

**DEPARTMENT OF EDUCATION
GOUR MAHAVIDYALAYA
LESSON PLAN
SEMESTER-I**

PAPER /CORE NUMBER OF	TOPIC	LEARNNG OBJECTIVES	LEARNING OUTCOME	NO. OF LECTURES	TEACHERS NAME	RECOMMENDED READING
DC-1 PHILOSOPHICAL FOUNDATION OF EDUCATION	1. Meaning of Education 2. Philosophy of Education a. Schools of Indian Philosophy of Education b. Schools of Western Philosophy of Education 3. Forms and Factors of Education a. Forms of Education b. Factors of Education 4. Roles of Education 5. Education for Discipline	1. To develop understanding of the meaning, aims, objectives, and functions of education. 2. To develop an understanding of the roles of Philosophy in Education. 3. To develop understanding of major components in education and their interrelationship. 4. To develop an understanding of the roles of Education in National Integration, International Understanding and Democracy. 5. To develop an understanding of the need of discipline.	1. Students understand the meaning, aims, objectives and functions of education. 2. Students understand the roles of Philosophy in Education and identify the aims of education towards philosophy of life. 3. students understand about the different factors like child centric education, curriculum, educational institution and teacher. 4. Students understand and differentiate the different forms of education like the formal, informal and non-formal forms of education. 5. Students imbibe the value of discipline and understand the importance of	12+24+12+12+12	DLT AC M.D.	Aggarwal, J.C.: Theory and Principles of Education: Philosophical and Sociological Bases of Education. 2. Banerjee, A.: Philosophy and Principles of Education. 3. Chakraborty, J. C.: Modern Education. 4. Kundu and Majumder: Theories of Education. 5. Mukherjee, K.K.: Principles of Education. 6. Sushil Ray: Shiksha Tattwa. 7. Arun Ghosh: Shiksha Tattwa & Shiksha Darshan 8. Bibhuranjan Guha: Shikshaya Pathikrita. 9. Gourdas Halder & Prasanta Sharma: Shiksha Tattwa & Shiksha Niti. 10. A. K. Pal: Sikshadarshner Ruparekha

			discipline in their social life.			
DC-2 SOCIOLOGICAL FOUNDATION OF EDUCATION	1.Sociology of Education 2.Social Change 3.Social Group and Socialization 4.Education and Culture 5. Current Social Problems in India	1. To develop an understanding of the meaning of Sociology and Education. 2. To develop an understanding of the processes of social change and its impact on education. 3. To become aware of social Groups and socialization that influence education. 4. To develop an understanding of the culture and its impact on education. 5. To examine the social problems in present society.	1. Students assess the meaning, aims, objectives and functions of educational sociology. 2. Students can differentiate between social change and social group 3. Understanding of major components and their interrelationship. knowledge of the structure and functions of the society and the process of social interaction for a change towards better human relationships	12+24+12+12+12	SD BS AC	Sharma, Y. –Sociology of Education 2. Brown,F.L.-Educational Sociology 3. Gisbert, P.-Fundamentals of Sociology. 4. Chakraborty, J.C.-Educational Sociology. 5. Durkhiem-Sociology of Education 6. Bottroll - Applied principles of Educational Sociology 7. Rao, M.S.A -Education, Social stratification 8. Dighburn, W.F-Social exchange. 9. Aggarwal-Theoryand Principle of Education 10. Aggarwal-Philosophy and Social Basis of Education 11. Bishnupada Panda-Shiksah-Shrai Samajtatto 12. Dibyendu Bhattacharya-Shikkha O Shamajtatto.

