

Paper Code: BED104

Subject: Contemporary Perspectives of Education

A. Introduction

Objective: The objective of this paper is to provide information about the contemporary development of the Indian education system and issues related to globalization, liberalization and privatization. This paper also provides the knowledge regarding social processes and their relation with education.

CO.1	To understand the contemporary development of Indian education
CO.2	To explain the concept of globalization, Liberalization, and privatization
CO.3	To explain the constitutional provisions of educational administration
CO.4	To understand the role of various Agencies and organizations in the development of Indian education system
CO.5	To understand the various aspects of education in the light of NEP2020
CO.6	To reflect upon the social processes and their relation with education

B. Program Outcomes

On successful completion of the two-year B.Ed. program, pupil teachers will be able to:

PO.1	Know, choose and use learner-centered teaching methods, select and use appropriate assessment strategies for facilitating learning.
PO.2	Apply teaching skills and deal with classroom problems.
PO.3	Evolve a system of education which increases the potential of every learner.
PO.4	Analyze Curriculum, construction, blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.
PO.5	Identify the diversity in the classroom and dealing it in inclusive classrooms environment
PO.6	To provide guidance and counseling programs for students
PO.7	Critically analyze the text-books and syllabus.

C. Program Specific Outcomes

On successful completion of the two-year B.Ed. program:

PSO.1	Students have an ability to understand human psychology, from childhood to adulthood.
PSO.2	They have the ability to understand the historical development of Indian education through the ages.
PSO.3	They have the knowledge about major issues faced by Indian Education at various level and stages of education and the trends of Indian education.
PSO.4	They have the ability to apply various teaching-learning aids in classroom situation.
PSO.5	They have the ability to construct and develop curriculum in accordance with the society's requirements.
PSO.6	They have the knowledge of the Education history of the world.
PSO.7	They can undertake project work at ease, in case of recruitment to a teacher they can easily adapt to the situation as they have the prerequisite knowledge of art of teaching.

D. Pedagogy:

The pedagogy would be the combination of the following techniques: -

- Explanation
- Presentations
- Discussions
- Questions & Answers
- Peer Learning
- Case Study

E. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	15
	Class Activities	5
	Assignment	5
External Assessment	End-Term Exam	75
TOTAL		100

F. Syllabus

Unit I: Contemporary development of Indian Education (7 Lecturers)

- System of Indian Education • 5+3+3+4(NEP2020,4.1-4.5)
- ECCE(NEP2020,1.1-1.5)
- UEE and USE (RMSA) Higher Education (RUSA)
- Issues of Indian Education
- Vocational Education (NEP 2020 16.1 –16.8)

Unit II: Issues and debates on Globalization, Liberalization and privatization

(5 Lectures)

- Decentralization of Educational Administration (Administrative Hierarchy) Autonomy & Accountability in Higher Education
- Student Unrest (Special reference to Lingdoh Committee Report)
- Agencies of Indian Education o UGC, NCERT, NCTE, NAAC, CBSE, RCI (Rehabilitation Council of India)

Unit III: Education & Socio-Cultural Context (25 Lectures)

- Constitutional provisions on Education (Different Articles), Right to Education Act and its provisions.
- Fundamental duties (article 51A) as recommended by NEP2020
- Universalization of School Education
- Issues of equity, equality and quality of education (NEP2020)
- Sustainable development Goals (SDG4) of 2030 Agenda for Sustainable development as recommended by NEP2020
- Equitable and inclusive education learning for all (NEP 2020 6.1-6.20) o Adult Education and lifelong learning (NEP 2020 21.1- 21.10)
- Universal access to education at all levels (NEP 2020 3.1- 3.7)
- Equity and inclusion in higher education (NEP 2020 14.1- 14.4)
- Relationship between Society & Education
- Social Process: Socialization, Social Stratification, Social Change, Social mobility
- Education as an instrument of social Change, Influence of education on Society, Family & their practices.
- Socio-Cultural influences on the aims & organization of education

Unit-IV: Social Issues in Education

(10 Lectures)

- Democracy, Socialism & Secularism: Concept & Practices in Schools.
- Role of Education in reproducing dominance & challenges of Marginalization with reference to Class, Caste, Gender & Religion.

Suggested Readings:

- NEP 2020, MHRD (Now MOE), Government of India
- Sharma, Sanjay (2014), Caste, Mobility and Education, Yash Publication, Delhi.
- Agarwal J. C. ;(2012), Philosophical and Sociological Perspective of Education, Shipra Publication New Delhi. • <https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text>.
- Aggarwal, J. C. (2003). Modern Indian Education. Delhi: Shipra Publications
- Aggarwal, J. C. (1983, Revised 2005). Landmarks in the History of Modern Indian Education. Delhi: Vilas Publishing House Pvt.Ltd.
- Safaya, R.N. (1972, Revised 2005), Development Planning and Problems of Indian Education, New Delhi: Dhanpat Rai Publishing Co. (P)Ltd.

G. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	System of Indian Education	Explanation	CO1	Q/A Presentations Class Test
2	5+3+3+4 (NEP2020 4.1 to 4.5)	Explanation	CO1	
3	ECCE (NEP2020 1.1 to 1.5)	Explanation	CO1	
4	UEE and USE(RMSA)	Explanation	CO1	
5	Higher education (RUSA)	Explanation	CO1	
6	Issues of Indian Education	Explanation	CO1	
7	Vocational Education	Explanation	CO1	
8	Decentralization of educational Administration	Explanation	CO1	
9	Student unrest special reference to Lingdoh committee	Explanation cum Discussion	CO2	
10	Agencies of Indian education UGC NCERT	Explanation cum Discussion	CO2	

11	NAAC NCTE.	Explanation cum Discussion	CO2
12	CBSE RCI	Explanation cum Discussion	CO2
13	Constitutional provision of Indian Education	Explanation cum Discussion	CO3
14	Right to education Act and its provisions	Explanation cum Discussion	CO3
15	Fundamental Duties (Article 51A) as recommended by (NEP2020)	Explanation Cum Discussion	CO3
16	Sustainable development Goals of 2030 Agenda for sustainable development as recommended by NEP2020	Illustration with examples	CO3
17	Continue	Illustration with examples	CO3
18	Continue	Explanation cum Discussion	CO4
19	Equitable and inclusive education learning for all	Explanation cum Discussion	CO4
20	Continue	Explanation cum Discussion	CO4
21	Adult education and lifelong learning		CO4

