

**GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING**

**TIME TABLE 2023- II SEM(2022-2024) & IV SEM (2021-2023)**

TIMINGS	8:45 – 9:05	09:05 – 09:10	09: 10-10:05	10:05-11:00	11:10 – 12:05	12:05-1:00	1:00- 1:30	01:30-02:25	02:25-03:15	03:15 – 4:00
<b>B.ED I A</b>			<b>CLASS TEACHER - MS.Neha Bajaj</b>							
<b>PERIOD / DAY</b>	<b>MORNING ASSEMBLY</b>	<b>ATTENDANCE</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>BREAK</b>	<b>V</b>	<b>VI</b>	<b>VII</b>
Monday			AOL	EL	EM	AR/ BH		SR/RS/SV	RRT(R)	CPE(SK)
Tuesday			AOL	L&T	EM	SS/N/BH		Sports	Library	EL
Wednesday			AOL	L&T	EM	AR/ BH		DS/RS/SV	EL	CPE(SK)
Thursday			AOL	L&T	EM	AR/ BH		DS/RS/SV	EL	CPE(SK)
Friday			RRT(R)	L&T	Library	SS/N/BH		DS/RS/SV	CCA	CPE(SK)
<b>B.ED I B</b>			<b>CLASS TEACHER - MS. SHIKHA</b>							
Monday	<b>MORNING ASSEMBLY</b>	<b>ATTENDANCE</b>	EL	Library	AOL	AR/ BH	<b>BREAK</b>	DS/RS/SV	CPE(SK)	RRT(R)
Tuesday			L&T	EM	AOL	SS/N/BH		Sports	CPE(SK)	Library
Wednesday			L&T	EM	AOL	AR/ BH		DS/RS/SV	CPE(SK)	EL
Thursday			L&T	EM	AOL	AR/ BH		DS/RS/SV	CPE(SK)	EL
Friday			L&T	EM	RRT(R)	SS/N/BH		DS/RS/SV	CCA	EL
<b>B.ED II A</b>			<b>CLASS TEACHER - MS. SUKHWINDER</b>							
Monday	<b>MORNING ASSEMBLY</b>	<b>ATTENDANCE</b>	LS/HPE	CIS (N)	GSS(SK)	RSE(R)	<b>BREAK</b>	KNC(SR)	Library	D&A(S)
Tuesday			LS/HPE	EE (SS)	CIS (N)	KNC(SR)		GSS(SK)	G&C (R)	D&A(S)
Wednesday			LS/HPE	G&C (R)	CIS (N)	EE (SS)		GSS(SK)	RSE(R)	D&A(S)
Thursday			LS/HPE	G&C (R)	CIS (N)	EE (SS)		Sports	RSE(R)	Library
Friday			LS/HPE	GSS(SK)	EE (SS)	G&C (R)		Library	CCA	KNC(SR)
<b>B.ED II B</b>			<b>CLASS TEACHER - MS.Rupa Sharma</b>							
Monday	<b>MORNING ASSEMBLY</b>	<b>ATTENDANCE</b>	LS/HPE	EE (SS)	CIS (N)	KNC(SR)	<b>BREAK</b>	GSS(SK)	D&A(S)	Library
Tuesday			LS/HPE	D&A(S)	RSE(R)	GSS(SK)		Library	KNC(SR)	G&C (R)
Wednesday			LS/HPE	EE (SS)	G&C (R)	CIS (N)		GSS(SK)	D&A(S)	RSE(R)
Thursday			LS/HPE	EE (SS)	G&C (R)	CIS (N)		Sports	Library	RSE(R)
Friday			LS/HPE	EE (SS)	CIS (N)	KNC(SR)		GSS(SK)	CCA	G&C (R)



**GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING**

**TIME TABLE 2023**

**B.Ed. II SEMESTER I Year**

Section – A

Class Teacher – MS. Neha Bajaj

TIMINGS	8:45 – 9:05	09:05 – 09:10	09:10 – 10:05	10:05 – 11:00	11:10 – 12:05	12:05 – 1:00	1:00 – 1:30	01:30 – 02:25	02:25 – 03:15	03:15 – 4:00
PERIOD / DAY	MORNING ASSEMBLY	ATTENDANCE	I	II	III	IV	BREAK	V	VI	VII
Monday			AOL	EL	EM	SS/N/BH		DS/RS/SV	RRT(R)	CPE(SK)
Tuesday			AOL	L&T	EM	SS/N/AR/BH		SPORTS	Library	EL
Wednesday			AOL	L&T	EM	AR/ BH		DS/RS/SV	EL	CPE(SK)
Thursday			AOL	L&T	EM	AR/ BH		DS/RS/SV	EL	CPE(SK)
Friday			RRT(R)	L&T	Library	SS/N/AR/BH		DS/RS/SV	CCA	CPE(SK)

Assesment of Learning : Ms.Shikha Sharma(SS)  
 Experiencial Learning : Dr. Shikha Ranjan (SR)  
 Contemperory Education : Ms. Sukhwinder (SK)  
 Learning and Teaching : Ms. NEHA BAJAJ (NB)

Enterpeneruial Mindset : Dr. Aanchal Rana (AR)

PRACTICAL

RRT : Ms.Rupa (R)

PEDAGOGIES

1. Hindi – Ms.Savita
2. English – Ms.Neha & Ms.Shikha Sharma
3. SST – Dr.Aanchal & Ms.Rupa
4. Maths – Ms. Bhawana

5. Acc/BST: Ms.Neha & Ms.Shikha Sharma
6. Integrated Science : Dr.Shikha
7. Chemistry & Biology : Dr.Shikh a
8. Pol.sc.Eco- Dr.Aanchal & Ms.Rupa



**GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING**

**TIME TABLE 2023**

**B.Ed. II SEMESTER I Year**

Section – B

Class Teacher – MS. Shikha Sharma

TIMINGS	8:45 – 9:05	09:05 – 09:10	09:10 – 10:05	10:05 – 11:00	11:10 – 12:05	12:05 – 1:00	1:00 – 1:30	01:30 – 02:25	02:25 – 03:15	03:15 – 4:00
PERIOD / DAY	MORNING ASSEMBLY	ATTENDANCE	I	II	III	IV	BREAK	V	VI	VII
Monday			EL	Library	AOL	SS/N/BH		DS/RS/SV	CPE(SK)	RRT(R)
Tuesday			L&T	EM	AOL	SS/N/AR/BH		SPORTS	CPE(SK)	Library
Wednesday			L&T	EM	AOL	AR/BH		DS/RS/SV	CPE(SK)	EL
Thursday			L&T	EM	AOL	AR/BH		DS/RS/SV	CPE(SK)	EL
Friday			L&T	EM	RRT(R)	SS/N/AR/BH		DS/RS/SV	CCA	EL

Assesment of Learning : Ms. Shikha Sharma(SS)  
 Experiencial Learning : Dr. Shikha Ranjan (SR)  
 Contemporey Education : Ms. Sukhwinder (SK)  
 Learning and Teaching : Ms. NEHA BAJAJ (NB)

Enterpeneruial Mindset : Dr. Aanchal Rana (AR)

**PRACTICAL**

RRT : Ms. Rupa (R)

**PEDAGOGIES**

- 9. Hindi – Ms. Savita
- 10. English – Ms. Neha & Ms. Shikha Sharma
- 11. SST – Dr. Aanchal & Ms. Rupa
- 12. Maths – Ms. Bhawana

- 13. Acc/BST: Ms. Neha & Ms. Shikha Sharma
- 14. Integrated Science : Dr. Shikha
- 15. Chemistry & Biology : Dr. Shikha
- 16. Pol. sc. Eco- Dr. Aanchal & Ms. Rupa





**GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING**

**TIME TABLE 2022**

**B.Ed. IV SEMESTER II Year**

Section – A

Class Teacher – MS. Sukhwinder Kaur

TIMINGS	8:45 – 9:05	09:05 – 09:10	09:10 – 10:05	10:05 – 11:00	11:10 – 12:05	12:05-1:00	1:00 – 1:30	01:30- 02:25	02:25- 03:15	03:15 – 4:00
PERIOD / DAY	MORNING ASSEMBLY	ATTENDANCE	I	II	III	IV	BREAK	V	VI	VII
Monday			LS/HPE	CIS (N)	GSS(SK)	G&C (R)		KNC(SR)	Library	D&A(S)
Tuesday			LS/HPE	EE (SS)	CIS (N)	KNC(SR)		GSS(SK)	G&C (R)	D&A(S)
Wednesday			LS/HPE	RSE(R)	CIS (N)	EE (SS)		GSS(SK)	G&C (R)	D&A(S)
Thursday			LS/HPE	RSE(R)	CIS (N)	EE (SS)		SPORTS	G&C (R)	KNC(SR)
Friday			LS/HPE	GSS(SK)	EE (SS)	RSE(R)		Library	CCA	KNC(SR)

Gender School & Society : Ms. SUKHWINDER Kaur (S)  
 Knowledge & Curriculum : Dr. Shikha Ranjan (SR)

Health & Physical Education: Ms. Prachi (P)  
 Life Skills Education : Dr. Aanchal Rana (AR)

Guidance & Counselling : Ms. Rupa Sharma (RS)  
 Environmental Education : Ms. Shikha Sharma (SS)  
 Creating an Inclusive School : Ms. Neha Bajaj (NB)

**PRACTICAL**

Reflection on School Experience : Ms. Rupa - (R)





**GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING**

**TIME TABLE 2022**

**B.Ed. IV SEMESTER II Year**

Section – B

Class Teacher – MS.Rupa Sharma

TIMINGS	8:45 – 9:05	09:05 – 09:10	09:10 – 10:05	10:05 – 11:00	11:10 – 12:05	12:05-1:00	1:00 – 1:30	01:30- 02:25	02:25- 03:15	03:15 – 4:00
PERIOD / DAY	MORNING ASSEMBLY	ATTENDANCE	I	II	III	IV	BREAK	V	VI	VII
Monday			LS/HPE	EE (SS)	CIS (N)	KNC(SR)		GSS(SK)	D&A(S)	G&C (R)
Tuesday			LS/HPE	D&A(S)	KNC(SR)	GSS(SK)		RSE(R)	Library	G&C (R)
Wednesday			LS/HPE	EE (SS)	RSE(R)	CIS (N)		GSS(SK)	Library	G&C (R)
Thursday			LS/HPE	EE (SS)	KNC(SR)	CIS (N)		SPORTS	RSE(R)	G&C (R)
Friday			LS/HPE	EE (SS)	CIS (N)	KNC(SR)		GSS(SK)	CCA	D&A(S)

Gender School & Society Knowledge & Curriculum : Ms. SUKHWINDER Kaur (S)  
: Dr. Shikha Ranjan (SR)