**DEPARTMENT OF EDUCATION
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SEMESTER-II**

PAPER /CORE NUMBER OF	TOPIC	LEARNNG OBJECTIVES	LEARNING OUTCOME	NO. OF LECTURES	TEACHERS NAME	RECOMMENDED READING
DC-3 Psychological Foundation of Education	1. Educational Psychology and Knowledge Acquisition 2. Growth and Development 3. Learning and Creativity 4. Intelligence and Personality	1) To enable the student to understand the meaning and scope of educational psychology. 2) To enable to understand the dimensions of growth (e.g. social, emotional, creative and intellectual) and the causes of individual differences. 3) To develop understanding of the process of learning and reaching and problems of learning. 4) To acquaint them with the knowledge of Intelligence and Creativity. 5) To enable them to understand different aspects of personality and means of developing an	1. Learners acquire detail knowledge about relation between psychology and education, nature, scope and significance of educational psychology, and its importance. 2. They also learn about stages, types and theories of human development and their educational significance. 3. Students acquire knowledge about the concept of learning and its different theories and differentiate between the creativity and Learning. 4. Students learn about the Concept of Intelligence and Personality, their types and theories.	12+12+24+24	SD AC BS	1) Spear, P.D., Penrod, S.D., and Baker, T.B. (1988), Psychology: Perspectives on Behaviour, New York: John Wiley. 2) Berk, L.A. (2003). Child development, Delhi: Pearson Education. 3) Baron, R.A. (2001). Psychology, Delhi: Prentice Hale. 4) Norman Sprinthal and Richard, C. Sprinthal, Educational Psychology: McGraw-Hill 5) Publishing Company. 6) Chauhan. S.S., Advanced Educational psychology: Vikash Publishing House Pvt. Ltd. 7) Elizabeth, B., Hurlock, Child Development: McGraw-Hill Book Company. 8) Kundu, C.H. and

		integrated personality.				Tutoo, D.N.: Educational Psychology: Sterling Publication. 9) Aggarawal. J.C., Essentials of Educational Psychology: Vikash Publishing house Pvt Ltd.
DC4 Education in Ancient, Medieval and Pre- Independence India	1.Education in Ancient India 2.Education in Medieval India 3.Education in Pre- Independent India	1. To be acquainted with the salient features of education in India in Ancient & Medieval times. 2. To be acquainted with the development of education in British India. 3. To be acquainted with the development of education in Independent India, including significant points of selected Education. 4. To have an adequate knowledge of the recommendations of various commissions and committees on Indian Education.	1. Learners develop knowledge about the details history of Indian Education system from ancient to modern. 2. Students understand the development of education in India from a historical perspective. 3. Students understand the salient features of education in ancient, medieval and British India.	24+24+24	AC MD DLT	1. Atlekar, A.S. -Education in Ancient India. 2. Basu, A.N. -Adam's Report. 3. Banerjee.J.P. -Education in India-past, Present and future. 4. Dhar, Niranjana. -Fundamentals of Social Education. 5. Keay, E.E. -India Education in Ancient times. 6. Mukherjee, S.N. -History of Education (Modern Period). 7. Nurulla, S., Naik, J.P. -History of Education in India. 8. Purkait, B.R. -History of Indian Education. 9. Rawat, P.L. -History of Indian Education. 10. Govt. of India report of University Education Commission (1948-49). 11. Govt. of India

						report of Secondary Education Commission
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**DEPARTMENT OF EDUCATION
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SEMESTER-III**

PAPER /CORE NUMBER OF	TOPIC	LEARNNG OBJECTIVES	LEARNING OUTCOME	NO. OF LECTURES	TEACHERS NAME	RECOMMENDED READING
DC-5 Education of India after Independence	<p>1. University Education Commission, Secondary Education Commission, and Indian Education Commission (Views on different aspects of education).</p> <p>2. National Education Policy (1986,1990 and1992–POA), National Knowledge Commission, Sachhar Commission, Ranganath Mishra Commission.</p> <p>3. Ashok Mitra Commission and Pabitra Sarkar Committee. Right to Education Act.</p>	1. To have an adequate knowledge of their recommendations of various commissions and committees on Indian Education.	<p>1. Learners develop knowledge about the details history of Indian Education system from ancient to modern.</p> <p>2. Acquaint with significant points of selected educational documents and reports of these periods</p> <p>3. Adequate knowledge of the recommendations of various commissions and committees on Indian Education.</p>	24+24+24	<p>AC</p> <p>DLT</p> <p>MD</p> <p>BS</p>	<p>1. Atlekar, A.S. -Education in Ancient India.</p> <p>2. Basu, A.N. -Adam’s Report.</p> <p>3. Banerjee.J.P. -Education in India-past, Present and future.</p> <p>4. Dhar, Niranjana. -Fundamentals of Social Education.</p> <p>5. Keay, E.E. -India Education in Ancient times.</p> <p>6. Mukherjee, S.N. -History of Education (Modern Period).</p> <p>7. Nurulla, S., Naik, J.P. -History of Education in India.</p> <p>8. Purkait, B.R. -History of Indian Education.</p> <p>9. Rawat, P.L. -History of Indian Education. 10. Govt. of India report of</p>