22	Continue	Explanation Cum Discussion	CO4
23	Universal access to education learning for all (NEP 3.1 to 3.7)	Explanation cum Discussion	CO4
24	Continue	Explanation cum Discussion	CO4
25	Equity and inclusion higher education (NEP 14.1 to 14.4)	Explanation cum Discussion	CO4
26	Continue	Explanation cum Discussion	CO4
27	Relation between society and education	Explanation cum Discussion	CO4
28	Continue	Explanation cum Discussion	CO5
29	Social process: Socialization, Social stratification	Explanation cum Discussion	CO5
30	Continue	Discussion	CO5
31	Social change and Social mobility	Discussion	CO6
32	Continue	Discussion	CO6
33	Education as an instrument of social change, Influence of education on society, family and their practices	Explanation cum Discussion	CO6
34	Continue	Explanation cum Discussion	CO6

35	Continue	Explanation cum Discussion	CO6	
36	Socio-cultural influence on the aims and organization of education in the context of Sanskritization	Discussion	CO6	
37	Continue	Discussion	CO6	
38	Continue	Discussion	CO6	
39	Democracy: concept and practices in schools	Discussion	CO6	
40	Socialism: concept and practices in schools	Explanation cum Discussion	CO6	
41	Secularism: concept and practices in schools	Discussion	CO6	
42	Role of education in reproducing dominance and challenges of marginalization with reference to class, caste, gender and religion	Explanation cum Discussion	CO6	
48	Continue	Illustration with examples	CO6	
49	Continue	Discussion	CO1 to CO6	
50	Teacher Education (NEP2020 15.1 to 15.11)	Explanation cum Discussion	CO1 to CO6	
51	Continue	Discussion	CO1 to CO6	
52	Continue	Discussion	CO1 to CO6	
53	Approach to Teacher education	Discussion	CO1 to CO6	
54	Service environment and culture for teachers	Discussion	CO1 to CO6	
55	Revision			
56	Revision			

H. Course Articulation Matrix: (Mapping of COs with POs and PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO.1	1	1	2	-	1	1	3	1	3	3	1	2	3	3
CO.2	1	-	2	-	1	2	3	1	2	3	1	1	1	3
CO.3	1	-	1	1	3	-	3	-	2	3	1	1	3	3
CO.4	-	2	3	1	1	-	3	2	3	3	2	2	3	3
CO.5	3	3	2	2	2	1	-	3	1	3	2	2	2	2
CO.6	2	2	2	1	1	1	2	3	2	3	3	3	3	3

“-”- No Correlation;

1-Low Correlation;

2- Moderate Correlation;

3-Substantial Correlation.

I. Expectations from Students:

- Actively participate in the classroom activities
- Follow the class norms
- Must be punctual
- Must be regular in the class and maintain minimum 75% attendance (as per GGSIP University norms)

J. Faculty Contact Details:

Name:	Dr. Mamta
Designation:	Associate Professor
Email	soefairfieldcollege@gmail.com

B.Ed. II SEM

Paper Code: BED 108

Subject: Experiential

Learning

A. Introduction

Objective: The main objective of this paper is to enable the student-teachers to follow experiential learning in completing their teaching-learning transaction as suggested in the NPE-2020 also to enable the student-teachers to master the theory and models of Experiential Learning and prepare them to transact the non-projectable topics through Experiential Learning.

CO.1	To understand the fundamental concept and components of Experiential Learning.
CO.2	To reflect on various theories and models of Experiential Learning
CO.3	To enable them to identify the projectable and non-projectable course-contents of their methodology subjects,
CO.4	To critically evaluate the methods and techniques associated with Experiential Learning
CO.5	To enable them to make use of different methods of teaching through Experiential Learning,
CO.6	To recognize the scope of Experiential Learning at different school levels

B. Program Outcomes

On successful completion of the two-year B.Ed. program, pupil teachers will be able to:

PO.1	Know, choose and use learner-centered teaching methods, select and use appropriate assessment strategies for facilitating learning.
PO.2	Apply teaching skills and deal with classroom problems.
PO.3	Evolve a system of education which increases the potential of every learner.
PO.4	Analyze Curriculum, construction, blueprint, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.

PO.5	Identify the diversity in the classroom and dealing it in inclusive classrooms environment
PO.6	To provide guidance and counselling programs for students
PO.7	Critically analyze the textbooks and syllabus.

C. Program Specific Outcomes

PSO.1.	Students have an ability to understand human psychology, from childhood to adulthood.
PSO.2.	Apply legal They are acquainted with the knowledge of basic research, how to undertake different research.
PSO.3.	They developed an ability to know the philosophical foundations of various theories of education and perceive the society meaningfully.
PSO.4.	They have ability to construct and develop curriculum in accordance with the society's requirement.
PSO.5	They have the ability to apply various teaching aids in classroom situation.
PSO.6	They can undertake project work at ease, in case of recruitment to teacher can easily adapt to the situation as they have the pre -requisite knowledge of art of teaching.

D. Pedagogy:

The pedagogy would be the combination of various suitable Approaches, Methods and Techniques some of them are mentioned below: -

- Constructive Approach
- Explanation
- Demonstration
- Presentations
- Discussions
- Questions & Answers
- Experiential Learning
- Peer Learning
- Inquiry Based Learning

E. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	15
	Class Activities	5
	Assignment	5
External Assessment	End-Term Exam	75
TOTAL		100

. Syllabus

Unit I: Fundamentals of Experiential Learning

- 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

Unit II: Theories of Experiential Learning

- Kolb's Theory of Experiential Learning, His Model and Styles of Experiential Learning, His Learning Style Inventory, Implications of his Theory, Criticism.
- Features and process of learning of the following models:
 - o Kiser's Integrative Processing Model
 - o ORID Model
 - o Clayton's DEAL Model
 - o Content-based Experiential Learning Model
- Compatibility and Appraisal of the different models

Unit III: Types of Experience-based Methods and Techniques

- **Method in Use**-Transforming the Traditional Methods into Experiential Learning Modes- Question-answer Technique and Discussion Method, Problem Solving Method, Project-based Learning.
- **Progressive Types** – Play-based Experiential Learning Methods- Games, Simulation, Roleplay.
- **Constructivist Learning Methods/Models**- Concept of Constructivism – Types of Constructivism- Cognitive Constructivism, Social Constructivism, Radical Constructivism, Reciprocal teaching/learning Model, Inquiry-based Learning Model, Cooperative learning Model- Appraisal and Suitability of each model.