Health & Physical Education: Ms. Prachi (P)  
Life Skills Education : Dr. Aanchal Rana (AR)

Guidance & Counselling : Ms. Rupa Sharma (RS)  
Environmental Education : Ms. Shikha Sharma (SS)  
Creating an Inclusive School : Ms. Neha Bajaj (NB)

**PRACTICAL**

Reflection on School Experience : Ms.Rupa (R)



**GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING**  
**TIME TABLE (2022 – 2024)**  
**SEM – I**

TIMINGS	8: 45 – 9:05	9:05 – 9:10	09:10- 10:05	10:05- 11:00	11:00- 11:10 AM	11:10- 12:05	12:05-1:00	1:10 – 1:30	01:30-02:25	2:25-03:15	03:15- 4:00
<b>B.Ed. I-A</b>						<b>Class Teacher : Ms.Arati &amp; Dr.Aanchal</b>					
PERIOD / DAY	MORNING ASSEMBLY	ATTENDANCE	I	II	SHORT BREAK	III	IV	BREAK	V	VI	VII
Monday			LAC (NB)	SOM (AR)		PFE(SS)	US (R)		CGU (SR)	ICT (SK)	UDS (A)
Tuesday			UDS (A)	SOM (AR)		PFE (SS)	LAC (NB)		SPORTS(RG)	ICT (SK)	CGU (SR)
Wednesday			CGU (SR)	SOM (AR)		PFE (SS)	LAC (NB)		US (R)	ICT (SK)	UDS (A)
Thursday			CGU (SR)	SOM (AR)		PFE (SS)	LAC (NB)		LIBRARY	ICT (SK)	UDS (A)
Friday			ICT (SK)	SOM (AR)		PFE (SS)	LAC (NB)		UDS (A)	CCA(HA)	CCA / LIBRARY
<b>B.Ed. I-B</b>						<b>Class Teacher : Ms.Shikha &amp; Ms.Rupa</b>					
Monday	MORNING ASSEMBLY	ATTENDANCE	ICT (SK)	LAC (NB)	SHORT BREAK	SOM (AR)	PFE(SS)	BREAK	UDS (A)	CGU (SR)	US (R)
Tuesday			ICT (SK)	LAC (NB)		SOM (AR)	PFE(SS)		UDS (A)	CGU (SR)	LIBRARY
Wednesday			ICT (SK)	LAC (NB)		SOM (AR)	PFE(SS)		CGU (SR)	UDS (A)	SPORTS(RG)
Thursday			ICT (SK)	LAC (NB)		SOM (AR)	PFE(SS)		CGU (SR)	UDS (A)	US (R)
Friday			SOM (AR)	LAC (NB)		UDS (A)	PFE(SS)		ICT (SK)	CCA(HA)	CCA / LIBRARY

**SUBJECTS**

**PRACTICALS**

- Childhood & Growing Up : Dr. Shikha Ranjan(SR)
- Philosophical Foundations of Education : Ms.Shikha Sharma (SS)
- Language Across the Curriculum : Ms. Neha Bajaj (NB)
- Understanding Discipline and Subjects : Ms. Arti (A) & Ms.Shalu
- Critical Understanding of ICT : Ms.Sukhwinder Kaur (SK)
- School Organisation & Management : Dr.Aanchal Rana

Understanding the Self : Ms. Rupa (R)  
**SPORTS** : Ms.Rekha Gahlot

**LIBRARY** : Ms.Neelam



**GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING**

**TIME TABLE 2022 B.Ed. III SEMESTER II Year**

TIMINGS	8:45 - 9:05 AM & 9:05 - 9:10 am	9:10 am – 10:15am		10:15 – 10:30am	10:30 am – 1:10 pm	1:10 - 1:40 PM	1:45pm – 3:45pm
DAY/Date	<b>MORNING ASSEMBLY &amp; Attendance</b>	Sec - A	Sec - B	<b>SHORT BREAK</b>	<b>SIMULATION</b>	<b>LONG BREAK</b>	<b>SIMULATION</b>
(15.09.2022) Thursday		Lesson Planning	Micro teaching		Int.Sc./SSt./Maths/ Acc/BSst/		Eng/Int.Sc/SSt/pol/eco/History/ Hindi/ Chem/
(16.09.2022) Friday		Micro teaching	Lesson Planning		Int.Sc./SSt./Maths/ Acc/BSst/		Eng/Int.Sc/SSt/pol/eco/History/ Hindi/ Chem/
(19.09.2022) Monday		Book Review	Peer Observation, PTD		Int.Sc./SSt./Maths/ Acc/BSst/		Eng/Int.Sc/SSt/pol/eco/History/ Hindi/ Chem/
(20.09.2022) Tuesday		Peer Observation ,PTD	TLM		Int.Sc./SSt./Maths/ Acc/BSst/		Eng/Int.Sc/SSt/pol/eco/History/ Hindi/ Chem/
(21.09.2022) Wednesday		ATR	ATR		Int.Sc./SSt./Maths/ Acc/BSst/		Eng/Int.Sc/SSt/pol/eco/History/ Hindi/ Chem/
(22.09.2022) Thursday		TLM	Book Review		Int.Sc./SSt./Maths/ Acc/BSst/		Eng/Int.Sc/SSt/pol/eco/History/ Hindi/ Chem/
23.09.2022 (Friday)		Multimedia	Reflective Journal		Int.Sc./SSt./Maths/ Acc/BSst/		Eng/Int.Sc/SSt/pol/eco/History/ Hindi/ Chem/
26.09.2022 (Monday)		Reflective Journal	Multimedia		Int.Sc./SSt./Maths/ Acc/BSst/		Eng/Int.Sc/SSt/pol/eco/History/ Hindi/ Chem/

**SUBJECTS**

Planning	:	Dr.Shikha Ranjan
Microteaching	:	Ms.Rekha Gehalot
Multimedia	:	Dr.Aanchal Rana
Book Review	:	Ms. Neha & Ms.Garima
Reflective Journal	:	Ms..Shikha Sharma

**PEDAGOGY**

Teaching of Hindi	:	Ms. Savita (S)
Teaching of English	:	Ms. Shalu
Teaching of Mathematics	:	Ms. Bhawna Garg
Teaching of Social Science	:	Dr. Aanchal Rana / Ms. Rupa
Teaching of Integrated Science	:	Ms. Arti & Dr. Shikha

Lesson





Teachers Diary  
Peer Observation  
ATR

: Ms. Arti  
: Ms. Nupur  
: Dr.S.K.Bhatia

Teaching of Political Science /History /Eco :  
TLM :  
Teaching of B.St /Account :

Ms.Rupa (R  
Ms.Bhawana  
Ms.Neha/ Ms.Shikha Sharma

**Note: Students will not roam here and there during the classes you have to attend both the Pedagogy Classes.**





**GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING**

**TIME TABLE 2023**

**B.Ed. II SEMESTER I Year**

Section – A

Class Teacher – MS. Neha Bajaj

TIMINGS	8:45 – 9:05	09:05 – 09:10	09:10 – 10:05	10:05 – 11:00	11:10 – 12:05	12:05-1:00	1:00 – 1:30	01:30- 02:25	02:25- 03:15	03:15 – 4:00
PERIOD / DAY	MORNING ASSEMBLY	ATTENDANCE	I	II	III	IV	BREAK	V	VI	VII
Monday			AOL	EL	EM	SS/N/BH		DS/RS/SV	RRT(R)	CPE(SK)
Tuesday			AOL	L&T	EM	SS/N/AR/BH		SPORTS	Library	EL
Wednesday			AOL	L&T	EM	AR/ BH		DS/RS/SV	EL	CPE(SK)
Thursday			AOL	L&T	EM	AR/ BH		DS/RS/SV	EL	CPE(SK)
Friday			RRT(R)	L&T	Library	SS/N/AR/BH		DS/RS/SV	CCA	CPE(SK)

Assesment of Learning : Ms.Shikha Sharma(SS)  
 Experiencial Learning : Dr. Shikha Ranjan (SR)  
 Contemperory Education : Ms. Sukhwinder (SK)  
 Learning and Teaching : Ms. NEHA BAJAJ (NB)

Enterpeneruial Mindset : Dr. Aanchal Rana (AR)

PRACTICAL

RRT : Ms.Rupa (R)

PEDAGOGIES

- Hindi – Ms.Savita
- English – Ms.Neha & Ms.Shikha Sharma
- SST – Dr.Aanchal & Ms.Rupa
- Maths – Ms. Bhawana

- Acc/BST: Ms.Neha & Ms.Shikha Sharma
- Integrated Science : Dr.Shikha
- Chemistry & Biology : Dr.Shikh a
- Pol.sc.Eco- Dr.Aanchal & Ms.Rupa





**GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING**

**TIME TABLE 2023**

**B.Ed. II SEMESTER I Year**

Section – B

Class Teacher – MS. Shikha Sharma

TIMINGS	8:45 – 9:05	09:05 – 09:10	09: 10- 10:05	10:05- 11:00	11:10 – 12:05	12:05-1:00	1:00 – 1:30	01:30- 02:25	02:25- 03:15	03:15 – 4:00
PERIOD / DAY	MORNING ASSEMBLY	ATTENDANCE	I	II	III	IV	BREAK	V	VI	VII
Monday			EL	Library	AOL	SS/N/BH		DS/RS/SV	CPE(SK)	RRT(R)
Tuesday			L&T	EM	AOL	SS/N/AR/BH		SPORTS	CPE(SK)	Library
Wednesday			L&T	EM	AOL	AR/BH		DS/RS/SV	CPE(SK)	EL
Thursday			L&T	EM	AOL	AR/BH		DS/RS/SV	CPE(SK)	EL
Friday			L&T	EM	RRT(R)	SS/N/AR/BH		DS/RS/SV	CCA	EL

Assesment of Learning : Ms.Shikha Sharma(SS)  
 Experiencial Learning : Dr. Shikha Ranjan (SR)  
 Contemperory Education : Ms. Sukhwinder (SK)  
 Learning and Teaching : Ms. NEHA BAJAJ (NB)

Enterpeneruial Mindset : Dr. Aanchal Rana (AR)

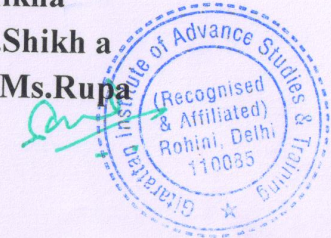
**PRACTICAL**

RRT : Ms.Rupa (R)

**PEDAGOGIES**

- 9. Hindi – Ms.Savita
- 10.English – Ms.Neha & Ms.Shikha Sharma
- 11.SST – Dr.Aanchal & Ms.Rupa
- 12.Maths – Ms. Bhawana