						University Education Commission (1948-49). 11. Govt. of India report of Secondary Education Commission (1952-53). 12. Report of education Commission (1966): Education and National development, Ministry of Education, New Delhi
DC6 Approaches to Indian Education	1.Elementary Education 2.Secondary Education 3.Higher Education 4.Open,Distance and Correspondence Education 5.Technical and Vocational Education–	1. To develop an understanding of significant trends in contemporary education. 2. To develop awareness of various organizations and their role in the implementation of policies and programmes. 3.To focus attention on certain major national and social issues and role of education in relation to them	1.The learners develop knowledge about Elementary , Secondary, Higher,Open, Distance Learning, Technical and Vocational Education 2. Develop understanding of significant trends in contemporary education. 3. Develop awareness of various organizations and their role in the implementation of policies and Programmes. 4.Focus attention on certain major national and social issues and role of education in relation to them.	12+12+24+12+12	DLT SD BS MD AC	1. Arvind Kumar (2003). Environmental challenges of the 21 st century, APH Publishing Corporation, New Delhi 2. Ahuja, R (2010): Social Problems in India , Rawat Publications, New Delhi 3. Bandhopadhyay, M. and Subrahmanian, R.(2006) Gender Equity in Education: A Review of Trends and Factors, India Country Analytical Report, Chapter 1, Consortium for Research on Educational Access, Transitions and Equity. 17 4. Madan, G.R (2002): Indian Social Problems, Vikash Publishing House, New Delhi. 5. Ministry of Law and Justice(2009) Right to Education. Govt of India
DC7 Contemporary Issues in Indian Education	1.Women Education 2.Social Education	1.To understand the meaning and perspectives of women Education	1. Develop awareness of various organizations and their role in the implementation of	12+12+24+12+12	AC MD BS	Arvind Kumar (2003). Environmental challenges of the 21 st century, APH Publishing Corporation, New Delhi

	<p>3.Environmental Education</p> <p>4. Population Education</p> <p>5. Peace and Value Education</p>	<p>2.To understand the meaning and perspectives of Social Education</p> <p>3.To understand the meaning and perspectives of Environmental Education</p> <p>4. To understand the meaning and perspectives of Population Education</p> <p>5. To understand the meaning and perspectives of Peace and Value Education•</p>	<p>policies and Programmes.</p> <p>2. Develop understanding of the alternative systems or modes of education and their implications in the Indian scenario.</p> <p>3. Students will understand the causes and dynamics of conflict, violence and peace at the intergroup and international levels.</p>		<p>DLT</p> <p>SD</p>	<p>2. Ahuja, R (2010): Social Problems in India , Rawat Publications, New Delhi</p> <p>3. Bandhopadhyay, M. and Subrahmanian, R.(2006) Gender Equity in Education: A Review of Trends and Factors, India Country Analytical Report,Chapter 1, Consortium for Research on Educational Access,Transitions and Equity.</p> <p>4. Madan, G.R (2002): Indian Social Problems, Vikash Publishing House, New Delhi.</p> <p>5. Ministry of Law and Justice (2009) Right to Education. Govt of India</p>
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DEPARTMENT OF EDUCATION
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SEMESTER-IV

PAPER /CORE NUMBER OF	TOPIC	LEARNNG OBJECTIVES	LEARNING OUTCOME	NO. OF LECTURES	TEACHERS NAME	RECOMMENDED READING
DC-8 Educational Evaluation	<p>1. Meaning of Measurement and Evaluation</p> <p>2. Measurement</p>	<p>1. To develop understanding of the concepts of measurement and evaluation in the field</p>	<p>1. Develop understanding of the concepts of measurement and evaluation in the field</p>	24+24+24	<p>AC</p> <p>MD</p> <p>DLT</p>	<p>1. Aggrawal,J.C.(1997).Essentials of Examination System, Evaluation, Tests and Measurement. New</p>