Unit IV: New Trends in Evaluation (Need and Use)

- Pre-primary Stage
- Primary Stage-Lower and upper
- Secondary Stage
- Proper Implementation of Experiential Learning at each stage in Schools

G. References

- Ash, S. L., & Clayton, P. H. (2009): Learning through critical reflection: A tutorial for service-learning students (Instructor version). Raleigh, NC.
- Bhatia, S. & Joshi, D. (2021). Experiential Learning: An offshoot of National Education Policy 2020, Paragon International Publishers, New Delhi.
- Barell, J. (2007-2nd Ed.): Problem-Based Learning: An Inquiry Approach, Corwin.
- Breunig, Mary C. (2009) "Teaching Dewey's Experience and Education Experientially" ISBN 978071260 "
- Colin Beard, John P. Wilson (2018, 4th Edition): Experiential Learning: A Practical Guide for Training, Coaching and Education, Kogan Page.
- Jarvis, P, Holford, J and Griffin, C. (1998): The Theory and Practice of Learning, London, Kogan Page.
- Harris JH, & Katz LG. (2001): Young investigators: The Project Approach in the Early Years. New York.
- Kayes, C. (2002). Experiential learning and its critics: Preserving the Role of experience in management learning and education. In *Academy of Management Learning & Education*, 1(2)
- 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
- Van Ments, M. (2nd Ed. 1999): The Effective use of Role Play: Practical Techniques for improving Learning, Kogan Page, London.

Digital Resources

S. No.	Topic/ Title	Source/ URL
1	Experiential Learning Theories	https://pressbooks.pub/elearning2020/chapter/experiential-learning-theory/
2	Role of teacher and students in experiential learning	Experiential Learning Toolkit https://www.youtube.com/watch?v=GzN56wXwt8w
3	Kolb's Theory	IIT Roorkee https://www.youtube.com/watch?v=C2CjUoiZ Zds

H. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Concept and Features of Experiential Learning, Experiential Education, Elements/Conditions of Experience-based learning, Principles	Explanation	CO1	Q/A Presentations Class Test
2	Continue	Explanation		
3	Continue	Explanation	CO1	
4	Role of teacher and students in experiential learning, Process of Experiential Learning, components	Discussion	CO1	
5	Continue	Explanation	CO1	
6	Benefits, Limitations, Teaching Non-projectable topics through Experiential mode.	Explanation	CO1	
7	Experiential Learning and Indian Thinkers	Discussion	CO1	
8	Continue	Explanation	CO1	
9	Recapitulation of Unit -1	Question/Answer cum Discussion and Explanation		

10	Kolb's Theory of Experiential Learning, His Model and Styles of Experiential Learning, His Learning Style Inventory, Implications of his Theory, Criticism.	Explanation	CO2
11	Continue	Explanation cum Discussion	CO2
12	Continue	Explanation cum Discussion	CO2
13	Continue	Explanation cum Discussion	CO2
14	Continue	Explanation cum Discussion	CO2
15	Kiser's Integrative Processing Model	Explanation	CO2
16	Continue	Explanation	CO2
17	ORID Model	Explanation	CO2
18	Continue	Explanation	CO2
19	Clayton's DEAL Model	Explanation	CO2
20	Continue	Explanation	CO2
21	Content-based Experiential Learning Model	Explanation	CO2
22	Continue	Explanation	CO2

23	Compatibility and Appraisal of the different models	Discussion /Question Answer	CO2
24	Continue	Discussion /Question Answer	CO2
25	Recapitulation of Unit -2	Question/Answer cum Discussion and Explanation	
26	Transforming the Traditional Methods into Experiential Learning Modes- Question-answer Technique and Discussion Method,	Explanation cum Discussion	CO3
27	Continue	Presentation	CO3
28	Continue	Presentation	CO3
29	Problem Solving Method	Discussion and Problem based learning	CO4
30	Project-based Learning.	Presentation and peer learning	CO4
31	Play-based Experiential Learning Methods- Games,	Demonstration / Explanation	CO4
32	Simulation and Role play	Presentation and peer learning	CO4
33	Concept of Constructivism – Types of Constructivism	Presentation cum Discussion	CO5
34	Cognitive Constructivism,	Explanation	CO5
35	Social Constructivism	Explanation	CO5

36	Radical Constructivism,	Explanation	CO5	
37	Reciprocal teaching/learning Model	Presentation	CO5	
38	Inquiry-based Learning Model	Inquiry based learning approach	CO5	
39	Cooperative learning Model	Discussion and peer learning	CO5	
40	Appraisal and Suitability of each model.	Explanation cum Presentation	CO5	
41	Recaptulation of Unit 3	Question/Answer cum Discussion and Explanation	CO5	
42	Nature of Experiential Learning at Different School Levels ● Pre-primary Stage	Discussion	CO6	
43	Primary Stage-Lower and upper	Discussion	CO6	
44	Secondary Stage	Discussion	CO6	
45	Proper Implementation of Experiential Learning at each stage in Schools	Inquiry based learning /discussion and Explanation	CO6	
46	Continue	Presentation	CO6	
47	Continue	Discussion	CO1 to CO6	
48	Revision	Discussion	CO1 to CO6	
49	Revision	Discussion	CO1 to CO6	
50	Revision	Discussion	CO1 to CO6	

I. Course Articulation Matrix: (Mapping of COs with POs and PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO.1	1	1	1	-	1	1	2	3	2	2	2	2	3
CO.2	1	1	-	1	1	1	3	3	1	3	1	1	2
CO.3	3	3	2	3	3	1	3	1	1	-	3	3	3
CO.4	3	3	3	3	2	-	3	-	1	2	3	3	3
CO.5	3	3	3	2	2	-	3	1	1	1	3	3	3
CO.6	3	3	2	3	3	1	2	3	2	2	3	3	3

“-”- No Correlation; 1-Low Correlation 2- Moderate Correlation; 3-Substantial Correlation.

