses of DHTML, 	C01 C02 C05	18

<p>Components of DHTML, Cascading style sheet, Advantages and Limitations of CSS, Methods of applying CSS to an HTML document, In-line (the attribute style) and Internal (the tag style), External (link to style sheet), creating and saving cascading style sheets Introduction and familiarization of Font, Font-Family, Style, Size, Variant, Weight Text and Background properties; Colour properties - Text Indent, Align, Decorating, Spacing TransformText alignment, decoration and transformation, Foreground and Background colour, Image and Repeat Use of margin and margin properties, Concept of padding and Border and Padding and BorderProperties, Absolute and Relative Positioning</p>		
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Recommended Textbooks:

1. Computer in Education, Sharma, Lalit

Reference Textbooks/Links:

1. Computer in Education, Jain, Atul
2. Computer in Education, Singh, Joginde
3. Teaching of Computer Science, Singh, Y.K.
4. Computer Fundamentals, Pardeep Sinha
5. Teaching of Computer Science, Kumar, T Pradeep

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Prepare a Comic script of at least 8-10 pages on any topic of your choice in Teaching of Computer Education.
- Prepare a Radio script of any lesson of your choice in Teaching of Computer Education.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Co-operative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Computer Education and their remedy ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community
Faculty Mode	<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions.
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive-deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, Role Playing (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles,

	Riddles, multimedia, internet, etc
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	
Research/Community Work	

TEACHING OF MUSIC

Course Biography

The course in the teaching of Music introduces alpha teachers to the matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many alpha teachers may not be having sufficient exposure to other areas of Music.

[Gayan, Vadan, Nritya]. This course will help alpha teachers to understand key concepts of Music as well as related pedagogical issues. Furthermore, alpha teachers will be encouraged to see music as an integral area of study.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2102/ 24DOE2103	Course Name	Pedagogy Course- I (b)/ Pedagogy Course- II (b)	Course Category*	DE	L	T	P	C
						2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):	
CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: LEARNING RESOURCES		
<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Cooperative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Music and their remedy 	CO3	24

Unit-2: LIFELONG LEARNING		
<ul style="list-style-type: none"> ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, RolePlaying (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community 	C01 C03	19
Unit-3: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHER		
<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions 	C04 C05	14
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Methods of teaching Music at secondary level ➤ Music curriculum construction. ➤ Knowledge of following Taals: Ekgun & Dugun of Dadra, Rupak, Keharva, Jhaptal, Chartaland Teental. 	C01 C02 C05	18

Recommended Textbooks:
1. Khanna, Jyoti (2015). Sangeet Adhyapan. Ludhiana: Tandon Publications.
Reference Textbooks/Links:
1. Saryu Kalekar - Teaching of Music 2. Panna Lal Madare - Teaching of Music

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Prepare a Comic script of at least 8-10 pages on any topic of your choice in Teaching of Music.
- Prepare a Radio script of any lesson of your choice in Teaching of Music

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Co-operative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Music and their remedy ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community
Faculty Mode	<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions.

Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive-deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, Role Playing (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ Methods of teaching Music at secondary level ➤ Music curriculum construction. ➤ Knowledge of following Taals: Ekgun & Dugun of Dadra, Rupak, Keharva, Jhaptal, Chartal and Teental.
Research/Community Work	

TEACHING OF FINE ARTS

Course Biography

This course, teaching of Fine Arts, has been constructed keeping into the account the needs of types of learners. The course expects the alpha teachers to deliver the content with the help of pedagogy of the field. Fine Arts influences so many different things that it is so crucial for the alpha teacher to transact this knowledge by thoughtfully applying various teaching- learning material and techniques, keeping in mind that Fine Arts helps the individual to express himself creatively and imaginatively.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2102/ 24DOE2103	Course Name	Pedagogy Course- I (b)/ Pedagogy Course- II (b)	Course Category*	DE	L	T	P	C
						2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: LEARNING RESOURCES		
<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Cooperative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Fine Arts and their remedy 	CO3	24
Unit-2: LIFELONG LEARNING	CO1	
<ul style="list-style-type: none"> ➤ Lifelong learning and nurturing natural curiosity in learners. 	CO3	19

<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, RolePlaying (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community 		
Unit-3: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHER		
<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions 	C04 C05	14
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
History of Indian Art		
<i>The Miniature Painting of Mughal School.</i>		
(1) Origin and development		
(2) Main features of the Mughal School		
(3) Study of the following Mughal Paintings:		
<ul style="list-style-type: none"> • Krishna lifting Mount Govardhan • Jahangir holding the picture of Madona • Falcon on a bird rest • Marriage procession of Dara Shikoh 		
The following art terminologies for subject		
<ul style="list-style-type: none"> ➤ Still life ➤ Nature study ➤ Anatomy ➤ Collage ➤ Mosaic ➤ Painting ➤ Mural 		
History of Indian art		
<i>The Deccan School</i>		
(1) Origin and development		
(2) Main features of the Deccan School		
	C01 C02 C05	18

(3) Study of the following Deccan Paintings: ➤ Raga Hindola – Ahmednagar ➤ Chand Bibi Playing Polo (Chaugan)		
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Recommended Textbooks:

1. Fundamental of Visual Art by Kumar, Munesh

Reference Textbooks/Links:

1. Panaromic Indian Painting by Luther, R.C., Luther, C.K. and Sekhon Nidhi
2. An Introduction to Indian Art Part -I, Textbook in Fine Arts for class XI
3. History of Indian Art- A textbook based on Fine Arts Syllabus

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Prepare a Comic script of at least 8-10 pages on any topic of your choice in Teaching of Fine Arts.
- Prepare a Radio script of any lesson of your choice in Teaching of Fine Arts

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Co-operative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Fine

	<p>Arts and their remedy</p> <ul style="list-style-type: none"> ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community
Faculty Mode	<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions.
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive- deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, Role Playing (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning
	<ul style="list-style-type: none"> ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
	<p style="text-align: center;">History of Indian Art</p> <p style="text-align: center;">The Miniature Painting of <i>Mughal School</i>.</p> <p>(1) Origin and development</p> <p>(2) Main features of the Mughal School</p> <p>(3) Study of the following Mughal Paintings:</p> <ul style="list-style-type: none"> • Krishna lifting Mount Govardhan • Jahangir holding the picture of Madona • Falcon on a bird rest • Marriage procession of Dara Shikoh

<p>Independent Study/ Enhancing Professional Capacities</p>	<p>The following art terminologies for subject</p> <ul style="list-style-type: none"> ➤ Still life ➤ Nature study ➤ Anatomy ➤ Collage ➤ Mosaic ➤ Painting ➤ Mural <p>History of Indian art</p> <p><i>The Deccan School</i></p> <p>(1) Origin and development</p> <p>(2) Main features of the Deccan School</p> <p>(3) Study of the following Deccan Paintings:</p> <ul style="list-style-type: none"> • Raga Hindola - Ahmednagar • Chand Bibi Playing Polo (Chaugan)
<p>Research/Community Work</p>	

TEACHING OF GEOGRAPHY

Course Biography

This course, teaching of Geography, has been constructed keeping into the account the needs of types of learners. The course expects the alpha teachers to deliver the content with the help of pedagogy of the field. Geography influences so many different things that it is so crucial for the alpha teacher to transact this knowledge by thoughtfully applying various teaching- learning material and techniques, keeping in mind that Geography helps the individual to develop critical thinking and enhance abstract reasoning.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2102/ 24DOE2103	Course Name	Pedagogy Course- I (b)/ Pedagogy Course- II (b)	Course Category*	DE	L	T	P	C
	2					1	1	4	

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: LEARNING RESOURCES	CO3	24
➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc.		
➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc		
➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Cooperative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning.		
➤ Misconceptions related to teaching of Geography and their remedy		
Unit-2: LIFELONG LEARNING	CO1	19
➤ Lifelong learning and nurturing natural curiosity in learners.	CO3	

<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, Role Playing (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community 		
Unit-3: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHER		
<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions 	C04 C05	14
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Regional Geography- Meaning, Natural Regions, Geographical Regions and Regional Method. Role of Geography in International Understanding- Introduction, Role of Geography in Promoting Internationalism, Role of Geography Teacher, Suggestions for the Teacher and Educational Experiences. ➤ Resources ➤ Minerals and Power Resources ➤ Agriculture ➤ Industries ➤ Human Resources ➤ Research- Need for research in Geography education, current trends in Geography education, Areas of Research in Geography, problems faced by Geography researchers. Problems in Teaching Geography- Special problems in rural and urban areas. ➤ Water Resources ➤ Transport, Communication and Trade ➤ Population Growth and Development ➤ Climate 	C01 C02 C05	18

Recommended Textbooks:

1. Teaching of Social Science Teaching (Geography), Bhattacharyya, Abhishek

Reference Textbooks/Links:

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Prepare a Comic strip of at least 8-10 pages on any topic of your choice in Teaching of Geography
- Prepare a Radio script of any lesson of your choice in Teaching of Geography.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Co-operative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Geography and their remedy ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community
Faculty Mode	<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions.
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive- deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, Role Playing (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc

CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ Regional Geography- Meaning, Natural Regions, Geographical Regions and Regional Method. Role of Geography in International Understanding- Introduction, Role of Geography in Promoting Internationalism, Role of Geography Teacher, Suggestions for the Teacher and Educational Experiences. ➤ Resources ➤ Minerals and Power Resources ➤ Agriculture ➤ Industries ➤ Human Resources ➤ Research- Need for research in Geography education, current trends in Geography education, Areas of Research in Geography, problems faced by Geography researchers. Problems in Teaching Geography- Special problems in rural and urban areas. ➤ Water Resources ➤ Transport, Communication and Trade ➤ Population Growth and Development ➤ Climate
Research/Community Work	

TEACHING OF HISTORY

Course Biography

Being a vast subject, History has always been with us through the stories, museums, artefacts, etc. Pedagogy acts as a significant bridge to keep the important and valuable events and experiences, national and international, alive even after their time. The course expects the alpha teachers to keep the content interesting yet understandable and comprehensible by using a variety of methods taking into consideration the requirements of a learner.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2102/ 24DOE2103	Course Name	Pedagogy Course- I (b)/ Pedagogy Course- II (b)	Course Category*	DE	L	T	P	C
						2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: LEARNING RESOURCES		
<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Cooperative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of History and their remedy 	CO3	24
Unit-2: LIFELONG LEARNING		
<ul style="list-style-type: none"> ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Techniques of Teaching- Experimentation (Demonstration), Inductivedeductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, RolePlaying (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community 	CO1 CO3	19

Unit-3: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHER		
<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions 	C04 C05	14
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Cultivation of time and Space- Introduction, Time Sense, Values of Dates, Constituents of Time Sense, Dimensions of Chronology, Time Charts, Maps, Place Charts. Development of Historical Imagination with the help of History. ➤ Pastoralists in the Modern World ➤ Peasants and Farmers. ➤ Civilizing the Native, Educating the Nation ➤ First World War ➤ Second World War ➤ National Integration- Introduction, Diversities in Races, Caste, Languages, Religions, Meaning of National Integration, Need, Role of History in National Integration. International Understanding- Introduction, Meaning, Role of History in International Understanding, Role of U.N.O and its various agencies in promoting International Understanding, Various Activities to promote International Understanding. ➤ American Revolution ➤ Industrial Revolution 	C01 C02 C05	18

Recommended Textbooks:

1. Methods of Teaching History by Tiwari, Deepak

Reference Textbooks/Links:

1. Teaching of History by Aggarwal, J.C.
2. Teaching of History by Arora K.L
3. Teaching of History by Kochhar, S.K.
4. Teaching of History by Shinda, B.D.
5. Teaching of History by Khanna, Raj Kumar •
6. Teaching of History: Modern Methods by Singh, Y.K

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Prepare a Comic strip of at least 8-10 pages on any topic of your choice in Teaching of History
- Prepare a Radio script of any lesson of your choice in Teaching of History.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Co- operative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of History and their remedy ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Importance of organizing various activities and events on specific days <p style="margin-left: 40px;">Organizing field experiences and exploring linkages with the community</p>
Faculty Mode	<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions.
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive- deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, Role Playing (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc
CONTROLLED PRACTICE	
Teaching Skill	

Development	
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ Cultivation of time and Space- Introduction, Time Sense, Values of Dates, Constituents of Time Sense, Dimensions of Chronology, Time Charts, Maps, Place Charts. Development of Historical Imagination with the help of History. ➤ Pastoralists in the Modern World ➤ Peasants and Farmers. ➤ Civilizing the Native, Educating the Nation ➤ First World War ➤ Second World War ➤ National Integration- Introduction, Diversities in Races, Caste, Languages, Religions, Meaning of National Integration, Need, Role of History in National Integration. ➤ International Understanding- Introduction, Meaning, Role of History in International Understanding, Role of U.N.O and its various agencies in promoting International Understanding, Various Activities to promote International Understanding. ➤ American Revolution ➤ Industrial Revolution
Research/Community Work	

TEACHING OF PHYSICAL EDUCATION

Course Biography

The syllabus of teaching of Physical Education not only includes integration of basic concepts of Human Body, Sports, Leadership, Postures thus, making it an interdisciplinary subject but also provides the alpha teacher with pedagogical content. This in turn will assist the alpha teachers to skilfully instruct learners about the concepts so that they would be able to know and apply, wherever and whenever possible.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2102/ 24DOE2103	Course Name	Pedagogy Course- I (b)/ Pedagogy Course- II (b)	Course Category*	DE	L	T	P	C
	2		1			1	4		

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):	
CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: LEARNING RESOURCES		
<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Cooperative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Physical Education and their remedy 	CO3	24
Unit-2: LIFELONG LEARNING		
<ul style="list-style-type: none"> ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Techniques of Teaching- Experimentation (Demonstration), Inductivedeductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, RolePlaying (Dramatisation), Real World Mnemonics, Brainstorming, Discovery Learning ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community 	CO1 CO3	19
Unit-3: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHER		
<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. 	CO4 CO5	14

<ul style="list-style-type: none"> ➤ Collaboration of school with higher education institutions 		
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Adventure Sports and Leadership Training- Meaning and Objectives of Adventure Sports, Types of activities- Camping, Rock Climbing, Tracking, River Rafting & Mountaineering, Material Requirement and safety measures, Identification and use of natural resources, Conservation of surroundings, Creating Leaders through Physical Education ➤ Sports and Nutrition- Balanced Diet and Nutrition: Macro and Micro Nutrients, Nutritive and Non- Nutritive Components of Diet, Eating Disorders- Anorexia, Nervosa and Bulimia, Effects of Diet on Performance, Eating for Weight Control- A Healthy Weight, The Pitfalls of Dieting, Food Intolerance and Food Myths, Sports Nutrition (Fluid and Meal Intake, Pre, during and Post Competition) ➤ Postures- Concept of Correct Postures- Standing and Sitting, Advantages of Correct Posture, Causes of bad Posture, Common Postural Deformities- Knock Knee, Flat Foot, Round Shoulders, Lordosis, Kyphosis, Bow Legs and Scolioses, Physical Activity as Corrective Measures ➤ Children and Sports- Motor Development in children, Factors affecting motor development, Physical and Physiological benefits of exercise on children, Advantages and disadvantages of weight training and food supplement for children, Activities and quality of life ➤ Women and Sports- Sports participation of women in India, Special consideration (Menarch, menstrual Dysfunction, Pregnancy, Menopause), Female Athletes Triad (Anemia, Osteoporosis and Amenorrhea), Psychological aspects of women athlete, Sociological aspects of sports participation, Ideology ➤ Test and Measurement in Sports- Measurement of Muscular Strength- Karus Weber Test, Motor Fitness Test- AAPHER, Measurement of Cardio Vascular Fitness- Harvard Step Test/ Rockport Test, Measurement of Flexibility- Sit and Reach Test, Rikli and Jones- Senior Citizen Fitness test- Chair Stand Test for Lower Body Strength, Arm Curl Test for upper body strength, Chair Sit and Reach Test for lower body flexibility, Eight Foot up and Go Test for agility, Six-minute Walk Test for Aerobic Endurance ➤ Physiology and Sports- Gender Differences in physical and physiological parameters, Physiological factor determining component of physical fitness, Effect of exercise on Cardio Vascular System, Effect of exercise on Respiratory System, Effect of exercise on Muscular System, Physiological changes due to ageing, Role of physical activity maintaining functional fitness in aged population ➤ Sports Medicine- Concept and Definition, Aims and Scope of sports medicine, Impact of surfaces and environment on athletes, Sports injuries: Classification, Causes and Prevention, Management of injuries: Soft Tissue 	<p>C01</p> <p>C02</p> <p>C05</p>	18

<p>injuries: (Abrasion, Contusion, laceration, Incision, Sprain and Strain), Bone and Joint Injuries: (Dislocation, Fractures: Stress Fracture, Green Stick, Communated, transverse Oblique and Impacted)</p> <p>➤ Psychology and sports- Understanding stress, anxiety and its management, Coping Strategies, Personality, its dimensions & types; Role of Sports in personality development, Motivation: its types and Techniques, Self- esteem and body image, psychological benefits of exercise</p> <p>➤ Training in sports: Strength- Definition, types and methods of improving strength- Isometric, Isotonic & Isokinetic, Endurance- Definition, types and methods to develop Endurance- Continuous Training, Interval Training and Fartlek Training, Speed- Definition, types and methods to improve flexibility, Coordinative abilities- Definition and Types</p>		
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Recommended Textbooks:

1. Creative teaching of Physical Education, Brarar, R.S.

Reference Textbooks/Links:

1. Teaching of Physical Education, Kushreshtea, S.P
2. Teaching of Physical Education, Mangal, S.K.
3. Teaching of Physical Education, Bhatnagar, A.B
4. Teaching of Physical Education, Singh, Ajmer
5. Psychological Basis of Physical Education, Ahmed, Shamshed

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Prepare a Comic strip of at least 8-10 pages on any topic of your choice in Teaching of Physical Education.
- Prepare a Radio script of any lesson of your choice in Teaching of Physical Education.

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas,

	<p>encyclopaedia, etc.</p> <ul style="list-style-type: none"> ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Co- operative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Physical Education and their remedy ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community
Faculty Mode	<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions.
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive- deductive Technique, Analytic- synthetic, Heuristic technique, Describing,
	<p>Narrating (Storytelling), Illustrating, Role Playing (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning</p> <ul style="list-style-type: none"> ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
	<ul style="list-style-type: none"> ➤ Adventure Sports and Leadership Training- Meaning and Objectives of Adventure Sports, Types of activities- Camping, Rock Climbing, Tracking, River Rafting & Mountaineering, Material Requirement and safety measures, Identification and use of natural resources, Conservation of surroundings, Creating Leaders through Physical Education ➤ Sports and Nutrition- Balanced Diet and Nutrition: Macro and Micro Nutrients, Nutritive and Non- Nutritive Components of Diet, Eating Disorders- Anorexia, Nervosa and Bulimia, Effects

<p>Independent Study/ Enhancing Professional Capacities</p>	<p>of Diet on Performance, Eating for Weight Control- A Healthy Weight, The Pitfalls of Dieting, Food Intolerance and Food Myths, Sports Nutrition (Fluid and Meal Intake, Pre, during and Post Competition)</p> <ul style="list-style-type: none"> ➤ Postures-Concept of Correct Postures- Standing and Sitting, Advantages of Correct Posture, Causes of bad Posture, Common Postural Deformities- Knock Knee, Flat Foot, Round Shoulders, Lordosis, Kyphosis, Bow Legs and Scolioses, Physical Activity as Corrective Measures ➤ Children and Sports- Motor Development in children, Factors affecting motor development, Physical and Physiological benefits of exercise on children, Advantages and disadvantages of weight training and food supplement for children, Activities and quality of life ➤ Women and Sports- Sports participation of women in India, Special consideration (Menarch, menstrual Dysfunction, Pregnancy, Menopause), Female Athletes Triad (Anemia, Osteoporosis and Amenorrhea), Psychological aspects of women athlete, Sociological aspects of sports participation, Ideology ➤ Test and Measurement in Sports- Measurement of Muscular Strength- Karus Weber Test, Motor Fitness Test- AAPHER, Measurement of Cardio Vascular Fitness- Harvard Step Test/ Rockport Test, Measurement of Flexibility- Sit and Reach Test, Rikli and Jones- Senior Citizen Fitness test- Chair Stand Test for Lower Body Strength, Arm Curl Test for upper body strength, Chair Sit and Reach Test for lower body flexibility, Eight Foot up and Go Test for agility, Six-minute Walk Test for Aerobic Endurance ➤ Physiology and Sports- Gender Differences in physical and physiological parameters, Physiological factor determining component of physical fitness, Effect of exercise on Cardio Vascular System, Effect of exercise on
	<p>Respiratory System, Effect of exercise on Muscular System, Physiological changes due to ageing, Role of physical activity maintaining functional fitness in aged population</p> <ul style="list-style-type: none"> ➤ Sports Medicine- Concept and Definition, Aims and Scope of sports medicine, Impact of surfaces and environment on athletes, Sports injuries: Classification, Causes and Prevention, Management of injuries: Soft Tissue injuries: (Abrasion, Contusion, laceration, Incision, Sprain and Strain), Bone and Joint Injuries: (Dislocation, Fractures: Stress Fracture, Green Stick, Communated, transverse Oblique and Impacted) ➤ Psychology and sports- Understanding stress, anxiety and its management, Coping Strategies, Personality, its dimensions &

	<p>types; Role of Sports in personality development, Motivation: its types and Techniques, Self- esteem and body image, Psychological benefits of exercise</p> <p>➤ Training in sports: Strength- Definition, types and methods of improving strength- Isometric, Isotonic & Isokinetic, Endurance- Definition, types and methods to develop Endurance- Continuous Training, Interval Training and Fartlek Training, Speed- Definition, types and methods to improve flexibility, Coordinative abilities- Definition and Types</p>
<p>Research/Community Work</p>	

TEACHING OF PSYCHOLOGY

Course Biography

This course on teaching of psychology, has been constructed taking into account the needs of the different types of learners. The course expects the alpha teachers to deliver the content with the help of the pedagogy best suited to the field of psychology. It is imperative that the alpha teachers apply their knowledge of pedagogy into the teaching of psychology in the classroom to ensure best learning in the students. Psychology is a subject the knowledge of which is very helpful not just from a theoretical perspective but also has great practical implications, when it comes to managing one's own behaviour and dealing with others as well.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2102/ 24DOE2103	Course Name	Pedagogy Course- I (b)/ Pedagogy Course- II (b)	Course Category*	DE	L	T	P	C
						2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: LEARNING RESOURCES		
<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Cooperative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of Psychology and their remedy 	CO3	24
Unit-2: LIFELONG LEARNING	CO1	19

<ul style="list-style-type: none"> ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, RolePlaying (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community 	C03	
Unit-3: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHER		
<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions 	C04 C05	14
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Personality- Nature, Type and Trait Approaches ➤ Intelligence- Concept of IQ, Triarchic theory, Multiple intelligence ➤ Stress- GAS, Stress and Health, Coping ➤ Psychological disorders- Anxiety disorders, Personality disorders, Dissociative disorders, Mood disorders, Psychotic disorders- Schizophrenia, Paranoia ➤ Therapy- Behavioural, Cognitive behavioural, Humanistic-existential, Psychoanalytic ➤ Group behaviour- Stages of group formation, Group processes- Social loafing, group polarization 	C01 C02 C05	18

Recommended Textbooks:

1. Sharma, R. A. (2008). *Technology of teaching*. R. Lall Book Depot.

Reference Textbooks/Links:

1. Aggarwal, J. C. (2009). *Teacher and education in a developing society* (4th ed.). Vikas Publishing House.
2. Mangal, S. K. (2002). *Advanced educational psychology* (2nd ed.). PHI Learning.
3. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1986). *Introduction to psychology* (7th ed.). McGraw-Hill.
4. Carson, R.C., Butcher, J.N. and Mineka, S. (2000). *Abnormal Psychology and Modern Life*. Pearson Education.
5. Ciccarelli, S. K., White, J. N., Fritzley, V. H., & Harrigan, T. (2010). *Psychology: an exploration* (p. 672). Upper Saddle River, NJ, USA: Pearson Prentice Hall.
6. Kalat, J. W. (2016). *Introduction to psychology*. Cengage Learning.

7. McDougall, W. (2015). An introduction to social psychology. Psychology Press.
8. Plotnik, R., & Kouyoumdjian, H. (2013). Introduction to psychology. Cengage Learning

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Prepare a Comic strip of at least 8-10 pages on any topic of your choice in Teaching of Psychology
- Prepare a Radio script of any lesson of your choice in Teaching of Psychology

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopedia, etc. ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Co-operative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of English and their remedy ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community
Faculty Mode	<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions.

Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive-deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, Role Playing (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ Personality- Nature, Type and Trait Approaches ➤ Intelligence- Concept of IQ, Triarchic theory, Multiple intelligence ➤ Stress- GAS, Stress and Health, Coping ➤ Psychological disorders- Anxiety disorders, Personality disorders, Dissociative disorders, Mood disorders, Psychotic disorders- Schizophrenia, Paranoia ➤ Therapy- Behavioural, Cognitive behavioural, Humanistic-existential, Psychoanalytic ➤ Group behaviour- Stages of group formation, Group processes- Social loafing, group polarization
Research/Community Work	

TEACHING OF FRENCH

Course Biography

This course on teaching of French is designed to equip future educators with the foundational skills necessary to teach French at in schools. The curriculum focuses on essential language components such as vocabulary, grammar, pronunciation, and conversational skills. Alpha teachers will learn effective teaching methodologies, classroom management strategies, and cultural insights to enhance their teaching practice. Through interactive lessons, practical exercises and experiences, the course aims to develop alpha teachers' confidence and competence in delivering engaging and comprehensive French lessons to young learners.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2102/	Course Name	Pedagogy Course- I (b)/ Pedagogy Course- II (b)	Course Category*	DE	L	T	P	C
	24DOE2103					2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus	CO Mapping	Hours
Unit-1: LEARNING RESOURCES		
<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc. ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Cooperative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of French and their remedy 	CO3	24
Unit-2: LIFELONG LEARNING	CO1	19

<ul style="list-style-type: none"> ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, RolePlaying (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community 	C03	
Unit-3: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHER		
<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions 	C04 C05	14
Unit-4: MEANING AND NATURE WITH CONTENT ANALYSIS		
<ul style="list-style-type: none"> ➤ Express your interest ➤ Express an obligation/permission ➤ Describe an accommodation ➤ Write a project ➤ Future tenses ➤ Reflexive verbs ➤ Describe past events, situations, habits, a memory ➤ Talk about an anecdote • Pronom relative Indicative/Subjonctive • Comparative/Superlative • Place of adjectives ➤ Plus-que-parfait ➤ Talk about cultural diversity ➤ Talk about living abroad ➤ Passive form ➤ Talk about two different events in the past ➤ Write an article ➤ Debate ➤ Reported speech ➤ Talk about France and the French ➤ Understand a television news report ➤ Talk about learning a foreign language ➤ Understand a movie trailer ➤ Write a short article ➤ Understand a poem ➤ All past tenses 	C01 C02 C05	18

<ul style="list-style-type: none"> ➤ Past participle ➤ Verbal adjectives ➤ Talk about immigration ➤ Personal and relative pronouns ➤ Talk about the environment ➤ Understand a TV report, song ➤ Talk about art, cooking ➤ Understand a play ➤ Describe food habits ➤ Write a recipe ➤ French teaching and its importance ➤ Write a complaint letter ➤ Compare your country with France ➤ Present a book ➤ Talk about technology, social networking, AI, architecture 		
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Recommended Textbooks:

1. Nouvel apprenons le français vol 1
7. Nouvel apprenons le français vol 2
8. Nouvel apprenons le français vol 3
9. Nouvel apprenons le français bol 4
10. Entre Jeunes IX
11. Entre Jeunes X

Reference Textbooks/Links:

7. Nouvel apprenons le français vol 1
8. Nouvel apprenons le français vol 2
9. Nouvel apprenons le français vol 3
10. Nouvel apprenons le français bol 4
11. Entre Jeunes IX
12. Entre Jeunes X

**Refer to Course Coding Policy-2024*

Tasks for the alpha Teachers

- Prepare a Comic strip of at least 8-10 pages on any topic of your choice in Teaching of French
- Prepare a Radio script of any lesson of your choice in Teaching of French

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopedia, etc. ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Co-operative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of English and their remedy ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community
Faculty Mode	<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions.
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive-deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, Role Playing (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function	

as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ Express your interest ➤ Express an obligation/permission ➤ Describe an accommodation ➤ Write a project ➤ Future tenses ➤ Reflexive verbs ➤ Describe past events, situations, habits, a memory ➤ Talk about an anecdote • Pronom relative Indicative/Subjonctive • Comparative/Superlative • Place of adjectives ➤ Plus-que-parfait ➤ Talk about cultural diversity ➤ Talk about living abroad ➤ Passive form ➤ Talk about two different events in the past ➤ Write an article ➤ Debate ➤ Reported speech ➤ Talk about France and the French ➤ Understand a television news report ➤ Talk about learning a foreign language ➤ Understand a movie trailer ➤ Write a short article ➤ Understand a poem ➤ All past tenses ➤ Past participle ➤ Verbal adjectives ➤ Talk about immigration ➤ Personal and relative pronouns ➤ Talk about the environment ➤ Understand a TV report, song ➤ Talk about art, cooking ➤ Understand a play ➤ Describe food habits ➤ Write a recipe ➤ French teaching and its importance ➤ Write a complaint letter ➤ Compare your country with France ➤ Present a book ➤ Talk about technology, social networking, AI,

	architecture
Research/Community Work	

TEACHING OF SANSKRIT

संस्कृत विषये- संस्कृतं न केवलं भाषा, अपितु भारतीयज्ञानपरम्परायाः, संस्कृतेः, दर्शनस्य च द्वारम् अस्ति । एषा भाषा वैज्ञानिकसंरचना, व्याकरणसमीचीनता, समृद्धसाहित्यविरासतां च विश्वप्रसिद्धा अस्ति । एषः नूतनः पाठ्यक्रमः एनसीईआरटी-मार्गदर्शिकासु आधारितः सन् मौलिकं दृष्टिकोणं प्रस्तुतं करोति । अस्य मुख्यं उद्देश्यं छात्रान् संस्कृतभाषायाः व्यावहारिकज्ञानेन सह संयोजयित्वा तेषु साहित्यसौन्दर्यशास्त्रस्य, तार्किकचिन्तनस्य, मानवीयमूल्यानां च बीजानि रोपयितुं, येन ते स्वधरोहरं अवगत्य भविष्यस्य सज्जतां कर्तुं शक्नुवन्ति।

उद्देश्य

- बी.एड. छात्रों को समास और प्रत्यय जैसे व्याकरण के अगले स्तर का ज्ञान देना।
- सरल संस्कृत अनुवाद के नियमों में पारंगत करना।
- कक्षा 12 की पुस्तक 'भास्वती' (द्वितीय भाग) पढ़ाने के लिए आवश्यक शिक्षण-कौशलों में निपुण करना।

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2102/ 24DOE2103	Course Name	Pedagogy Course- I (b)/ Pedagogy Course- II (b)	Course Category*	DE	L	T	P	C
						2	1	1	4

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):

CO1	understand the meaning, nature, and objectives of the pedagogical course
CO2	develop instructional objectives and lesson plans
CO3	use teaching aids and concept maps to enhance creativity and engagement
CO4	apply principles, maxims, and micro-skills of teaching effectively.
CO5	employ diverse teaching methods suitable for various topics

Outline Syllabus		CO Mapping	Hours
Unit-1: LEARNING RESOURCES			
➤	Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper, dictionary, atlas, encyclopaedia, etc.	CO3	24
➤	Activities to stimulate learning with knowledge of various Audio- Visual aids,		

<p>Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc</p> <ul style="list-style-type: none"> ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Cooperative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of French and their remedy 		
Unit-2: LIFELONG LEARNING		
<ul style="list-style-type: none"> ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, RolePlaying (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community 	<p>C01 C03</p>	<p>19</p>
Unit-3: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHER		
<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions 	<p>C04 C05</p>	<p>14</p>
Unit-4: पाठ्यक्रमस्य मुख्यबिन्दवः		
<p>1. व्याकरणस्य उन्नततत्त्वानि : समासः प्रत्ययः च :</p> <ul style="list-style-type: none"> • समासः प्रमुख समासानां (अव्ययीभाव, तत्पुरुष, कर्मधारय, द्विगु, द्वन्द्व, बहुव्रीहि) सामान्य परिचय उदाहरणानि च तस्य सामान्य ज्ञानं करणीयम्। • प्रत्ययः क्त्वा, ल्यप्, तुमुन्, क्त, क्त्वत् इत्यादि प्रमुख प्रत्ययानां परिचयः तथा वाक्येषु तेषां प्रयोगः। <p>2. संस्कृतानुवादः नियमाभ्यासः :</p> <ul style="list-style-type: none"> • प्रसङ्ग-विभक्ति-लकार-आधारेण हिन्दीतः संस्कृतं प्रति सरलवाक्यानां अनुवादं शिक्षयितुम्। • लघुवाक्यानाम् अभ्यासं कृत्वा अनुवादकौशलं सुदृढं कुर्वन्तु। <p>3. एनसीईआरटी पाठ्यपुस्तकस्य अध्यापनम् (कक्षा 12):</p> <ul style="list-style-type: none"> • पुस्तकस्य नामः भास्वती (द्वितीय भाग) • विषयः - पुस्तकस्य पाठस्य व्याख्यानम्, पात्राणां लक्षणम्, पाठस्य केन्द्रविचारस्य व्याख्यानं च। • साहित्यिकपरिचयः : पाठात् सम्बद्ध प्रमुख कवीनां (उदा. कालिदास, बाणभद्रः इत्यादयः) संक्षिप्त परिचयम्। <p>4. कक्षायाः शिक्षणस्य आवश्यककौशलम् :</p> <ul style="list-style-type: none"> • कक्षायां पाठपरिचयस्य व्याख्यानकौशलस्य च व्यावहारिकः उपयोगः। • प्रश्नकौशलम् : छात्राणां अवगमनस्य परीक्षणार्थं प्रश्नान् पृच्छितुं कला। 	<p>C01 C02 C05</p>	<p>18</p>

- श्यामपट्ट कार्यम् : ब्लैकबोर्डे स्पष्ट व्यवस्थितं च लेखनम्।
- पाठयोजनानिर्माणम् : कक्षा 12 इत्यस्य कस्यापि एकस्य पाठस्य आदर्शपाठयोजनां सज्जीकरोतु।

Recommended Textbooks:

1. भास्वती (प्रथम भाग) - कक्षा 11 हेतु निर्धारित पाठ्यपुस्तक (एनसीईआरटी द्वारा प्रकाशित)।

Reference Textbooks/Links:

• व्याकरणस्य अनुवादस्य च कृते :

1. बृहद अनुवाद चन्द्रिका - लेखक : चक्रधर नौटियाल 'हंस'। (समस्य, प्रत्ययस्य, अनुवादस्य च गहन-अभ्यासाय उत्तमम् पुस्तकम्।)
2. रचनानुवाद कौमुदी - लेखक : डॉ. कपिलदेव द्विवेदी। (प्रथमसत्रे आरब्धम् एतत् पुस्तकम् अस्मिन् सत्रे अनुवादकौशलस्य परिपक्वतायै अपि उपयोगी भविष्यति।)

• संस्कृतसाहित्यस्य इतिहासाय :

1. संस्कृतसाहित्य का सरल इतिहास - लेखक : उमाशंकर शर्मा 'ऋषि' अथवा डॉ. कपिलदेव द्विवेदी। (१२ कक्षायाः पाठानाम् कविनां साहित्यपृष्ठभूमिं च अवगन्तुम्।)

• संस्कृतशिक्षाशास्त्रस्य व्यावहारिककौशलस्य च कृते :

1. संस्कृत शिक्षा - लेखक: डॉ. राम शाकल पाण्डेय। (पाठयोजनानिर्माणार्थं, सूक्ष्मशिक्षणार्थं, कक्षाशिक्षणस्य व्यावहारिककौशलार्थं च एतत् पुस्तकम् अत्यावश्यकं सन्दर्भपुस्तकम् अस्ति।)
2. शिक्षणशिक्षणस्य नवीन आयाम - लेखक: प्रो. (अध्यापनस्य कक्षाप्रबन्धनस्य च आधुनिकपद्धतिम् अवगन्तुम्।)

*Refer to Course Coding Policy-2024

Tasks for the alpha Teachers

- Prepare a Comic strip of at least 8-10 pages on any topic of your choice in Teaching of Sanskrit
- Prepare a Radio script of any lesson of your choice in Teaching of Sanskrit

Assessment Framework

Internal Marks	External Marks	Total
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	➤ Using Teaching - learning material like textbooks, supplementary textual material, online material, journals, magazines, reference books, newspaper,

	<p>dictionary, atlas, encyclopedia, etc.</p> <ul style="list-style-type: none"> ➤ Methods of Teaching- Differentiated Learning, Experiential Learning, Co-operative Learning, Case Studies, Peer Teaching, CLIL, Dictogloss, Flipped Learning, Blended Learning, Problem based learning, Collaborative Learning. ➤ Misconceptions related to teaching of English and their remedy ➤ Lifelong learning and nurturing natural curiosity in learners. ➤ Importance of organizing various activities and events on specific days ➤ Organizing field experiences and exploring linkages with the community
Faculty Mode	<ul style="list-style-type: none"> ➤ Types of Inservice programmes for professional growth ➤ Participation in conferences/ seminars/ workshops, online sharing, etc. ➤ Membership of professional organizations. ➤ Collaboration of school with higher education institutions.
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Techniques of Teaching- Experimentation (Demonstration), Inductive-deductive Technique, Analytic- synthetic, Heuristic technique, Describing, Narrating (Storytelling), Illustrating, Role Playing (Dramatisation), Real World, Mnemonics, Brainstorming, Discovery Learning ➤ Activities to stimulate learning with knowledge of various Audio- Visual aids, Visual aids, Audio aids, Games, Puzzles, Riddles, multimedia, internet, etc
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	<p>1. व्याकरणस्य उन्नततत्त्वानि : समासः प्रत्ययः च :</p> <ul style="list-style-type: none"> • समासः प्रमुख समासानां (अव्ययीभाव, तत्पुरुष, कर्मधारय, द्विगु, द्वन्द्व, बहुव्रीहि) सामान्य परिचय उदाहरणानि च तस्य सामान्य ज्ञानं करणीयम् । • प्रत्ययः क्त्वा, ल्यप्, तुमुन्, क्त, क्त्वतु इत्यादि प्रमुख प्रत्ययानां परिचयः तथा वाक्येषु तेषां प्रयोगः।

	<p>2. संस्कृतानुवादः नियमाभ्यासः :</p> <ul style="list-style-type: none"> • प्रसङ्ग-विभक्ति-लकार-आधारेण हिन्दीतः संस्कृतं प्रति सरलवाक्यानां अनुवादं शिक्षयितुम्। • लघुवाक्यानाम् अभ्यासं कृत्वा अनुवादकौशलं सुदृढं कुर्वन्तु। <p>3. एनसीईआरटी पाठ्यपुस्तकस्य अध्यापनम् (कक्षा 12):</p> <ul style="list-style-type: none"> • पुस्तकस्य नामः भास्वती (द्वितीय भाग) • विषयः - पुस्तकस्य पाठस्य व्याख्यानम्, पात्राणां लक्षणम्, पाठस्य केन्द्रविचारस्य व्याख्यानं च। • साहित्यिकपरिचयः : पाठात् सम्बद्ध प्रमुख कवीनां (उदा. कालिदास, बाणभट्टः इत्यादयः) संक्षिप्त परिचयम् । <p>4. कक्षायाः शिक्षणस्य आवश्यककौशलम् :</p> <ul style="list-style-type: none"> • कक्षायां पाठपरिचयस्य व्याख्यानकौशलस्य च व्यावहारिकः उपयोगः। • प्रश्नकौशलम् : छात्राणां अवगमनस्य परीक्षणार्थं प्रश्नान् पृच्छितुं कला। • श्यामपट्ट कार्यम् : ब्लैकबोर्डे स्पष्टं व्यवस्थितं च लेखनम्। <ul style="list-style-type: none"> • पाठयोजनानिर्माणम् : कक्षा 12 इत्यस्य कस्यापि एकस्य पाठस्य आदर्शपाठयोजनां सज्जीकरोतु।
Research/Community Work	

Blueprint of EDPedagogue: Pedagogy Course -I (b) and Pedagogy Course- II (b)

Module: EDPedagogue

Time: 3 hours for each course Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Pedagogy Course I (a)	40	60	6(3)	4(4)	2(8)	1(10)
Pedagogy Course II (a)	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks (for each course)	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**
- Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for every short answer question.
- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)

3*6= 18 marks

Short Answer (SA)

4*4= 16 marks

Very Short Answer (VSA) 8*2= 16 marks

MCQ

10*1= 10 marks

Module Name: EDExpert

Course Code- 24DOE2104, 24DOE2105

Name of the Course - Learning to Function as a Teacher: Skill- in Teaching- I (b) and Learning to Function as a Teacher: Skill- in- Teaching-II (b)

Course Biography

The Skill-in-Teaching Course is designed to equip Alpha Teachers with advanced pedagogical techniques and methodologies that cater to the diverse learning styles and needs of students. This course emphasizes creativity, innovation, and the integration of contemporary educational frameworks such as the National Education Policy 2020, Sustainable Development Goals, and global perspectives. The course aims to create a dynamic and interactive learning environment that fosters independent, life-long learning. Alpha Teachers will learn to understand and implement pedagogical techniques that accommodate different learning styles and needs. This outcome focuses on fostering creativity and innovation in the classroom by tailoring teaching methods to suit individual learners. Alpha Teachers will be trained to construct detailed pedagogical analyses by following relevant steps. This analytical approach aims to create productive learning experiences within the school environment, ensuring that educational activities are well-structured and effective. The course emphasizes making lessons inter-disciplinary and/or multi-disciplinary. Alpha Teachers will learn to integrate the principles of the National Education Policy 2020, Sustainable Development Goals, and global dimensions into their teaching practices, providing students with a holistic and relevant education.

Alpha Teachers will be equipped to engage students actively in the classroom through interactive activities based on various learning theories. This outcome focuses on creating an interactive and engaging learning environment that encourages student participation and enhances learning outcomes.

Alpha Teachers will learn to assess students effectively during and at the end of lessons. This includes techniques for recapitulation and evaluating terminal behaviour to ensure that learning objectives are met and students retain the knowledge and skills imparted during lessons. The course aims to prepare students to become independent and life-long learners. Alpha Teachers will learn strategies to foster self-directed learning and critical thinking, empowering students to take charge of their educational journeys and continue learning beyond the classroom.

By the end of this course, Alpha Teachers will be well-prepared to create engaging, innovative, and effective learning experiences catering to diverse student needs. They will be equipped with the skills to integrate contemporary educational frameworks and foster a culture of life-long learning among their students. The comprehensive training provided by the Skill-in-Teaching Course ensures that Alpha Teachers can significantly impact their students' educational journeys and contribute to their development as independent, well-rounded individuals.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2104/ 24DOE2105	Course Name	Learning to Function as a Teacher: Skill- in-Teaching-I (b)/ Learning to Function as a Teacher: Skill- in-Teaching-II (b)	Course Category*	SE	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):	
CO1	understand pedagogical techniques to accommodate the different learning styles and needs of the learners, leading to creativity and innovation.
CO2	construct pedagogical analysis by following relevant steps, thus creating learning experiences leading to productivity in a school environment.
CO3	make the lesson inter-disciplinary and/or multi-disciplinary, along with the integration of National Education Policy 2020, Sustainable Development Goals and the global dimension.
CO4	carry out active participation in the class by engaging students in interactive activities based on different learning theories.
CO5	assess the students during and at the end of the lesson by way of recapitulation and terminal behaviour prepare the students to be independent and life-long learners.

Outline Syllabus	CO Mapping	Hours
Students are assigned teaching tasks which they need to work on, and present that to a panel.	CO1 CO2 CO3 CO4 CO5	30

Recommended Textbooks:
1. NCERT Books (6 th to 12 th)

Reference Textbooks/Links:
1. Teaching of Hindi, Prasad Kashav
2. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
3. How to Teach Science, Kohli's V.K
4. Teaching of Social Studies, Kochhar, S.K.
5. Teaching of Mathematics, Mangal S.K
6. New Approach to Teaching of Economics, Dhillon Satinder
7. Teaching of Commerce, Singh, Y. K
8. Modern Teaching of Home Science, Begum Fahmeeda
9. Teaching of Computer Science, Kumar, T Pradeep

10. Saryu Kalekar - Teaching of Music
11. History of Indian Art- A textbook based on Fine Arts Syllabus
12. Teaching of History: Modern Methods by Singh, Y.K
13. Teaching of Physical Education, Singh, Ajmer
14. Teaching of Social Science Teaching (Geography), Bhattacharyya, Abhishek

**Refer to Course Coding Policy-2024*

Module Name: EDTutor
Course Code- 24DOE2106

Name of the Course- School Internship-II

Course Biography

The course on School Internship is designed to provide Alpha Teachers with a comprehensive, hands-on experience in teaching and learning within an inclusive school environment. This course emphasizes developing a deep understanding of learner behavior across various educational stages, from early childhood to senior secondary levels. By integrating theoretical knowledge from Core and Pedagogy Courses with practical applications, Alpha Teachers will enhance their skills in creating meaningful learning sequences and validating their theoretical understanding through real-world teaching scenarios. Alpha Teachers will cultivate a robust understanding of the principles and practices of inclusive education. This involves recognizing and accommodating the diverse needs of all learners, ensuring that each student has access to a supportive and equitable learning environment. Through this outcome, Alpha Teachers will learn to implement strategies that promote inclusion and address the varying abilities and backgrounds of their students. This course also focuses on understanding the learner and their behavior in different learning situations. Alpha Teachers will explore developmental stages from early childhood through senior secondary education, gaining insights into how students learn and behave at each stage. This knowledge is essential for catering to instructional approaches to meet the developmental needs of learners and fostering a supportive learning environment.

Alpha Teachers will bridge the gap between theory and practice by validating their theoretical understanding developed through various Core and Pedagogy Courses. This involves applying theoretical concepts to real-world teaching scenarios, enabling Alpha Teachers to see the practical implications of their learning and refine their instructional strategies accordingly. This outcome ensures that Alpha Teachers are not only knowledgeable but also skilled in applying educational theories effectively. The course emphasizes the creation of meaningful learning sequences appropriate to different levels of learning. Alpha Teachers will learn to design and implement instructional sequences that align with the cognitive and developmental stages of their students. This includes planning lessons that build on prior knowledge, incorporate relevant and engaging content, and facilitate progressive learning. By mastering this skill, Alpha Teachers can enhance the coherence and effectiveness of their teaching.

Throughout the School Internship course, Alpha Teachers will engage in a variety of learning activities, including interactive workshops, collaborative projects, and reflective exercises. These activities are designed to reinforce theoretical concepts, provide hands-on experience, and promote critical thinking and creativity.

The course structure allows Alpha Teachers to experiment with different teaching strategies, receive feedback, and refine their practice in a supportive environment.

By the end of the School Internship course, Alpha Teachers will be well-prepared to navigate the complexities of the classroom, address the diverse needs of their students, and create engaging and meaningful learning experiences. The course aims to empower Alpha Teachers to become reflective practitioners who are capable of continuous improvement and dedicated to fostering inclusive and effective education. The comprehensive training provided ensures that Alpha Teachers can make a significant impact on their students' educational journeys, contributing to their overall growth and development.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2106	Course Name	School Internship-II	Course Category*	IN	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):	
CO1	mobilize appropriate resources for learning.
CO2	take initiative towards the practical learning opportunities related to the teaching-learning process as trainees in an educational setting.
CO3	get sensitized towards the prevailing educational needs in formal school settings and to observe the same meaningfully in order to acclimatize themselves for their future role as educators.
CO4	learn to plan and execute lessons and activities incorporating aspects of global education.
CO5	work under the guidance of an experienced teacher and maximise the impact of professional education.