- 13.Acc/BST: Ms.Neha & Ms.Shikha Sharma
- 14.Integrated Science : Dr.Shikha
- 15.Chemistry & Biology : Dr.Shikh a
- 16.Pol.sc.Eco- Dr.Aanchal & Ms.Rupa





**GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING**

**TIME TABLE 2022**

**B.Ed. IV SEMESTER II Year**

Section – A

Class Teacher – MS. Sukhwinder Kaur

TIMINGS	8:45 – 9:05	09:05 – 09:10	09: 10- 10:05	10:05- 11:00	11:10 – 12:05	12:05-1:00	1:00 – 1:30	01:30- 02:25	02:25- 03:15	03:15 – 4:00
PERIOD / DAY	MORNING ASSEMBLY	ATTENDANCE	I	II	III	IV	BREAK	V	VI	VII
Monday			LS/HPE	CIS (N)	GSS(SK)	G&C (R)		KNC(SR)	Library	D&A(S)
Tuesday			LS/HPE	EE (SS)	CIS (N)	KNC(SR)		GSS(SK)	G&C (R)	D&A(S)
Wednesday			LS/HPE	RSE(R)	CIS (N)	EE (SS)		GSS(SK)	G&C (R)	D&A(S)
Thursday			LS/HPE	RSE(R)	CIS (N)	EE (SS)		SPORTS	G&C (R)	KNC(SR)
Friday			LS/HPE	GSS(SK)	EE (SS)	RSE(R)		Library	CCA	KNC(SR)

Gender School & Society : Ms. SUKHWINDER Kaur (S)  
 Knowledge & Curriculum : Dr. Shikha Ranjan (SR)

Health & Physical Education: Ms. Prachi (P)  
 Life Skills Education : Dr. Aanchal Rana (AR)

Guidance & Counselling : Ms. Rupa Sharma (RS)  
 Environmental Education : Ms. Shikha Sharma (SS)  
 Creating an Inclusive School : Ms. Neha Bajaj (NB)

**PRACTICAL**

Reflection on School Experience : Ms.Rupa - (R)





**GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING**

**TIME TABLE 2022**

**B.Ed. IV SEMESTER II Year**

Section – B

Class Teacher – MS.Rupa Sharma

TIMINGS	8:45 – 9:05	09:05 – 09:10	09: 10- 10:05	10:05- 11:00	11:10 – 12:05	12:05-1:00	1:00 – 1:30	01:30- 02:25	02:25- 03:15	03:15 – 4:00
PERIOD / DAY	MORNING ASSEMBLY	ATTENDANCE	I	II	III	IV	BREAK	V	VI	VII
Monday			LS/HPE	EE (SS)	CIS (N)	KNC(SR)		GSS(SK)	D&A(S)	G&C (R)
Tuesday			LS/HPE	D&A(S)	KNC(SR)	GSS(SK)		RSE(R)	Library	G&C (R)
Wednesday			LS/HPE	EE (SS)	RSE(R)	CIS (N)		GSS(SK)	Library	G&C (R)
Thursday			LS/HPE	EE (SS)	KNC(SR)	CIS (N)		SPORTS	RSE(R)	G&C (R)
Friday			LS/HPE	EE (SS)	CIS (N)	KNC(SR)		GSS(SK)	CCA	D&A(S)

Gender School & Society : Ms. SUKHWINDER Kaur (S)  
 Knowledge & Curriculum : Dr. Shikha Ranjan (SR)

Health & Physical Educatio:Ms. Prachi (P)  
 Life Skills Education : Dr. Aanchal Rana (AR)

Guidance & Counselling : Ms. Rupa Sharma (RS)  
 Environmental Education : Ms. Shikha Sharma (SS)  
 Creating an Inclusive School : Ms. Neha Bajaj (NB)

**PRACTICAL**

Reflection on School Experience : Ms.Rupa (R)





**GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING**  
**TIME TABLE (2022 – 2024)**  
**SEM – I**

TIMINGS	8: 45 – 9:05	9:05 – 9:10	09:10- 10:05	10:05- 11:00	11:00- 11:10 AM	11:10- 12:05	12:05-1:00	1:10 – 1:30	01:30-02:25	2:25-03:15	03:15- 4:00
<b>B.Ed. I-A</b>											
<b>Class Teacher : Ms.Arti &amp; Dr.Aanchal</b>											
PERIOD / DAY	MORNING ASSEMBLY	ATTENDANCE	I	II	SHORT BREAK	III	IV	BREAK	V	VI	VII
Monday			LAC (NB)	SOM (AR)		PFE(SS)	US (R)		CGU (SR)	ICT (SK)	UDS (A)
Tuesday			UDS (A)	SOM (AR)		PFE (SS)	LAC (NB)		SPORTS(RG)	ICT (SK)	CGU (SR)
Wednesday			CGU (SR)	SOM (AR)		PFE (SS)	LAC (NB)		US (R)	ICT (SK)	UDS (A)
Thursday			CGU (SR)	SOM (AR)		PFE (SS)	LAC (NB)		LIBRARY	ICT (SK)	UDS (A)
Friday			ICT (SK)	SOM (AR)		PFE (SS)	LAC (NB)		UDS (A)	CCA(HA)	CCA / LIBRARY
<b>B.Ed. I-B</b>											
<b>Class Teacher : Ms.Shikha &amp; Ms.Rupa</b>											
Monday	MORNING ASSEMBLY	ATTENDANCE	ICT (SK)	LAC (NB)	SHORT BREAK	SOM (AR)	PFE(SS)	BREAK	UDS (A)	CGU (SR)	US (R)
Tuesday			ICT (SK)	LAC (NB)		SOM (AR)	PFE(SS)		UDS (A)	CGU (SR)	LIBRARY
Wednesday			ICT (SK)	LAC (NB)		SOM (AR)	PFE(SS)		CGU (SR)	UDS (A)	SPORTS(RG)
Thursday			ICT (SK)	LAC (NB)		SOM (AR)	PFE(SS)		CGU (SR)	UDS (A)	US (R)
Friday			SOM (AR)	LAC (NB)		UDS (A)	PFE(SS)		ICT (SK)	CCA(HA)	CCA / LIBRARY

**SUBJECTS**

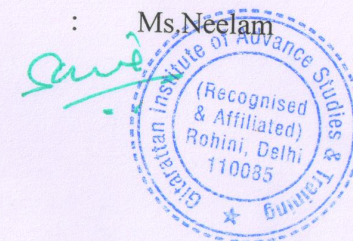
- Childhood & Growing Up : Dr. Shikha Ranjan(SR)
- Philosophical Foundations of Education : Ms.Shikha Sharma (SS)
- Language Across the Curriculum : Ms. Neha Bajaj (NB)
- Understanding Discipline and Subjects : Ms. Arti (A) & Ms.Shalu
- Critical Understanding of ICT : Ms.Sukhwinder Kaur (SK)
- School Organisation & Management : Dr.Aanchal Rana

**PRACTICALS**

- Understanding the Self : Ms. Rupa (R)  
SPORTS : Ms.Rekha Gahlot

**LIBRARY**

: Ms. Neelam





## GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING

### TIME TABLE 2022 B.Ed. III SEMESTER II Year

TIMINGS	8:45 - 9:05 AM & 9:05 - 9:10 am	9:10 am – 10:15am		10:15 – 10:30am	10:30 am – 1:10 pm	1:10 - 1:40 PM	1:45pm – 3:45pm
<b>DAY/Date</b>	<b>MORNING ASSEMBLY &amp; Attendance</b>	<b>Sec - A</b>	<b>Sec - B</b>	<b>SHORT BREAK</b>	<b>SIMULATION</b>	<b>LONG BREAK</b>	<b>SIMULATION</b>
(15.09.2022) Thursday		Lesson Planning	Micro teaching		Int.Sc./SSt./Maths/ Acc/BSt/		Eng/Int.Sc/SSt/pol/eco/History/ Hindi/ Chem/
(16.09.2022) Friday		Micro teaching	Lesson Planning		Int.Sc./SSt./Maths/ Acc/BSt/		Eng/Int.Sc/SSt/pol/eco/History/ Hindi/ Chem/
(19.09.2022) Monday		Book Review	Peer Observation,P TD		Int.Sc./SSt./Maths/ Acc/BSt/		Eng/Int.Sc/SSt/pol/eco/History/ Hindi/ Chem/
(20.09.2022) Tuesday		Peer Observation ,PTD	TLM		Int.Sc./SSt./Maths/ Acc/BSt/		Eng/Int.Sc/SSt/pol/eco/History/ Hindi/ Chem/
(21.09.2022) Wednesday		ATR	ATR		Int.Sc./SSt./Maths/ Acc/BSt/		Eng/Int.Sc/SSt/pol/eco/History/ Hindi/ Chem/
(22.09.2022) Thursday		TLM	Book Review		Int.Sc./SSt./Maths/ Acc/BSt/		Eng/Int.Sc/SSt/pol/eco/History/ Hindi/ Chem/
23.09.2022 (Friday)		Multimedia	Reflective Journal		Int.Sc./SSt./Maths/ Acc/BSt/		Eng/Int.Sc/SSt/pol/eco/History/ Hindi/ Chem/
26.09.2022 (Monday)		Reflective Journal	Multimedia		Int.Sc./SSt./Maths/ Acc/BSt/		Eng/Int.Sc/SSt/pol/eco/History/ Hindi/ Chem/

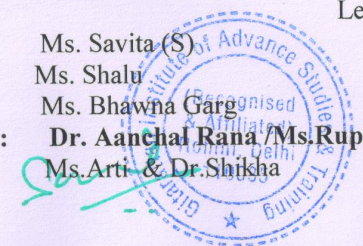
#### SUBJECTS

Planning	:	Dr.Shikha Ranjan
Microteaching	:	Ms.Rekha Gehalot
Multimedia	:	Dr.Aanchal Rana
Book Review	:	Ms. Neha & Ms.Garima
Reflective Journal	:	Ms..Shikha Sharma

#### PEDAGOGY

Teaching of Hindi	:	Ms. Savita (S)
Teaching of English	:	Ms. Shalu
Teaching of Mathematics	:	Ms. Bhawna Garg
Teaching of Social Science	:	<b>Dr. Aanchal Rana / Ms.Rupa</b>
Teaching of Integrated Science	:	Ms.Arvi & Dr.Shikha

Lesson





Teachers Diary  
Peer Observation  
ATR

: Ms. Arti  
: Ms. Nupur  
: Dr.S.K.Bhatia

Teaching of Political Science /History /Eco : Ms.Rupa (R  
TLM : Ms.Bhawana  
Teaching of B.St /Account : Ms.Neha/ Ms.Shikha Sharma