J. Expectations from Students:

- Actively participate in the classroom activities
- Follow the class norms.
- Must submit the class assignment on time.
- Must explore topics and do brainstorming, should not restrict themselves to rote memorization.
- Must be regular in the class and maintain minimum 75% attendance (as per GGSIP University norms)

K. Faculty Contact Details:

Name:	Dr. Prerna Vashistha
Designation:	Associate Professor
Email	soefairfieldcollege@gmail.com

B.Ed. Second Semester

Paper Code: BED110

Subject: Entrepreneurial Mindset

A. Introduction

Objective: The objective of this paper is to provide a foundation for basic entrepreneurial skills and to acquaint them with the world of entrepreneurship and inspire them to set up and manage their businesses.

CO.1	Students form a foundation for basic entrepreneurial skills
CO.2	Students understand creativity and innovation for opportunity recognition
CO.3	Students learn about opportunity analysis and writing a business plan
CO.4	Students are inspired by examples of successful entrepreneurs
CO.5	To acquaint students with the process of creativity and innovation
CO.6	To expose students to various aspects of entrepreneurship and business

B. Program Outcomes

On successful completion of the two-year B.Ed. program, pupil teachers will be able to:

PO.1	Know, choose and use of learner-centered teaching methods, select and use of appropriate assessment strategies for facilitating learning.
PO.2	Apply teaching skills and dealing with classroom problems.
PO.3	Evolve a system of education which increases the potential of every learner.
PO.4	Analyze Curriculum, construction, blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.
PO.5	Identify the diversity in the classroom and dealing it in inclusive classrooms environment
PO.6	To provide guidance and counselling programs for students
PO.7	Critically analyze the text-books and syllabus.

C. Program Specific Outcomes

On successful completion of the two-year B.Ed. program:

PSO.1	Students have an ability of understanding human psychology, from childhood to adulthood.
PSO.2	They have the ability to understand the historical development Indian education through the ages.
PSO.3	They have the knowledge about major issues faced by Indian Education at various level and stages of education and the trends of Indian education.
PSO.4	They have the ability to apply various teaching-learning aids in classroom situation.
PSO.5	They have the ability to construct and develop curriculum in accordance with the society's requirements.
PSO.6	They have the knowledge of the Education history of the world.
PSO.7	They can undertake project work at ease, in case of recruitment to teacher they can easily adapt to the situation as they have the pre-requisite knowledge of art of teaching.

D. Pedagogy:

The pedagogy would be the combination of the following techniques: -

- Explanation
- Demonstration
- Presentations
- Discussions
- Questions & Answers
- Hands on experience
- Experiential Learning
- Peer Learning
- Field Trips
- Case Study

E. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	15
	Class Activities	5
	Assignment	5
External Assessment	End-Term Exam	75
TOTAL		100

F. Syllabus

Unit I: Introduction

(Lecture 8)

- The Entrepreneur;
- Theories of Entrepreneurship;
- Characteristics of successful entrepreneurs, myths of entrepreneurship;
- Entrepreneurial mindset- creativity (steps to generate creative ideas, developing creativity) and innovation (types of innovation)

Unit II: Promotion of a Venture and Writing a business plan (Lecture9)

- Opportunity Analysis;
- External Environment Analysis Economic, Social and Technological Analysis.
- Business plan- What is business plan, parts of a business plan.
- Writing a Business Plan

Unit III: Entrepreneurship Support (Lectures10)

- Entrepreneurial Development Programmes (EDP): EDP, Role of Government in Organizing EDPs.
- Institutions supporting small business enterprises: central level, state level, other agencies, industry associations.

Unit-IV: Practicals(Lectures15)

- Presenting a business plan
- Project on Startup India or any other Government policy on entrepreneurship
- Discussion on why startup fails, role of MSME etc.
- Discussion on role of entrepreneur in economic growth.
- Discussion on technology park.
- Case study discussion on successful Indian entrepreneurs.

G. References

- Charantimath (8th Ed., 2014), Entrepreneurship Development and Small Business Enterprise, Pears Education.
- Bamford C.E (1st Ed 2015), Entrepreneurship: A Small Business Approach, McGraw Hill Education.
- Hisrich et al. (2013) Entrepreneurship, McGraw Hill Education
- Balaraju, Theduri (2012), Entrepreneurship Development: An Analytical Study, Akansha Publishing House.

- David, Otis, (2014), A Guide to Entrepreneurship, Jaico Books Publishing House, Delhi.
- Kaulgud, Aruna, (2012), Entrepreneurship Management, Vikas Publishing House, Delhi.
- Chhabra, T.N. (2014), Entrepreneurship Development, Sun India.

Digital Resources

S. No.	Topic/ Title	Source/ URL
1	Case study discussion on successful Indian entrepreneurs	https://www.entrepreneurindia.co/case-studies https://www.entrepreneurindia.co/case-studies
2	Why Start-ups Fail	https://startuptalky.com/why-startups-fail-case-study/
3	Technology Park	https://www.youtube.com/watch?v=RdzSaTaQJ7I https://www.youtube.com/watch?v=8ih52wy0i74

H. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	The Entrepreneur	Explanation	CO1	Q/A Presentations Class Test
2	Theories of Entrepreneurship	Explanation	CO1	
3	Continue	Explanation	CO1	
4	Continue	Explanation	CO1	
5	Characteristics of successful entrepreneurs	Explanation	CO1	
6	Myths of entrepreneurship	Explanation	CO1	
7	Entrepreneurial mindset-creativity (steps to generate creative ideas, developing creativity) and innovation (types of innovation)	Explanation cum Demonstration	CO1	
8	Continue	Explanation cum	CO1	

		Demonstration	
9	Opportunity Analysis	Explanation cum Discussion	CO2
10	External Environment	Explanation cum Discussion	CO2
11	Analysis Economic, Social and Technological Analysis.	Explanation cum Discussion	CO2
12	Business plan- What is business plan, parts of a business plan.	Explanation cum Discussion	CO2
13	Continue	Explanation cum Discussion	CO3
14	Writing a Business Plan	Explanation cum Discussion	CO3
15	Continue	Shark Tank Activity	CO3
16	Continue	Shark Tank Activity	CO3
17	Continue	Shark Tank Activity	CO3
18	Entrepreneurial Development Programmes (EDP): EDP, Role of	Explanation cum Discussion	CO4