Outline Syllabus	CO Mapping	Hours
Students gain a transformative learning experience by interning in schools. Students gain hands-on training, actively engaging with classroom practices and collaborating closely with their associate teacher	CO1	30
	CO2	
	CO3	
	CO4	
	CO5	

Recommended Textbooks:

1. NCERT Books (6th to 12th)
2. School Leader Internship by Gary E. Martin

Reference Textbooks/Links

1. Teaching of Hindi, Prasad Kashav
2. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
3. How to Teach Science, Kohli's V.K
4. Teaching of Social Studies, Kochhar, S.K.
5. Teaching of Mathematics, Mangal S.K
6. New Approach to Teaching of Economics, Dhillon Satinder
7. Teaching of Commerce, Singh, Y. K
8. Modern Teaching of Home Science, Begum Fahmeeda
9. Teaching of Computer Science, Kumar, T Pradeep
10. Saryu Kalekar - Teaching of Music
11. History of Indian Art- A textbook based on Fine Arts Syllabus
12. Teaching of History: Modern Methods by Singh, Y.K
13. Teaching of Physical Education, Singh, Ajme
14. Teaching of Social Science Teaching (Geography), Bhattacharyya, Abhishek
15. Marin, G. E., Danzig, A. B., Flanary, R. A., & Orr, M. T. (2021). *School Leader Internship: Developing, Monitoring, and Evaluating Your Leadership Experience* (5th ed.). Routledge.

**Refer to Course Coding Policy-2024*

Module Name: EDAssessor

Course Code- 24DOE2107

Course Name- School Assessment-II

Course Biography

The course on School Assessment is designed to provide Alpha Teachers with a comprehensive understanding of the principles and methods of effective school assessment. This course emphasizes inclusion, equitable education, and the innovative aspects of assessment. Alpha Teachers will develop the skills necessary to design, implement, and analyze various assessment tools, interpret assessment data, provide constructive feedback, and understand the relationship between attendance patterns and student performance.

Alpha Teachers will gain a thorough understanding of the key principles and methods of effective school assessment. This includes considering aspects of inclusion and equitable education to ensure that assessments are fair and accessible to all students. By mastering these principles, Alpha Teachers will be able to design

assessments that accurately measure student learning and progress while promoting a supportive and inclusive learning environment.

This course focuses on equipping Alpha Teachers with the ability to design, implement, and analyze a variety of assessment tools. During their school internships, Alpha Teachers will learn to create assessments that reflect the innovation aspect of education and address the diverse needs of students. By developing these skills, Alpha Teachers will be able to implement assessments that provide meaningful insights into student learning and guide instructional decisions. Alpha Teachers will learn to interpret assessment data effectively and provide constructive feedback to students and stakeholders. This involves analyzing assessment results to identify student strengths and areas for improvement, as well as communicating findings in a way that supports student growth and development. By mastering these skills, Alpha Teachers will be able to use assessment data to inform teaching practices and enhance student learning outcomes.

This course emphasizes the significance of maintaining accurate attendance records and evaluating the relationship between attendance patterns and student performance. Alpha Teachers will learn to track attendance meticulously and analyze how attendance impacts student achievement. By understanding this relationship, Alpha Teachers can identify attendance-related issues and implement strategies to improve student attendance and performance.

By the end of the School Assessment course, Alpha Teachers will be equipped with the knowledge and skills to conduct effective assessments that promote equitable and inclusive education. They will be capable of designing innovative assessment tools, interpreting data, providing meaningful feedback, and understanding the critical role of attendance in student success. This comprehensive training ensures that Alpha Teachers can significantly enhance their students' learning experiences and outcomes.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2107	Course Name	School Assessment-II	Course Category*	IN	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):	
CO1	explain the key principles and methods of effective school assessment, considering the aspects of inclusion and education.
CO2	demonstrate the ability to design, implement, and analyze various assessment tools during their school internships, keeping into account equitable education and the innovation aspect of education.
CO3	develop skills in interpreting assessment data and providing constructive feedback to students and stakeholders.
CO4	understand the importance of accurate attendance records and evaluate the relationship between attendance patterns and student performance.

Outline Syllabus	CO Mapping	Hours
Students complete and prepare their Reflections Diary and Anecdotal Record and present those to a panel.	CO1 CO2 CO3 CO4	30

Recommended Textbooks:

1. NCERT Books (6th to 12th)
2. School Leader Internship by Gary E. Martin

Reference Textbooks/Links

1. Teaching of Hindi, Prasad Kashav
2. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
3. How to Teach Science, Kohli's V.K
4. Teaching of Social Studies, Kochhar, S.K.
5. Teaching of Mathematics, Mangal S.K
6. New Approach to Teaching of Economics, Dhillon Satinder
7. Teaching of Commerce, Singh, Y. K
8. Modern Teaching of Home Science, Begum Fahmeeda
9. Teaching of Computer Science, Kumar, T Pradeep
10. Saryu Kalekar - Teaching of Music
11. History of Indian Art- A textbook based on Fine Arts Syllabus
12. Teaching of History: Modern Methods by Singh, Y.K
13. Teaching of Physical Education, Singh, Ajmer
14. Teaching of Social Science Teaching (Geography), Bhattacharyya, Abhishek

**Refer to Course Coding Policy-2024*

Module Name: EDManager
Course Code: 24DOE2108
Course Name: Administrative Leadership in Schools

Course Biography

This course of Administrative Leadership in Schools is about developing skills to perform orchestrating tasks such as that of managing, organizing, making financial budgets and maintaining a positive work place for teaching. It

helps the learners to achieve the desired outcomes as an administrative leader. This module helps in grooming the alpha Teachers by inculcating good administrative leadership qualities which will result in making good future administrators who can take any school or organization to greater heights.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2108	Course Name	Administrative Leadership in Schools	Course Category*	DE	L	T	P	C
						1	1	0	2

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):	
CO1	describe Globalization and its aspects and fostering Global partnerships
CO2	enlist Leadership styles to ensure Accountability
CO3	explain the communication approaches according to educational needs
CO4	comprehend ways to navigate institutional change in 21st century schools

Outline Syllabus	CO Mapping	Hours
Unit-1	CO1 CO2	12
➤ NPM Model- Introduction, & concept, History, Globalization and its aspects" gold standard for administrative reform", Differences between public and private sector, Leadership and its styles		
Unit-2	CO3	5
➤ Schools as organizations, the communication process for schools-Recommend communication approaches that educational leaders can use to build a positive interpersonal relationship in schools		
Unit-3	CO2 CO4	8
➤ Management behaviour- Instructional leadership style, Administrative Leadership style, Dimensions of Leadership, Managing conflicts, Quality and acceptance.		
Unit-4	CO4	5
➤ Determine ways to navigate institutional change in 21st century schools, Assessment methods, Student services, Staff personnel support, Resource allocation, School relations with family and community and School monitoring and accountability		

Recommended Textbooks:

1. SCHOOL LEADERSHIP THAT WORKS: From Research to Results, ROBERT J MARZANO TIMOTHY WATERS BRIAN A. MCNULTY, ASCD; 1st US - 1st Printing edition (September 2005)

Reference Textbooks/Links:

1. The Jossey-Bass Reader on Educational Leadership, MARGARET GROGAN- THIRD EDITION, Jossey-Bass; 3 edition (May 13, 2013)
2. "Educational Management, Administration and Leadership" by Savita Mishra and Vipin Sharma.

**Refer to Course Coding Policy-2024*

Task for the Alpha Teachers

1. The task will be assigned at the time of the module delivery by the Guest faculty

Activity: 'What Do I Do'??? The students will be given situation-based problems/scenarios where they would imagine themselves being at different situations and will provide an explanation regarding how they will tackle certain situations at their workplace using interpersonal communication skills. Every student will individually fill his/her responses. The students can share the results with each other in the class at the end after filling all the responses.

1. How would you approach a student who refuses to participate or who misses school often? 2. Your student feedback was discussed and criticized by the principle in front of your colleagues. How would you respond? 3. A fellow teacher asks you to take her class frequently as she takes leave. You are getting frustrated by her attitude and carelessness as it increases your burden. Will you confront her? If yes, How? 4. Being the academic coordinator of your school, you are asked to divide the workload amongst the teachers. Some of them come to you complaining about allocation of the subjects. How will you convince them?
2. Write a detailed description any of the following topics in groups of four.
Topics:
 - a. 21st Century Schools: Beyond classroom teaching.
 - b. Student assessments at schools: From theoretical to experiential learning.
 - c. The role of modern schools in community development.
 - d. Digitization of education in schools.
 - e. Global trends in Education: Learning from the best practices around the world.

Assessment Framework

Internal Marks	External Marks	Total
20	30	50

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	
Faculty Mode	<ul style="list-style-type: none"> ➤ NPM Model- Introduction, History, Globalization and its aspects" gold standard for administrative reform", Differences between public and private sector, Leadership and its styles ➤ Management behaviour- Instructional leadership style, Administrative Leadership style, Dimensions of Leadership, Managing conflicts, Quality and acceptance.
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Determine ways to navigate institutional change in 21st century schools, Assessment methods, Student services, Staff personnel support, Resource allocation, School relations with family and community and School monitoring and accountability.
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	<ul style="list-style-type: none"> ➤ Schools as organizations, the communication process for schools-Recommend communication approaches
	that educational leaders can use to build a positive interpersonal relationship in schools
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	
Research/Community Work	

Blueprint of EDManager: Administrative Leadership in Schools Module: EDManager

Time: 1.5 hours

Max Marks: 30

Course Name	Internal	External	LA	SA	VSA	MCQ
Administrative Leadership in Schools	20	30	6(1)	4(2)	2(4)	1(8)
Total Marks	20	30	6	8	8	8

NOTE:

- Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
- **Attempt any 1 out of 2 for long answer question, 2 out of 3 for short answer & 4 out of 5 for every short answer question.**
- All MCQs are compulsory.

SUMMARY:

Long Answer (LA)	1*6= 6 marks	Short Answer (SA)	2*4= 8 marks
Very Short Answer (VSA)	4*2= 8 marks	MCQ	8*1= 8 marks

Module Name: EDValue
Course Code: 24DOE2109
Course Name: Health and Physical Education

Course Biography

The focus of this practical course is to enable the alpha Teachers become more aware of the importance of both mental and physical health. This practical course also provides the alpha Teachers with various opportunities to groom their overall personality. They will be able to build positive attitudes about health. This course will teach about physical, mental, emotional and social health. It will motivate alpha Teachers to improve and maintain their health, prevent disease, and reduce risky behaviours and imbibe in their students the same.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2109	Course Name	Health and Physical Education	Course Category*	OE	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):	
CO1	aware of the importance of both mental and physical health thus promoting Innovations and health.
CO2	build positive attitudes about health thus enhancing quality of life.
CO3	motivate alpha Teachers to improve and maintain their health, prevent disease, and reduce risky behaviours promoting inclusion

Outline Syllabus	CO Mapping	Hours
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The course covers physical, mental, emotional and social health. It will motivate learners to improve and maintain their health, prevent disease, and reduce risky behaviours and imbibe in their students the same.	CO2	
	CO3	

Recommended Textbooks:

1. Health and Physical Education by Prof. Pardeep Singh

Reference Textbooks/Links:

1. Health and Physical Education by Dr. Rishu Mahajan
2. Physical and Health Education by Ravikumar, N.G

**Refer to Course Coding Policy-2024*

Module Name: EDValue
Course Code: 24DOE2110
Course Name: Co-Curricular Activities

Course Biography

This course will enable the alpha Teachers utilize co-curricular activities as a medium for overall development of their students. Co-curricular activities are a great way to get a break from the four-walled environment and move outside the traditional classroom. These activities take place alongside curricular activities, which gives a chance to students to showcase their non-academic skills. alpha Teachers will engage in various co-curricular activities and learn how to utilize such activities in the teaching-learning process to instil in Generation- Z and Generation - α learners the values of harmony, decisiveness, integrity, honesty and respect.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2110	Course Name	Co-curricular Activities	Course Category*	OE	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):	
CO1	utilize co-curricular activities as a medium to address the issues like inequalities, human rights, peace.
CO2	instil values of harmony decisions, inherit, honesty, inclusion, equal education for social change.

Outline Syllabus	CO Mapping	Hours
Students are assigned task related to integrating Co- Curricular Activity in their respective teaching subject during the lesson delivery	CO1 CO2	30

Recommended Textbooks:

Reference Textbooks/Links:

1. <https://study.com/academy/lesson/video/co-curricular-activities-definition-advantages-disadvantages.html>
2. https://www.youtube.com/watch?v=H_3xcB3AWc

**Refer to Course Coding Policy-2024*

Module Name: EDTech

Course Code: 24DOE2111

Course Name: Online Teaching Strategies with Digital Content

Course Biography

This course provides alpha Teachers with the knowledge and skills to effectively teach in an online environment using digital content. This course provides a platform to explore best practices for designing, delivering, and assessing online content. The curriculum covers a range of topics, including design principles, the selection and use of digital tools, and strategies for engaging and motivating alpha Teachers in a virtual setting. The course also provides an overview of assessment and feedback techniques taking into consideration the accessibility and inclusivity of learners by evaluating the best teaching and learning online practices.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26		
Course Code	24DOE2111	Course Name	Online Teaching Strategies with Digital Content	Course Category*	ON	L	T	P	C
						0	0	1	1
Pre-requisite Courses with Code	Nil			Year	1	Semester	2		

Course Outcomes (COs):	
CO1	develop the ability to locate, evaluate, and effectively use information and knowledge sharing from a variety of digital and traditional library resources, enhancing research and teaching practices.
CO2	gain proficiency in integrating digital tools and resources into the curriculum, creating engaging and interactive learning experiences for students and creating a sustainable future.
CO3	understand the principles of digital citizenship, including ethical use of information, online safety, digital etiquette, and be able to teach these concepts to students.
CO4	learn to leverage digital technologies to design innovative instructional strategies that cater to diverse learning needs and promote active and inclusive learning.

Outline Syllabus	CO Mapping	Hours
Students are assigned task(s), that they work on, and present to the panel	CO1 CO2 CO3 CO4	30

Recommended Textbooks:

3. Mangal, S. K. & Mangal, U (2011). Essentials of Educational Technology. PHI Learning Pvt. Ltd., New Delhi
4. Kumar, K. L. (1996). Educational Technology. New Age International Publishers

Reference Textbooks/Links:

1. <https://www.canva.com/>
2. <https://www.youtube.com/watch?v=Llnmf5BXLBA&pp=0gcjCdgAo7VqN5tD>

**Refer to Course Coding Policy-2024*

Module Name: EDGlobal

Course Code: 24DOE2112

Course Name: Shaping for IB, IGCSE and other National and International Boards

Course Biography

An alpha TEACHER becomes a true teacher when she/he can apply her/his expertise of teaching to any board. The objective of this course is to make the alpha TEACHER understand about various national and international boards so that when presented with any opportunity they are able to modify their teaching and are able to adapt to the new environment without losing the essence of teaching skill.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2112	Course Name	Shaping for IB, IGCSE and other National and International Boards	Course Category*	AE	L	T	P	C
						0	1	0	1

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):

CO1	gain comprehensive knowledge of various curricula, including IB, IGCSE, and national standards, enabling the design and implementation of diverse and effective lesson plans tailored to different educational frameworks.
CO2	develop proficiency in diverse assessment methodologies and practices specific to each educational board, enhancing the ability to evaluate and support student progress accurately and effectively.
CO3	cultivate an understanding of global education standards and practices, fostering an ability to teach and interact with students from diverse cultural and educational backgrounds for equal access and equity
CO4	enhance adaptability in teaching strategies to align with the unique philosophies, requirements, and goals of different educational systems, preparing teachers to excel in various educational environments.

Outline Syllabus	CO Mapping	Hours
Students are assigned small projects, that they work on, and present to the panel	CO1 CO2 CO3 CO4	15

Recommended Textbooks:

1. Al- Youbi. A., Zahed, A. H. M., & Tierney, W. G. (2020). Successful Global Collaborations in Higher Education Institutions. Springer Open Access Publication

Reference Textbooks/Links:

1. https://link.springer.com/chapter/10.1007/978-3-030-25525-1_7
2. <https://bestcolleges.indiatoday.in/news-detail/global-connect-crucial-for-students>
3. https://www.researchgate.net/publication/48381396_An_Investigation_of_Factors_Associated_With_Student_Participation_in_Study_Abroad
4. <https://www.tandfonline.com/doi/full/10.1080/14790718.2024.2331609>
5. <https://www.ojed.org/index.php/jcihe/article/view/5567>

**Refer to Course Coding Policy-2024*

Module Name: EDProfile
Course Code: 24DOE2113
Course Name: Interview Preparation

Course Biography

This practical course aims to prepare the alpha Teachers for the interviews by enhancing their communication skills, preparing them for the most commonly asked questions, providing them with mock interviews sessions. This course will also include giving them information related to the required and relevant documents which they need to keep ready when appearing for an interview.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2113	Course Name	Interview Preparation	Course Category*	AE	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):

CO1	instil values of harmony decisions, inherit, honesty, social security, and respect.
CO2	draft effective emails and gain mastery over digital literacy through the use of technology for employability
CO3	enhance their literacy skills and develop inter-personal skills, respect inclusivity and become professionals
CO4	develop confidence to face the interviews to be hired in educational institutions.
CO5	develop ethical values to serve the society

Outline Syllabus	CO Mapping	Hours
Students will prepare for interviews by refining their communication skills and practicing common questions asked in an interview and ensure that their essential documents are ready for a seamless interview experience.	CO1 CO2 CO3 CO4 CO5	30

Recommended Textbooks:

1. "PSC Teacher Interview Handbook" by Dr. V. Balakrishnan
2. "The Ultimate Interview Preparation Guide" by Diksha Arora

3. "Interview Ready: From Crafting a Resume to Crushing the Interview" by CA Shivam Palan

Reference Textbooks/Links:

1. Balakrishnan, V. (2021). [PSC Teacher Interview Handbook](#). Manorama Books.
2. Arora, D. (2025). [The Ultimate Interview Preparation Guide](#). Invincible Publication Pvt. Ltd.
3. Palan, S. (2024). Interview Ready: [From Crafting a Resume to Crushing the Interview](#). Zebra Learn Books

**Refer to Course Coding Policy-2024*

Module Name: EDProfile

Course Code- 24DOE2114

Course Name- Career Guidance

Course Biography

The objective of this course is to enable the alpha Teachers to make right and rational decision for their career growth by making them aware about various opportunities related with teaching career. This course shall equip the alpha Teachers with analytical skills to weigh the pros and cons of any career opportunity to make an informed decision which will be fruitful to their careers as teachers.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE2114	Course Name	Career Guidance	Course Category*	AE	L	T	P	C
						0	1	0	1

Pre-requisite Courses with Code	Nil	Year	1	Semester	2
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Course Outcomes (COs):

CO1	identify various opportunities related to teaching career along with practical training.
CO2	develop decision making skills to enhance professional education.
CO3	equip themselves with the know- how of creating their e-portfolios for Global education.

Outline Syllabus	CO Mapping	Hours
Students are assigned tasks related to creating their own Career Trajectory based on the Psychometric Assessments	C01 C02 C03	15

Recommended Textbooks:

1. https://www.cbse.gov.in/cbsenew/Counselling_pr.html

Reference Textbooks/Links:

1. <https://m.youtube.com/watch?v=xLENSGFZAc&pp=ygUJI3NhbmRpcG1h>
2. <https://www.youtube.com/watch?v=m3Ggo4de1sk&pp=ygUWI2lyZmFubWFsaWtzaG9ydHN2aWRlbw%3D%3D>

**Refer to Course Coding Policy-2024*

Semester III

Module Name: EDMentor

Course Code: 24DOE3101

Course Name: Creating Inclusive Classrooms

Course Biography

The diversity in the society is a fact and the reflection of it in the school is natural. Traditionally these diversities were considered as inability of the individual to be able to meet the requirement of the school/classroom. Now diversities are considered as imposed by the hurdles created by the society. Similarly, the difficulties of Generation Z and alpha to learn in the classroom are due to the expectation of the system, architecture of the building and classroom, design of teaching and many other related factors. The philosophy underlying this course is that every student is unique and each one has the potentiality to learn. The management of individual difference is a social responsibility which a school has to accept.

Creating a learning environment to provide opportunity to participate fully in the process of learning is the task for a teacher. This is a short course with an intention to develop a thought in the alpha TEACHERS" which

will result in accepting all children in the class as his/her responsibility. This is a small beginning in an alpha TEACHERS" towards a major change in the system and society. With this course it is expected that the alpha TEACHERS" will reflect on the Generation- Z and Generation - αlearners who are deviant, in the class as different who needs the input and attention like other Generation- Z and Generation- αlearners.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE3101	Course Name	Craeting Inclusiev Classrooms	Course Category*	DC	L	T	P	C
						1	0	1	2

Pre-requisite Courses with Code	Nil	Year	2	Semester	3
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Course Outcomes (COs):

CO1	Explain the concept and significance of inclusive education by analyzing its historical evolution from segregation to inclusion.
CO2	Interpret and evaluate national and international legal frameworks such as the UNCRPD and the Persons with Disabilities Act, 1995, and apply innovative strategies for fostering inclusive classrooms.
CO3	Analyze key policy initiatives like SSA 2000, RMSA 2006, and RTE 2010, and demonstrate understanding of the roles played by institutions, agencies, and NGOs in supporting inclusive education.
CO4	Identify and classify children with diverse needs, including learning disabilities and orthopedic impairments, and design educational programmes tailored to support their learning and development.

Outline Syllabus	CO Mapping	Hours
Unit-1	CO1	10
<ul style="list-style-type: none"> ➤ Concept and Importance of Inclusive Education ➤ History of Inclusion- Paradigm shift from Segregation to Inclusion 		
Unit-2	CO2	10
<ul style="list-style-type: none"> ➤ United Nations Convention on the rights of persons with disabilities (UNCRPD), Persons with disability Act 1995. ➤ Innovative practices and strategies for promoting Inclusive Education ➤ Universal Design for Learning and Differentiated Instruction 		
Unit-3		

<ul style="list-style-type: none"> ➤ Inclusive Education in SSA 2000, RMSA 2006, RTE 2010 ➤ Role of institutions in coordinating with various agencies, functionaries, rehabilitation professionals and NGO's 		
Unit-4		
<ul style="list-style-type: none"> ➤ Concept and classification of children with diverse needs (Physical, Social, Psychological, Cultural and Economic Diversity) ➤ Learning Disabilities- Concept, identification and educational programme (Dyslexia, Dysgraphia, Discalculia) ➤ Orthopaedic Impaired Children- Concept, Identification and educational programme. 	CO4	15

Recommended Textbooks:

1. Loreman, T., Deppeler, J., & Harvey, D. (2010). *Inclusive education: Supporting diversity in the classroom* (2nd ed.). Routledge.

Reference Textbooks/Links:

2. Ainscow, M. and Booth, T. (2002) *Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: CSIE.
3. Ainscow, M., Dyson, A. and Booth, T. (2006) *Improving Schools, Developing Inclusion*, London: Routledge. Hegarty, S. and Mithu Alur (2002)
4. *Education and Children with Special Educational Needs- Segregation to Inclusion*, New Delhi: Sage Publication India Pvt. Ltd
5. Julka, A. *Index of Inclusion* (2012) NCERT, New Delhi.
6. Julka, A. (2014). *Teachers creating inclusive classrooms: Issues and challenges – A research study*. New Delhi: NCERT.
7. Julka, A. (2015). *Including children with special needs: Upper primary stage*. New Delhi: NCERT.
8. MHRD. (2009). *The Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Ministry of Human Resource Development.
9. NCERT. (2006a). *Position paper: National focus group on education of children with special needs*. New Delhi: NCERT; Department of Elementary Education.
10. NCERT. (2006b). *Position paper: National focus group on problems of Scheduled Castes and Scheduled Tribe children*. New Delhi: NCERT.
11. UNICEF. (2003). *Examples of inclusive education*. Kathmandu: UNICEF ROSA.
12. World Bank. (2003). *Inclusive education: Achieving education for all including those with disabilities and special educational needs*. Washington, DC: World Bank.
13. Ysseldyke, J. E., & Algozzine, B. (1998). *Special education: A practical approach for teachers*. New Delhi: Kanishka Publishers & Distributors

*Refer to Course Coding Policy-2024

Task for the Alpha Teachers

- Enlist the facilities provided by your Associate School for the support and promotion of Inclusive Education.
- After the visit to the school for the blind, write in detail the teaching methods used and infrastructural facilities provided at the school.