	Instrument 3. Test Standardization	of education. 2. To acquaint with different types of measuring instruments and their uses. 3. To acquaint with the principles of test construction– both educational and psychological. 4. To develop understanding of the concepts of validity and reliability and their importance in education measurement. 5. To develop the ability to organize and to use various statistical measuring analysis and interpretation of relevant educational data	of Education. 2. Acquaint with different types of measuring instruments and their uses. 3. Acquaint with the principles of test construction — both education and psychological. 4.To develop Understanding of the concepts of validity reliability and their importance in education. 5. They also understand the criteria of constructing standardized tests and utility of statistics in the field of education.			Delhi: Vikas Publishing House Pvt Ltd. 2.Banks,S.R.(2005).Classroom Assessment:Issues and Practices.Boston:Allyn &Bacon. 3. Blooms,B.S.(1956).Taxonomy of Educational Objectives. New York: Longman Greenland Company 4. Cooper, D. (2007). Talk About Assessment, Strategy and Tools to Improve Learning. Toronto:Thomson Nelson
DC9 Statistics in Education	1.Concept of Statistics 2.Concept of Variable and Data 3.Measures of Central Tendency- 4.Concept of Normal Distribution 5. Bivariate Distribution	1. To develop the ability to represent educational data through graphs and to develop skill in analyzing different descriptive measures.	1.Develop the ability to use various statistical measures in analysis and interpretation of Educational data. 2. Develop the abilities to interpret test data results.	12+12+12+12+24	BS SD	1.Mangal, S.K. (2008). Statistics in Education and Psychology. New Delhi: Prentice-Hall of India Private Limited 2.Garrett,H.E.(1971).Statistics in Psychology and Education.New Delhi:Paragon International Publisher 3.Ferguson, G.A.(1971). Statistical Analysis in Psychology and Education. Kogakusha,

						<p>Tokyo:• McGraw-Hill 4.Guilford,J.P.●&Fruchter ,B.(1981).FundamentalStatisticsinPsychologyand Education. NewYork: McGraw Hill 5.McCall,R.(1993).Fundamental Statistics for the Behavioral Science. NewYork: Harcourt Brace●</p>
DC10 Educational Management	<p>1.Educational Management 2.Leadership 3.Aspects of Educational Management 4.Educational Planning</p>	<p>1. To develop knowledge and understanding of the meaning, scope process and types of management. 2. To develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities. 3. To develop the ability of making objective decisions in educational management.</p>	<p>1. Students internalize the concept of Educational Organization, Management and Planning. 2. students understand the educational planning and essential functions of educational management.</p>	24+12+24+12	<p>MD DLT AC</p>	<p>1.Aggarwal,J.C.(2012):EducationalAdministrationandManagementPrinciplesand Practices Doaba House Book Sellers and Publishers, Delhi. 2. Dash, B.N. (2013): School Organization Administration and Management, Neel Kamal Publications Pvt. Ltd. Hyderabad. 3. Goleman and Goel,S.L.(2009):Educational Administration and Management, Deep &Deep Publications Pvt.Ltd., New Delhi 23 4. Das, Bimal Chandra; Sengupta, Debjani Ebong Ray, Pradipta Ranjan: Shikhar Byabasthavana Pashim Bangya Rajya Pustak Parshad, Kolkata. 5. Chakraborty, Dilip Kumar: Shikagata Byabsthavanaoparikalpana, K.Chakraborty Publishers, Kolkata</p>