	Government in Organizing EDPs.			
19	Continue	Explanation cum Discussion	CO4	
20	Continue	Explanation cum Discussion	CO4	
21	Continue	Visit to DilliHaat (INA)	CO4	
22	Continue	Presentations	CO4	
23	Institutions supporting small business enterprises: central level, state level, other agencies, industry associations.	Explanation cum Discussion	CO4	
24	Continue	Explanation cum Discussion	CO4	
25	Continue	Explanation cum Discussion	CO4	
26	Continue	Field Trip to Parle-G industry	CO4	
27	Continue	Presentation	CO4	
28	Presenting a business plan	Workshop	CO5	

30	Project on Startup India or any other Government policy on entrepreneurship	Presentation cum Discussion	CO5
31	Continue	Presentation	CO6
32	Continue	Presentation	CO6
33	Discussion on why startup fails, role of MSME etc.	Discussion	CO6
34	Continue	Presentation	CO6
35	Continue	Presentation	CO6
36	Discussion on role of entrepreneur in economic growth	Discussion	CO6
37	Continue	Presentation	CO6
38	Continue	Presentation	CO6
39	Discussion on technology park.	Field Trip	CO6
40	Continue	Presentation	CO6
41	Case study discussion on successful Indian entrepreneurs	Discussion	CO6
42	Continue	Presentation	CO6
48	Continue	Presentation	CO6
49	Revision	Discussion	CO1 to CO6
50	Revision	Discussion	CO1 to CO6

H.Course Articulation Matrix: (Mapping of COs with POs)

“-”- No Correlation;

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO.1	1	1	2	-	1	1	3	1	3	-	1	2	3	1
CO.2	1	-	2	-	1	2	3	1	2	-	1	1	1	1
CO.3	1	-	1	1	3	-	3	-	2	-	1	1	3	-
CO.4	-	2	3	1	1	-	3	2	3	-	2	2	3	-
CO.5	3	3	2	2	2	1	-	3	1	-	2	2	2	2
CO.6	2	2	2	1	1	1	2	3	2	-	3	3	3	-

1-Low Correlation;

2- Moderate Correlation;

3-Substantial Correlation.

I. Expectations from Students:

- Actively participate in the classroom activities
- Follow the class norms
- Must be punctual
- Must be regular in the class and maintain minimum 75% attendance (as per GGSIP University norms)

J. Faculty ContactDetails:

Name:	Ms. Geeta Dhasmana
Designation:	Asst. Professor
Email	soefairfieldcollege@gmail.com

B.Ed. Second Semester

Paper Code: BED126

Subject: Teaching of Mathematics

A. Introduction

Objective: The objective of this paper is to understand the nature and value of mathematics and its place in curriculum

CO.1	To understand the historical developments leading to concepts in modern Mathematics.
CO.2	To improve the competencies in secondary level Mathematics.
CO.3	To understand the various instructional strategies and their appropriate use in teaching Mathematics at the secondary level.
CO.4	To apply appropriate, method, strategies and evaluation techniques in teaching of Mathematics
CO.5	To apply appropriate evaluation tools and techniques in teaching of Mathematics.
CO.6	To imbibe professional competencies of a Mathematics teacher.

B. Program Outcomes

On successful completion of the two-year B.Ed. program, pupil teachers will be able to:

PO.1	Know, choose and use of learner-centered teaching methods, select and use of appropriate assessment strategies for facilitating learning.
PO.2	Apply teaching skills and dealing with classroom problems.
PO.3	Evolve a system of education which increases the potential of every learner.
PO.4	Analyze Curriculum, construction, blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.
PO.5	Identify the diversity in the classroom and dealing it in inclusive classrooms environment
PO.6	To provide guidance and counselling programs for students

PO.7

Critically analyze the text-books and syllabus.

C. Pedagogy:

The pedagogy would be the combination of the following techniques: -

- Explanation
- Demonstration
- Presentations
- Discussions
- Questions & Answers
- Hands on experience
- Experiential Learning
- Peer Learning

D. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	15
	Class Activities	5
	Assignment	5
External Assessment	End-Term Exam	75
TOTAL		100

E. Syllabus

UNIT I: Mathematics in School Curriculum (Lecture 12)

- Nature and scope of mathematics, nature of mathematical proposition, mathematical proof, structure and logic.
- Meaning & building block of mathematics: undefined terms, definitions, axioms, postulates, theorems, propositions, logically valid conclusion, use of quantifiers, implications.
- Value of mathematic, Need and importance of Mathematics at secondary stage.
- Critical evaluation of the curriculum in use in Mathematics at the secondary stage.
- Correlation of Mathematics with other subjects
- Contributions of Indian & Western Mathematicians (Ramanujan, Aryabhata, Bhaskaracharya, Shakuntala Devi, Pythagorus, Rene Descarte, Euclid).
- Vedic Mathematics.
- General and specific objectives of teaching mathematics (bloom's taxonomy with Anderson's revision), Specification of objectives in terms of learning outcomes

UNIT II: Instructional Planning, Designing and Transaction in Mathematics (Lecture 12)

- Unit Planning and Lesson Planning in Mathematics
- Instructional Approaches: Inductive & Deductive approach, Analytic and Synthetic approach, Constructivist approach
- Instructional Methods: Traditional methods, Problem solving, Heuristic, Project, Activity method, Laboratory Method and cooperative learning, Self-learning, peer learning, and 5E model.
- Instructional Media: Text books, Reference books, OERs, Magazines, Journals, Encyclopaedia, Newspapers, Teaching Aids and other Media
- Content analysis in mathematics, concepts formation and concepts attainment
- Developing Critical Thinking, Creative Thinking, Problem Solving Skills {Higher Order Thinking Skills (HOTS)}
- Co-curricular Activities for Mathematics: Use and Development Mathematics clubs, Mathematics fairs, quiz, Olympiad, talent search examination.