**Note: Students will not roam here and there during the classes you have to attend both the Pedagogy Classes.**

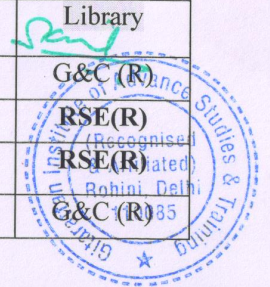




# GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING

## TIME TABLE 2023- II SEM(2022-2024) & IV SEM (2021-2023)

TIMINGS	8:45 – 9:05	09:05 – 09:10	09: 10-10:05	10:05-11:00	11:10 – 12:05	12:05-1:00	1:00- 1:30	01:30-02:25	02:25-03:15	03:15 – 4:00
<b>B.ED I A</b>										
<b>CLASS TEACHER - MS.Neha Bajaj</b>										
<b>PERIOD / DAY</b>	<b>MORNING ASSEMBLY</b>	<b>ATTENDANCE</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>BREAK</b>	<b>V</b>	<b>VI</b>	<b>VII</b>
Monday			AOL	EL	EM	AR/ BH		SR/RS/SV	RRT(R)	CPE(SK)
Tuesday			AOL	L&T	EM	SS/N/BH		Sports	Library	EL
Wednesday			AOL	L&T	EM	AR/ BH		DS/RS/SV	EL	CPE(SK)
Thursday			AOL	L&T	EM	AR/ BH		DS/RS/SV	EL	CPE(SK)
Friday			RRT(R)	L&T	Library	SS/N/BH		DS/RS/SV	CCA	CPE(SK)
<b>B.ED I B</b>										
<b>CLASS TEACHER - MS. SHIKHA</b>										
<b>PERIOD / DAY</b>	<b>MORNING ASSEMBLY</b>	<b>ATTENDANCE</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>BREAK</b>	<b>V</b>	<b>VI</b>	<b>VII</b>
Monday			EL	Library	AOL	AR/ BH		DS/RS/SV	CPE(SK)	RRT(R)
Tuesday			L&T	EM	AOL	SS/N/BH		Sports	CPE(SK)	Library
Wednesday			L&T	EM	AOL	AR/ BH		DS/RS/SV	CPE(SK)	EL
Thursday			L&T	EM	AOL	AR/ BH		DS/RS/SV	CPE(SK)	EL
Friday			L&T	EM	RRT(R)	SS/N/BH		DS/RS/SV	CCA	EL
<b>B.ED II A</b>										
<b>CLASS TEACHER - MS. SUKHWINDER</b>										
<b>PERIOD / DAY</b>	<b>MORNING ASSEMBLY</b>	<b>ATTENDANCE</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>BREAK</b>	<b>V</b>	<b>VI</b>	<b>VII</b>
Monday			LS/HPE	CIS (N)	GSS(SK)	RSE(R)		KNC(SR)	Library	D&A(S)
Tuesday			LS/HPE	EE (SS)	CIS (N)	KNC(SR)		GSS(SK)	G&C (R)	D&A(S)
Wednesday			LS/HPE	G&C (R)	CIS (N)	EE (SS)		GSS(SK)	RSE(R)	D&A(S)
Thursday			LS/HPE	G&C (R)	CIS (N)	EE (SS)		Sports	RSE(R)	Library
Friday			LS/HPE	GSS(SK)	EE (SS)	G&C (R)		Library	CCA	KNC(SR)
<b>B.ED II B</b>										
<b>CLASS TEACHER - MS.Rupa Sharma</b>										
<b>PERIOD / DAY</b>	<b>MORNING ASSEMBLY</b>	<b>ATTENDANCE</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>BREAK</b>	<b>V</b>	<b>VI</b>	<b>VII</b>
Monday			LS/HPE	EE (SS)	CIS (N)	KNC(SR)		GSS(SK)	D&A(S)	Library
Tuesday			LS/HPE	D&A(S)	RSE(R)	GSS(SK)		Library	KNC(SR)	G&C (R)
Wednesday			LS/HPE	EE (SS)	G&C (R)	CIS (N)		GSS(SK)	D&A(S)	RSE(R)
Thursday			LS/HPE	EE (SS)	G&C (R)	CIS (N)		Sports	Library	RSE(R)
Friday			LS/HPE	EE (SS)	CIS (N)	KNC(SR)		GSS(SK)	CCA	G&C (R)





**GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING  
ROHINI, DELHI-85  
ACADEMIC PLANNER**

**Course Title: School Organisation and Management**

**Course Code: BED 111**

**SEPTEMBER 2023 - DECEMBER 2023**

**Objectives of the course: -**

- To enable the student-teachers to understand the meaning, nature, scope, functions and principles of Educational Administration of a School.
- To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel.
- To develop an understanding of the concept of quality enhancement & management in schools.
- To acquaint the students with specific problems of school management.

<b>UNIT</b>	<b>COURSE</b>	<b>SCHEDULE</b>	<b>NUMBER OF LECTURES</b>
I	<p>School as an organization.</p> <ul style="list-style-type: none"> <li>• The school – its functions and relationship with the society.</li> <li>• Infrastructure of the school &amp; School Complex</li> <li>• School Records and Registers: Need &amp; Importance, Types, Characteristics &amp; Maintenance.</li> <li>• Human resource of the school: Roles and responsibilities</li> <li>• School Finance – School Budget, So sources of and Items of expenditure.</li> </ul>	September last week and October first week.	10 lectures



II	<p><b>ADMINISTRATION OF SCHOOL</b></p> <ul style="list-style-type: none"> <li>• Educational Administration: Meaning, Concept, Scope and Functions.</li> <li>• Principles of Educational/School Administration Educational.</li> <li>• Administration: Strengths and Weaknesses</li> <li>• Difference between Administration and Management</li> <li>• Structure of School Administration in India: Types of Schools and School affiliation boards</li> <li>• School Development Plan: Meaning, process and rationale</li> </ul>	October 2023	15 Lectures
III	<p><b>MANAGEMENT OF SCHOOLS</b></p> <p>School Environment: Meaning and Types</p> <ul style="list-style-type: none"> <li>• School Management: Concept, Need, Importance and Functions.</li> <li>• Leadership: Concept, Need, &amp; development of leadership qualities, types-administrative and instructional, Styles of Educational Leadership- Autocratic, Laissez-faire and Democratic.</li> </ul>	November, 23	20 Lectures

	<ul style="list-style-type: none"> <li>• Role of a Head in a School as a Transformative Leader</li> <li>• Role of School Management Committees (SMCs), Mother Teacher Associations (MTAs), Parent Teacher Associations (PTAs) in School Development <ul style="list-style-type: none"> <li>• Calendar of Activities &amp; Timetable – Principles and Techniques of Timetable preparation, CCA</li> </ul> </li> <li>• School Discipline: Concept and Approaches, Self-Discipline: Concept and Relevance in a School <ul style="list-style-type: none"> <li>• Problems Faced in School Management: Issues &amp; Concerns</li> </ul> </li> </ul>		
IV	<p><b>QUALITY ENHANCEMENT AND SUPERVISION IN SCHOOL</b></p> <ul style="list-style-type: none"> <li>• Organizational Culture in a School to foster a Stress-free Work Environment</li> <li>• Concept of TQM: Structure and Function.</li> <li>• Accreditation and quality assurance: role and function of different agencies in School Education. <ul style="list-style-type: none"> <li>• Supervision: Concept, Need, Functions and Scope &amp; Principles</li> </ul> </li> </ul>	December, 23	15 lectures



	<ul style="list-style-type: none"> <li>• Professional development of teacher-a brief introduction</li> <li>• School Development Plan</li> </ul>		
--	-------------------------------------------------------------------------------------------------------------------------------------------------	--	--

### Practical assignment-

1. The pupil-teachers to be thoroughly acquainted with the nuances of different types of registers/records a teacher maintains in a school: Attendance Registers, Marks Registers, Cumulative Records of CCE (Continuous Comprehensive Evaluation) in particular. (Also, to include the role of ICT as an Assistive Technology in the same).

**Note:** - Executed during the schedule, Number of lectures:2

### References: -

- Agarwal, J.C. (2006): School Administration, Arya Book Depot, Delhi,
- Bhatia, S.K. and Ahuja, A. (2021) : A Text Book of School Organisation and Management.
- Bhatnagar, R.P. and I.B. Verma (2000): Educational Administration. Loyal Book Depot, Meerut,
- Kimbrough, R.B. and Nunnery, M.Y. (1983): Educational Administration: An Introduction, MacMillan Publishing Co. Inc., N.Y.
- Owens, Robert G. (1970).: Organizational Behavior in Schools, Prentice Hall Inc., Englewood Cliffs, N.J.,
- Safaya, R.N. and Shaida, B.D. (2000): School Administration and Organization. Dhanpat Rai and Sons, Delhi o Agarwal, J.C. (2006): School Administration, Arya Book Depot, Delhi
- Organizational Culture in a School to foster a Stress-free Work Environment
- Concept of TQM: Structure and Function.
- Accreditation and quality assurance: role and function of different agencies in School Education.

Supervision: Concept, Need, Functions and Scope & Principles

# GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING

ROHINI, DELHI-85

## ACADEMIC PLANNER

**Course Title: Teaching of Accountancy**

**Course Code: BED 132**

**Feb, 23-June, 23**

### **Objectives of the course:**

- To understand of the nature and rationale of Accountancy as a subject in the school curriculum.
- To use of workbooks and practice sets for gaining practical knowledge of the world of Accountancy.
- To expand awareness about curricular innovations in Accountancy.
- To develop the competencies for transacting the accountancy curriculum.
- To familiarize with the techniques of evaluation and to analyze the digital platforms and assessment for Accountancy.