Assessment Framework

Internal Marks	External Marks	Total Marks
20	30	50

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Concept and Importance of Inclusive Education ➤ History of Inclusion- Paradigm shift from segregation to Inclusion ➤ Inclusive Education in SSA 2000, RMSA 2006, RTE 2010 ➤ Role of institutions in coordinating with various agencies, functionaries, rehabilitation professionals and NGO's
Faculty Mode	<ul style="list-style-type: none"> ➤ United Nations Convention on the rights of persons with disabilities (UNCRPD), Persons with disability Act 1995. ➤ Innovative practices and strategies for promoting Inclusive Education
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Concept and classification of children with diverse needs (Physical, Social, Psychological, Cultural and Economic Diversity) ➤ Learning Disabilities- Concept, identification and educational programme (Dyslexia, Dysgraphia, Discalculia) ➤ Orthopaedic Impaired Children- Concept, Identification and educational programme.
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	
Beyond Academics	

Teachers are also required to understand the role of education as an intervention tool for desired changes in the country and also to appreciate the influence of social set-up on education in which it operates. The important features of contemporary Indian society and the policy formulation in Education.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE3102	Course Name	Contemporary India and Education	Course Category*	DC	L	T	P	C
						2	1	1	4

Pre-requisite Courses with Code	Nil	Year	2	Semester	3
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Course Outcomes (COs):

CO1	appraise about the policy initiatives taken in education reform during pre- and post-independent India.
CO2	develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.
CO3	develop understanding of the issues, and challenges faced by Indian contemporary Society

Outline Syllabus	CO Mapping	Hours
Unit-1		
<ul style="list-style-type: none"> ➤ Salient features of Education in British Period (Charter Act 1813), Macaulay's Minutes (1835), Wood's Dispatch (1854), Gokhale Bill (1912), Sargent Report (1944), Hunter Commission (1882) ➤ Major Recommendations of Indian Education Commission (Kothari Commission) (1964-66), Mudaliar Commission (Secondary Education Commission (1952-1953) 	CO1 CO2	22
Unit-2		
<ul style="list-style-type: none"> ➤ NEP- 1968, 1986, 1992, Knowledge Commission, NEP 2020 ➤ Educational Policies- Programme of Action- 1992, National Curriculum Framework (NCF- 2005) 	CO1	18
Unit-3		
<ul style="list-style-type: none"> ➤ Universalization of Elementary Education ➤ Universalization of Secondary Education ➤ RUSA (Major Suggestions and Implementation) 	CO1 CO3	17

Unit-4		
➤ Right to Education Act-2009 and Sarv Shiksha Abhiyan (SSA)	CO1	18
➤ Rashtriya Madhyamik Shiksha Abhiyan (RMSA)	CO3	

Recommended Textbooks:

1. NCERT Books (6th to 12th)
2. **Contemporary India and Education** by Dr. Birbal Saha

Reference Textbooks/Links:

3. Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, NewDelhi.
4. Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.
5. Govt. of India (1992). Programme of Action (NPE). Min of HRD.
6. Govinda, R. (2011). Who goes to school? Exploring exclusion in Indian education. OxfordUniversity Press.
7. Krishnamurti, J. (1992). Education and world peace. In Social responsibility. KrishnamurtiFoundation.
8. Kumar, K. (2013). Politics of education in colonial India. India: Routledge.
9. Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, NewDelhi.
10. Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, NewDelhi.
11. Mohanty, J., (1986). School Education in Emerging Society, Sterling Publihe/shers.
12. Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.
13. GOI (1964-1966): 'Education and National Development'. Ministry of Education, Government of India 1966.
14. GOI (2004): Learning without Burden, Report of the National Advisory Committee. EducationAct. Ministry of HRD, Department of Education, October 2004.
15. NCERT (2002): Seventh All India School Education Survey, NCERT: New Delhi.
16. Naik, J.P. (1982). The education commission and after. APH Publishing.
17. Naik, J.P. & Syed, N., (1974). A Student's History of Education in India, MacMillan, New Delhi.
18. NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
19. NCERT. (2005). National curriculum framework. (NCF 2005). New Delhi: NCERT.
20. NCERT. (2006a). Position paper-National focus group on education with special needs
21. NCERT. (2006b). Position paper-National focus group on gender issues in the curriculum (NCF2005). NCERT.
22. NCERT. (2006c). Position paper-National focus group on problems of scheduled caste andscheduled tribe children (NCF 2005). New Delhi: NCERT.
23. NCERT. (2006d). Position paper-National focus group on teaching of Indian language
24. Ozial, A.O. 'Handbook of School Administration and Management', London, Macmillan.
25. Radha KumudMookerji. Ancient Indian Education (Brahmanical and Buddhist), CosmoPublications, New Delhi – 1999.
26. Sainath P. (1996). Everybody loves a good drought. Penguin Books New Delhi.

27. Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
28. Sykes, Marjorie (1988): The Story of NaiTalim, Naitalim Samiti: Wardha.
29. UNESCO; (1997). Learning the Treasure Within.
30. Dr. Vada Mitra(1967). Education in Ancient India, Arya book Depot, New Delhi
31. UNDP. Human Development Reports. New Delhi. Oxford: Oxford University Press.
32. UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report, Paris.
33. Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.
34. World Bank, (2004). Reaching the Child: An Integrated Approach to Child Development. Oxford University Press, Delhi.
35. Education and Development, Pankajam, G.
36. Education in India, Rao, R.K.
37. Problems of Education, Sharma, Promila
38. Development of Educational System in India, Sharma, O. P.
39. Education for a Global Society, Singh, Karan
40. Women Education, Singh, U.K

**Refer to Course Coding Policy-2024*

Task for the Alpha Teacher (Any Two)

- Presentation on the reports and policies on USE
- Critical analysis of NEP 2020
- Conduct of survey of government and/or private schools to identify various forms of Inequality

ASSESSMENT FRAMEWORK

Internal Marks	External Marks	Total Marks
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	Right to Education Act-2009 and Sarv Shiksha Abhiyan (SSA)
	RUSA (Major Suggestions and Implementation)

Faculty Mode	Salient features of Education in British Period (Charter Act 1813), Macaulay's Minutes (1835), Wood's Dispatch (1854), Gokhale Bill (1912), Sargent Report (1944), Hunter Commission (1882) NEP- 1968,1986,1992, Knowledge Commission, NEP 2020 Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Univeralisation of Elementary Education
Guest Faculty Mode	Major Recommendations of Indian Education Commission (Kothari Commission) (1964-66), Mudaliar Commission (Secondary Education Commission (1952-1953) Educational Policies- Programme of Action- 1992, National Curriculum Framework (NCF-2005) Universalization of Secondary Education
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	
Research/Community Work	

Blueprint of Contemporary India and Education

Module: EDSocial

Time: 3 hours

Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Contemporary India and Education	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**
- Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.
- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	3*6= 18 marks	Short Answer (SA)	4*4= 16 marks
Very Short Answer (VSA)	8*2= 16 marks	MCQ	10*1= 10 marks

Module Name: EDExpert
Course Code- 24DOE3103, 24DOE3104

Name of the Course- Learning to Function as a Teacher: Skill- in -Teaching- I (c) and Learning to Function as a Teacher: Skill - in- Teaching-II (c)

Course Biography

The Skill-in-Teaching Course is designed to equip Alpha Teachers with advanced pedagogical techniques and methodologies that cater to the diverse learning styles and needs of students. This course emphasizes creativity, innovation, and the integration of contemporary educational frameworks such as the National Education Policy 2020, Sustainable Development Goals, and global perspectives. The course aims to create a dynamic and interactive learning environment that fosters independent, life-long learning. Alpha Teachers will learn to understand and implement pedagogical techniques that accommodate different learning styles and needs. This outcome focuses on fostering creativity and innovation in the classroom by tailoring teaching methods to suit individual learners. Alpha Teachers will be trained to construct detailed pedagogical analyses by following relevant steps. This analytical approach aims to create productive learning experiences within the school environment, ensuring that educational activities are well-structured and effective. The course emphasizes making lessons inter-disciplinary and/or multi-disciplinary. Alpha Teachers will learn to integrate the principles of the National Education Policy 2020, Sustainable Development Goals, and global dimensions into their teaching practices, providing students with a holistic and relevant education.

Alpha Teachers will be equipped to engage students actively in the classroom through interactive activities based on various learning theories. This outcome focuses on creating an interactive and engaging learning environment that encourages student participation and enhances learning outcomes.

Alpha Teachers will learn to assess students effectively during and at the end of lessons. This includes techniques for recapitulation and evaluating terminal behaviour to ensure that learning objectives are met and students retain the knowledge and skills imparted during lessons. The course aims to prepare students to become independent and life-long learners. Alpha Teachers will learn strategies to foster self-directed learning and

critical thinking, empowering students to take charge of their educational journeys and continue learning beyond the classroom.

By the end of this course, Alpha Teachers will be well-prepared to create engaging, innovative, and effective learning experiences catering to diverse student needs. They will be equipped with the skills to integrate contemporary educational frameworks and foster a culture of life-long learning among their students. The comprehensive training provided by the Skill-in-Teaching Course ensures that Alpha Teachers can significantly impact their students' educational journeys and contribute to their development as independent, well-rounded individuals.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE3103/ 24DOE3104	Course Name	Learning to Function as a Teacher: Skill- in-Teaching-I (c)/ Learning to Function as a Teacher: Skill- in-Teaching-II (c)	Course Category*	SE	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	2	Semester	3
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Course Outcomes (COs):	
CO1	understand pedagogical techniques to accommodate the different learning styles and needs of the learners, leading to creativity and innovation.
CO2	construct pedagogical analysis by following relevant steps, thus creating learning experiences leading to productivity in a school environment.
CO3	make the lesson inter-disciplinary and/or multi-disciplinary, along with the integration of National Education Policy 2020, Sustainable Development Goals and the global dimension.
CO4	carry out active participation in the class by engaging students in interactive activities based on different learning theories.
CO5	assess the students during and at the end of the lesson by way of recapitulation and terminal behaviour prepare the students to be independent and life-long learners.

Outline Syllabus	CO Mapping	Hours
Students are assigned teaching tasks which they need to work on, and present that to a panel.	CO1 CO2 CO3 CO4 CO5	30

Recommended Textbooks:

2. NCERT Books (6th to 12th)

Reference Textbooks/Links:

15. Teaching of Hindi, Prasad Kashav
16. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
17. How to Teach Science, Kohli's V.K
18. Teaching of Social Studies, Kochhar, S.K.
19. Teaching of Mathematics, Mangal S.K
20. New Approach to Teaching of Economics, Dhillon Satinder
21. Teaching of Commerce, Singh, Y. K
22. Modern Teaching of Home Science, Begum Fahmeeda
23. Teaching of Computer Science, Kumar, T Pradeep
24. Saryu Kalekar - Teaching of Music
25. History of Indian Art- A textbook based on Fine Arts Syllabus
26. Teaching of History: Modern Methods by Singh, Y.K
27. Teaching of Physical Education, Singh, Ajmer
28. Teaching of Social Science Teaching (Geography), Bhattacharyya, Abhishek

**Refer to Course Coding Policy-2024*

Module Name: EDTutor

Course Code- 24DOE3105

Name of the Course- School Internship-III

Course Biography

The course on School Internship is designed to provide Alpha Teachers with a comprehensive, hands-on experience in teaching and learning within an inclusive school environment. This course emphasizes developing a deep understanding of learner behavior across various educational stages, from early childhood to senior secondary levels. By integrating theoretical knowledge from Core and Pedagogy Courses with practical applications, Alpha Teachers will enhance their skills in creating meaningful learning sequences and validating their theoretical understanding through real-world teaching scenarios. Alpha Teachers will cultivate a robust understanding of the principles and practices of inclusive education. This involves recognizing and accommodating the diverse needs of all learners, ensuring that each student has access to a supportive and equitable learning environment. Through this outcome, Alpha Teachers will learn to implement strategies that promote inclusion and address the varying abilities and backgrounds of their students. This course also focuses on understanding the learner and their behavior in different learning situations. Alpha Teachers will explore developmental stages from early childhood through senior secondary education, gaining insights into how students learn and behave at each stage. This knowledge is essential for catering to instructional approaches to meet the developmental needs of learners and fostering a supportive learning environment.

Alpha Teachers will bridge the gap between theory and practice by validating their theoretical understanding developed through various Core and Pedagogy Courses. This involves applying theoretical concepts to real-world teaching scenarios, enabling Alpha Teachers to see the practical implications of their learning and refine their instructional strategies accordingly. This outcome ensures that Alpha Teachers are not only knowledgeable but also skilled in applying educational theories effectively. The course emphasizes the creation of meaningful learning sequences appropriate to different levels of learning. Alpha Teachers will learn to design and implement instructional sequences that align with the cognitive and developmental stages of their students. This includes planning lessons that build on prior knowledge, incorporate relevant and engaging content, and facilitate progressive learning. By mastering this skill, Alpha Teachers can enhance the coherence and effectiveness of their teaching.

Throughout the School Internship course, Alpha Teachers will engage in a variety of learning activities, including interactive workshops, collaborative projects, and reflective exercises. These activities are designed to reinforce theoretical concepts, provide hands-on experience, and promote critical thinking and creativity. The course structure allows Alpha Teachers to experiment with different teaching strategies, receive feedback, and refine their practice in a supportive environment.

By the end of the School Internship course, Alpha Teachers will be well-prepared to navigate the complexities of the classroom, address the diverse needs of their students, and create engaging and meaningful learning experiences. The course aims to empower Alpha Teachers to become reflective practitioners who are capable of continuous improvement and dedicated to fostering inclusive and effective education. The comprehensive training provided ensures that Alpha Teachers can make a significant impact on their students' educational journeys, contributing to their overall growth and development.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE3105	Course Name	School Internship-III	Course Category*	IN	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	2	Semester	3
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Course Outcomes (COs):	
CO1	put theory into practice in real school environment by being a part in implementing the specific educational strategies to engage the learners in the class as a part of their professional training.
CO2	know the types of records that are maintained in the school and how they are prepared.
CO3	develop an insight about the co- curricular and extra-curricular activities organized in the schools.
CO4	work as an assistant during sports class, library class, IT class, medical camps and counselling sessions.

Outline Syllabus	CO	Hours
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	Mapping	
Students gain a transformative learning experience by interning in schools. Students gain hands-on training, actively engaging with classroom practices and collaborating closely with their associate teacher	CO1 CO2 CO3 CO4	30

Recommended Textbooks:

3. NCERT Books (6th to 12th)
4. School Leader Internship by Gary E. Martin

Reference Textbooks/Links:

16. Teaching of Hindi, Prasad Kashav
17. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
18. How to Teach Science, Kohli's V.K
19. Teaching of Social Studies, Kochhar, S.K.
20. Teaching of Mathematics, Mangal S.K
21. New Approach to Teaching of Economics, Dhillon Satinder
22. Teaching of Commerce, Singh, Y. K
23. Modern Teaching of Home Science, Begum Fahmeeda
24. Teaching of Computer Science, Kumar, T Pradeep
25. Saryu Kalekar - Teaching of Music
26. History of Indian Art- A textbook based on Fine Arts Syllabus
27. Teaching of History: Modern Methods by Singh, Y.K
28. Teaching of Physical Education, Singh, Ajmer
29. Teaching of Social Science Teaching (Geography), Bhattacharyya, Abhishek
30. Marin, G. E., Danzig, A. B., Flanary, R. A., & Orr, M. T. (2021). *School Leader Internship: Developing, Monitoring, and Evaluating Your Leadership Experience* (5th ed.). Routledge.

**Refer to Course Coding Policy-2024*

Module Name: EDAssessor
Course Code- 24DOE3106
Course Name- School Assessment-III

Course Biography

The course on School Assessment is designed to provide Alpha Teachers with a comprehensive understanding of the principles and methods of effective school assessment. This course emphasizes inclusion, equitable education, and the innovative aspects of assessment. Alpha Teachers will develop the skills necessary to design,

implement, and analyze various assessment tools, interpret assessment data, provide constructive feedback, and understand the relationship between attendance patterns and student performance.

Alpha Teachers will gain a thorough understanding of the key principles and methods of effective school assessment. This includes considering aspects of inclusion and equitable education to ensure that assessments are fair and accessible to all students. By mastering these principles, Alpha Teachers will be able to design assessments that accurately measure student learning and progress while promoting a supportive and inclusive learning environment.

This course focuses on equipping Alpha Teachers with the ability to design, implement, and analyze a variety of assessment tools. During their school internships, Alpha Teachers will learn to create assessments that reflect the innovation aspect of education and address the diverse needs of students. By developing these skills, Alpha Teachers will be able to implement assessments that provide meaningful insights into student learning and guide instructional decisions. Alpha Teachers will learn to interpret assessment data effectively and provide constructive feedback to students and stakeholders. This involves analyzing assessment results to identify student strengths and areas for improvement, as well as communicating findings in a way that supports student growth and development. By mastering these skills, Alpha Teachers will be able to use assessment data to inform teaching practices and enhance student learning outcomes.

This course emphasizes the significance of maintaining accurate attendance records and evaluating the relationship between attendance patterns and student performance. Alpha Teachers will learn to track attendance meticulously and analyze how attendance impacts student achievement. By understanding this relationship, Alpha Teachers can identify attendance-related issues and implement strategies to improve student attendance and performance.

By the end of the School Assessment course, Alpha Teachers will be equipped with the knowledge and skills to conduct effective assessments that promote equitable and inclusive education. They will be capable of designing innovative assessment tools, interpreting data, providing meaningful feedback, and understanding the critical role of attendance in student success. This comprehensive training ensures that Alpha Teachers can significantly enhance their students' learning experiences and outcomes.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE3106	Course Name	School Assessment-III	Course Category*	IN	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	2	Semester	3
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Course Outcomes (COs):	
CO1	explain the key principles and methods of effective school assessment, considering the aspects of inclusion and education.
CO2	demonstrate the ability to design, implement, and analyze various assessment tools during their school internships, keeping into account equitable education and the innovation aspect of education.
CO3	develop skills in interpreting assessment data and providing constructive feedback to students and stakeholders.
CO4	understand the importance of accurate attendance records and evaluate the relationship between attendance patterns and student performance.

Outline Syllabus	CO Mapping	Hours
Students complete and prepare their Reflections Diary and Anecdotal Record and present those to a panel.	CO1 CO2 CO3 CO4	30

Recommended Textbooks:

3. NCERT Books (6th to 12th)
4. School Leader Internship by Gary E. Martin

Reference Textbooks/Links:

15. Teaching of Hindi, Prasad Kashav
16. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
17. How to Teach Science, Kohli's V.K
18. Teaching of Social Studies, Kochhar, S.K.
19. Teaching of Mathematics, Mangal S.K
20. New Approach to Teaching of Economics, Dhillon Satinder
21. Teaching of Commerce, Singh, Y. K
22. Modern Teaching of Home Science, Begum Fahmeeda
23. Teaching of Computer Science, Kumar, T Pradeep
24. Saryu Kalekar - Teaching of Music
25. History of Indian Art- A textbook based on Fine Arts Syllabus
26. Teaching of History: Modern Methods by Singh, Y.K
27. Teaching of Physical Education, Singh, Ajmer

28. Teaching of Social Science Teaching (Geography), Bhattacharyya, Abhishek

*Refer to Course Coding Policy-2024

Module Name: EDAssessor

Course Code- 24DOE3107

Course Name- Educational Measurement, Assessment and Evaluation

Course Biography

In this course the alpha Teachers will get acquainted with the terminologies of assessment and evaluation with hands on experience provided to them during their internship program. The alpha Teachers will be able to develop the formative and summative tasks keeping Bloom's Taxonomy in mind. The alpha Teachers will also be trained in the art of providing immediate, useful and meaningful assessments. These techniques of assessment learnt by alpha Teachers will help the Generation- Z and Generation - α learners to know that what works for them and how it will help them achieve their goals. Generation - Z and Generation - α learners can be made clearer about their goals, value of learning and how it would impact their environment. It is important for alpha Teachers to understand that assessment for Generation- Z and Generation - α means making learning relevant to their lives. The art of transparent evaluation will also be told to the alpha Teachers thereby helping them to imbibe the skill of developing the Rubrics. Due to the diverse learning needs of the Generation- Z and Generation

The alpha Teachers will also be taught the art of conducting Action Research during the Intensive Teaching Practice. The alpha Teachers will also in the due course of time learn the art of performing invigilation duties, conducting various competitive examinations and performing the Pedagogical Analysis.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE3107	Course Name	Educational Measurement, Assessment and Evaluation	Course Category*	DE	L	T	P	C
						2	0	2	4

Pre-requisite Courses with Code	Nil	Year	2	Semester	3
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Course Outcomes (COs):	
CO1	differentiate between Assessment and Evaluation to evaluate learning and educational strategies.
CO2	develop Formative and Summative Tasks for sustainable education.
CO3	use various tools of Evaluation to assess academic performance.
CO4	use the basic statistical tools to perform the statistical analysis.
CO5	formulate various assessment techniques for education for sustainable development.

Outline Syllabus	CO	Hours
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	Mapping	
Unit-1		
<ul style="list-style-type: none"> ➤ Meaning of Assessment, Distinction between Assessment of Learning & Assessment for Learning and 'Assessment as Learning'. ➤ Meaning and Characteristics – Measurement, Tests, Examination, Evaluation, Relation between measurement and evaluation ➤ Principles and Types of Evaluation 	C03	20
Unit-2		
<ul style="list-style-type: none"> ➤ Statistical Tools: Frequency distribution, graphical representation, Central Tendency - Mean, Median, Mode, Variation, normal distribution, correlation ➤ Graphical representation, Percentile, Rank and their interpretation. ➤ Norm referenced and Criterion referenced test ➤ Concept of Pedagogic Content Knowledge (PCK): Content analysis, Listing prerequisites, instructional objectives and task analysis, Analyzing and selecting suitable teaching methods, strategies, techniques, models, learning activities, Analyzing and selecting suitable evaluation strategies ➤ Characteristics of a good tool of evaluation: Validity, Reliability, Objectivity and Usability 	C01 C03	30
Unit-3		
<ul style="list-style-type: none"> ➤ Steps of construction of a test: Planning (Blueprint) and Preparation ➤ Identifying the misconceptions and appropriate remedial strategies ➤ Existing Practices: Semester System and CCE ➤ Grading and Choice Based Credit System ➤ Issues and Problems: Marking vs. Grading, Objectivity vs. Subjectivity ➤ Action research concept, difference between action research, applied research and fundamental research. Steps for conducting an action research 	C04 C05	20
Unit-4		
<ul style="list-style-type: none"> ➤ Techniques of Assessment: Project work, Assignments, Work sheets, Performance based activities, Seminars ➤ Types of Tests- essay type, objective type tests, teacher made and standardized tests ➤ Typology of Questions: Open-Ended, Multiple Choice Items, True/ False, etc. ➤ Emerging Practices in Assessment: Online, Computer Based and Open Book 	C01 C02 C05	20

Examinations		
➤ Techniques/ tools of Evaluation: Oral, written, cloze test, etc.		
➤ Role of feedback in improving learning and learner's development: Rubrics in Teaching		

Recommended Textbooks:

1. Singh H.S. (1974) Modern Educational Testing. New Delhi: Sterling Publication
2. Thorndike RL and Hagen (1977). Measurement and Evaluation in Psychology and Education.

Reference Textbooks/Links:

1. Kay Burke (2006) From Standards to Rubrics in 6 Steps, Tools for Assessing Student Learning, K-8, Corwing Press, A Sage Publications Company, California.
2. NCERT (1985). Curriculum and Evaluation, New Delhi:NCERT
3. Norris N. (1990) Understanding Educational Evaluation, Kogan Page Ltd.
4. Singh H.S. (1974) Modern Educational Testing. New Delhi: Sterling Publication
5. Thorndike RL and Hagen (1977). Measurement and Evaluation in Psychology and Education.
6. Black, P., Harrison, C., Lee, C., Marshall, B, & William, D. (2004). Working inside the black box: Assessment for learning in the classroom. Phi Delta Kappan, 86 (1), 8- 21.
7. Black, P., &William, D. (2006). Assessment for learning in the classroom. In J. Gardner (Ed.), Assessment and Learning (pp. 9-14). Thousand Oaks, CA: Sage
8. Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
9. Brooks, J.G. (2002). Schooling for life: Reclaiming the essence of learning Alexandria, VA: Association for Supervision and Curriculum Development.
10. Burke, K. (2005). How to assess authentic learning (4th ed.), Thousand Oaks, CA
11. Corwin, Burke, K, Fogarty, R., &Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd ed.) Thousand Oaks, CA: Corwin.
12. Conzemius, A., &O'Neill, J. (2001). Building shared responsibility for student learning, Alexandria, VA: Association for Supervision and Curriculum Development.
13. Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development. Gentile, J.R. &Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.
14. Guskey, T.R. (2003). How classroom assessments improve learning. Educational Leadership, 60(5), 7-11.
15. Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.