UNIT III: Assessment and Evaluation of Learning and Teaching of mathematics (13 Lectures)

- Concept and types of Assessment: Norm-referenced & Criterion- Referenced, Formative, Diagnostic & Summative Assessment
- Continuous and Comprehensive Assessment
- Assignments, projects, and portfolios in mathematics.
- Unit test, designing blue prints, item construction, marking scheme.
- Tools of Assessments: Observation Schedule, Checklist, Rating Scale, Anecdotal Records, Tests, Rubrics, Open-Book examination, online examination
- Achievement tests: Their construction, Administration and Analysis, Need and importance of class tests.
- Types of test items: Essay type, Restricted response type, Objective type, Levels of Questions (based on Bloom's Taxonomy)
- Assessment of Creative Expression/ work, Laboratory work, Group-based work,

Portfolios, Self-assessment, Peer assessment

- i. Diagnostics test and remedial teaching in Mathematics

UNIT IV: Professional Development of Mathematics Teacher (8 Lectures)

- a. Professional Development: Need & relevance at individual level, Organizational level and governmental level
- b. Need and Relevance of Participation in Seminars, Workshops, Conferences, Symposia etc as well as membership of Professional Organisations in Professional development of Teachers, Field Visits for enrichment
- c. Teacher as a Researcher: Need and Competencies
- d. Technology Integration: Planning with the integrating Technology for inquiry (NTeQ) model for Mathematics at secondary school level.
- e. Action research: Concept, Identification of problems faced by the teachers in the Classroom, Writing Report

F. References

- Content cum Methodology of Teaching Mathematics for B.Ed; NCERT , New Delhi.
- Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications.
- Ediger Mariow (2004); Teaching Math Successfully, Discovery Publication.
- Gupta H.N. and Shankaran V (Ed.), (1984); Content cum Methodology of Teaching Mathematics, NCERT New Delhi.
- Hudgins, Bryce B. (1966); Problem Solving in the classroom, MacMillan, New York.
- James Anice (2005); Teaching of Mathematics, Neel Kamal Publication.
- Kulshreshtha, A.K. (2012) Teaching of Mathematics, R. Lal and Sons. Meerut, U.P.
- Tyagi, S.K. (2004); Teaching of Arithmetic; Commonwealth Publications.

Digital Resources

S. No.	Topic/ Title	Source/ URL
1	Technology Integration: Planning with the integrating Technology for inquiry (NTeQ) model for Mathematics at secondary school level	https://www.youtube.com/watch?v=Ty8iH_3CBMA

2	Assessment of Creative Expression/ work, Laboratory work, Group-based work, Portfolios, Self-assessment, Peer assessment	https://www.youtube.com/watch?v=Uy3PMN8O7WQ
3	Achievement tests: Their construction, Administration and Analysis, Need and importance of class tests.	https://www.youtube.com/watch?v=gZH_8Bxn8-E https://www.youtube.com/watch?v=dJGKrWKIYq4 https://www.youtube.com/watch?v=iGvbLgJUA6g

G. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Nature and scope of mathematics, nature of mathematical proposition, mathematical proof, structure and logic.	Explanation	CO1	Q/A Presentations Class Test
2	Continue	Explanation	CO1	
3	Meaning & building block of mathematics: undefined terms, definitions, axioms, postulates, theorems, propositions, logically valid conclusion, use of quantifiers, implications.	Explanation cum Discussion	CO1	
4	Continue	Explanation	CO1	

5	Value of mathematic, Need and importance of Mathematics at secondary stage.	Explanation	CO1	
6	Critical evaluation of the curriculum in use in Mathematics at the secondary stage.	Explanation	CO2	
7	Correlation of Mathematics with other subjects	Explanation	CO2	
8	Contributions of Indian & Western Mathematicians (Ramanujan, Aryabhata, Bhaskaracharya, Shakuntala Devi, Pythagorus, Rene Descarte, Euclid).	Explanation	CO2	
9	Continue	Explanation c	CO2	
10	Vedic Mathematics.	Explanation cum Demonstration	CO2	
11	General and specific objectives of teaching mathematics (bloom's taxonomy with Anderson's revision), Specification of objectives	Explanation cum Discussion	CO2	

	in terms of learning outcomes			
12	Continue	Explanation cum Discussion	CO2	
13	Unit Planning and Lesson Planning in Mathematics	Explanation cum Discussion	CO2	
14	Continue	Explanation cum Discussion	CO2	
15	Continue	Explanation cum Discussion	CO2	
16	Instructional Approaches: Inductive & Deductive approach, Analytic and Synthetic approach, Constructivist approach	Explanation cum Discussion	CO2	
17	Instructional Methods: Traditional methods, Problem solving, Heuristic, Project, Activity method, Laboratory Method and cooperative learning, Self-learning, peer learning, and 5E model.	Explanation cum Discussion	CO3	
18	Continue	Explanation cum	CO3	

		Discussion		
19	Instructional Media: Text books, Reference books, OERs, Magazines, Journals, Encyclopaedia, Newspapers, Teaching Aids and other Media.	Explanation cum Discussion	CO3	
20	Content analysis in mathematics, concepts formation and concepts attainment.	Explanation cum Discussion	CO3	
21	Continue	Explanation cum Discussion	CO3	
22	Co-curricular Activities for Mathematics: Use and Development Mathematics clubs, Mathematics fairs, quiz, Olympiad, talent search examination.	Explanation cum Discussion	CO3	
23	Continue	Explanation cum Discussion	CO3	
24	Concept and types of Assessment: Norm-referenced & Criterion-Referenced, Formative,	Explanation cum Discussion	CO5	

	Diagnostic & Summative Assessment.			
25	Continue	Explanation cum Discussion	CO5	
26	Continuous and Comprehensive Assessment	Explanation cum Discussion	CO5	
27	Assignments, projects, and portfolios in mathematics.	Explanation cum Discussion	CO5	
28	Unit test, designing blue prints, item construction, marking scheme.	Explanation cum Discussion	CO5	
29	Continue	Explanation cum Discussion	CO5	
30	Tools of Assessments: Observation Schedule, Checklist, Rating Scale, Anecdotal Records, Tests, Rubrics, Open-Book examination, online examination	Explanation cum Discussion	CO5	
31	Achievement tests: Their construction, Administration and Analysis, Need and	Explanation cum Discussion	CO5	

	importance of class tests.			
32	Continue	Explanation cum Discussion	CO5	
33	Types of test items: Essay type, Restricted response type, Objective type, Levels of Questions (based on Bloom's Taxonomy)	Explanation cum Discussion	CO5	
34	Assessment of Creative Expression/ work, Laboratory work, Group-based work, Portfolios, Self-assessment, Peer assessment	Explanation cum Discussion	CO5	
35	Continue	Explanation cum Discussion	CO5	
36	Diagnostics test and remedial teaching in Mathematics	Explanation cum Discussion	CO5	
37	Professional Development: Need & relevance at individual level, Organizational level and governmental level	Explanation cum Discussion	CO6	
38	Need and Relevance of	Explanation cum	CO6	