**DEPARTMENT OF EDUCATION
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SEMESTER-V**

PAPER /CORE NUMBER OF	TOPIC	LEARNNG OBJECTIVES	LEARNING OUTCOME	NO. OF LECTURES	TEACHERS NAME	RECOMMENDED READING
DC-11 Educational Technology	1.Educational Technology 2. Communication 3. Instructional Techniques 4. Open and Distance Learning	1. To enable the students to understand about the concept, nature and scope of educational technology. 2. To expose the students to the basic developments in Educational Technology.	1. Students acquire in-depth knowledge on Educational technology and its need, instructional techniques, System approach, Instructional techniques and models of teaching, Computer in education and communication, Nature and characteristics of e-learning and different approaches of ICT and e learning.	12+24+24+12	A.C.	1. Sampathet.al. (1981): Introduction to Educational Technology. New Delhi: Sterling Publishers Pvt. Ltd. 2. Singh,L.C.(2010).Educational Technology for Teachers and Educators. New Delhi: Vasunandi Publication. 3.Kumar,K.L.(2008):Educational Technology.New Delhi:New Age International Pvt.Ltd. 4. Mukhopadhyay, M. (2001). Educational Technology: Challenging Issues. New Delhi: Sterling.

						5.Mukhopadhyay,M.(2001).InstructionalScienceinIndianSchools.inRajputJ.S.and others (Ed), Experiences in School Education, NCERT, NewDelhi.
DC-12 Educational Guidance and Counseling	1. The concept of Guidance 2.Educational Guidance 3. The concept of Counseling 4.Maladjustment and Adjustment Mechanism	1. To help in understanding the meaning and importance of guidance and counseling. 2. To develop the ability to interpret various records for assessing the student's strengths and weaknesses. 3. To understand the qualities of an ideal counselor. 4. To develop interest in one's own personal and professional growth. 5. To understand the concept of mental health and processes of healthy adjustment and good interpersonal relationships.	1. Learners gain the basic knowledge about guidance and counseling its meaning, definitions, functions, types, techniques and types of counseling and basic data necessary for Guidance. 2. The learners understand and develop skill about the concept of adjustment, maladjustment and some commonly found problem behavior, the multi- axial classification of mental disorders, different coping strategies for stressful situation and the administration, scoring and interpretation of the psychological tests.	12+24+24+12	B.S.	1. Crow,L.D., Crow, A.: An Introduction to Guidance. 2. Bhatia, K.K.: Principles of Guidance and Counselling, KalyaniPublishers,2009. 3. Agarwal, Rashmi: Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, ShipraPublication, 2010. 4. Charles Kiruba & Jyothsna, N.G.: Guidance and Counselling, Neelkamal, Publication Pvt.Ltd. 5. Madhukar,I.: Guidance and Counselling, New Delhi, Authors Press.
DSE-1 Inclusive Education	1.Introduction of Inclusive Education 2. Designing the Classroom for Inclusive Education	1. To comprehend the basic characteristics of inclusive education. 2. To comprehend the needs of inclusive	1. The learners understand the meaning of Inclusion and exclusion, know the types of exclusion and their causes and	36+36	DLT	1. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive

		<p>education in modern society.</p> <p>3. To understand the basics related to design the platform of inclusive education.</p>	<p>develop knowledge how to bring about inclusion in different spheres.</p> <p>2.The learners also develop clear concept regarding differently abled, Role of school and society in creating a barrier free environment, socially disabled, role of education and educational reforms for inclusive society</p>			<p>Education</p> <p>2. Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.</p> <p>3. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore</p> <p>4. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.</p> <p>5. Sharma,P.L (1988)Teacher Handbook –Helping children with special needs, Unicef assisted publication, N.C.E.R.T New Delhi.</p>
DSE-2 Mental Health	<p>1.Concept of Mental Health & Hygiene</p> <p>2.Concept of Mental Illness:</p>	<p>1. To comprehend the meaning of mental health and mental hygiene.</p> <p>2. To comprehend the meaning of mental illness and maladjustment</p>	<p>1. Understand the concept of mental health and processes of healthy adjustment and good interpersonal relationships.</p> <p>2. Increased knowledge and awareness of various mental health conditions.</p> <p>3. Improved understanding of the factors influencing mental well-being.</p> <p>4. Enhanced skills in</p>	36+36	SD	<p>1. Bernard, Harold W &Fullmer Daniel W. (1977). Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company. 2. Jones, J.A. (1970) Principles of Guidance, Bombay, Tata. New York. McGraw Hill. 28 3. Pandey, K.P.(2000). Educational and Vocational Guidance in India – Vishwa Vidyalaya Prakashan Chowk, Varanasi. 4. McGowan, J.P.Chmidt. (1962). Counselling: Readings in Theory and Practice, New York Holt, Rinehard and</p>