<b>Unit</b>	<b>Course Content</b>	<b>No of Lecture</b>	<b>Schedule</b>
<b>I</b>	<b>Accountancy in school curriculum</b> <ul style="list-style-type: none"><li>• Meaning, Nature, need, and scope of Accountancy, rationale of its inclusion in the school curriculum.</li><li>• Aims and Objectives of Teaching Accountancy, Formulation of Objectives.</li><li>• Text Book: Critical appraisal of an Accountancy text book.</li><li>• Integration of Accountancy with Business studies, Mathematics &amp; Economics.</li><li>• Curriculum Development- Developing Accounting Curriculum for Secondary Classes.</li><li>• A Critical Appraisal of Accountancy Curriculum framed by CBSE/ISC/NIOS.</li><li>• Values of teaching Accountancy- global citizenship, practical, social, cultural, and vocational.</li></ul>	10	<b>Feb 2023</b>
<b>II</b>	<b>Planning, Designing and Transaction</b> <ul style="list-style-type: none"><li>• Micro Teaching- Concept and different skills of teaching, Practice of Skill of Introducing a lesson, Skill of Probing Questioning, Skill of Explanation, Skill of Stimulus Variation, Skill of Reinforcement, and Skill of Black/White Board Writing</li><li>• Lesson Planning: Types-Daily, Weekly and unit Plan, Formats of Daily Plans.</li><li>• Planning lessons for Theoretical aspects, Practical/numerical sessions and Projects.</li></ul>	17	<b>March 2023</b>



	<ul style="list-style-type: none"> <li>• Use of software and hardware for the teaching of Accountancy, including the use of computers</li> <li>• Methods and Techniques of Teaching Accounting: Question-Answer Technique, Lecture Method, Problem solving method, Games method, Project method, Case study, Computer Assisted Instruction, Team Teaching, Co-operative learning, Peer learning, Blended learning, Constructivist Approach(7E's).</li> <li>• New Pedagogic ideas and innovative trends in Accountancy: Blended Learning (With reference to Flex model, Rotation model, A La Carte model): Concept, Procedure and Advantages.</li> <li>• Co-Curricular Activities: Different types of co-scholastic activities for strengthening the learning of accounting. Quizzes and other group activities.</li> <li>• ICT as Learning Resources: Computer assisted learning, social networking, Discussion forum, Blogs, MOOCs: Swayam and Diksha</li> <li>• Learning Resources: Open repositories, Workbooks and Practice sets</li> </ul>		
<b>III</b>	<p><b>Evaluation in Accountancy</b></p> <ul style="list-style-type: none"> <li>• Evaluation: Concept, importance and Types of Evaluation, Continuous and Comprehensive evaluation, Assessment: Concept and its types</li> <li>• Assessment tools in Accountancy: observation schedule, checklist, open book examination and online examination, Explore tools and software for evaluation.</li> <li>• Techniques/ Methods of Assessment: Observations, Examination, Assignments, Projects, Performance Based Assessments (PBAs): Individual &amp; Group Based</li> <li>• Achievement tests: their construction, administration and analysis</li> <li>• Types of test items: Essay type, Short answer type, Objective type, Levels of Questions (based on Bloom's Taxonomy)</li> <li>• Diagnostic tests, remedial/enrichment measures &amp; monitoring learner's progress in Accountancy.</li> </ul>	11	<b>April 2023</b>
<b>IV</b>	<p><b>Professional Development of an Accountancy teacher</b></p> <ul style="list-style-type: none"> <li>• Accountancy Teacher: Qualities of an ideal teacher, Avenues available for professional growth. Development of Accounting as a 'Profession'</li> <li>• Professional Accounting Software: Working knowledge about the prevalent accounting</li> </ul>		



<p>(business record maintaining) software [Tally, Busy, etc.]. Use of spread sheets.</p> <ul style="list-style-type: none"> <li>• Teacher as Reflective Practitioners: Reflective teaching, Qualities of Reflective Teacher</li> <li>• Maintaining Classroom records: Meaning, Importance and Preparation of Attendance Register, Assessment Records, Stock Register etc.</li> <li>• Professional Development: Need &amp; relevance at individual level, Organizational level and governmental level</li> <li>• Need and Relevance of Participation in MOOCs, Seminars, Workshops, Conferences, Symposia</li> <li>• Action research: Concept, Identification of problems faced by the teachers in the Classrooms</li> </ul>	10	<b>May 2023</b>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----	-----------------

### **Practical Assignments/Field Engagement (Any one):**

- Identifying and Evaluating ICT resources suitable for teaching Accountancy.
- Prepare a workbook choosing any three Accountancy topics.
- Take up a project on any unit of secondary accountancy and write a model report thereon.
- Maintenance and use of practice set
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Prepare and execute a lesson plan for teaching any topic of Accountancy by using any one of the following: Blended learning approach and constructivist approach.
- Critically Analyze textbook of Accountancy of std XI or XII.

### **References**

Shokeen, A and Bhatia, S.K.(2021). Teaching of Commerce. Paragon International Publishers, New Delhi. ISBN 978-93-83154-87-6.

- Armitage, A. (2011). Critical Pedagogy and Learning to Dialogue: Towards Reflexive Practice for Financial Management and Accounting Education, Journal for Critical Education Policy Studies. 9(2).104-124.
- Dymoke, S. and Harrison, J. (Ed.) (2008). Reflective Teaching and Learning. New Delhi: Sage. (Chapter- 1: Professional Development and the Reflective Practitioner).
- Holtzblatt, M. and Tschakert, N. (2011). Expanding your accounting classroom with digital video technology. Journal of Accounting Education. 29, 100-121.
- Lyon Leverett (2015): Methods in Teaching Basic Business Subjects, The Interstate Printers & Publishers, Inc. Danville.
- Reader Martha H. and Linda A. Kurth (2008): Effective Methods of Teaching Business Education in the 21<sup>st</sup> Century, NBEA, Reston.

# GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING

ROHINI, DELHI-85

## ACADEMIC PLANNER

**Course Title: Teaching of Accountancy**

**Course Code: BED 132**

**Feb, 23-June, 23**

### **Objectives of the course:**

- To understand of the nature and rationale of Accountancy as a subject in the school curriculum.
- To use of workbooks and practice sets for gaining practical knowledge of the world of Accountancy.
- To expand awareness about curricular innovations in Accountancy.
- To develop the competencies for transacting the accountancy curriculum.
- To familiarize with the techniques of evaluation and to analyze the digital platforms and assessment for Accountancy.

<b>Unit</b>	<b>Course Content</b>	<b>No of Lecture</b>	<b>Schedule</b>
<b>I</b>	<b>Accountancy in school curriculum</b> <ul style="list-style-type: none"><li>• Meaning, Nature, need, and scope of Accountancy, rationale of its inclusion in the school curriculum.</li><li>• Aims and Objectives of Teaching Accountancy, Formulation of Objectives.</li><li>• Text Book: Critical appraisal of an Accountancy text book.</li><li>• Integration of Accountancy with Business studies, Mathematics &amp; Economics.</li><li>• Curriculum Development- Developing Accounting Curriculum for Secondary Classes.</li><li>• A Critical Appraisal of Accountancy Curriculum framed by CBSE/ISC/NIOS.</li><li>• Values of teaching Accountancy- global citizenship, practical, social, cultural, and vocational.</li></ul>	10	<b>Feb 2023</b>
<b>II</b>	<b>Planning, Designing and Transaction</b> <ul style="list-style-type: none"><li>• Micro Teaching- Concept and different skills of teaching, Practice of Skill of Introducing a lesson, Skill of Probing Questioning, Skill of Explanation, Skill of Stimulus Variation, Skill of Reinforcement, and Skill of Black/White Board Writing</li><li>• Lesson Planning: Types-Daily, Weekly and unit Plan, Formats of Daily Plans.</li><li>• Planning lessons for Theoretical aspects, Practical/numerical sessions and Projects.</li></ul>	17	<b>March 2023</b>



	<ul style="list-style-type: none"> <li>• Use of software and hardware for the teaching of Accountancy, including the use of computers</li> <li>• Methods and Techniques of Teaching Accounting: Question-Answer Technique, Lecture Method, Problem solving method, Games method, Project method, Case study, Computer Assisted Instruction, Team Teaching, Co-operative learning, Peer learning, Blended learning, Constructivist Approach(7E's).</li> <li>• New Pedagogic ideas and innovative trends in Accountancy: Blended Learning (With reference to Flex model, Rotation model, A <i>La Carte</i> model): Concept, Procedure and Advantages.</li> <li>• Co-Curricular Activities: Different types of co-scholastic activities for strengthening the learning of accounting. Quizzes and other group activities.</li> <li>• ICT as Learning Resources: Computer assisted learning, social networking, Discussion forum, Blogs, MOOCs: Swayam and Diksha</li> <li>• Learning Resources: Open repositories, Workbooks and Practice sets</li> </ul>		
<b>III</b>	<p><b>Evaluation in Accountancy</b></p> <ul style="list-style-type: none"> <li>• Evaluation: Concept, importance and Types of Evaluation, Continuous and Comprehensive evaluation, Assessment: Concept and its types</li> <li>• Assessment tools in Accountancy: observation schedule, checklist, open book examination and online examination, Explore tools and software for evaluation.</li> <li>• Techniques/ Methods of Assessment: Observations, Examination, Assignments, Projects, Performance Based Assessments (PBAs): Individual &amp; Group Based</li> <li>• Achievement tests: their construction, administration and analysis</li> <li>• Types of test items: Essay type, Short answer type, Objective type, Levels of Questions (based on Bloom's Taxonomy)</li> <li>• Diagnostic tests, remedial/enrichment measures &amp; monitoring learner's progress in Accountancy.</li> </ul>	11	<b>April 2023</b>
<b>IV</b>	<p><b>Professional Development of an Accountancy teacher</b></p> <ul style="list-style-type: none"> <li>• Accountancy Teacher: Qualities of an ideal teacher, Avenues available for professional growth. Development of Accounting as a 'Profession'</li> <li>• Professional Accounting Software: Working knowledge about the prevalent accounting</li> </ul>		

	<p>(business record maintaining) software [Tally, Busy, etc.]. Use of spread sheets.</p> <ul style="list-style-type: none"> <li>• Teacher as Reflective Practitioners: Reflective teaching, Qualities of Reflective Teacher</li> <li>• Maintaining Classroom records: Meaning, Importance and Preparation of Attendance Register, Assessment Records, Stock Register etc.</li> <li>• Professional Development: Need &amp; relevance at individual level, Organizational level and governmental level</li> <li>• Need and Relevance of Participation in MOOCs, Seminars, Workshops, Conferences, Symposia</li> <li>• Action research: Concept, Identification of problems faced by the teachers in the Classrooms</li> </ul>	10	<b>May 2023</b>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----	-----------------

### **Practical Assignments/Field Engagement (Any one):**

- Identifying and Evaluating ICT resources suitable for teaching Accountancy.
- Prepare a workbook choosing any three Accountancy topics.
- Take up a project on any unit of secondary accountancy and write a model report thereon.
- Maintenance and use of practice set
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Prepare and execute a lesson plan for teaching any topic of Accountancy by using any one of the following: Blended learning approach and constructivist approach.
- Critically Analyze textbook of Accountancy of std XI or XII.

### **References**

Shokeen, A and Bhatia, S.K.(2021). Teaching of Commerce. Paragon International Publishers, New Delhi. ISBN 978-93-83154-87-6.

- Armitage, A. (2011). Critical Pedagogy and Learning to Dialogue: Towards Reflexive Practice for Financial Management and Accounting Education, Journal for Critical Education Policy Studies. 9(2).104-124.
- Dymoke, S. and Harrison, J. (Ed.) (2008). Reflective Teaching and Learning. New Delhi: Sage. (Chapter- 1: Professional Development and the Reflective Practitioner).
- Holtzblatt, M. and Tschakert, N. (2011). Expanding your accounting classroom with digital video technology. Journal of Accounting Education. 29, 100-121.
- Lyon Leverett (2015): Methods in Teaching Basic Business Subjects, The Interstate Printers & Publishers, Inc. Danville.
- Reader Martha H. and Linda A. Kurth (2008): Effective Methods of Teaching Business Education in the 21<sup>st</sup> Century, NBEA, Reston.



# GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING

ROHINI, DELHI-85

## ACADEMIC PLANNER

**Course Title: Teaching of Business Studies**

**Course Code: BED 134**

**Feb, 23-June, 23**

### **Objectives of the course:**

- To understand the rationale of teaching Business Studies at the School level.
- To develop the skill of developing and transacting curriculum of Business Studies.
- To develop the tools and techniques of evaluation for appraising and enhancing students' knowledge and performance in Business Studies.
- To analyze and use the digital platforms and e-assessment.

<b>Unit</b>	<b>Course Content</b>	<b>No of Lecture</b>	<b>Schedule</b>
<b>I</b>	<ul style="list-style-type: none"><li>• Meaning, Nature Need/ Importance and scope of Business Studies, rationale of its introduction at senior school level/ secondary level, recent advancements in Business Studies. Evolution of education for business.</li><li>• Aims and Objectives of Teaching Business Studies, Formulation of Objectives in Behavioral terms.</li><li>• Integration of Business Studies with other subjects:Accountancy, Economics, Social Science and English language</li><li>• Curriculum development- Developing Business Studies Curriculum for Schools.</li><li>• Reviewing the Business Studies Curriculum developed by CBSE/ ISC/NIOS.</li><li>• Values of teaching Business Studies- global citizenship, practical, social, cultural, and vocational.</li><li>• Text Book: Critical appraisal of a Business Studies text book.</li></ul>	10	<b>Feb 2023</b>
<b>II</b>	<p><b>Planning, Designing and Transaction</b></p> <ul style="list-style-type: none"><li>• Developing different teaching skills through Microteaching mode:</li><li>• Skill of Introduction, Skill of Probing Questioning, Skill of Explanation, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Black/White Board Writing</li><li>• Lesson Planning and Unit Planning based on various approaches</li><li>• Mini lesson plan for teaching through Microteaching mode</li></ul>	17	

	<ul style="list-style-type: none"> <li>• Teaching Methods: Lecture Method, Question- Answer Technique, Discussion Method, Group work &amp; collaborative learning, Project Method, Problem Solving method, teaching through Games, Inquiry Based Method, Discovery Method, and Portfolio.</li> <li>• Instructional Approaches-, Constructivist, Critical Thinking, Creative Thinking</li> <li>• Co-curricular activities: Business Studies based co-scholastic activities and their utility, linkage of school and outside organizations for strengthening knowledge about business.</li> <li>• Instructional Media <ul style="list-style-type: none"> <li>○ Meaning, Types of Instructional Media, scope of using Instructional Multi Media for the teaching of Business Studies</li> <li>○ professional journals for business studies. (Educational tours to any business organization)</li> </ul> </li> <li>• ICT as Learning Resources: Computer assisted learning, Social networking, Discussion forum, Blogs, MOOCs: Swayam and Diksha</li> </ul>		<b>March 2023</b>
<b>III</b>	<p><b>Evaluation in Business studies</b></p> <ul style="list-style-type: none"> <li>• Evaluation: Concept, importance and Types of Evaluation</li> <li>• Continuous and Comprehensive evaluation</li> <li>• Assessment: Concept and its types</li> <li>• Assessment tools in Business studies: observation schedule, checklist, open book examination and online examination, Explore tools and software for evaluation.</li> <li>• Techniques/ Methods of Assessment: Observations, Examination, Assignments, Projects, Performance Based Assessments (PBAs): Individual &amp; Group Based</li> <li>• Achievement tests: their construction, administration and analysis</li> <li>• Types of test items: Essay type, Short answer type, Objective type, Levels of Questions (based on Bloom's Taxonomy)</li> <li>• Diagnostic tests, remedial/enrichment measures &amp; monitoring learner's progress in Business studies.</li> </ul>	11	<b>April 2023</b>
<b>IV</b>	<ul style="list-style-type: none"> <li>• Business studies Teacher: Qualities of an ideal teacher, Avenues available for professional growth</li> <li>• Teacher as Reflective Practitioners: Reflective teaching, Qualities of Reflective Teacher</li> </ul>		



	<ul style="list-style-type: none"> <li>• Professional Development: Need &amp; relevance at individual level, Organizational level and governmental level</li> <li>• Need and Relevance of Participation in MOOCs, Seminars, Workshops, Conferences, Symposia</li> <li>• Membership of Professional Organizations in Professional development of Teachers</li> <li>• Technology Integration: Planning with the integrating Technology for inquiry (NTeQ) model for Business studies at secondary school level.</li> <li>• Action research: Concept, Identification of problems faced by the teachers in the classroom</li> </ul>	10	<b>May 2023</b>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----	-----------------

### **Practical Assignments/Field Engagement (Any one):**

Develop a game for teaching some Business Studies topic (explain step by step, the process of developing this game, giving its rules of participation)

- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Organize a co-curricular activity for strengthening the knowledge of any topic taught recently in the class.
- Visit to any one of the following: Bank, industry, stock exchange, market or any place of commercial importance and write a report (Planning, Organization, Experiential Learning and Reflection).
- Prepare and execute a lesson plan for teaching any topic of any one subject of std XI or XII of Business Studies by using any one of the following: Blended learning approach and constructivist approach.

### **References**

Brantley, Clarice, P and Bobbye J Davice (1997): The Changing Dimensions of Business Education, NBEA, Yearbook No. 35, Reston, Virginia.

- Brown B. Jean (1973): Qualities of an Effective General Business Teacher, Center for Business and Economic Research, The University of Tennessee, Knoxville.
- Calhoun Calfrey C. (1980): Managing the Learning Process in Business Education, Wadsworth Publishing Co., Belmont, California.
- Douglas Lloyd V. (1963): Business Education, The center for Applied Research in Education, Inc., Washington.
- Siddiqui M. Akhtar, et. al. (1995): Handbook for Teachers of Business Studies, IASE, Jamia Millia Islamia, New Delhi.
- Shokeen, A and Bhatia, S.K. (2021). Teaching of Commerce. Paragon International Publishers, New Delhi. ISBN 978-93-83154-87-6.

# GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING

ROHINI, DELHI-85

## ACADEMIC PLANNER

**Course Title: Teaching of Business Studies**

**Course Code: BED 134**

**Feb, 23-June, 23**

### **Objectives of the course:**

- To understand the rationale of teaching Business Studies at the School level.
- To develop the skill of developing and transacting curriculum of Business Studies.
- To develop the tools and techniques of evaluation for appraising and enhancing students' knowledge and performance in Business Studies.
- To analyze and use the digital platforms and e-assessment.

<b>Unit</b>	<b>Course Content</b>	<b>No of Lecture</b>	<b>Schedule</b>
<b>I</b>	<ul style="list-style-type: none"><li>• Meaning, Nature Need/ Importance and scope of Business Studies, rationale of its introduction at senior school level/ secondary level, recent advancements in Business Studies. Evolution of education for business.</li><li>• Aims and Objectives of Teaching Business Studies, Formulation of Objectives in Behavioral terms.</li><li>• Integration of Business Studies with other subjects:Accountancy, Economics, Social Science and English language</li><li>• Curriculum development- Developing Business Studies Curriculum for Schools.</li><li>• Reviewing the Business Studies Curriculum developed by CBSE/ ISC/NIOS.</li><li>• Values of teaching Business Studies- global citizenship, practical, social, cultural, and vocational.</li><li>• Text Book: Critical appraisal of a Business Studies text book.</li></ul>	10	<b>Feb 2023</b>
<b>II</b>	<p><b>Planning, Designing and Transaction</b></p> <ul style="list-style-type: none"><li>• Developing different teaching skills through Microteaching mode:</li><li>• Skill of Introduction, Skill of Probing Questioning, Skill of Explanation, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Black/White Board Writing</li><li>• Lesson Planning and Unit Planning based on various approaches</li><li>• Mini lesson plan for teaching through Microteaching mode</li></ul>	17	



	<ul style="list-style-type: none"> <li>• Teaching Methods: Lecture Method, Question- Answer Technique, Discussion Method, Group work &amp; collaborative learning, Project Method, Problem Solving method, teaching through Games, Inquiry Based Method, Discovery Method, and Portfolio.</li> <li>• Instructional Approaches-, Constructivist, Critical Thinking, Creative Thinking</li> <li>• Co-curricular activities: Business Studies based co-scholastic activities and their utility, linkage of school and outside organizations for strengthening knowledge about business.</li> <li>• Instructional Media <ul style="list-style-type: none"> <li>○ Meaning, Types of Instructional Media, scope of using Instructional Multi Media for the teaching of Business Studies</li> <li>○ professional journals for business studies. (Educational tours to any business organization)</li> </ul> </li> <li>• ICT as Learning Resources: Computer assisted learning, Social networking, Discussion forum, Blogs, MOOCs: Swayam and Diksha</li> </ul>		<b>March 2023</b>
<b>III</b>	<p><b>Evaluation in Business studies</b></p> <ul style="list-style-type: none"> <li>• Evaluation: Concept, importance and Types of Evaluation</li> <li>• Continuous and Comprehensive evaluation</li> <li>• Assessment: Concept and its types</li> <li>• Assessment tools in Business studies: observation schedule, checklist, open book examination and online examination, Explore tools and software for evaluation.</li> <li>• Techniques/ Methods of Assessment: Observations, Examination, Assignments, Projects, Performance Based Assessments (PBAs): Individual &amp; Group Based</li> <li>• Achievement tests: their construction, administration and analysis</li> <li>• Types of test items: Essay type, Short answer type, Objective type, Levels of Questions (based on Bloom's Taxonomy)</li> <li>• Diagnostic tests, remedial/enrichment measures &amp; monitoring learner's progress in Business studies.</li> </ul>	11	<b>April 2023</b>
<b>IV</b>	<ul style="list-style-type: none"> <li>• Business studies Teacher: Qualities of an ideal teacher, Avenues available for professional growth</li> <li>• Teacher as Reflective Practitioners: Reflective teaching, Qualities of Reflective Teacher</li> </ul>		

	<ul style="list-style-type: none"> <li>• Professional Development: Need &amp; relevance at individual level, Organizational level and governmental level</li> <li>• Need and Relevance of Participation in MOOCs, Seminars, Workshops, Conferences, Symposia</li> <li>• Membership of Professional Organizations in Professional development of Teachers</li> <li>• Technology Integration: Planning with the integrating Technology for inquiry (NTeQ) model for Business studies at secondary school level.</li> <li>• Action research: Concept, Identification of problems faced by the teachers in the classroom</li> </ul>	10	<b>May 2023</b>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----	-----------------

### **Practical Assignments/Field Engagement (Any one):**

Develop a game for teaching some Business Studies topic (explain step by step, the process of developing this game, giving its rules of participation)

- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Organize a co-curricular activity for strengthening the knowledge of any topic taught recently in the class.
- Visit to any one of the following: Bank, industry, stock exchange, market or any place of commercial importance and write a report (Planning, Organization, Experiential Learning and Reflection).
- Prepare and execute a lesson plan for teaching any topic of any one subject of std XI or XII of Business Studies by using any one of the following: Blended learning approach and constructivist approach.