	Participation in Seminars, Workshops, Conferences, Symposia etc as well as membership of Professional Organisations in Professional development of Teachers, Field Visits for enrichment	Discussion		
39	Teacher as a Researcher: Need and Competencies	Explanation cum Discussion	CO6	
40	Technology Integration: Planning with the integrating Technology for inquiry (NTeQ) model for Mathematics at secondary school level	Explanation cum Demonstration	CO6	
41	Continue	Explanation cum Discussion	CO6	
42	Action research: Concept, Identification of problems faced by the teachers in the Classroom, Writing Report	Explanation cum Discussion	CO6	
43	Continue	Presentation	CO6	
44	Continue	Presentation	CO6	
45	Continue	Presentation	CO6	
46	Revision	Discussion	CO1 to CO6	

47	Revision	Discussion	CO1 to CO6
48	Revision	Discussion	CO1 to CO6
49	Revision	Discussion	CO1 to CO6
50	Revision	Discussion	CO1 to CO6

H. Course Articulation Matrix: (Mapping of COs with POs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO.1	1	1	2	-	1	1	3	1	3	-	1	2	3	1
CO.2	1	-	2	-	1	2	3	1	2	-	1	1	1	1
CO.3	1	-	1	1	3	-	3	-	2	-	1	1	3	-
CO.4	-	2	3	1	1	-	3	2	3	-	2	2	3	-
CO.5	3	3	2	2	2	1	-	3	1	-	2	2	2	2
CO.6	2	2	2	1	1	1	2	3	2	-	3	3	3	-

“-”- No Correlation;

1-Low Correlation;

2- Moderate Correlation;

3-Substantial Correlation.

I. Expectations from Students:

- Actively participate in the classroom activities
- Follow the class norms
- Must be punctual
- Must be regular in the class and maintain minimum 75% attendance (as per GGSIP University norms)

J. Faculty ContactDetails:

Name:	Ms. Geeta Dhasmana
Designation:	Asst. Professor
Email	soefairfieldcollege@gmail.com

NAAC ACCREDITED



तेजस्विनावधीतमस्तु
ISO 21001:2018 & ISO 14001:2015 & ISO 9001:2015

FAIRFIELD

Institute of Management & Technology

Affiliated to GGSIP University & an 'A' Grade College by DHE, Govt. of NCT Delhi
Approved by BCI & NCTE Recognised under 2(f) of UGC Act of 1956



FIMT Institutional Campus,
Bijwasan Road, Kapashera
New Delhi-110037

Tel. - 011-25063208-12
E-Mail - fimtnd@gmail.com



Web. - www.fimt-ggsipu.org



24x7 Helpline
9312352942 | 9811568155
8080804002 | 8080807002

B.Ed. Forth Semester

Paper Code: BED210

Subject: Gender, School and Society

A. Introduction

Objective: The main objective of this paper is to develop an understanding of the paradigm shift from women studies to gender studies based on historical backdrop and to foster gender sensitization in the classroom.

CO.1	To understand the concept of gender
CO.2	To understand the concept of masculinity and feminism
CO.3	To develop an understanding the paradigm shift from women studies to gender studies
CO.4	To understand the gender issues and how education helps to resolve these issues
CO.5	To analyse the institution involved in socialisation practices impact power relations and identity formation
CO.6	To foster gender sensitization in the classroom

B. Program Outcomes

On successful completion of the two-year B.Ed. program, pupil teachers will be able to:

PO.1	Know, choose and use of learner-centered teaching methods, select and use of appropriate assessment strategies for facilitating learning.
PO.2	Apply teaching skills and dealing with classroom problems.
PO.3	Evolve a system of education which increases the potential of every learner.
PO.4	Analyze Curriculum, construction, blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.
PO.5	Identify the diversity in the classroom and dealing it in inclusive classrooms environment
PO.6	To provide guidance and counselling programs for students
PO.7	Critically analyze the text-books and syllabus.

C. Program Specific Outcomes

On successful completion of the two-year B.Ed. program:

PSO.1	Students have an ability of understanding human psychology, from childhood to adulthood.
PSO.2	They have the ability to understand the historical development Indian education through the ages.
PSO.3	They have the knowledge about major issues faced by Indian Education at various level and stages of education and the trends of Indian education.
PSO.4	They have the ability to apply various teaching-learning aids in classroom situation.
PSO.5	They have the ability to construct and develop curriculum in accordance with the society's requirements.
PSO.6	They have the knowledge of the Education history of the world.
PSO.7	They can undertake project work at ease, in case of recruitment to teacher they can easily adapt to the situation as they have the pre-requisite knowledge of art of teaching.

C. Pedagogy:

The pedagogy would be the combination of the following techniques: -

- Explanation
- Presentations
- Discussions
- Questions & Answers
- Peer Learning
- Case Study

D. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	15
	Class Activities	5
	Assignment	5
External Assessment	End-Term Exam	75
TOTAL		100

E. Syllabus

Unit I: Key Concepts in Gender

- Conceptual Foundation: Sex, Gender, Sexuality, Third Gender,
- Masculinity and Feminism ●
- Gender bias, Gender Equality and Gender Stereotypes
- Polyandrous, Matrilineal, Patrilineal and Matriarchal and Patriarchal Societies in India
- Relevance and assessing Status of Education.