			recognizing signs of mental health issues in oneself and others.			Winston. 5. Tolbert, E.L. (1967). Introduction of Counselling, New York, McGraw Hill.
SEC-1 Pedagogy	<p>1. Conceptual background on Pedagogy</p> <p>2. General principles of Teaching</p> <p>3. Teaching Methods and Aids</p> <p>4. Functions of a Teacher</p>	<p>1. To initiate students to the field of pedagogy.</p> <p>2. To familiarize the students with principles of teaching.</p> <p>3. To develop an understanding of various methods of teaching</p> <p>4. To develop an understanding of there of a modern teacher.</p>	<p>1. Understanding of educational theories and philosophies that guide effective teaching practices.</p> <p>2. Mastery of instructional strategies and methodologies tailored to diverse learning styles.</p> <p>3. Ability to create engaging and student-centered lesson plans and learning activities.</p> <p>4. Skill in developing and implementing assessments that measure student understanding.</p> <p>5. Knowledge of classroom management techniques to foster a positive and inclusive learning environment.</p> <p>6. Proficiency in utilizing technology and other resources to enhance teaching and learning.</p> <p>7. Effective communication skills</p>	6+6+6+6	MD	<p>1. Agarwal, J.C.: Essentials of Educational Technology: Teaching learning, Innovation in Education</p> <p>2. Saxena, N.R. Swarup: Technology of Teaching.</p> <p>3. Sen, Malay: Shiksha Prajukti bigyan</p> <p>4. Chattopadhyaya, K.: Shiksha Prajuktividya</p>

			to convey complex concepts in an accessible manner.			
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SEMESTER-VI**

PAPER /CORE NUMBER OF	TOPIC	LEARNNG OBJECTIVES	LEARNING OUTCOME	NO. OF LECTURES	TEACHERS NAME	RECOMMENDED READING
DC-13 Curriculum Construction	1. Curriculum Prospect 2. Curriculum Framework 3. Curriculum Development 4. Curriculum Evaluation	1. To understand the meaning, concept and scope of curriculum. 2. To understand the basis of curriculum construction, transaction evaluation and innovation.	1. Students develop an understanding about concept, nature, types and major approaches of curriculum, the relation among curriculum, pedagogy and assessment, understanding about curriculum development and national curriculum framework, 2005, 2. Students will get acquainted with content selection and selected theories in this regard and develop an understanding of	24+24+12+12	B.S.	1. Kumari, Sarita&Srivastava, D.S., "Curriculum and Instruction", Ishabooks, Delhi. 2. Hooper, Richard, "CurriculumDesign". 3. Lawton, D., Gordon, P., Ih g, M., Gibby, B., Pring, R. Moore, T. Theory and practice of curriculum studies. 4. Taylor, P.H. & Richards, C.M. – An introduction to curriculum studies. 5. Mrunalini, T.- Curriculum Development—Pearson Education

			evaluation & reform of curriculum.			
DC-14 Educational Thoughts	1.Educational Thinkers of East 2.Educational Thinkers of West	1. To develop an understanding of the thoughts of great educationists and their contributions in education. 2. To be acquainted with the process of collecting data. 3. To be acquainted with the process of reporting of the collected data.	1.Enable the students to develop an understanding of educational ideas of Indian and Western Educations. 2.Obtain an understanding of pedagogical concepts given by Indian and Western educational thinkers. 3. Orient the student to scientific study of some educational problem.	36+36	AC MD	1. Mukherjee, K.K.: Some great educators of the world. 2. Purkait, B. R.: Great Educators. 3. Sharma, Y. K.: Educational Thinkers (Eastern and Western)
DSE-3 Teacher Education	1.Basics of Teacher Education 2.Models of Teaching and Methods of Teaching	1. To enable the students to understand the meaning; scope, objectives of teacher education and its development in India. 2. To acquaint the students with different agencies of teacher education India and their roles and functions. 3. To acquaint the students with the various aspects of student-teaching programme, prevailing in the country. 4. To develop in the students an	1. Mastery of subject matter knowledge and expertise in the chosen teaching field. 2. Understanding of educational psychology and its application to classroom instruction. 3. Proficiency in developing and implementing effective instructional strategies. 4. Skill in designing and adapting curriculum to meet diverse student needs. 5. Ability to create a	36+36	SD	1. Anderson, L.W. (Ed.) - International Encyclopedia of Teaching and Teacher Education, Cambridge University Press. 2. Adams, M.P.-Basic Principles of student Teaching. Emas Publishing House, New Delhi. 3. Gage, N.L. (Ed.)- Handbook of Research in Teaching Rand McNally, Chicago. 4. Gage, N.L.- Teacher effectiveness and Teacher Education: The search for a scientific bases, Palo Alto, California. 5. Gupta Y.K.- Contemporary Research in Teacher Effectiveness,