16. Kirby, N.F & Downs, C.T. (2007). Self-assessment and the disadvantaged student; Potential for encouraging self-regulated learning? *Assessment and Evaluation in Higher Education*, 32(4), 475-494.
17. MHRD (2009), *The Right of Children to Free and Compulsory Education Act, 2009*. Ministry of Human Resource Development, New Delhi
18. NCERT (2005). *National Curriculum Framework, 2005*, NCERT, New Delhi
19. *Essentials of Examination System*, Aggarwal, J.C
20. *Essentials of Measurement and Evaluation*, Ansari, M.S
21. *Advance Statistics in Education & Psychology*, Sharma, R.A.

**Refer to Course Coding Policy-2024*

Task for the Alpha Teachers

- Choose an activity and prepare instructions and assessment parameters/rubrics for that activity which prospective teacher will conduct during the internship/teaching practice.
- Conduct an Action Research during internship and present report.
- Prepare a report card of your class using statistical technique
- Prepare 2 different tasks for formative assessment in each teaching subject.

Assessment Framework

Internal Marks	External Marks	Total Marks
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Meaning of Assessment, Distinction between Assessment of Learning & Assessment for Learning and 'Assessment as Learning'.
	<ul style="list-style-type: none"> ➤ Meaning and Characteristics – Measurement, Tests, Examination, Evaluation, Relation between measurement and evaluation ➤ Statistical Tools: Frequency distribution, graphical representation, Central

Faculty Mode	<p>Tendency - Mean, Median, Mode, Variation, normal distribution, correlation</p> <ul style="list-style-type: none"> ➤ Graphical representation, Percentile, Rank and their interpretation. ➤ Norm referenced and Criterion referenced test ➤ Concept of Pedagogic Content Knowledge (PCK): Content analysis, Listing pre-requisites, instructional objectives and task analysis, Analyzing and selecting suitable teaching methods, strategies, techniques, models, learning
	<p>activities, Analyzing and selecting suitable evaluation strategies</p> <p>Characteristics of a good tool of evaluation: Validity, Reliability, Objectivity and Usability</p>
Guest Faculty Mode	➤ Principles and Types of Evaluation
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	<ul style="list-style-type: none"> ➤ Steps of construction of a test: Planning (Blueprint) and Preparation ➤ Identifying the misconceptions and appropriate remedial strategies ➤ Existing Practices: Semester System and CCE ➤ Grading and Choice Based Credit System ➤ Issues and Problems: Marking vs. Grading, Objectivity vs. Subjectivity <p>Action research concept, difference between action research, applied research and fundamental research. Steps for conducting an action research.</p>
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	<ul style="list-style-type: none"> ➤ Techniques of Assessment: Project work, Assignments, Work sheets, Performance based activities, Seminars ➤ Types of Tests- essay type, objective type tests, teacher made and standardized tests <p>Typology of Questions: Open-Ended, Multiple Choice Items, True/ False, etc.</p>

Independent Study/ Enhancing Professional Capacities	<ul style="list-style-type: none"> ➤ Emerging Practices in Assessment: Online, Computer Based and Open Book Examinations ➤ Techniques/ tools of Evaluation: Oral, written, cloze test, etc. <p>Role of feedback in improving learning and learner's development: Rubrics in Teaching</p>
Research/Community Work	

Blueprint of EDAssessor: Educational Measurement, Assessment and Evaluation

Module: EDAssessor

Time: 3 hours

Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Assessment for Learning	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**
- Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for every short answer question.
- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	3*6= 18 marks	Short Answer (SA)	4*4= 16 marks
Very Short Answer (VSA)	8*2= 16 marks	MCQ	10*1= 10 marks

Module Name: EDManager
Course Code: 24DOE3108
Course Name: Feedback and Reflections

Course Biography

The motive behind this course of Feedback & Reflections is to bring best out of an individual through effective feedback where a learner learns the skill of giving and taking constructive feedback in the teaching learning process. This course also makes the learner understand the importance of self-reflection of other's expert talks which helps an individual to achieve the desired outcome.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE3108	Course Name	Feedback and Reflections	Course Category*	DE	L	T	P	C
						1	0	1	2

Pre-requisite Courses with Code	Nil	Year	2	Semester	3
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Course Outcomes (COs):	
CO1	explain the importance of reflection in teaching-learning process without being gender biased
CO2	understand, analyse, evaluate Johari Window
CO3	summarize the significance of students' view of feedback to frame lesson plans catering to inclusive education
CO4	summarize and comprehend reflective teaching for innovation in education
CO5	understand and apply approaches of reflective teaching

Outline Syllabus	CO Mapping	Hours
Unit-1	CO1	10
➤ Difference between reflection and feedback, Importance of reflection in the process of learning, Johari Window to show the impact of feedback	CO2	
Unit-2	CO3	10
➤ Use Feedback and Self-Reflection to Modify the Lessons, Principles of Feedback, Types of feedback		
Unit-3	CO4	10
➤ Support for staff around giving effective feedback, Sustainable feedback, A student view of feedback.		
Unit-4	CO5	15
➤ Meaning of Reflective Teaching, Importance, Approaches & Benefits		

Recommended Textbooks:

1. Singh, S. (2019). Reading & Reflecting on Text for B.ED. Foundation Publishing House

Reference Textbooks/Links:

1. <https://www.youtube.com/watch?v=EtnxACx3eDE>
2. <https://www.youtube.com/watch?v=q08eQ7RjrPI>
3. <https://johnparankimalil.wordpress.com/2015/01/16/meaning-and-definition-of-guidance/#:~:text=Proctor.,inside%20or%20outside%20the%20school.%E2%80%9D>
4. <https://www.suraasa.com/blog/reflective-teaching>
5. <https://www.youtube.com/watch?v=RbMxfcsdoBU>
6. Reflections on Happiness & Positivity, Mohammed bin Rashid, Al Maktoum (Author), Explorer Publishing (20 March 2017)

7. Improving Teaching and Learning Through Reflection, Betty, McDonald (Author), LAP LAMBERT Academic Publishing (September 14, 2016)

**Refer to Course Coding Policy-2024*

Task for the Alpha Teachers

- What is feedback? Why is it required/ How can the feedback help to improve the work?Support it with the help of an example.
- Student surveys are valuable sources of feedback for teachers and self-reflection for students. Surveys can help the teachers to plan effective classes, reach struggling students, and improve the teaching methods. Design student survey questions that'll help you gather actionable insights from your students and submit the report accordingly. Conduct the survey with 20 students and submit the report accordingly.

Assessment Framework

Internal Marks	External Marks	Total Marks
20	30	50

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	
Faculty Mode	<ul style="list-style-type: none"> ➤ Difference between reflection and feedback, Importance of reflection in the process of learning, Johari Window to show the impact of feedback ➤ Use Feedback and Self-Reflection to Modify the Lessons, Principles of Feedback, Types of feedback
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Meaning of Reflective Teaching, Importance, Approaches & Benefits
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	<ul style="list-style-type: none"> ➤ Support for staff around giving effective feedback, Sustainable feedback, A student view of feedback.
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	
Research/Community Work	

Blueprint of Feedback and Reflections

Module: EDManager

Time: 1.5 hours

Max Marks: 30

Course Name	Internal	External	LA	SA	VSA	MCQ
Feedback and Reflections	20	30	6(1)	4(2)	2(4)	1(8)
Total Marks	20	30	6	8	8	8

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**
- Attempt any 1 out of 2 for long answer question, 2 out of 3 for short answer & 4 out of 5 for very short answer question.
- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	1*6= 6 marks	Short Answer (SA)	2*4= 8 marks
Very Short Answer (VSA)	4*2= 8 marks	MCQ	8*1= 8 marks

Module Name: EDValue
Course Code: 24DOE3109
Course Name: Symposium

Course Biography

The focus of this course is to help alpha Teachers provides the broad understanding of a topic or a problem. By attending symposiums, alpha Teachers will learn from others and improve skills and knowledge about their field. They will understand the importance of engaging with the work of others, ask questions and perhaps go and see them after the panel. Like in any other profession, networking is very important. The opportunity is provided to the listeners to take decision about the problem. It is used for higher classes to specific theme and problem.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2025-26
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Course Code	24DOE3109	Course Name	Symposium	Course Category*	RP	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	2	Semester	3
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Course Outcomes (COs):

CO1	gain a deep knowledge and understanding of current trends, challenges, and advancements in the field of education and develop learning opportunities relevant to the industry.
CO2	learn how to apply new strategies, tools, and techniques to professional practice of school education leading to improve academic performance and organizational efficiency.
CO3	build valuable connections with experts from school, peers, and potential collaborators, fostering partnerships and collaborative opportunities for education for sustainability.
CO4	develop a broader perspective on ethical, societal, and innovative aspects of the school education contributing to continuous professional training/development and a commitment to lifelong learning.

Outline Syllabus	CO Mapping	Hours
Students are assigned small projects, that they work on, and present to the panel	CO1 CO2 CO3 CO4	30

Recommended Textbooks:

Reference Textbooks/Links:

1. <https://www.youtube.com/watch?v=Ov3F3pdhNkk&pp=0gcJCdgAo7VqN5tD>
2. <https://www.youtube.com/watch?v=u755itz4eDo>

**Refer to Course Coding Policy-2024*

Module Name: EDValue
Course Code: 24DOE3109
Course Name: Paper Presentation

Course Biography

The focus of this course is to help alpha Teachers gain much professional experience. Not only will the alpha Teachers learn new skills but also gain a lot of knowledge related to their discipline. This course will help bring the alpha Teachers out of stage fear and also improve their communication skills

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE3109	Course Name	Paper Presentation	Course Category*	RP	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	2	Semester	3
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Course Outcomes (COs):	
CO1	develop the ability to clearly and effectively convey research findings and educational concepts to an audience, improving public speaking and presentation skills.
CO2	strengthen the ability to critically evaluate educational theories and practices, and to articulate well-founded arguments and conclusions based on research.
CO3	gain confidence in sharing and defending ideas in a professional setting, preparing for future academic and professional presentations.
CO4	receive constructive feedback from peers and experts, which can be used to refine research methodologies and enhance future academic work.

Outline Syllabus	CO Mapping	Hours
Students are assigned small projects, that they work on, and present to the panel	CO1 CO2 CO3 CO4	30

Recommended Textbooks:
Reference Textbooks/Links:

**Refer to Course Coding Policy-2024*

Module Name: EDValue
Course Code: 24DOE3109
Course Name: Research Conferences

Course Biography

The focus of this course is to help alpha Teachers get exposure to academia. Attending academic conferences would help the alpha Teachers make research on various subjects easier. They provide access to various research activities related to a particular subject with current findings and developments anticipated from them.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
Course	24DOE3109	Course	Research Conference	Course	RP	L	T P C

Code		Name		Category*		0	0	1	1
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Pre-requisite Courses with Code	Nil	Year	2	Semester	3
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Course Outcomes (COs):	
CO1	differentiate between research conferences and related terms (Symposium, Workshop, Seminar, etc.) and get familiarized with the concept of research conferences.
CO2	identify various types of research conferences (National, International, Regional).
CO3	list the benefits of attending research conferences as a teacher and how teachers can contribute to them.
CO4	understand the procedure for getting research work accepted at a research conference.
CO5	be guided and motivated to share their action research at research conferences.

Outline Syllabus	CO Mapping	Hours
Students are assigned small projects, that they work on, and present to the panel	CO1 CO2 CO3 CO4 CO5	30

Recommended Textbooks:

Reference Textbooks/Links:

**Refer to Course Coding Policy-2024*

Module Name: EDValue

Course Code: 24DOE3110

Course Name: Issues of Conservation and Environment Regeneration

Course Biography

This course will make alpha Teachers realize that they have an obligation to provide platform to Generation- Z and Generation- α learners who are able to identify that the environment needs their care, be willing to do something about it and finally, have the skills to do something about it. The ultimate gauge of success of alpha Teachers lies in the fact that how effectively he/she enables Generation- Z and Generation- α learners to transfer their enthusiasm and skills beyond the walls of the school into their homes and communities. Generation- Z and Generation- α learners do have a right to be change agents and leaders in the fight to save the planet, and schools can provide the launching pads for these young eco-warriors. It is the responsibility of alpha Teachers to not only influence the behaviour of children but more importantly to empower them to become critical individuals, competent to take action to preserve their natural environments.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE3110	Course Name	Issues of Conservation and Environmental Regeneration	Course Category*	OE	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	2	Semester	3
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Course Outcomes (COs):

CO1	identify the need for preserving the environment to upgrade quality of life.
CO2	become critical individual to take suitable action to preserve their natural environment
CO3	understand the need to increase agriculture productivity to deal with hunger problems.

Outline Syllabus	CO Mapping	Hours
Students are assigned small projects, that they work on, and present to the panel	CO1 CO2 CO3	30

Recommended Textbooks:

B1: Aronoff, J. B. (2009). Handbook of Nature Conservation: Global, Environmental & Economic Issues. Nova science Publishers

Reference Textbooks/Links:

<https://www.distanceeducationju.in/pdf/B.Ed.%20C.No.%20303%20Environmental%20Education%20&%20Disaster%20Management.pdf>

<https://www.tnteu.ac.in/pdf/environmental.pdf>

<https://www.nios.ac.in/media/documents/SrSec314NewE/Lesson-26.pdf>

**Refer to Course Coding Policy-2024*

Module Name: EDTech
Course Code: 24DOE3111

Course Name: Role of Artificial Intelligence and it's integration into the Curriculum

Course Biography

This course explores the transformative potential of Artificial Intelligence (AI) in education, focusing on both its theoretical foundations and practical applications in curriculum design and implementation. As AI continues to reshape various industries, understanding its role in education becomes crucial for the alpha Teachers. The course provides the alpha Teachers with the opportunity to examine the current and future impacts of AI on the educational landscape. This includes discussions on personalized learning, where AI-driven systems adapt to individual students' needs, learning styles, and paces, thereby enhancing the learning experience. The course enables the alpha Teachers to critically evaluate the ethical considerations and challenges of integrating AI into education and understand the implications of these issues and explore strategies to mitigate them.

The practical aspect of the course focuses on the integrating AI into the curriculum. The alpha Teachers get to learn how to design and implement AI-based tools and resources in various educational settings emphasizing the importance of interdisciplinary and multi-disciplinary approaches. Throughout the course, the alpha Teachers participate in hands-on projects and collaborative activities, applying their learning to real-world scenarios. Thus, preparing them to be leaders in the evolving landscape of 21st-century education.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE3111	Course Name	Role of Artificial Intelligence and it's integration into the Curriculum	Course Category*	SE	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	2	Semester	3
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Course Outcomes (COs):	
C01	demonstrate a comprehensive understanding of core AI concepts and applications, recognizing their significance in driving educational institutions, innovation and enhancing educational infrastructure.
C02	design curriculum modules that integrate AI technologies, showcasing innovative approaches to teaching and learning that leverage AI to improve educational outcomes and infrastructure.
C03	implement AI tools and platforms within the curriculum, demonstrating how these technologies can transform instructional practices and support industry innovation.
C04	critically analyze the impact of AI on education, evaluating the benefits and challenges of AI integration and its potential to revolutionize educational infrastructure.
C05	explore and address ethical considerations related to AI in education, ensuring responsible use of AI technologies that align with industry standards and promote equitable access.

Outline Syllabus	CO Mapping	Hours
Students are assigned small projects, that they work on, and present to the panel	C01 C02 C03 C04 C05	30

Recommended Textbooks

- Wayne Homes, Maya Bialik, Charles Fadel (2019). *Artificial Intelligence in Education: Promises & Implications for Teaching & Learning*. <https://curriculumredesign.org/wp-content/uploads/AI-in-Education.pdf>.

Reference Textbooks/Links:

- <https://www.ed.gov/sites/ed/files/documents/ai-report/ai-report.pdf>

**Refer to Course Coding Policy-2024*

Module Name: EDProfile
Course Code: 24DOE3112
Course Name: Placement

Course Biography

This course will provide the alpha Teachers with career opportunities from various schools with which they can kick-start their career in the field of education. This course shall also make the alpha Teachers aware about their strengths and areas to improve with the help of the feedback from the industry leaders. Thus, making them move one-step ahead by strengthening their skills and working on the weak areas.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE3112	Course Name	Placement	Course Category*	AE	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	2	Semester	3
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Course Outcomes (COs):	
CO1	provide career and learning opportunities from various schools for jobs thus promoting partnerships/public private partnerships/ Multi stake Partnerships
CO2	aware about their strengths and areas to improve with the help of the feedback from the industry leaders.

Outline Syllabus	CO Mapping	Hours
Students are prepared for the placement drive/ internship under scholarship mode. Various career opportunities are extended, along with making the students industry-ready to face the interview by guiding them to prepare CVs, e-portfolios, grooming, and more.	CO1 CO2	30

Recommended Textbooks:
1. A Complete Manual for Campus Placements" by GK Publications
Reference Textbooks/Links:
1. GK Publications. (2019). A Complete Manual for Campus Placements . CL Media.

*Refer to Course Coding Policy-2024

Semester IV

Module Name: EDSocial

Course Code: 24DOE4101

Course Name: Gender, School and Society

Course Biography

Gender is a social construct that impacts attitudes, roles, responsibilities and behavior patterns of boys and girls, men and women in all societies. Gender relations vary from society to society. Gender determines power relations in multicultural societies like India. It deals with human concerns encompassing diversities and differences. It has been the most visible form of discrimination operating across cultures in developing societies. When one analyses the present context of gender discourse, the prime concern is how gender functions as a determinant of construction of knowledge in different disciplines.

Education has the inbuilt potential of formulating inter linkages between gender and education. Discourses on gender and education require critical engagements with the deep questions on the nature of socialization. It needs to reflect and focus on transforming attitudes, beliefs and behavioral patterns that impact gender relation in family, community, school and workplace of Generation - Z and Generation- α so on. In order to eliminate the hierarchies on such social constructions, gender debates and discourses have to be operationalized within the overarching concern for democratic education of Generation- Z and Generation - α learners.

This course is crucial for addressing gender bias and stereotypes that operate in all social spaces in textual materials and print media accessed by students and other stakeholders. It would make the alpha Teachers reflect on her /his socialization and analyze critically the processes that shape masculinity and femininity. Further, it is hoped that alpha Teachers as agents of change would encourage Generation- Z and Generation- α to reflect on their socialization and critique all those practices that perpetuate stereotypes and biases.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE4101	Course Name	Gender, School and Society	Course Category*	DC	L	T	P	C
						1	0	1	2

Pre-requisite Courses with Code	Nil	Year	2	Semester	4
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Course Outcomes (COs):	
CO1	Explain the conceptual foundations of sex, gender, gender equality, bias, and stereotypes, and evaluate the gender issues in contemporary India with reference to constitutional provisions and national policies.
CO2	Analyze the presence of gender bias in schooling, textbooks, and curricular choices, and demonstrate how education can serve as a transformative tool for gender sensitization and equality.
CO3	Examine the roles of family, school, society, and media in shaping gender awareness and contributing to the social construction of gender identities.
CO4	Discuss the significance of addressing sexual harassment in various contexts, and evaluate institutional mechanisms for redressal while exploring the role of life skills education in promoting safety and healthy gender relations.

Outline Syllabus	CO Mapping	Hours
Unit-1		
<ul style="list-style-type: none"> ➤ Conceptual foundations: Sex and Gender, Gender Equality, Gender Bias, Gender Stereotype ➤ Gender Issues in contemporary India- Nature, Constitutional provisions and policies 	CO1	12
Unit-2		
<ul style="list-style-type: none"> ➤ Gender bias in schooling and in textbooks, curricular choices ➤ Role of education in gender sensitization- Identifying education as a catalyst agent for Gender equality 	CO2	18
Unit-3		
<ul style="list-style-type: none"> ➤ Awareness towards gender issues- family, school and society as an agent ➤ Role of media (print and electronic) in social construction of gender 	CO3	16
Unit-4		
<ul style="list-style-type: none"> ➤ Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions. Institutions redressing sexual harassment and abuse. Linkage between life skills and sexuality 	CO4	14

Recommended Textbooks:

1. Bhasin, K. (2000). *Understanding gender*. Kali for Women.

Reference Textbooks/Links:

1. Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National Book Trust, New Delhi
2. Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO
3. Kirk Jackie (ed) , (2008), Women Teaching in South Asia, SAGE, New Delhi
4. Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam
5. NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, New Delhi
6. Nayar, Sushila and MankekarKamla (ed.) 2007, _Women Pioneers in India’s Renaissance, National Book Trust, New Delhi, India.

**Refer to Course Coding Policy-2024*

Task for the Alpha Teacher

- Prepare a Radio talk as a group activity to sensitize the society on gender related issues
- Declamation in the classroom on the topic “Gender portrayal in the Media”

Assessment Framework

Internal Marks	External Marks	Total Marks
20	30	50

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	Conceptual foundations: Sex and Gender, Gender Equality, Gender Bias, Gender Stereotype
Faculty Mode	Gender Issues in contemporary India- Nature, constitutional provisions and policies
Guest Faculty Mode	
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	Role of education in gender sensitization- Identifying education as a catalyst agent for Gender equality

Beyond Academics	Role of media (print and electronic) in social construction of gender
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	Gender bias in schooling and in textbooks, curricular choices
Research/Community Work	Awareness towards gender issues- family, school and society as an agent

Suggested Readings

- Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National Book Trust, New Delhi
- Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO
- Kirk Jackie (ed) , (2008), Women Teaching in South Asia, SAGE, New Delhi
- Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam
- NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, New Delhi
- Nayar, Sushila and MankekarKamla (ed.) 2007, _Women Pioneers in India's Renaissance, National Book Trust, New Delhi, India.

Blueprint of EDSocial: Gender, School and Society

Module: EDSocial

Time: 1.5 min

Max Marks: 30

Course Name	Internal	External	LA	SA	VSA	MCQ
Gender, School and Society	20	30	6(1)	4(2)	2(4)	1(8)
Total Marks	20	30	6	8	8	8

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**
- **Attempt any 1 out of 2 for long answer question, 2 out of 3 for short answer & 4 out of 5 for very short answer question.**
- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	1*6= 6 marks	Short Answer (SA)	2*4= 8 marks
Very Short Answer (VSA)	4*2= 8 marks	MCQ	8*1= 8 marks

Module Name: EDMentor
Course Code: 24DOE4102
Course Name: Guidance and Counselling

Course Biography

This course will equip alpha Teachers with expertise in giving Guidance and Counselling services to Generation-Z and Generation - α learners. They will understand clearly that the behavioural and personality characteristics that Generation- Z and Generation- α learners possess are quite different from the ones that were possessed by the previous Generation learners. With the advent of the digital world, issues like intolerance, cultural differences, ruthlessness, deprived attention span and career dilemmas have taken a centre stage among the lives of today's generation. Therefore, it becomes imperative for alpha Teachers to gain proficiency in different counselling techniques and psychological testing for the holistic development of Generation- Z and Generation- α learners.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27		
Course Code	24DOE4102	Course Name	Guidance and Counselling	Course Category*	DC	L	T	P	C
						1	0	1	2
Pre-requisite Courses with Code	Nil			Year	2	Semester	4		

Course Outcomes (COs):	
CO1	acquaint themselves with various guidance services available at School/District/State/National level
CO2	understand the meaning, aims and objectives, principles and scope of guidance for adolescents for mental health and success in career
CO3	Understand stages of adolescents of Generation - Z and Generation– alpha
CO4	understand counselling and its approaches and understanding needs of the students in an inclusive classroom
CO5	organize guidance and counselling programme at school level

Outline Syllabus	CO Mapping	Hours
Unit-1: School Guidance Framework	CO1	12
➤ Guidance- Concept and Meaning. Organization and setting up of school Guidance Programme		
Unit-2: Career Development Guidance	CO2 CO3	18
➤ Career Guidance: Factors affecting Career Choice and Career Adjustment		
➤ Empowering the students in effective career decision making. Career Aptitude Testing.		
Unit-3: Counselling in Education	CO4	16
➤ Counselling: Concept, Meaning and Difference between Guidance and		

Counselling. ➤ Approaches of Counselling: Directive, Non- Directive, Eclectic. Role of teacher as a Counsellor.		
Unit-4: Personality Assessment Tools	CO5	14
➤ Understanding the individual with various tests like Rorschach Ink Blot Test, TAT and CAT with emphasis on major areas.		