Unit II: Gender Studies: Paradigm Shift

Paradigm shift from Women's studies to Gender Studies
Historical backdrop: Some landmarks from social reform movements
Theories on Gender and Education and their application in the Indian context
Socialization theory Gender difference Structural theory Deconstructive theory

Unit III: Society, Gender Issues and Education

Gender Identities and Socialization Practices in Family, other formal and informal organizations; Collection of folklores reflecting socialization processes.
Gender Equity and Equality in Education in relation to caste, class, religion, ethnicity, disability and region (rural, urban and tribal areas).
Gender and Media, Gender Based Violence and Crime against girls & women
Empowerment of Women: Strategies and Issues, Constitutional provisions and legislations for gender equality and women empowerment in India

Unit IV: Gender and School

Schooling of Girls: Inequalities and Resistances (issues of Access, Societal attitude, Retention and Exclusion).
Reproducing Gender in School: Curriculum, Hidden Curriculum, Textbooks, Classroom Processes and Student-Teacher interactions
Working towards gender sensitization and gender equality in the classrooms

Suggested Readings:

Ambasht, et al (1971). Developmental Needs of Tribal People: NCERT

Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialization in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: New Delhi.

Frosting, M, and Maslow, P. (1973). Learning Problems in the Classroom: Prevention and Remediation. Grune & Stratton: New York.

Geetha, V. (2007). Gender. Stree: Calcutta.

Ghai, A. (2005). Inclusive education: A myth or reality In Rajni Kumar, AnilSethi.

Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and Administration: New Delhi.

Jeffery, P. and Jeffery, R. (1994). Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp125-171.

Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Conceptual Foundation: Sex, Gender and sexuality	Explanation	CO1	Q/A Presentations Class Test
2	Third Gender	Explanation	CO1	
3	Masculinity and Feminism	Explanation Cum Discussion	CO1	
4	Continue	Explanation	CO1	
5	Gender bias, Gender Equality and Gender Stereotypes	Explanation	CO1	
6	Continue	Explanation	CO1	
7	Continue	Explanation	CO1	
8	Polyandrous, Matrilineal, Patrilineal and Matriarchal and Patriarchal Societies in India Relevance and assessing Status of Education	Explanation	CO1	
9	Continue	Explanation cum Discussion	CO2	
10	Continue	Explanation cum Discussion	CO2	
11	Continue	Explanation cum Discussion	CO2	
12	Paradigm shift from Women's studies to Gender Studies	Explanation cum Discussion	CO2	

13	Continue	Explanation cum Discussion	CO3
14	Historical backdrop: Some landmarks from social reform movements	Explanation cum Discussion	CO3
15	Continue	Explanation Cum Discussion	CO3
16	Continue	Illustration with examples	CO3
17	Theories on Gender and Education and their application in the Indian context Socialization theory Gender difference Structural theory Deconstructive theory	Illustration with examples	CO3
18	Continue	Explanation cum Discussion	CO4
19	Continue	Explanation cum Discussion	CO4
20	Continue	Explanation cum Discussion	CO4
21	Gender Identities and Socialization Practices in Family, other formal and informal organizations; Collection of folklores reflecting socialization processes.		CO4
22	Continue	Explanation Cum Discussion	CO4
23	Continue	Explanation cum Discussion	CO4
24	Continue	Explanation cum Discussion	CO4

25	Gender Equity and Equality in Education in relation to caste, class, religion, ethnicity, disability and region (rural, urban and tribal areas).	Explanation cum Discussion	CO4
26	Continue	Explanation cum Discussion	CO4
27	Continue	Explanation cum Discussion	CO4
28	Continue	Explanation cum Discussion	CO5
29	Gender and Media, Gender Based Violence and Crime against girls & women	Explanation cum Discussion	CO5
30	Continue	Discussion	CO5
31	Continue	Discussion	CO6
32	Empowerment of Women: Strategies and Issues, Constitutional provisions and legislations for gender equality and women empowerment in India	Discussion	CO6
33	Continue	Explanation cum Discussion	CO6
34	Continue	Explanation cum Discussion	CO6
35	Continue	Explanation cum Discussion	CO6

36	Schooling of Girls: Inequalities and Resistances (issues of Access, Societal attitude, Retention and Exclusion).	Discussion	CO6
37	Continue	Discussion	CO6
38	Continue	Discussion	CO6
39	Continue	Discussion	CO6
40	Reproducing Gender in School: Curriculum, Hidden Curriculum, Textbooks, Classroom Processes and Student-Teacher interactions	Explanation cum Discussion	CO6
41	Continue	Discussion	CO6
42	Continue	Explanation cum Discussion	CO6
48	Working towards gender sensitization and gender equality in the classrooms	Illustration with examples	CO6
49	Continue	Discussion	CO1 to CO6
50	Continue	Explanation cum Discussion	CO1 to CO6
51	Continue	Discussion	CO1 to CO6
52	Revision		
55	Revision		

H. Course Articulation Matrix: (Mapping of COs with POs and PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO.1	2	2	3	3	2	3	3	3	1	3	-	2	1	3
CO.2	1	2	2	2	3	2	3	2	1	3	2	3	-	3
CO.3	3	2	2	1	2	2	1	2	1	3	1	2	1	2
CO.4	2	2	3	2	2	2	3	2	2	3	2	2	3	3

NAAC ACCREDITED



तेजस्विनावधीतमस्तु
ISO 9001:2015 & ISO 14001:2015 & ISO 9001:2015

FAIRFIELD
Institute of Management & Technology
Affiliated to GGSIP University & an 'A' Grade College by DHE, Govt. of NCT Delhi
Approved by BCI & NCTE Recognised under 2(f) of UGC Act of 1956



ONE EARTH • ONE FAMILY • ONE FUTURE

CO.5	1	2	2	3	3	3	2	1	1	2	1	2	3	3
CO.6	2	3	2	2	3	3	2	2	2	3	2	3	2	3

“-”- No Correlation;

1-Low Correlation;

2- Moderate Correlation;

3-Substantial Correlation.

I. Expectations from Students:

- Actively participate in the classroom activities
- Follow the class norms
- Must be punctual
- Must be regular in the class and maintain minimum 75% attendance (as per GGSIP University norms)

J. Faculty Contact Details:

Name:	Dr. Mamta
Designation:	Associate Professor
Email	soefairfieldcollege@gmail.com

तेजस्वि नावधीतमस्तु
ISO 9001:2015 & 14001:2015



FIMT Institutional Campus,
Bijwasan Road, Kapashera
New Delhi-110037

Tel. - 011-25063208-12
E-Mail - fimtnd@gmail.com



Web. - www.fimt-ggsipu.org



24x7 Helpline
9312352942 | 9811568155
8080804002 | 8080807002