### **References**

Brantley, Clarice, P and Bobbye J Davice (1997): The Changing Dimensions of Business Education, NBEA, Yearbook No. 35, Reston, Virginia.

- Brown B. Jean (1973): Qualities of an Effective General Business Teacher, Center for Business and Economic Research, The University of Tennessee, Knoxville.
- Calhoun Calfrey C. (1980): Managing the Learning Process in Business Education, Wadsworth Publishing Co., Belmont, California.
- Douglas Lloyd V. (1963): Business Education, The center for Applied Research in Education, Inc., Washington.
- Siddiqui M. Akhtar, et. al. (1995): Handbook for Teachers of Business Studies, IASE, Jamia Millia Islamia, New Delhi.
- Shokeen, A and Bhatia, S.K. (2021). Teaching of Commerce. Paragon International Publishers, New Delhi. ISBN 978-93-83154-87-6.



**GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING**

**ROHINI, DELHI-85**

**ACADEMIC PLANNER**

**Course Title: Language Across the Curriculum**

**Course Code: BED 105**

**SEPTEMBER 20223- DECEMBER 2023**

**Objectives of the Course:**

- To understand languages a medium for comprehending ideas, reflection and thinking and for expression and communication.
- To understand the different theories of language acquisition.
- To support them in the understanding of different language skills and development of the same.
- To develop sensitivity and competency towards catering to a multilingual audience in schools.

<b>Unit</b>	<b>Course</b>	<b>Schedule</b>	<b>Number of Lectures</b>
1	<b>Unit I: Understanding Language and Communication</b> <ul style="list-style-type: none"><li>● Meaning and Concept of Language<ul style="list-style-type: none"><li>o Features of Language</li><li>o Structure of Language</li><li>o Functions of Language</li></ul></li><li>● Meaning and Concept of Communication<ul style="list-style-type: none"><li>o Types of Communication o Human and Animal Communication</li></ul></li><li>● Differences between Language and Communication ● Perspectives in Language Development(with reference to how children acquire language at an early age)<ul style="list-style-type: none"><li>o Nativist:Noam Chomsky's views on language development</li></ul></li></ul>	September 23- October 23	22

	<ul style="list-style-type: none"> <li>o Behaviourist: B.F. Skinner’s views on language development</li> <li>o Social-Interactionist: Lev Vygotsky’s views on language development</li> </ul>		
2	<p><b>Unit II: Language Skills</b></p> <ul style="list-style-type: none"> <li>● Meaning and Concept of Language Acquisition</li> <li>● Differences between Language Acquisition and Language Learning</li> <li>● Acquisition of the Four Language Skills</li> <li>o Listening Skills: Kinds and Strategies</li> <li>o Speaking Skills: Functions of Speaking, Activities for Developing Speaking Skills</li> <li>o Reading Skills: Process types and strategies of Reading, Pre-Reading and PostReading Activities</li> <li>o Writing Skills: Process, and types of Writing, Variations in Writing Across the curriculum</li> <li>● Emergent Literacy: Meaning and Implications</li> </ul>	October 23	10
3	<p><b>Unit III: Understanding Language Diversity</b></p> <p>Socio-Cultural Variations in Language and dialects</p> <ul style="list-style-type: none"> <li>● Relationship of Language and Society: Identity, Power and Discrimination</li> <li>● Language Diversity in context of India</li> <li>• o Bilingualism and Trilingualism</li> <li>o Multilingualism in the classroom: Meaning, its challenges and implications for teachers</li> <li>o Status of Languages in India and Constitutional Provisions</li> <li>o Three Language Formula</li> </ul>	November 23	10
4	<p><b>Unit IV: Role of Language in Teaching- Learning Process</b></p> <p>Language and teaching-learning process: concept, principles and goals, advantages and limitations</p> <ul style="list-style-type: none"> <li>● Role of Language teachers and subject teachers in LAC approach</li> <li>● Relationship to Content Based Instruction</li> <li>● o Humanities</li> <li>o Sciences</li> <li>o Mathematics</li> </ul> <p>Classroom Discourse: Purpose, Types and Importance</p>	December 23	12



### **Practical assignments/field engagement (any one):**

- Students have to maintain a record of observation on the communication of children(both verbal and non-verbal) within the peer group and with teachers and to find the patterns with respect to the themes of conversations in a formal and informal setup and the challenges they face in communication.
- Writing articles/reports on topics related to content areas and current issues.
- Debate and Discussion in classroom on the NEP 2020 with respect to languages and multilingualism, followed by report writing.

**NOTE:** Executed during the schedule, number of lectures:5

### **REFERENCES**

- **Dr. Inderdev & Dr. S. Kant (2022). Language Across the curriculum. Twenty-first Century Publications, Patiala**
- Craith, Mairead. (2007). Language, Power and Identity Politics. Palgrave Macmillan.
- Devi, Anita & Kumar, Dalvinde. (2019). Language across the curriculum. Nirmal Publishing House.
- Finegan, Edward. Language: Its Structure and Use, Fifth Edition. Thomson Wadsworth
- Gorter, Durk. Benefits of linguistic diversity and multilingualism. SUS.DIV position paper research task 1.2.
- Kumari, S. Krishna (2017/18). Language Across the Curriculum, Agrawal Publications
- Meganathan, Ramanujam. Language policy in education and the role of English in India: From library language to language of empowerment. In Coleman, Hywel. (Ed.). Dreams and Realities: Developing Countries and the English language. British Council.
- MOE (Ministry of Education). 1966. Report of the Education Commission 1964-1966. New Delhi: GOI

. ● Moe et al. (2015). Language skills for successful subject learning. European center for modern languages.

● Rao, S. 2008. India's language debates and education of linguistic minorities. Economic and Political Weekly 6 September 2008

● Thomas et al. (2004). Language, Society and Power. Routledge. USA

● Zascerinska, Jelena. (2010). Language Acquisition and Language Learning: Developing the system of external and internal perspectives.

# GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING

ROHINI, DELHI-85

## ACADEMIC PLANNER

**Course Title: Philosophical Foundation of Education**

**Course Code: BED 103**

**September 23- December 23**

**Objectives of the course:**

- To gain an understanding of the concept, meaning and aims of education and the interrelation of education and philosophy.
- □To reflect upon the thoughts of Indian and Western thinkers on education and explore the implications of the concepts involved in educational practices.
- To promote clarity and coherence in explaining philosophical concepts, theories, and policies
- To build up their capacity to be able to formulate their response to the concerns in education.

<b>Unit</b>	<b>Course Content</b>	<b>No of Lecture</b>	<b>Schedule</b>
<b>1</b>	Education and Philosophy <ul style="list-style-type: none"><li>• Concept, Meaning and Aims of Education</li><li>• Concept, Meaning, Branches and Aims of Philosophy</li><li>• Relationship of Philosophy and Education</li><li>• Indian perspective of Philosophy through Vedas and Bhagwad Geeta</li><li>• Education as a liberal discipline and its Interdisciplinary nature</li><li>• Conceptual distinction between Teaching, Training, Learning, Inquiry and Indoctrination w. r. t. children</li></ul>	<b>10</b>	<b>September 2023</b>
<b>2</b>	Epistemological Basis of Education <ul style="list-style-type: none"><li>• Meaning of Knowledge, Reason, Belief</li><li>• Sources of Knowledge: Empirical Knowledge, Rational Knowledge, Authentication of Knowledge, Experience, Values and Ideals</li><li>• Validation of knowledge: Indian perspective: Pratyaksha, Praman, Anuman, Upman and Shabad</li><li>• Western Perspective: perception, inference, comparison and testing</li><li>• Relationship of School, Education, Knowledge, Subject</li></ul>	10	<b>September 2023</b>
<b>3</b>	Schools of Philosophy <ul style="list-style-type: none"><li>• Assumptions about human nature</li><li>• Various Schools of Thoughts in</li></ul>	17	



	<p>Philosophy with special reference to their educational objectives &amp; pedagogical practices</p> <ul style="list-style-type: none"> <li>• Idealism, Realism, Naturalism, Pragmatism, Existentialism &amp; Humanism</li> <li>• Sankhya Yog and Advaita Philosophy</li> <li>• Relevance of Ethics and Values for teachers and students</li> <li>• Teacher-Student Relationship in light of the above.</li> </ul>		<b>October- November 2023</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Relevance of educational thoughts of Indian and Western thinkers to the present education system. Indian Thinkers: M. K. Gandhi, Aurobindo, Vivekanand, Dayanand, Rabindranath Tagore, Jiddu Krishnamurti</li> <li>• Western Thinkers: Plato, J.J. Rousseau, John Dewey, Paulo Frère, Froebel, Montessori</li> <li>• Critique of Behaviourism and its three alternatives:</li> <li>• Dialogue: (with reference to Plato's Allegory of the Cave), the Upanishad (The Nachiketa-Yama dialogue, and Buber's idea of a dialogue between teacher and student ('I and Thou') along with a discussion on the role of a teacher</li> <li>• Activity:(With reference to Dewey's ideas on learning and Gandhi's NaiTalim)</li> <li>• Discovery: (With reference to Montessori's description of children's intellectual growth and Dewey's concept of inquiry) in the process of education.</li> </ul>	22	<b>November- December 2023</b>

**Practical Assignments/ Field Engagement:**

- Reflecting on the Readings of: any two thinkers on Education and maintaining a diary of the same after discussions and brainstorming on key ideas on Education and their contemporary relevance.
- Writing a critique of school (where students participated in PSE-I) in light of the philosophy being followed.
- An observational study of student teacher's relationship in today's classroom scenario

**References**

Bailey, R. (2013). The SAGE handbook of philosophy of education. London: SAGE.

Dewey, J. (2019). Democracy and education: An introduction to the philosophy of education. Monrovia, IN: Bumberhoot Books.

Dewey, J. (1967). *The school and the society*: Rev. ed. Chicago: University of Chicago Press.  
Freire, P. (1972). *Pedagogy of the oppressed*. Place of publication not identified: Penguin Education

Krishnamurti, J. (2003). *Krishnamurti on education*. Chennai: Krishnamurti Foundation India.  
Rousseau, E. (1821). *Emile*. Paris: E.A. Lequien.