Recommended Textbooks:

1. Sidhu, H. S. (2005). Guidance and Counselling. Twentyfirst Century Publications, Patiala

Reference Textbooks/Links:

1. <https://johnparankimalil.wordpress.com/2015/01/16/meaning-and-definition-of-guidance/#:~:text=Proctor.,inside%20or%20outside%20the%20school.%E2%80%99>
2. <https://egyankosh.ac.in/bitstream/123456789/21265/1/Unit-2.pdf>
3. [Microsoft Word - What Factors Influence a Career Choice \(osu.edu\)](#)
4. Nanda, S. K. (1982). Educational and vocational guidance. Prakash Brothers.
Pandey, V. C. (2011). Educational guidance and counselling. Isha Books.
5. Chadha, S. C. (2004). Educational and vocational guidance and counselling. R. Lall Book Depot.
6. Oberoi, S. C. (2016). Educational vocational guidance and counselling. International Publishing House.
7. Chibber, S. K. (2009). Guidance and educational counselling. Commonwealth Publishers.
8. Sidhu, H. S., & Duggal, N. (2010). Guidance and counselling. Twentyfirst Century Publications.
9. Sharma, R. A. (2015). Fundamentals of guidance and counselling. R. Lall Book Depo

**Refer to Course Coding Policy-2024*

Task for the Alpha Teacher

- Develop a form to collect the basic information of the students of your class for Guidance Program during Internship
- Spend one week with the counsellor of your Associate School and write a report for the same.

Assessment Framework

Internal Marks	External Marks	Total Marks
20	30	50

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	Guidance- Concept and Meaning. Organization and setting up of school Guidance Programme Counseling: Concept, Meaning and Difference between Guidance and Counseling
Faculty Mode	Approaches of Counseling: directive, Non- Directive, Eclectic. Role of teacher as a Counselor.
Guest Faculty Mode	
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	Empowering the students in effective career decisionmaking. Career Aptitude Testing. Understanding the individual with various tests like Rorschach Ink Blot Test, TAT and CAT with emphasis on major areas.
Beyond Academics	Career Guidance: Factors affecting Career Choice and Career Adjustment.
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	
Research/Community Work	

Blueprint of EDMentor: Guidance and Counselling

Module: EDMentor

Time: 1.5 hours

Max Marks: 30

Course Name	Internal	External	LA	SA	VSA	MCQ
Guidance and Counselling	20	30	6(1)	4(2)	2(4)	1(8)
Total Marks	20	30	6	8	8	8

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**
 - Attempt any 1 out of 2 for long answer question, 2 out of 3 for short answer & 4 out of 5 for very short answer question.
- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	1*6= 6 marks	Short Answer (SA)	2*4= 8 marks
Very Short Answer (VSA)	4*2= 8 marks	MCQ	8*1= 8 marks

Module Name: EDPedagogue

Course Code: 24DOE4103

Name of the Course: Knowledge and Curriculum

Course Biography

One of the important roles of alpha teachers is concerned with the facilitation of construction, transfer, reinforcement and refining of knowledge during interaction with the Generation- Z and Generation – alpha learners. In this context, the alpha Teachers are required to be competent about the epistemological thinking of knowledge and also in dealing with the social environment involving transaction of knowledge. This course imparts necessary preparation to alpha teachers in dealing with various dimensions of knowledge and its transaction in a social environment. The alpha TEACHERS shall also acquaint themselves with different terms like wisdom, instruction, teaching, information, approach. This course shall provide the alpha TEACHERS with the comprehensive understanding of education and its modes along with the activity of teaching. Moreover, this shall also make the alpha TEACHERS aware about curriculum, different types of curriculum including inter-disciplinary and multi-disciplinary approach. This course shall also provide knowledge about basics of curriculum development for the attainment of educational objectives, strategies of curriculum implementation and analyse the different ways to evaluate curriculum. This shall also help the alpha TEACHERS to examine issues in curriculum development and implementation.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE4103	Course Name	Knowledge and Curriculum	Course Category*	DC	L	T	P	C
						2	0	2	4

Pre-requisite Courses with Code	Nil	Year	2	Semester	4
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Course Outcomes (COs):

CO1	understand the epistemological, social and psychological bases of education to equip themselves to consciously decide about the educational and pedagogical practices, considering the educational needs of the learners.
CO2	implement types of curriculums along with appropriate educational strategies to acknowledge the diverse needs of the learners.
CO3	understand the basic concepts and processes of curriculum planning and development at different levels, catering to the inclusion aspect of education.
CO4	analyse the process of curriculum implementation and evaluation for the betterment of the educational process.
CO5	understand the gaps and issues in the curriculum to understand the role of ideology and power in influencing curriculum.

Outline Syllabus	CO Mapping	Hours
Unit-1: Epistemological bases of knowledge, Education		
<ul style="list-style-type: none"> ➤ Concept of Knowledge, Structures and Forms of knowledge, Ways of acquiring knowledge ➤ Meaning of Approach, Method, Model, Skills & Technique, information, wisdom, instruction, teaching, training ➤ Modes of Education – Face to face, Blended and Hybrid ➤ Teaching as a complex activity. Formal setting, Informal setting, non-formal, Teaching in Multi-cultural setting. ➤ Changing Paradigms in Education: cognitivism, behaviorism, constructivism, connectivism 	CO1	20
Unit-2: Concept of Curriculum		
<ul style="list-style-type: none"> ➤ Meaning and concept of curriculum, difference between curriculum and syllabus. ➤ Types of curriculum: Core, Hidden, Null and Latent curriculum, Subject centered, Learner centered and Balanced life curriculum, Differentiated curriculum, Activity Based curriculum, Experiential based curriculum. ➤ Interdisciplinary & Multidisciplinary approach in teaching various subject at school level: Correlation between various subjects, projects, field visits etc. 	CO2	25
Unit-3: Curriculum Development Basics		
<ul style="list-style-type: none"> ➤ Need and Importance of Curriculum development. Principles of curriculum development ➤ Determinants of curriculum development 	CO1	20

➤ Foundations of curriculum - Indian Context, Philosophical foundations, Sociological foundations, Psychological foundations, Historical foundations		
Unit-4: Curriculum Implementation, Evaluation and Issues		
➤ Models of curriculum development. Process of curriculum development- Curriculum planning, Curriculum designing, Curriculum implementation	C03	
➤ Tools of implementation: Hand-books, Manuals, Textbooks, Modules, Instructional Materials.	C04	25
➤ Training teachers for curriculum implementation	C05	
➤ Formative and Summative Evaluation. Criteria for evaluating the curriculum		
➤ Curriculum evaluation model- Curriculum development; Issues		

Recommended Textbooks:

1. Jhompson, K., & White, J. C. (1975). *Curriculum Development*. London: Pitman Publishing.

Reference Textbooks/Links:

1. Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development*. New Delhi: Shipra Publisher. Alaxander, W. M., & Saylor, J. G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinhart and Winston Inc.
2. Balrara, M. (1999). *Principles of Curriculum Renewal*. New Delhi: Kanishka Publishers.
3. Candra, A. (1977). *Curriculum Development and Evaluation in Education*. New Delhi: Sterling Publishers.
4. Erickson, H.L. (2007) *Concept Based Curriculum And Instruction For The Thinking Classroom*. California: Corwin Press.
5. Hassrin, M. (2004). *Curriculum Planning for elementary education*. New Delhi: Anmol Publishers.
6. Jenkins, D., & Shifrnan, D. M. (1976). *Curriculum an Introduction*. London: Pitman Publishing House.
7. Kumari, S., & Srivastava, D. S. (2005). *Curriculum and Instruction*. New Delhi: Shipra Publishers.
8. Macdonald, B., & Walker, R. (1976). *Changing the Curriculum*. Britain: Pitman Press.
9. Musgrave, P. W. (1974). *Contemporary Studies in the Curriculum*. Australia: Angus and RoberstonPublishers.
10. Nigam, B. K., & Khan, I. M. (1993). *Evaluation and Research in Curriculum Construction*. New Delhi:Kaniska Publishers.
11. Ornsttein, A. C., & Hunkins, F.P. (1988). *Curriculum Foundations, Principles And Issues*. New jersey: Prentice Hall.
12. Panday, M. (2007). *Principles of Curriculum Development*. New Delhi: Rajat publications.
13. Sockett, H. (1976). *Designing the Curriculum*. Britain: Pitman Press.
14. Srivastava, H. S. (2006). *Curriculum and Methods of Teaching*. New Delhi: Shipra Publishers.
15. Tata, H. (1962). *Curriculum Development Theory & Practice*. New York: Harcourt, Brace & World Inc.
16. Yadav, Y.P. (2006). *Fundamentals of Curriculum Design*. New Delhi: Shri Sai Printographers

*Refer to Course Coding Policy-2024

Task for the Alpha Teachers

- Textbook analysis
- Designing an activity-based curriculum

Assessment Framework

Internal Marks	External Marks	Total Marks
40	60	100

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	
Faculty Mode	<ul style="list-style-type: none"> ➤ Concept of Knowledge, Structures and Forms of knowledge, Ways of acquiring knowledge ➤ Meaning of Approach, Method, Model, Skills & Technique, information, wisdom, instruction, teaching, training ➤ Modes of Education – Face to face, Blended and Hybrid ➤ Teaching as a complex activity. Formal setting, Informal setting, non-formal, Teaching in Multi-cultural setting. ➤ Changing Paradigms in Education: cognitivism, behaviorism, constructivism, connectivism
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Need and Importance of Curriculum development. Principles of curriculum development ➤ Determinants of curriculum development ➤ Foundations of curriculum - Indian Context, Philosophical foundations, Sociological foundations, Psychological foundations, Historical foundations ➤ Models of curriculum development. Process of curriculum development- Curriculum planning,

	<p>Curriculum designing, Curriculum implementation</p> <ul style="list-style-type: none"> ➤ Tools of implementation: Hand-books, Manuals, Textbooks, Modules, Instructional Materials. ➤ Training teachers for curriculum implementation ➤ Formative and Summative Evaluation. Criteria forevaluating the curriculum ➤ Curriculum evaluation model- Curriculum development; Issues
CONTROLLED PRACTIC	
Teaching Skill Development	<ul style="list-style-type: none"> ➤ Meaning and concept of curriculum, differencebetween curriculum and syllabus. ➤ Types of curriculum: Core, Hidden, Null and Latent curriculum, Subject centered, Learnercentered and Balanced life curriculum, Differentiated curriculum, Activity Based curriculum, Experiential based curriculum. ➤ Interdisciplinary & Multidisciplinary approachin teaching various subject at school level: Correlation between various subjects, projects, field visits etc.
Learning to Function as a teacher	
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	
Research/Community Work	

Blueprint of EDPedagogue: Knowledge and Curriculum

Module: EDPedagogue

Time: 3 hours

Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Knowledge and Curriculum	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**
- Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for every short answer question.
- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	3*6= 18 marks	Short Answer (SA)	4*4= 16 marks
Very Short Answer (VSA)	8*2= 16 marks	MCQ	10*1= 10 marks

Module Name: EDExpert

Course Code- 24DOE4104, 24DOE4105

Name of the Course- Learning to Function as a Teacher: Skill-in Teaching-I (d) and Learning to Function as a Teacher: Skill-in Teaching-II (d)

Course Biography

The Skill-in-Teaching Course is designed to equip Alpha Teachers with advanced pedagogical techniques and methodologies that cater to the diverse learning styles and needs of students. This course emphasizes creativity, innovation, and the integration of contemporary educational frameworks such as the National Education Policy 2020, Sustainable Development Goals, and global perspectives. The course aims to create a dynamic and interactive learning environment that fosters independent, life-long learning. Alpha Teachers will learn to understand and implement pedagogical techniques that accommodate different learning styles and needs. This outcome focuses on fostering creativity and innovation in the classroom by tailoring teaching methods to suit individual learners. Alpha Teachers will be trained to construct detailed pedagogical analyses by following relevant steps. This analytical approach aims to create productive learning experiences within the school environment, ensuring that educational activities are well-structured and effective. The course emphasizes making lessons inter-disciplinary and/or multi-disciplinary. Alpha Teachers will learn to integrate the principles of the National Education Policy 2020, Sustainable Development Goals, and global dimensions into their teaching practices, providing students with a holistic and relevant education.

Alpha Teachers will be equipped to engage students actively in the classroom through interactive activities based on various learning theories. This outcome focuses on creating an interactive and engaging learning environment that encourages student participation and enhances learning outcomes.

Alpha Teachers will learn to assess students effectively during and at the end of lessons. This includes techniques for recapitulation and evaluating terminal behaviour to ensure that learning objectives are met and students retain the knowledge and skills imparted during lessons. The course aims to prepare students to become independent and life-long learners. Alpha Teachers will learn strategies to foster self-directed learning and critical thinking, empowering students to take charge of their educational journeys and continue learning beyond the classroom.

By the end of this course, Alpha Teachers will be well-prepared to create engaging, innovative, and effective learning experiences catering to diverse student needs. They will be equipped with the skills to integrate contemporary educational frameworks and foster a culture of life-long learning among their students. The comprehensive training provided by the Skill-in-Teaching Course ensures that Alpha Teachers can significantly impact their students' educational journeys and contribute to their development as independent, well-rounded individuals.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	Course Name	Course Category*	L	T	P	C
24DOE4104/ 24DOE4105	Learning to Function as a Teacher: Skill- in-Teaching-I (d)/ Learning to Function as a Teacher: Skill- in-Teaching-II (d)	SE	0	0	1	1

Pre-requisite Courses with Code	Nil	Year	2	Semester	4
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Course Outcomes (COs):

CO1	understand pedagogical techniques to accommodate the different learning styles and needs of the learners, leading to creativity and innovation.
CO2	construct pedagogical analysis by following relevant steps, thus creating learning experiences leading to productivity in a school environment.
CO3	make the lesson inter-disciplinary and/or multi-disciplinary, along with the integration of National Education Policy 2020, Sustainable Development Goals and the global dimension.
CO4	carry out active participation in the class by engaging students in interactive activities based on different learning theories.
CO5	assess the students during and at the end of the lesson by way of recapitulation and terminal behaviour prepare the students to be independent and life-long learners.

Outline Syllabus	CO Mapping	Hours
Students are assigned teaching tasks which they need to work on, and present that to a panel.	C01 C02 C03 C04 C05	30

Recommended Textbooks:

3. NCERT Books (6th to 12th)

Reference Textbooks/Links:

29. Teaching of Hindi, Prasad Kashav
30. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
31. How to Teach Science, Kohli's V.K
32. Teaching of Social Studies, Kochhar, S.K.
33. Teaching of Mathematics, Mangal S.K
34. New Approach to Teaching of Economics, Dhillon Satinder
35. Teaching of Commerce, Singh, Y. K
36. Modern Teaching of Home Science, Begum Fahmeeda
37. Teaching of Computer Science, Kumar, T Pradeep
38. Saryu Kalekar - Teaching of Music
39. History of Indian Art- A textbook based on Fine Arts Syllabus
40. Teaching of History: Modern Methods by Singh, Y.K
41. Teaching of Physical Education, Singh, Ajmer
42. Teaching of Social Science Teaching (Geography), Bhattacharyya, Abhishek

**Refer to Course Coding Policy-2024*

Module Name: EDTutor
Course Code- 24DOE4106
Course Name- School Internship-IV

Course Biography

The course on School Internship is designed to provide Alpha Teachers with a comprehensive, hands-on experience in teaching and learning within an inclusive school environment. This course emphasizes developing a deep understanding of learner behavior across various educational stages, from early childhood to senior secondary levels. By integrating theoretical knowledge from Core and Pedagogy Courses with practical applications, Alpha Teachers will enhance their skills in creating meaningful learning sequences and validating their theoretical understanding through real-world teaching scenarios. Alpha Teachers will cultivate a robust understanding of the principles and practices of inclusive education. This involves recognizing and accommodating the diverse needs of all learners, ensuring that each student has access to a supportive and equitable learning environment. Through this outcome, Alpha Teachers will learn to implement strategies that promote inclusion and address the varying abilities and backgrounds of their students. This course also focuses on understanding the learner and their behavior in different learning situations. Alpha Teachers will explore developmental stages from early childhood through senior secondary education, gaining insights into how students learn and behave at each stage. This knowledge is essential for catering to instructional approaches to meet the developmental needs of learners and fostering a supportive learning environment.

Alpha Teachers will bridge the gap between theory and practice by validating their theoretical understanding developed through various Core and Pedagogy Courses. This involves applying theoretical concepts to real-world teaching scenarios, enabling Alpha Teachers to see the practical implications of their learning and refine their instructional strategies accordingly. This outcome ensures that Alpha Teachers are not only knowledgeable but also skilled in applying educational theories effectively. The course emphasizes the creation of meaningful learning sequences appropriate to different levels of learning. Alpha Teachers will learn to design and implement instructional sequences that align with the cognitive and developmental stages of their students. This includes planning lessons that build on prior knowledge, incorporate relevant and engaging content, and facilitate progressive learning. By mastering this skill, Alpha Teachers can enhance the coherence and effectiveness of their teaching.

Throughout the School Internship course, Alpha Teachers will engage in a variety of learning activities, including interactive workshops, collaborative projects, and reflective exercises. These activities are designed to reinforce theoretical concepts, provide hands-on experience, and promote critical thinking and creativity. The course structure allows Alpha Teachers to experiment with different teaching strategies, receive feedback, and refine their practice in a supportive environment.

By the end of the School Internship course, Alpha Teachers will be well-prepared to navigate the complexities of the classroom, address the diverse needs of their students, and create engaging and meaningful learning experiences. The course aims to empower Alpha Teachers to become reflective practitioners who are capable of continuous improvement and dedicated to fostering inclusive and effective education. The comprehensive training provided ensures that Alpha Teachers can make a significant impact on their students' educational journeys, contributing to their overall growth and development.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE4106	Course Name	School Internship-IV	Course Category*	IN	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	2	Semester	4
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Course Outcomes (COs):

CO1	take the class independently by developing and delivering lesson with the incorporation of various parameters including global education and inclusion.
CO2	work independently in tandem with the school counsellor to foster equitable education.
CO3	plan and conduct various activities taking into account the educational needs of the learners.
CO4	manage the class independently by implementing a variety of educational strategies.
CO5	provide relevant feedback to the learners and gain complete teaching experience in actual school environment.

Outline Syllabus	CO Mapping	Hours
Students gain a transformative learning experience by interning in schools. Students gain hands-on training, actively engaging with classroom practices and collaborating closely with their associate teacher	CO1 CO2 CO3 CO4 CO5	30

Recommended Textbooks:

5. NCERT Books (6th to 12th)
6. School Leader Internship by Gary E. Martin

Reference Textbooks/Links:

31. Teaching of Hindi, Prasad Kashav
32. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
33. How to Teach Science, Kohli's V.K
34. Teaching of Social Studies, Kochhar, S.K.
35. Teaching of Mathematics, Mangal S.K
36. New Approach to Teaching of Economics, Dhillon Satinder
37. Teaching of Commerce, Singh, Y. K

38. Modern Teaching of Home Science, Begum Fahmeeda
39. Teaching of Computer Science, Kumar, T Pradeep
40. Saryu Kalekar - Teaching of Music
41. History of Indian Art- A textbook based on Fine Arts Syllabus
42. Teaching of History: Modern Methods by Singh, Y.K
43. Teaching of Physical Education, Singh, Ajmer
44. Teaching of Social Science Teaching (Geography), Bhattacharyya, Abhishek
45. Marin, G. E., Danzig, A. B., Flanary, R. A., & Orr, M. T. (2021). *School Leader Internship: Developing, Monitoring, and Evaluating Your Leadership Experience* (5th ed.). Routledge.

*Refer to Course Coding Policy-2024

Module Name: EDAssessor

Course Code: 24DOE4107

Course Name: Goals, Competencies and Assessment in Education

Course Biography

The EDAssessor module educates alpha Teachers on school design as per NEP 2020, language education fundamentals, and contemporary challenges in teaching Languages 1, 2, and 3. It covers pedagogy, assessment techniques, curriculum objectives, and competences to help learners achieve their goals. The module introduces various apprenticeship positions to highlight vocational course relevance for secondary students and provides insights into university-level courses to guide subject choices and their impact on careers. It teaches assessment techniques for major subjects, arts, interdisciplinary areas, and physical education, focusing on assessment of, for, and as learning.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE4107	Course Name	Goals, Competencies and Assessment in Education	Course Category*	DC	L	T	P	C
						1	0	1	2

Pre-requisite Courses with Code	Nil	Year	2	Semester	4
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Course Outcomes (COs):	
CO1	have a fair knowledge of School Stages: Logic and Design as per NEP 2020 for access to education for all
CO2	identify curricular goals and implement competencies for all the curricular areas of secondary education to cater to individual learning needs
CO3	act as mentors to guide students for Vocational Education or apprenticeship
CO4	demonstrate, analyse pedagogy, principles of assessment and learning outcome in the secondary stage of school education
CO5	make distinction between assessment of learning, assessment for learning, assessment as learning to enhance academic performance

Outline Syllabus	CO Mapping	Hours
Unit-1: Understanding School Education	CO1	10
<ul style="list-style-type: none"> ➤ Aims and curricular areas of school education, ➤ School Stages: Logic and Design as per NEP 2020, ➤ Approach to Learning Standards, Content, Pedagogy, and Assessment (NCF, 2023) 		
Unit-2: Core-subject Area Education	CO2	15
<ul style="list-style-type: none"> ➤ Language Education: aims, nature of knowledge, current challenges, learning standards in L1, L2 and L3 for secondary stage, curricular goals and competencies for language learning, pedagogy and principles of assessment in language for secondary stage ➤ Mathematics /Science /Social Science /Art /Interdisciplinary Areas /Physical Education: aims, nature of knowledge, current challenges, curricular goals and competencies, pedagogy and principles of assessment in the secondary stage 		
Unit-3: Vocational Education	CO 3	10
<ul style="list-style-type: none"> ➤ Vocational Education: approach to vocational education, typology of vocations, aims, stage-wise design, aims, nature of knowledge, current challenges, curricular goals and competencies, pedagogy and principles of assessment in the secondary stage 		
Unit-4: Assessment for, of and as Learning	CO4 CO5	10
<ul style="list-style-type: none"> ➤ Courses offered in Grades 11 and 12. Aligning school education with Higher Education, 		

<ul style="list-style-type: none"> ➤ Assessment for learning; formative assessments and diagnostic assessments. ➤ Assessment of learning; Summative assessment; written Exam, Portfolios, Final projects, Standardized tests, ➤ Assessment as Learning; Portfolios, Group projects, Progress reports, Class discussions, Short regular quizzes, Virtual classroom tools like Kahoot! 		
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Recommended Textbooks:

1. NCERT (2024). National Curriculum Framework for School Education, 2023.

Reference Textbooks/Links:

1. https://www.education.gov.in/sites/upload_files/mhrd/files/infocus_slider/NCF-School-Education-Pre-Draft.pdf
2. Ministry of Education. (2019). Draft National Education Policy 2019. Kasturirangan Committee Report (KRRCR), https://www.education.gov.in/sites/upload_files/mhrd/files/Draft_NEP_2019_EN_Revised.pdf
3. Ministry of Education. (2020). National Education Policy 2020. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
4. Chall, J. S. (1983). Stages of Reading Development. Harcourt Brace College Publishers.
5. Dearden, R. F. (1968). Learning and experience. In *The Philosophy of Primary Education: An Introduction* (26). Routledge & Kegan Paul.
6. Ministry of Education. (2019). Draft National Education Policy 2019. Kasturirangan Committee Report (KRRCR), https://www.education.gov.in/sites/upload_files/mhrd/files/Draft_NEP_2019_EN_Revised.p
7. Ministry of Education. (2020). National Education Policy 2020. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
8. NCERT. (2022). National Curriculum Framework Foundational Stage 2022. https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf Educational Vocational Guidance and Counselling, Nanda, S.K.
9. Educational Vocational Guidance and Counselling, Oberoi, S.C."