		understanding about the important research findings in teacher education.	<p>positive and inclusive learning environment for all students.</p> <p>6. Knowledge of assessment and evaluation techniques to measure student progress.</p> <p>7. Competence in classroom management and behavior strategies.</p> <p>8. Effective communication skills for fostering positive teacher-student relationships.</p> <p>9. Familiarity with educational technology and its integration into teaching practices.</p>			Shree Publishing House, New Delhi.
DSE-4 Project Work	<p>1.Environmental Survey</p> <p>2.Test Development</p> <p>3. Preparation of Standardized Achievement Test</p> <p>4. Survey on Sanitation and Nutrition</p> <p>5.Reporting on Seminar Presentation on Contemporary</p>	<p>1. Conduct a thorough assessment of the environmental conditions in a specified area.</p> <p>2. Identify and document environmental issues, such as pollution, habitat destruction, or resource depletion.</p> <p>3. Propose sustainable solutions and strategies for mitigating environmental</p>	<p>1. Analytical skills in interpreting and evaluating environmental data.</p> <p>2. Knowledge of environmental regulations and policies.</p> <p>3. Practical experience in identifying and proposing solutions to environmental issues.</p> <p>4. Understanding of</p>	72	<p>DLT</p> <p>AC</p> <p>SD</p> <p>MD</p> <p>BS</p>	

	Issues of Education	<p>problems.</p> <p>4. Assess the sanitation and nutritional needs of a community or population.</p> <p>5. Design and implement effective sanitation and nutrition programs.</p> <p>6. Educate communities on proper hygiene practices and nutritional habits.</p> <p>7. Develop a deep understanding of contemporary issues and their implications. Communicate findings effectively through well-organized and engaging presentations. Encourage discussion and exchange of ideas among participants.</p> <p>8. Design assessments that accurately measure specific learning objectives.</p> <p>9. Ensure the reliability and validity of tests through rigorous development processes.</p>	<p>the interconnection between sanitation, nutrition, and public health.</p> <p>5. Competence in designing and implementing sanitation and nutrition programs.</p> <p>6. Familiarity with assessing community health needs related to sanitation and nutrition.</p> <p>7. Proficiency in researching and staying updated on current issues in relevant fields.</p> <p>8. Effective communication and presentation skills. Critical thinking and analysis of contemporary challenges.</p>			
SEC-2 Testing	<p>1. Test Description</p> <p>2. Standardizing</p> <p>3. Process to</p>	<p>1. To know meaning and basic characteristics of a different tests.</p> <p>2. To understand the</p>	<p>1. Understanding the importance of standardizing tests for reliability and validity.</p>	8+8+8		DLT

	standardize a test.	different psychological tests. 3. To know the meaning and different characteristics of an achievement test. 4. To comprehend different functional aspects of standardization	2. Mastery of the procedures and methodologies involved in test standardization. Ability to apply statistical techniques to ensure fairness and consistency. 3. Knowledge of ethical considerations in the standardization process. Skill in adapting standardized tests for diverse populations. 4. Proficiency in creating clear and concise test descriptions. 5. Ability to articulate the purpose, content, and format of a test effectively. 6. Understanding of the intended audience and context for the test. 7. Mastery of the steps involved in the standardization process.			
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