Sharma, Sanjay (2014), *Caste, Mobility and Education*, Yash Publication, Delhi.

Sykes, M. (2009). *The story of Nai Talim: Fifty years of education at Seva gram, India, 1937-1987*. New Delhi: National Council of Educational Research and Training.  
<https://ncte.gov.in/Website/OER.aspx>

## Unit planner

**Course:-** Experiential Learning

**Course code:-** BED108

**Credits:-** 2

**Objectives of the course:-**

- To enable the student-teachers to master the theory and models of Experiential Learning,
- To enable them to identify the projectable and non-projectable course-contents of their methodology subjects,
- To enable them to transact the non-projectable topics through Experiential Learning,
- To enable them to make use of different methods of teaching through Experiential Learning,
- To enable them to identify experiential activities at the different levels of school education, and
- To enable the student-teachers to follow experiential learning in completing their teaching-learning transaction as suggested in the NPE-2020.

<b>Unit</b>	<b>Content</b>	<b>Duration</b>
<b>1</b>	<b>Fundamentals of Experiential Learning</b>  • Concept and Features Experiential Learning, Experiential Education, Elements/Conditions of Experience-based learning, Principles, Role of teacher and students in experiential learning, Process of Experiential Learning, components, Benefits, Limitations, Teaching Non-projectable topics through Experiential mode.  • Experiential Learning and Indian Thinkers	<b>March'23</b>



<p><b>2</b></p>	<p><b>Theories of Experiential Learning</b></p> <ul style="list-style-type: none"> <li>• Kolb’s Theory of Experiential Learning, His Model and Styles of Experiential Learning, His Learning Style Inventory, Implications of his Theory, Criticism.</li> <li>• Features and process of learning of the following models:             <ol style="list-style-type: none"> <li>1. Kiser’s Integrative Processing Model</li> <li>2. ORID Model</li> <li>3. Clayton’s DEAL Model</li> <li>4. Content-based Experiential Learning Model</li> </ol> </li> <li>• Compatibility and Appraisal of the different models</li> </ul>	<p><b>April - may</b></p>
<p><b>3</b></p>	<p><b>Types of Experience-based Methods and Techniques</b></p> <ul style="list-style-type: none"> <li>• Method in Use-Transforming the Traditional Methods into Experiential Learning Modes- Question-answer Technique and Discussion Method, Problem Solving Method, Project-based Learning.</li> <li>• Progressive Types – Play-based Experiential Learning Methods- Games, Simulation, Roleplay.</li> <li>• Constructivist Learning Methods/Models- Concept of Constructivism – Types of Constructivism- Cognitive Constructivism,</li> </ul>	<p><b>june</b></p>

	Social Constructivism, Radical Constructivism, Reciprocal teaching/learning Model, Inquiry-based Learning Model, Cooperative learning Model- Appraisal and Suitability of each model.	
<b>4</b>	<b>Nature of Experiential Learning at Different School Levels</b> <ul style="list-style-type: none"> <li>● Pre-primary Stage</li> <li>● Primary Stage-Lower and upper</li> <li>● Secondary Stage</li> <li>● Proper Implementation of Experiential Learning at each stage in Schools</li> </ul>	<b>July'23</b>

## References

- Bhatia, S. & Joshi, D. (2021). Experiential Learning: An offshoot of National Education Policy 2020, Paragon International Publishers, New Delhi.
- Barell, J. (2007-2 nd Ed.): Problem-Based Learning: An Inquiry Approach, Corwin.
- Breunig, Mary C. (2009) "Teaching Dewey's Experience and Education Experientially" ISBN 978071260 "
- Kolb, D. (1984). Experiential Learning: experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall.

- M. Drysdale (2019): Models of Experiential Learning, St. Jerome's University/University of Waterloo
- Moon, J. (2004). A Handbook of Reflective and Experiential Learning: Theory and Practice. London: Routledge Falmer



## Unit planner

**Course:-** Guidance and Counselling

**Course code:-** BED214

**Credits:-** 4

**Objectives of the course:-**

- To appreciate the nature, need, principles for guidance and counselling;
- To familiarize the responsibilities and moral obligation of teacher as a guide and Counsellor;
- To develop capacity of applying the techniques and procedures of guidance and Counselling;
- To facilitate career development of all the different types of students;

<b>Unit</b>	<b>Content</b>	<b>Duration</b>
<b>1</b>	<b>Understanding Guidance</b> <ul style="list-style-type: none"><li>•Guidance: Concept, aims, objectives, functions, principles and ethics</li><li>•Role of Guidance in human development and adjustment</li><li>•Need &amp; Procedure for (Educational, Psychological and Social)guidance</li><li>•Group Guidance: Concept, Need, Significance and Principles</li><li>•Role of Teacher in providing guidance and organization of guidance programs in schools.</li></ul>	<b>March'23</b>

<p><b>2</b></p>	<p><b>Understanding counseling</b></p> <ul style="list-style-type: none"> <li>•Counselling:Meaning,Principles,Approaches (Directive,Non-Directive,Eclectic),Types (Individual, Group)</li> <li>•Process of counselling (Initial Disclosure, In-Depth Exploration and Commitment to Action)</li> <li>• Counseling Services for Students: Face to Face andOnline</li> <li>•Counsellor: Qualifications and Qualities (including Skills for Listening,Questioning, Responding,Communicating).</li> <li>•Differences between Guidance and Counselling</li> <li>• Professional ethics and code of conduct of Teacher as a Counsellor.</li> <li>•Role of Guidance and Counselling in Distance Education</li> </ul>	<p><b>April -may</b></p>
<p><b>3</b></p>	<p><b>Major Concerns in Guidance and Counselling</b></p> <ul style="list-style-type: none"> <li>• Dealing with Depression and Academic Stress</li> <li>• Psychological Tests: Kinds and their importance for Guidance Program</li> <li>• Guidance Programme in School: Various Guidance Services in School <ul style="list-style-type: none"> <li>▪ Orientation Services</li> <li>▪ Appraisal Service/Pupil Inventory Service</li> <li>▪ Occupational Information Service</li> </ul> </li> </ul>	<p><b>june</b></p>

	<ul style="list-style-type: none"> <li>▪ Counselling Service</li> <li>▪ Placement Service</li> <li>▪ Follow up Service</li> </ul>	
<b>4</b>	<p><b>Guiding students for Career Development</b></p> <ul style="list-style-type: none"> <li>• Meaning and Types of Differently-abled (DA)Students</li> <li>• Behavioral Problems of Children with Special Needs (CWSN) and of Deprived Groups (DG)</li> <li>• Behavior Modification Techniques</li> <li>• Career Development: Teacher’s role in dissemination of Occupational Information. Career Planning, Vocational Training and Placement Opportunities for all students including CWSN and of Deprived Groups (DG) students</li> <li>• Persons with Disabilities Act 1995, Governmental and Non-governmental Facilities, Ethical and Legal Guidelines, RPwD Act 2016.</li> </ul>	<b>July'23</b>

## References

- Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.

- Goswami, M. (2016). Essentials of Guidance and Counselling, LakshmiPublishers andDistributors.
- Joneja G. K. (1997); Occupational Information in Guidance, NCERTpublication
- Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counseling,New Delhi: Sarup andSons.
- Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools, New Delhi:NCERT.
- Sodhi, T.S. & Suri, S. P., (1999). Guidance and Counseling, Patiala: Bawa Publication.



## Unit planner

Course:- Understanding Discipline & Subjects

Course code:- BED107

Credits:- 4

Objectives of the course:-

- To understand the concept of discipline and subjects
- To explain the process of concept formation.
- To reflect upon the pedagogic practices and process of learning.
- To identify and comprehend academic interest on the basis of attitude, aptitude and interest of learners.

Unit	Content	Duration	Lectures
1	<p>Concept of Disciplines &amp; Subjects</p> <ul style="list-style-type: none"><li>• Discipline: Concept, Meaning, Definition, Characteristics</li><li>• Nature of Discipline<ul style="list-style-type: none"><li>• Disciplinary, Interdisciplinary, Multidisciplinary, and Trans disciplinary</li></ul></li><li>• Subjects: Concept, Meaning, Definition, Characteristics</li><li>• Academic Disciplines and School Subjects: Differences and Relationship</li><li>• Studying School Subjects: Need and Importance</li><li>• Curriculum: Concept, Meaning and Principles</li></ul>	September'23	5

2	<p>Concept Formation</p> <ul style="list-style-type: none"> <li>• Meaning of Concept and Concept making process</li> <li>• Concept of methods and strategies of teaching with the various disciplines.</li> <li>• Inter-relationships between and among the Disciplines</li> <li>• Formation of School Subjects: Scholastic and Pedagogical Considerations, Need of reframing school subjects</li> <li>• Child and Adult Misconceptions: Concept, Scope and Processes to be used to Dispel Misconceptions.</li> </ul>	October'23	10
3	<p>Pedagogic Practice and the Process of Learning</p> <ul style="list-style-type: none"> <li>• Pedagogical and curricular structure of school education according to NEP2020</li> <li>• Pedagogical Perspective and Concerns of Inclusive Education in Schools</li> <li>• Factors responsible for the effective learning of various disciplines</li> <li>• Critical Examination of Terminology and Notions associated with Child-centered Education.</li> <li>• Implementation Strategies for Including Specific Areas of Knowledge in the Teaching Learning Process.</li> </ul>	October'23	10
4	Selection of Subjects based on Attitudes,	November'23	8

	<p>Aptitudes and Interests of Learners • Distinction among Attitudes, Aptitudes and Interests • Identifying Students' Attitudes, Aptitudes and Interests during the students' School Life • Role of teachers in identifying Students' Attitudes, Aptitudes and Interests at various schoollevels • Keeping longitudinal records of students' Attitudes, Aptitudes and Interests during theirschool years. • Aptitude Tests and their application for assigning different subjects at the senior secondary level.</p>		
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

## References

- Sharma, S., Nehra, S., Yadav, S. and Sharma, P., (2015). Understanding disciplines and subjects. (1sted.). Bookman.
- Batra, P. (Ed.) (2010). Social Science Learning in Schools: Perspective and Challenges. NewDelhi: Sage.
  - Areekkuzhiyil, Santhosh. (2017). Understanding Discipline and Subjects. Hyderabad: NeelKamal Publishers. •
  - Deng, Z (2013), School subjects and academic disciplines. In A Luke, A woods & K weir(Eds.), Curriculum, Syllabus design and equity: A primer and model. Routledge
  - Dewey, J. (1897). My Pedagogic Creed. School Journal, Vol. 54.
  - <https://ncte.gov.in/Website/OER.aspx>