**Refer to Course Coding Policy-2024*

Task for the Alpha Teachers

- Design a poster for School Stages: Logic and Design as per NEP 2020
- Choose any one curricular goal and its one competency component and frame learning outcome of any one of your teaching subjects. Refer to the National Curriculum Framework for School Education 2023
- Illustrate content areas of Vocational Education

Assessment Framework

Internal Marks	External Marks	Total Marks
20	30	50

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	<ul style="list-style-type: none"> ➤ Aims and curricular areas of school education ➤ School Stages: Logic and Design as per NEP 2020
Faculty Mode	<ul style="list-style-type: none"> ➤ Approach to Learning Standards, Content, Pedagogy, and Assessment (NCF, 2023)
Guest Faculty Mode	
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	<ul style="list-style-type: none"> ➤ Language Education: aims, nature of knowledge, current challenges, learning standards in L1, L2 and L3 for secondary stage, curricular goals and competencies for language learning, pedagogy and principles of assessment in language for secondary stage ➤ Mathematics/Science/Social Science/Art/Interdisciplinary Areas/Physical Education: aims, nature of knowledge, current challenges, curricular goals and competencies, pedagogy and principles of assessment in the secondary stage
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	<ul style="list-style-type: none"> ➤ Courses offered in Grades 11 and 12. Aligning school education with Higher Education ➤ Assessment for learning; formative assessments and diagnostic assessments. ➤ Assessment of learning; Summative assessment; written Exam, Portfolios, Final projects, Standardized tests ➤ Assessment as Learning; Portfolios, Group

	projects, Progress reports, Class discussions, Short regular quizzes, Virtual classroom tools like Kahoot!
Independent Study/ Enhancing Professional Capacities	➤ Vocational Education: approach to vocational education, typology of vocations, aims, stage-wise design, aims, nature of knowledge, current challenges, curricular goals and competencies, pedagogy and principles of assessment in the secondary stage
Research/Community Work	

Blueprint of EDAssessor: Goals, Competencies and Assessment in Education

Module: EDAssessor

Time: 1.5 hours

Max Marks: 30

Course Name	Internal	External	LA	SA	VSA	MCQ
Goals, Competencies and Assessment in Education	20	30	6(1)	4(2)	2(4)	1(8)
Total Marks	20	30	6	8	8	8

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**
- Attempt any 1 out of 2 for long answer question, 2 out of 3 for short answer & 4 out of 5 for very short answer question.
- All MCQs are compulsory.

SUMMARY:

Long Answer (LA)	1*6= 6 marks	Short Answer (SA)	2*4= 8 marks
Very Short Answer (VSA)	4*2= 8 marks	MCQ	8*1= 8 marks

Module Name: EDAssessor
Course Code- 24DOE4108
Course Name- School Assessment-IV

Course Biography

The course on School Assessment is designed to provide Alpha Teachers with a comprehensive understanding of the principles and methods of effective school assessment. This course emphasizes inclusion, equitable education, and the innovative aspects of assessment. Alpha Teachers will develop the skills necessary to design, implement, and analyze various assessment tools, interpret assessment data, provide constructive feedback, and understand the relationship between attendance patterns and student performance.

Alpha Teachers will gain a thorough understanding of the key principles and methods of effective school assessment. This includes considering aspects of inclusion and equitable education to ensure that assessments are fair and accessible to all students. By mastering these principles, Alpha Teachers will be able to design assessments that accurately measure student learning and progress while promoting a supportive and inclusive learning environment.

This course focuses on equipping Alpha Teachers with the ability to design, implement, and analyze a variety of assessment tools. During their school internships, Alpha Teachers will learn to create assessments that reflect the innovation aspect of education and address the diverse needs of students. By developing these skills, Alpha Teachers will be able to implement assessments that provide meaningful insights into student learning and guide instructional decisions. Alpha Teachers will learn to interpret assessment data effectively and provide constructive feedback to students and stakeholders. This involves analyzing assessment results to identify student strengths and areas for improvement, as well as communicating findings in a way that supports student growth and development. By mastering these skills, Alpha Teachers will be able to use assessment data to inform teaching practices and enhance student learning outcomes.

This course emphasizes the significance of maintaining accurate attendance records and evaluating the relationship between attendance patterns and student performance. Alpha Teachers will learn to track attendance meticulously and analyze how attendance impacts student achievement. By understanding this relationship, Alpha Teachers can identify attendance-related issues and implement strategies to improve student attendance and performance.

By the end of the School Assessment course, Alpha Teachers will be equipped with the knowledge and skills to conduct effective assessments that promote equitable and inclusive education. They will be capable of designing innovative assessment tools, interpreting data, providing meaningful feedback, and understanding the critical role of attendance in student success. This comprehensive training ensures that Alpha Teachers can significantly enhance their students' learning experiences and outcomes.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE4108	Course Name	School Assessment-IV	Course Category*	IN	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	2	Semester	4
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Course Outcomes (COs):

CO1	explain the key principles and methods of effective school assessment, considering the aspects of inclusion and education.
CO2	demonstrate the ability to design, implement, and analyze various assessment tools during their school internships, keeping into account equitable education and the innovation aspect of education.
CO3	develop skills in interpreting assessment data and providing constructive feedback to students and stakeholders.
CO4	understand the importance of accurate attendance records and evaluate the relationship between attendance patterns and student performance

Outline Syllabus	CO Mapping	Hours
Students complete and prepare their Reflections Diary and Anecdotal Record and present those to a panel.	CO1 CO2 CO3 CO4	30

Recommended Textbooks:

5. NCERT Books (6th to 12th)
6. School Leader Internship by Gary E. Martin

Reference Textbooks/Links:

29. Teaching of Hindi, Prasad Kashav
30. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
31. How to Teach Science, Kohli's V.K
32. Teaching of Social Studies, Kochhar, S.K.
33. Teaching of Mathematics, Mangal S.K
34. New Approach to Teaching of Economics, Dhillon Satinder
35. Teaching of Commerce, Singh, Y. K
36. Modern Teaching of Home Science, Begum Fahmeeda
37. Teaching of Computer Science, Kumar, T Pradeep
38. Saryu Kalekar - Teaching of Music
39. History of Indian Art- A textbook based on Fine Arts Syllabus
40. Teaching of History: Modern Methods by Singh, Y.K
41. Teaching of Physical Education, Singh, Ajmer
42. Teaching of Social Science Teaching (Geography), Bhattacharyya, Abhishek

**Refer to Course Coding Policy-2024*

Module Name: EDManager
Course Code: 24DOE4109
Course Name: Organizational Behaviour

Course Biography

This course helps learners to understand organizational behavior as it is the most important aspect of any organization to grow and develop in a healthy work environment. This course helps alpha teachers to study the complex nature of human beings and different kinds of cause and effects of their behavior. It also helps in imbibing qualities such as that of team spirit, effective communication, punctuality, body language and conduct which result in over all personality development of the learner.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE4109	Course Name	Organizational Behaviour	Course Category*	DE	L	T	P	C
						1	0	1	2

Pre-requisite Courses with Code	Nil	Year	2	Semester	4
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Course Outcomes (COs):	
CO1	describe Key Elements of Organizational Behaviour for knowledge sharing
CO2	explain Organization Design for Sustainable resource use leading to Resilient infrastructure
CO3	analyse Johari Window Model
CO4	analyse Motivation and Leadership thus fostering Creativity and innovation
CO5	summarize Organizational Communication

Outline Syllabus	CO Mapping	Hours
Unit-1		
➤ Introduction to Organizational Behaviour: Concept of Organizational Behaviour (OB)- Importance of Organizational Behaviour, Key Elements of Organizational Behavior, Foundations or Approaches to Organizational Behavior, Challenges and Opportunities for OB, Introduction to Organization Design: Meaning of Organization Design and Structure, Basic elements of Organization Structure, Types of Organization Design	CO1	18
Unit-2	CO2	14
➤ Introduction to Interpersonal Behaviour: Nature and meaning of Interpersonal Behaviour, Concept of Self, Transaction Analysis (TA), Benefits and uses of	CO3	

Transactional Analysis, Johari Window Model		
Unit-3		
➤ Motivation and Leadership: Definition and Meaning, Theories of Motivation, Application of theories in Organizational Scenario, Definition and Meaning, Theories of Leadership, Contemporary Business Leaders	C04	13
Unit-4		
➤ Introduction to Organizational Communication: Meaning and Importance of Communication, Functions, process, types, Interpersonal Communication, Organizational Communication, Tips for Effective Communication, Organizational Conflict: Definition and Meaning, Sources of Conflict, Types of Conflict, Conflict Management Approaches	C05	15

Recommended Textbooks:

1. Organizational Behaviour by Stephen P Robbins

Reference Textbooks/Links:

1. Organisational Behaviour: Individuals, Groups and Organisation (4th Edition), Dr. Ian Brooks, Pearson; 4 edition (March 21, 2009)
2. Organisational Behaviour 1st Edition, Margie Parikh, Rajen Gupta, 2010

**Refer to Course Coding Policy-2024*

Task for the Alpha Teachers

- How can the Johari Window model help the students to increase self –awareness and team awareness? Discuss with practical insights in about 400 – 500 words.
- Illustrate the various types of conflicts encountered in schools. How can be these conflicts be managed? Discuss in 400 – 500 words.

Assessment Framework

Internal Marks	External Marks	Total Marks
20	30	50

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	
Faculty Mode	<ul style="list-style-type: none"> ➤ Introduction to Organizational Behaviour: Concept of Organizational Behaviour (OB)- Importance of Organizational Behaviour, Key Elements of Organizational Behavior, Foundations or Approaches to Organizational Behavior, Challenges and Opportunities for OB, Introduction to Organization Design: Meaning of Organization Design and Structure, Basic elements of Organization Structure, Types of Organization Design ➤ Introduction to Interpersonal Behaviour: Nature and meaning of Interpersonal Behaviour, Concept of Self, Transaction Analysis (TA), Benefits and
	uses of Transactional Analysis, Johari Window Model
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Motivation and Leadership: Definition and Meaning, Theories of Motivation, Application of theories in Organizational Scenario, Definition and Meaning, Theories of Leadership, Contemporary Business Leaders
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	<ul style="list-style-type: none"> ➤ Introduction to Organizational Communication: Meaning and Importance of Communication, Functions, process, types, Interpersonal Communication, Organizational Communication, Tips for Effective Communication, Organizational Conflict: Definition and Meaning, Sources of Conflict, Types of Conflict, Conflict Management Approaches
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	
Research/Community Work	

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**
- Attempt any 1 out of 2 for long answer question, 2 out of 3 for short answer & 4 out of 5 for very short answer question.
- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	1*6= 6 marks	Short Answer (SA)	2*4= 8 marks
Very Short Answer (VSA)	4*2= 8 marks	MCQ	8*1= 8 marks

Blueprint of EDManager: Organizational Behaviour

Module: EDManager

Time: 1.5 hours

Max Marks: 30

Course Name	Internal	External	LA	SA	VSA	MCQ
Organizational Behaviour	20	30	6(1)	4(2)	2(4)	1(8)
Total Marks	20	30	6	8	8	8

Module Name: EDValue
Course Code: 24DOE4110
Course Name: Community Work

Course Biography

This course will enable the alpha Teachers do their bit for the community, and to instill in them a zest to positively impact the world. Working with and for the community will help them gain a sense of meaning and purpose. And they will imbibe the same values in Generation- Z and Generation - α learners who seek out for volunteering opportunities not just for gaining credits in the course but to increase their self worth on a social media site.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE4110	Course Name	Community Work	Course Category*	OE	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	2	Semester	4
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Course Outcomes (COs):	
CO1	develop a deeper understanding of community needs and issues, fostering a sense of social responsibility and a commitment to contributing positively to a peaceful society.
CO2	enhance the ability to identify and address real-world problems through community engagement, applying theoretical knowledge in practical settings.
CO3	improve skills in working collaboratively with diverse groups, including colleagues, community members, and organizations, to achieve common goals for ESD (Education for Sustainable development)
CO4	cultivate empathy and cultural sensitivity for human rights by working closely with people from different backgrounds, leading to more inclusive and compassionate teaching practices.

Outline Syllabus	CO Mapping	Hours
Students are assigned small projects, that they work on, and present to the panel	CO1 CO2 CO3 CO4	30

Recommended Textbooks

1. <https://whc.unesco.org/document/117040>
2. <https://unesdoc.unesco.org/ark:/48223/pf0000247569>
3. <https://www.un.org/esa/socdev/geneva2000/text-version/follow-up/UNESCO-compendium.doc>

Reference Textbooks/Links:

1. <https://www.youtube.com/watch?v=QJl2oOYp8zw>

**Refer to Course Coding Policy-2024*

Module Name: EDTech
Course Code: 24DOE4111
Course Name: Digital Citizenship and Professional Development

Course Biography

The course on Digital Citizenship and Professional Development is designed to equip Alpha Teachers with essential skills for navigating the digital landscape professionally and ethically. This course focuses on understanding and applying key principles of digital citizenship, maintaining a professional online presence, and leveraging digital tools to enhance professional development. By mastering these competencies, Alpha Teachers will be better prepared to model and promote responsible digital behavior, create a positive digital identity, and use digital platforms effectively to support their professional growth and sustainability education.

Alpha Teachers will identify and describe the core principles of digital citizenship, including online safety, privacy, and ethical behavior. This course emphasizes understanding how to manage online interactions responsibly and ethically within the teaching profession. By grasping these principles, Alpha Teachers will be able to model appropriate digital behavior for their students and integrate these practices into their teaching strategies.

The course will highlight the importance of maintaining a professional online presence and the potential impact of digital footprints on professional development. Alpha Teachers will learn how their online activities and the information available about them can affect their professional reputation and career advancement. This understanding will help Alpha Teachers manage their digital presence carefully and use it to their advantage in professional contexts.

Alpha Teachers will demonstrate the ability to use various digital tools and platforms to create and maintain a positive and professional digital identity. This includes practical training on setting up and managing profiles on social media and professional networking sites. Alpha Teachers will learn how to use these platforms effectively for knowledge sharing, professional networking, and career development. This course focuses on evaluating online behavior to assess the effectiveness and professionalism of digital communication and presence. Alpha Teachers will learn to review and improve their digital interactions to ensure they align with principles of good digital citizenship and promote sustainability education. This evaluation will help Alpha Teachers to enhance their communication skills and build a professional digital presence that supports their educational and professional goals.

By the end of the Digital Citizenship and Professional Development course, Alpha Teachers will be adept at managing their digital presence, promoting responsible digital behavior, and leveraging digital tools for professional growth. This training will enable Alpha Teachers to model best practices in digital citizenship, create a positive online identity, and enhance their professional development, ultimately supporting their role in promoting sustainability education and contributing to their field.

Course Outcomes:

This course will enable the alpha Teachers to:

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE4111	Course Name	Digital Citizenship and Professional Development	Course Category*	ON	L	T	P	C
						0	0	1	1

Pre-requisite Courses with Code	Nil	Year	2	Semester	4
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Course Outcomes (COs):

CO1	identify and describe key principles of digital citizenship, including online safety, privacy, and ethical behavior in teaching profession.
CO2	explain the importance of maintaining a professional online presence and the potential impact of digital footprints on professional training in teaching.
CO3	demonstrate the ability to use various digital tools and platforms to create a positive and professional digital identity, including setting up and maintaining practical training on social media and professional networking sites for knowledge sharing.
CO4	evaluate online behavior to determine the effectiveness and professionalism of digital communication and presence for better digital citizenship to promote sustainability education

Outline Syllabus	CO Mapping	Hours
Students are assigned small projects, that they work on, and present to the panel	CO1 CO2 CO3 CO4	30

Recommended Textbooks

- https://cbseacademic.nic.in/web_material/DigitalCitizenship/Level1_DC_Student_Handbook.pdf
- <https://rm.coe.int/16809382f9>
- <https://naeducation.org/wp-content/uploads/2021/03/Chapter-7.pdf>

Reference Textbooks/Links:

- <https://www.youtube.com/watch?v=QjI2oOYp8zw>

*Refer to Course Coding Policy-2024

**Module Name: EDProfile
Course Code: 24DOE4112**

Course Name: Human Resource Management in Schools

Course Biography

Alpha teachers seek for human resource strategies that are impactful, the organizations that have very well-defined needs and purpose. The management of the human resource at the school level has to work on the talent, retention strategies, leadership style and alpha teacher's engagement in the school. The course on Human Resource Management in Schools caters to all these aspects of School Education.

School	Department of Education	Program	B.Ed.	Batch	2025	AY	2026-27
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Course Code	24DOE4112	Course Name	Human Resource Management in Schools	Course Category*	DE	L	T	P	C
						1	0	1	2

Pre-requisite Courses with Code	Nil	Year	2	Semester	4
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Course Outcomes (COs):	
CO1	identify different aspects focusing on Human Resource Management
CO2	construct knowledge about Job analysis, Recruitment, selection, training and development process
CO3	develop skills to maintain Performance Evaluation, Data management and records in the schools
CO4	demonstrate Group- meaning, types, group stages, power and politics- Types of Power.
CO5	identify different aspects focusing on Human Resource Management

Outline Syllabus	CO Mapping	Hours
Unit-1	CO1	10
➤ Different aspects focusing on Human Resource Management, Human resource planning, Job analysis, Recruitment and selection process, Training and development, Performance appraisal, Compensation.		
Unit-2	CO2 CO3	10
➤ Human resources need of an organization or department, Evaluate the procedures and practices for recruiting and selecting suitable employees, assess training requirements, Design orientation and training program, Discuss workplace health and safety programs		

Unit-3		
➤ Roles of the employer and the employee in enforcing health and safety policies/procedures, Responsibilities of management- HRM specialists Employees in employment relationship, Performance Evaluation, Data management and records, Quality Measurement of Schools, Equal Employment Opportunities (EEO), affirmative action compliance and non-compliance	CO4	15
Unit-4		
➤ Managing Group Dynamics: Group- meaning, types, group stages, power and politics- Types of Power. Application of Concepts in school and class management.	CO5	10

Recommended Textbooks:

1. Essentials of Human Resource Management by K. Sundar and J Srinivasan

Reference Textbooks/Links:

- Human Resource Management, SS Khanka, S Chand Publishing; First edition (1 January 2003)
- Human Resource Management in Schools and Colleges, David Middle wood & Jacky Lumby, Publication Year: 2009
- Human Resource Management in Education, Kazi Enamul Hoque

**Refer to Course Coding Policy-2024*

Assessment Framework

Internal Marks	External Marks	Total Marks
20	30	50

Delivery Framework

Mode of Transaction	Topic
PRESENTATION MODE	
Online	
Faculty Mode	<ul style="list-style-type: none"> ➤ Different aspects focusing on Human Resource Management, Human resource planning, Job analysis, Recruitment and selection process, Training and development, Performance appraisal, Compensation. ➤ Human resources need of an organization or department, Evaluate the procedures and practices for recruiting and selecting suitable employees, assess training requirements, Design orientation and training program, Discuss workplace health and safety programs.
Guest Faculty Mode	<ul style="list-style-type: none"> ➤ Managing Group Dynamics: Group- meaning, types, group stages, power and politics- Types of Power. Application of Concepts in school and class management.
CONTROLLED PRACTICE	
Teaching Skill Development	
Learning to Function as a teacher	<ul style="list-style-type: none"> ➤ Human resources need of an organization or department, Evaluate the procedures and practices for recruiting and selecting suitable employees, assess training requirements, Design orientation and training program, Discuss workplace health and safety programs
Beyond Academics	
FREE PRACTICE	
Scholar's Internship	
Independent Study/ Enhancing Professional Capacities	
Research/Community Work	

Suggested Readings:

- **Human Resource Management**, SS Khanka, S Chand Publishing; First edition (1 January 2003)
- **Human Resource Management in Schools and Colleges**, David Middle wood & Jacky Lumby, Publication Year: 2009

Blueprint of EDProfile: Human Resource Management in Schools

Module: EDProfile

Time: 1.5 hours

Max Marks: 30

Course Name	Internal	External	LA	SA	VSA	MCQ
Human Resource Management in Schools	20	30	6(1)	4(2)	2(4)	1(8)
Total Marks	20	30	6	8	8	8

NOTE:

- Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
- **Attempt any 1 out of 2 for long answer question, 2 out of 3 for short answer & 4 out of 5 for very short answer question.**
- All MCQs are compulsory.

SUMMARY:

Long Answer (LA)

1*6= 6 marks

Short Answer (SA)

2*4= 8 marks

Very Short Answer (VSA)

4*2= 16 marks

MCQ

8*1= 8 marks

Integration of Swayam

The Department of Education is offering a SWAYAM/ MOOC on Indian Knowledge System under Value Added Courses.

12. Assessments [8]

There are assessments at the end of modules. The internal evaluation will be marked on the basis of the tests, sessional work, class participation, seminar/quiz, workshop the average of these is considered. The policy on the evaluation component of sessional work is decided by the course coordinator and Dean and is announced separately for each course. The end semester examination for skill in teaching examination includes conduct of teaching in the presence of an internal examiner in first and second semester and external examiner in third and fourth semester. The medium of examination is English, Hindi and Punjabi. The student can opt for any one from the three. Assessments form an integral part of a 2-year Bachelor's Degree Program at Department of Education as it helps the programme curatorsto assess the learning progress of the Prospective Teachers which helps to make overall improvement in their learning process

- **Diagnostic assessments:** Diagnostic assessments are intended to help teachers identify what students know and can do in different domains to support their students' learning. These help teachers determine strengths of students in various areas to better address their specific needs.
- **Formative assessments:** Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or a course. Formative assessments help teachers identify concepts that students are struggling

to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

- **Summative assessments:** Summative assessment is an assessment administered at the end of an instructional unit in a course. These assessments are intended to evaluate student learning by comparing performance to a standard or benchmark.
- **Ipsative assessments:** Ipsative assessment involves comparisons between past and current work to identify a learner's growth over time, rather than progress toward an external set of criteria. Therefore, Ipsative assessment is an internal or self-referenced assessment.
- **Norm-referenced assessments:** Norm-referenced tests report whether test takers performed better or worse than a hypothetical average student, which is determined by comparing scores against the performance results of a statistically selected group of test takers, typically of the same age or grade level, who have already taken the exam.
- **Criterion-referenced assessments:** Criterion-Reference tests measure the performance of test takers against the criteria covered in the curriculum.
- **Peer-to-Peer randomized Assessments:** Peers will be able to provide assessment in this case.
- **Industry Validation of Effectiveness:** In the Vocation Education, Industry validation of effectiveness of training is particularly important.
- **Self-assessments:** To evaluate how much the learner has grasped by self-learning.

Other Assessment Methods:

Conducting an assessment takes time, thought, attention, planning, and often collaboration. Each assessment tool, whether a short survey or detailed rubric, will be useful only insofar as it both addresses the outcomes well and is feasible to use.

- a. **Rubrics:** For assessing qualitative student work such as essays, projects, reports, or presentations. Rubrics serve well to clearly denote the specific expectations for an assignment, for collecting data for assessment of student learning outcomes. and for student performance. Rubrics can be used for grading, for providing feedback to students, and for informing and encouraging students to think about their own learning.
- b. **Portfolios and E-Portfolio:** Portfolios can provide a window into the process of student learning across a semester-long project that can be assessed (usually by using a rubric).
- c. **Curriculum Mapping:** A good curriculum map can serve to focus assessment, and the improvements that follow, where it will be most useful, informative, or effective.
- d. **Structured Interviews:** While time-consuming, structured interviews are useful when specific questions need to be asked. It also leaves room for unplanned topics or ideas to emerge.
- e. **Student Experience Surveys:** Student experience in research universities (SERU), including administration of on-line census SERU Undergraduate and Graduate Surveys, can yield important information about student perceptions and experiences.

13. Examples of few questions statements pertaining to different levels of Bloom's Taxonomy

Remember

A lot of emphasis is laid on, so as to make sure that all assessment components are conducted while following different levels of Bloom's Taxonomy as mentioned in figure.

Bloom's Taxonomy

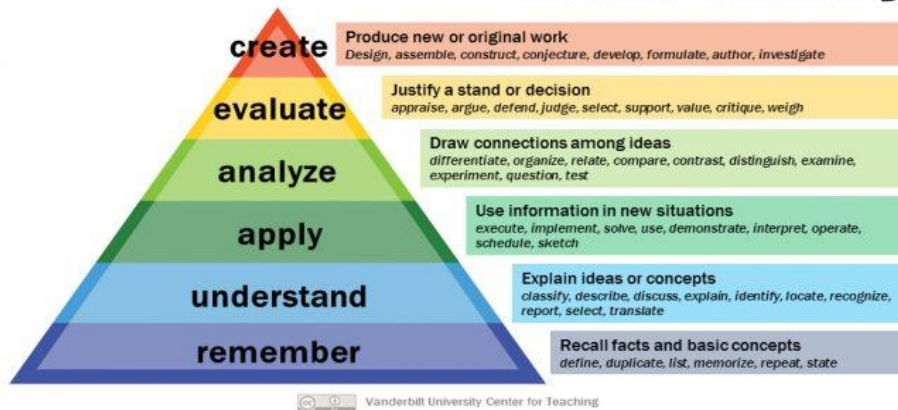


Figure 1. Bloom's Taxonomy [7]

Further a focused effort if also made to align every single Further a focused effort if also made to align every single test item in assessment components with one or the other course learning outcome.

Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

Sample Questions

1. State Ohm's law
2. List the physical and chemical properties of silicon

Understand

Constructing meaning from oral, written and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining.

Sample Questions

1. Explain the importance of sustainability in Engineering design
2. How does a PN junction diode behaves under different bias conditions

Applying

Carrying out or using a procedure through executing or implementing.

Sample Questions

1. One of the resource persons needs to address a huge crowd (nearly 400 members) in the auditorium. A system is to be designed in such a way that everybody attending the session should be able to hear properly and clearly without any disturbance. Identify the suitable circuit to boost the voice signal and explain its functionality in brief.
2. A ladder 5.0 m long rests on a horizontal ground & leans against a smooth vertical wall at an angle 200 with the vertical. The weight of the ladder is 900 N and acts at its middle. The ladder is at the point of sliding, when a man weighing 750 N stands on a rung 1.5 m from the bottom of the ladder. Calculate the coefficient of friction between the ladder & the floor.

Analyzing

Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing and attributing

Sample Questions

1. A class of 10 students consists of 5 males and 5 females. We intend to train a model based on their past scores to predict the future score. The average score of females is 60 whereas that of male is 80. The overall average of the class is 70. Give two ways of predicting the score and analyze them for fitting model.
2. Return statement can only be used to return a single value. Can multiple values be returned from a function? Justify your answer.

Creating & Evaluating

Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning or producing. Making judgments based on criteria and standards through checking and critiquing

Sample Questions

1. Automatic tethering of milking machine is used to milk and is attached to the udder of a cow. A milk diary wants to automate the milking process. The milking process involves attaching the milking cups to the teats. Design a system for the same.
2. A Biotech industry needs automation for filling its product into 20 ltr bottles. Design a system to meter the flow into the bottles so that each bottle has 20 ltr of the liquid. There will be more than one filling station and the system has to monitor all the filling stations as well as keep count of the total production on a daily basis.

14. Course Handout

An elaborate document named 'Course Handout' providing details about every single course is shared with students at the beginning of every semester. This document typically has various components like –

1. Scope and Objective of the Course
2. Course Learning Outcomes
3. Mapping of Course Learning Outcomes (CLOs) with Program Outcomes (PO)
4. Recommended Textbooks
5. Other readings and relevant websites
6. Lecture Plan
7. Practical Plan : NA
8. Evaluation Scheme:
9. Summary of the course topics to be covered in brief
10. Course execution plan
11. Academic Honesty policy
12. This Document is approved by

Faculty members are expected to religiously follow the contents of the course handout in complete letter and spirit.

15. Program level Course-PO matrix of all courses

<Provide Program Level CO-PO Matrix in Table 8 for all courses to ensure that by completing all courses, one can cover all program outcomes>

Table 8: CO-PO Matrix

PO											
Course Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
24DOE1101	0.8	1	2.4	3	2	3	2.6	2.6	2.4	1	1.8
24DOE1102	1.6	1.8	1.2	3	2.8	1.4	0.8	0.8	1.6	1.8	2
24DOE1103	1.6	1.8	1.2	3	2.8	1.4	0.8	0.8	1.6	1.8	2
24DOE1104	0.4	2	1.4	2.6	2.8	2.6	2.6	2.6	2	3	2.4
24DOE1105	0.4	2	1.4	2.6	2.8	2.6	2.6	2.6	2	3	2.4
24DOE1106	3	2	1.5	3	2.5	2.75	1.25	1.25	1.5	2.5	3
24DOE1107	0	2.25	1.25	3	1.25	3	0.75	0	0.75	3	2.5
24DOE1108	1.2	2.8	2.6	3	2.8	2	2	2.8	2.6	3	2.8
24DOE1109	3	3	2	3	2	1.75	1.75	1	1	3	3
24DOE1110	1	1	0.5	2	2	1	1	1	1	1	1
24DOE1111	1.25	1	0.5	2	1.25	1	3	2	1.25	3	2
24DOE1112	1	2.25	3	3	3	1.75	2	2.25	2	3	2.25
24DOE1113	1	2	3	2	0	0	0	0	0	1	1
24DOE2101	1.6	0.8	1.2	2.2	2	1.6	1.2	1.2	1.2	1.2	1.4
24DOE2102	1.6	1.8	1.2	3	2.8	1.4	0.8	0.8	1.6	1.8	2
24DOE2103	1.6	1.8	1.2	3	2.8	1.4	0.8	0.8	1.6	1.8	2
24DOE2104	2.4	2.4	2	2	3	2	2	2.2	1.6	1	1.2
24DOE2105	2.4	2.4	2	2	3	2	2	2.2	1.6	1	1.2
24DOE2106	1.2	2	2	3	2	3	2	2	2	2.4	3
24DOE2107	2.75	1.75	2.25	1	3	2	0.5	0.25	0.75	2	3
24DOE2108	0.75	1.75	0.5	3	0.5	1.5	0.25	1	1.75	1.75	2.75
24DOE2109	0.666	1.333	2	1.666	2	2	1.666	2.333	1.666	1.333	2.666
24DOE2110	2	2	2	3	2	3	2.5	3	3	3	3
24DOE2111	2.25	1	3	1.25	2	0.75	0	0	0	1	3
24DOE2112	2.5	0.75	2.25	2.25	2.5	2	1.75	1.75	1.75	2	2
24DOE2113	2.4	2.8	2.2	2.4	1.4	1.8	1.6	2	2	2.6	2.4
24DOE2114	1.666	2	3	3	2.333	1.666	1.333	1.666	1.333	2.666	3
24DOE3101	2.75	1.25	1	3	2	3	2.75	3	1.75	1.75	1.75
24DOE3102	1.333	0.666	1.666	1.666	1.333	0	1.333	1	1.666	1.666	2.666
24DOE3103	0.4	2	1.4	2.6	2.8	2.6	2.6	2.6	2	3	2.4
24DOE3104	0.4	2	1.4	2.6	2.8	2.6	2.6	2.6	2	3	2.4
24DOE3105	2.5	1.5	2.75	3	1.5	1.75	1.75	1.5	1.75	3	3
24DOE3106	0	2.25	1.25	3	1.25	3	1	0	0.75	3	2.5
24DOE3107	1.4	0.8	1.6	1.8	1.6	0	1.2	1	1.6	1.2	2.6
24DOE3108	3	3	2	2.8	2	1.4	2.2	2.2	2.2	2.2	2
24DOE3109	1	1	1.25	1.25	0.75	2	1.25	1	1.5	1.25	1.25

24DOE3109	1	1	1.25	1.25	1	2	1.25	1	1.5	1.25	1.25
24DOE3109	1	1	1.2	1.2	0.8	1.8	1.2	1	1.4	1.2	1.2
24DOE3110	2.333	2.333	1.333	2.666	2.333	2	2.666	2.333	2.333	2.666	2.666
24DOE3111	0.2	1.6	3	3	2	1	1.2	1.2	1.6	2	3
24DOE3112	3	1.5	2	3	2.5	1.5	3	2	3	2	3
24DOE4101	2	2	1	3	1	2.75	3	3	3	1.5	2.5
24DOE4102	3	3	1.6	3	1.8	3	3	2.8	2.8	3	3
24DOE4103	0	1.8	3	3	2.6	2.2	3	2.2	2	3	3
24DOE4104	0.4	2	1.4	2.6	2.8	2.6	2.6	2.6	2	3	2.4
24DOE4105	0.4	2	1.4	2.6	2.8	2.6	2.6	2.6	2	3	2.4
24DOE4106	3	2.6	1.2	3	2	2.8	2.2	2.2	2.2	3	3
24DOE4007	2.8	2.6	1.2	2	1.4	2.4	2.6	2.6	2.2	2	2.2
24DOE4108	0	2.25	1.25	3	1.25	3	0.75	0	0.75	3	2.5
24DOE4109	1.8	1.4	1.2	1.2	1.2	1.4	1.4	1	1	2	1.4
24DOE4110	3	1	1	1.5	1	1.75	1.75	2	2	1	2
24DOE4111	1	1	2.75	2.75	1.75	0	1	1	1.75	1.75	3
24DOE4112	1.6	1.2	1.6	2.4	1.4	1.4	1.4	1.6	0.4	0.4	0.4

Note: Number of POs varies to program to program. Enter correlation level Y for all the POs a course correlates.

16. Flexibilities

To enhance the employability and professional development of Alpha Teachers, Department of Education has introduced an AEDP-enabled curriculum that includes a flexible internship component. This flexibility allows Alpha Teachers to undertake internships at both national and international levels, providing them with broader exposure and diverse experiences.

The Department of Education secures Memorandums of Understanding (MoUs) with schools affiliated to National and State Boards, both nationally and internationally. These partnerships facilitate the provision of diverse and high-quality internship opportunities for Alpha Teachers. At least 20% of the total credits for the degree program is allocated to internships. This ensures that practical experience is a significant and integral part of the educational journey for Alpha Teachers. Alpha Teachers have the option to complete their internships either within their home country or abroad. This flexibility will enable them to gain valuable insights and skills from different educational systems and cultural contexts. Successfully passing the internship course is a requirement for Alpha Teachers. If a student fails or does not complete the internship, reappearance and completion of the training are mandatory to ensure all graduates have met the practical experience standards.

By offering flexibility in internships at both national and international levels, Alpha Teachers can broaden their professional horizons, enhance their teaching practices, and better prepare for their roles as educators in a globalized world.

17. Opportunities for international exposure

Chitkara University boasts of having very strong collaboration with more than 200 international university partners. Students are encouraged to draw the maximum benefit from the same by being in regular touch with #Go Global office at university and participating in various opportunities like short term mobility, internships modules etc. Credits earned by student through these opportunities at international university partners are suitably mapped to eventually get those reflected in the student's grade card.

REFERENCES

1. Refer Report-of-National-Credit-Framework Annexure III Multiple Entry Multiple Exit options by UGC & AICTE.
2. Refer Curriculum and Credit Framework for Undergraduate Programmes section 5.0 structure of Undergraduate Program.
3. Refer Curriculum and Credit Framework for Undergraduate Programmes section 7.1 Letter Grades and Grade Points.
4. Refer Curriculum and Credit Framework for Undergraduate Programmes section 7.2 Computation of SGPA and CGPA.
5. For Categories, Number of Courses, Levels of Courses and Total Credits, Refer Curriculum and Credit Framework for Undergraduate Programmes section 5.0 Structure of Undergraduate Program, 5.2 Levels of Courses and 5.4 Structure of the UG Program.
6. For Levels, Number of Courses and Total Credits in PG Programs, Refer Draft Curriculum and Credit Framework for PG Programmes Section 8 Curricular Components, 9 Credit Distribution and 9.1 Course Levels.
7. Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved [today's date] from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.
8. Refer Report-of-National-Credit-Framework Annexure II Types of Assessments.
9. Refer Guidelines for incorporating Indian Knowledge system in Curriculum for IKS courses.
10. Refer MULYA PRAVAH 2.0 Inculcation of Human Values and Professional Ethics in HEI for HVPE course.
11. Refer Curriculum and Guidelines for Life Skills (Jeevan Kaushal) 2.0 for life skill courses.
12. Refer ugc-guidelines Apprenticeship-Internship for Internship embedded degree programs.

ANNEXURE

1.0 Multiple Entry Multiple Exit options by UGC & AICTE

Table 1: Multiple Entry Multiple Exit (ME-ME) - UGC

Academic Level	Entry Qualification	Exit Qualification and Credits required for the level	National Credit Level (NCrF)
Under Graduate 1st year (B. General/B. Voc)	12th pass certificate or equivalent state of education	Under-Graduate Certificate will be awarded and Minimum 40 credit-hours followed by an exit 4-credit skills-enhancement course	4.5
Under Graduate 2nd year (B. General/B.Voc)	Under-Graduate Certificate	Under-Graduate Diploma will be awarded and Minimum of 80 credit-hours followed by an exit 4-credit skills-enhancement course	5
Under Graduate 3rd year (B. General/B.Voc)	Under-Graduate Diploma	Bachelor Degree will be awarded and Minimum of 120 credit-hours	5.5
Under Graduate 4th year (B.General/B.Voc)	Bachelor's Degree (3 year)	Bachelor's degree (Honors/ Honors with Research); and Minimum of 160 credits, with minimum of 40 credits each at level 4.5, 5, 5.5 and 6 of the NHEQF	6
Post Graduate Diploma Or 1st year of 2-year PG program	Bachelor's degree (3 years)	Post Graduate Diploma after completion of 1st year of 2-year PG program; and Minimum of 40 credits for individuals who have completed a bachelor's programme	6.0
Master's (M. General/M. Voc) 2 year of master program	Bachelor degree (after 3 years of UG)	Master's degree; and Minimum of 80 credits from the first and second years of the program, with minimum of 40 credits in the first year and minimum of 40 credits in the second year of the program at level 6.5 on the NHEQF	6.5
Msater's (General/M. Voc) One year program after 4 year UG	Bachelor's degree (honors/honors with research) or Post Graduate Diploma	Master's degree; and Minimum of 40 credits for individuals who have completed a bachelor's degree (Honors/ Honors with Research)	6.5

Master's programme (Eng M.E., M. Tech)	Bachelor's degree(honors/honors with research)	Master's degree; and Minimum of 80 credits from the first and second years of the programme, with minimum of 40 credits in the first year and minimum of 40 credits in the second year of the programme at level 6 on the NHEQF	7
Ph.D.	PG Diploma OR Master's Degree OR a Bachelor's degree (honors with research)	Doctorate degree will include course work and a thesis with published work and/or creative work	8

Table 2: Multiple Entry – Multiple Exit (ME-ME) in Higher Education- AICTE

Academic Level	Entry Qualifications at various levels.	Exiting Qualifications at various levels	National Credit Level (NCrF)
Final yr. Diploma/1styr UG Degree	<ul style="list-style-type: none"> ● Class 12 ● 12+ Industrial Training Certificate (Eng) ● Class 12+ QPs & NOCs 	UG Certificate (Eng.)	4.5
2ndyr UG Degree	UG Certificate (Eng.)	UG Diploma(Eng.)	5.0
3rdyr UG Degree	UG Diploma (Eng.)	B. Voc (Eng.)	5.5
Final yr UG Degree	B. Voc (Eng.)	B.E./B. Tech.	6.0
1st Year PG (Eng)	B.E./B. Tech.	M.Voc (Eng.)	6.5
2nd year PG (Eng)	M.Voc. (Eng.)	M. Tech	7
Ph.D.	M. Tech	Ph.D.	

2.0 Major and Minor disciplines

2.1 Major discipline is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (about 50% of total credits) through core courses in the major discipline.

2.2 Minor discipline helps a student to gain a broader understanding beyond the major discipline. For example, if a student pursuing an Economics major obtains a minimum of 12 credits from a bunch of courses in Statistics, then the student will be awarded B.A. degree in Economics with a Minor in Statistics.

3.0 Curricular components of the undergraduate programme

The curriculum consists of major stream courses, minor stream courses and courses from other disciplines, language courses, skill courses, and a set of courses on Environmental education, understanding India, Digital and technological solutions, Health & Wellness, Yoga education, and sports and fitness. At the end of the second semester, students can decide either to continue with the chosen major or request a change of major. The

minor stream courses include vocational courses which will help the students to equip with job- oriented skills.

3.1. Disciplinary/interdisciplinary major

The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.

3.2 Disciplinary/interdisciplinary minors

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses relating to a chosen vocational education programme. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor and vocational stream at the end of the second semester, after exploring various courses.

3.3 Vocational Education and Training

Vocational Education and Training will form an integral part of the undergraduate programme to impart skills along with theory and practical. A minimum of 12 credits will be allotted to the 'Minor' stream relating to Vocational Education and Training and these can be related to the major or minor discipline or choice of the student. These courses will be useful to find a job for those students who exit before completing the programme.

3.4 Courses from Other Disciplines (Multidisciplinary) (09 credits)

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

i. Natural and Physical Sciences: Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.

ii. Mathematics, Statistics, and Computer Applications: Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

iii. Library, Information, and Media Sciences: Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)

iv. Commerce and Management: Courses include business management, accountancy, finance, financial institutions, fintech, etc.,

v. Humanities and Social Sciences: The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses that can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's and Gender Studies, etc. will be useful to understand society.

3.5 Ability Enhancement Courses (AEC) (08 credits)

Modern Indian Language (MIL) & English language focused on language and communication skills. Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

3.6 Skills Enhancement Courses (SEC) (09 credits)

These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students. The institution may design courses as per the students' needs and available institutional resources.

3.7 Value-Added Courses (VAC) Common to All UG Students (06-08 credits)

i. Understanding India: The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

ii. Environmental science/education: The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of

biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.

iii. **Digital and technological solutions:** Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

iv. **Health & Wellness, Yoga education, sports, and fitness:** Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

The HEIs may introduce other innovative value-added courses relevant to the discipline or common to all UG programmes.

3.8 Summer Internship /Apprenticeship (02 - 04 credits)

A key aspect of the new UG programme is induction into actual work situations. All students will also undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term. Students will be provided with opportunities for internships with local industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work- based learning/internship during the summer term in order to get a UG Certificate. Community engagement and service: The curricular component of 'community engagement and service' seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline.

Field-based learning/minor project: The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio- economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-

economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

3.9 Research Project / Dissertation (12 credits)

Students choosing a 4-Year Bachelor's degree (Honours with Research) are required to take up research projects under the guidance of a faculty member. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.

3.10 Other Activities:

This component will include participation in activities related to National Service Scheme (NCC), National Cadet Corps (NCC), adult education/literacy initiatives, mentoring school students, and other similar activities.

4.0 Levels of Courses:

Courses shall be coded based on the learning outcomes, level of difficulty, and academic rigor. The coding structure is as follows:

0-99: Pre-requisite courses required to undertake an introductory course which will be a pass or fail course with no credits. It will replace the existing informal way of offering bridge courses that are conducted in some of the colleges/ universities.

100-199: Foundation or introductory courses that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be prerequisites for courses in the major subject. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses. These courses seek to equip students with the general education needed for advanced study, expose students to the breadth of different fields of study; provide a foundation for specialized higher-level coursework; acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and contemporary assumptions and practices of vocational or professional fields; and to lay the foundation for higher-level coursework.

200-299: Intermediate-level courses including subject-specific courses intended to meet the credit requirements for minor or major areas of learning. These courses can be part of a major and can be pre-requisite courses for advanced-level major courses.

300-399: Higher-level courses which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.

400-499: Advanced courses which would include lecture courses with practicum, seminar-based course, term papers, research methodology, advanced laboratory experiments/software training, research projects, hands-on-training, internship/apprenticeship projects at the undergraduate level or First year post-graduate theoretical and practical courses.

500-599: Courses at first-year Master's degree level for a 2-year Master's degree programme

600-699: Courses for second-year of 2-year Master's or 1-year Master's degree programme

700 -799 & above: Courses limited to doctoral students.

5.0 Program Structure

5.1 Structure of the UG Programme

Table 3: The Semester-wise and Broad Course Category-wise Distribution of credits of the Undergraduate Programme:

Semester	Discipline Specific Courses - Core	Minor	Multi-disciplinary courses	Ability Enhancement courses(language)	Skill Enhancement courses /Internship /Dissertation	Common Value-Added Courses	Total Credits
I	(100 level)	(100 Level)	(1 course)	(1course)	(1 course)	(1 or 2 courses)	20
II	(100 level)	(100 Level)	(1 course)	(1 course)	(1 course)	(1 or 2 courses)	20
Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6credits from skill-based courses earned during first and second semester.							40
III	(200 level)	(200 & above)	(1 course)	(1 course)	(1 course)	-	20
IV	(200 level)	(200 & above)	-	(1 course)	-	-	20
Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline/Subject provided they secure additional 4 credit in Skill based vocational courses offered during first year or second year summer term.							80
V	(300 Level)	(200 & above)	-	-	(Internship)	-	20
VI	(300 Level)	(200 & above)	-	-	-	-	20
Students who want to undertake 3-year UG programme will be awarded UG Degree in the relevant Discipline/Subject upon securing 120 credits							120
VII	(400 Level)	(300 & above)	-	-	-	-	20
VIII	(400 Level)	(300 & above)	-	-	(Research Project/Dissertation)	-	20
Students will be awarded UG Degree (Honors)with Research							160

Note:

1. Only the minimum total number of credits in each semester is indicated above. The HEIs may decide the number of credits for each course (e.g. Major, Minor, Multidisciplinary, etc.) to fulfill the minimum number of credit requirements.
2. Students may be permitted to audit course(s) of their choice offered by the HEI provided they meet the pre-requisite for the course.
3. Minor stream courses can be from the 3rd 300 or above level and 50% of the total credits from minors must be secured in the relevant subject/discipline and another 50% of the total credits from a minor can be earned from any discipline as per students' choice.
4. Students are not allowed to take the same courses studied in the 12th class under the interdisciplinary category.

5. 40% of the credits in any category may be earned through online courses approved by the Department and Institution as per the existing UGC regulations.
6. VIII-Semester core major may be seminar-based with students' presentations and discussions.

Students may be encouraged to enroll in activities such as NSS / NCC.

5.2 Structure of the PG Programme

For 1-year PG

Curricular Components	PG Programme (one year) for 4-yr UG (Hons./Hons. with Research)			
	Minimum Credits			
	Course Level	Coursework	Research thesis/project/Patent	Total Credits
Coursework + Research	500	20	20	40
Coursework	500	40	--	40
Research	-	-	40	

For 2-year PG

Curricular Components	Two-Year PG Programme (Generic and Professional)				
	Minimum Credits				
	Course Level	Coursework	Research thesis/project/Patent	Total Credits	
1 st Year	400	24		40	
(1 st & 2 nd Semester)	500	16	--		
Students who exit at the end of 1 st year shall be awarded a Postgraduate Diploma					
2 nd Year (3 rd &4 th Semester)	Coursework & Research (or)	500	20	20	40
	Coursework (or)	500	40	--	40
	Research	--	--	40	40

5.3 Course Category

The Courses will be categorized as per UGC-Curriculum and Credit Framework as per following details:

- DC – Discipline Core/Major Courses
- DE – Discipline Elective/Minor Courses
- OE – Open Elective/Multidisciplinary Courses
- AE – Ability Enhancement Courses
- SE – Skill Enhancement Courses
- VA – Value Added Courses

- *IN – Internship/ Training*
- *RP – Research Projects*
- *DT – Dissertation*
- *ON - Online Courses*

6.0 Types of Assessments

6.1 Assessment broadly can be classified into the following types:

a. *Diagnostic assessments*: Diagnostic assessments are intended to help teachers identify what students know and can do in different domains to support their students' learning. These help teachers determine strengths of students in various areas to better address their specific needs.

b. *Formative assessments*: Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or a course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

c. *Summative assessments*: Summative assessment is an assessment administered at the end of an instructional unit in a course. These assessments are intended to evaluate student learning by comparing performance to a standard or benchmark.

d. *Ipsative assessments*: Ipsative assessment involves comparisons between past and current work to identify a learner's growth over time, rather than progress toward an external set of criteria. Therefore, Ipsative assessment is an internal or self-referenced assessment.

e. *Norm-referenced assessments*: Norm-referenced tests report whether test takers performed better or worse than a hypothetical average student, which is determined by comparing scores against the performance results of a statistically selected group of test takers, typically of the same age or grade level, who have already taken the exam.

f. *Criterion-referenced assessments*: Criterion-Reference tests measure the performance of test takers against the criteria covered in the curriculum.

g. *Peer-to-Peer randomized Assessments*: Peers will be able to provide assessment in this case.

h. *Industry Validation of Effectiveness*: In the Vocation Education, Industry validation of effectiveness of training is particularly important.

i. *Self-assessments*: To evaluate how much the learner has grasped by self-learning.

6.2 Other Assessment Methods:

Conducting an assessment takes time, thought, attention, planning, and often collaboration. Each assessment tool, whether a short survey or detailed rubric, will be useful only insofar as it both addresses the outcomes well and is feasible to use.

a. *Rubrics*: For assessing qualitative student work such as essays, projects, reports, or presentations. Rubrics serve well to clearly denote the specific expectations for an assignment, for collecting data for assessment of student learning outcomes. and for student performance. Rubrics can be used for grading, for providing feedback to students, and for informing and encouraging students to think about their own learning.

b. *Portfolios and E-Portfolio*: Portfolios can provide a window into the process of student learning across a semester-long project that can be assessed (usually by using a rubric).

c. *Curriculum Mapping*: A good curriculum map can serve to focus assessment, and the improvements that follow, where it will be most useful, informative, or effective.

d. *Structured Interviews*: While time-consuming, structured interviews are useful when specific questions need to be asked. It also leaves room for unplanned topics or ideas to emerge.

e. *Student Experience Surveys*: Student experience in research universities (SERU), including administration of on-line census SERU Undergraduate and Graduate Surveys, can yield important information about student perceptions and experiences.

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