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Gender, School and Society

Paper Code-210

Course Plan with number of Lectures:-

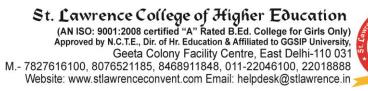| Unit	Course Content	No. of Lectures Developed
Unit-I	1. Gender, Sex, Sexuality	2
	2. Patriarchy, Masculinity and Feminism	1
	3. Gender bias, Gender Stereotyping, and Empowerment	2
	4. Equity and Equality in education w.r.t. relation with caste, class, religion, ethnicity, disability and region with respect to Gender: Present status in India and prospects	3
	5. Polyandrous , Matrilineal, and matriarchal societies in India: relevance and status of education	4
Unit-II	1. Paradigm shift from women studies to gender studies	3
	2. Historical backdrop: some landmarks from social reforms movements.	2
	3. Theories of gender and education and their application in the Indian context a. Socialisation theory b. Gender difference c. Structural theory d. Deconstructive theory	5
	4. Power control in patriarchal, matrilineal, matriarchal and matrilineal societies: assessing affect on education of boys and girls.	6
Unit-III	1. Gender identities and socialisation practices in :family ,other formal and informal organisation	2
	2. Schooling of girls :inequalities and resistances (issues of access, retention and exclusion)	3
	3. Collection of folklores reflecting socialisation processes	2
	4. Changing perspectives with legal provisions: right to inheritance etc.	2
Unit-IV	1. Social construction of masculinity and femininity	3
	2. Patriarchies in interaction with other social structures and identities	2
	3. Reproducing gender in school: curriculum ,textbook, classroom processes and student teacher interaction	2
	4. Overcoming gender stereotypes	2
	5. Working towards gender equality in the classroom :need and strategies	2
	6. Empowerment of women strategies and issues	2

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Knowledge and Curriculum Perspectives in Education (Part-II)

Paper Code-212

Course Plan with number of Lectures:-

Unit	Course Content	No. of Lectures Developed
Unit-I	1. Meaning of the term 'Curriculum'	1
	2. Differentiating between the following with respect to their nature and role: (a) Curriculum Framework, Curriculum and Syllabus (b) Teaching and Instruction (c) Textbook and Reference Book (d) Supplementary Book and Work Book	4
	3. Interrelationship between Curriculum, society and learner	2
	4. Centralised Vs Decentralised Curriculum: Meaning, Role and Interrelationship.	2
	5. Core Curriculums Hidden Curriculum: Meaning ,Role and Interrelationship	2
	6. NCF2005 and NCFTE 2009:Recommendations on Curriculum and Schooling	
Unit-II	1. Broad determinants of curriculum construction(at national and state level): (a) Child And his /her Interests and Developmental Contexts (b) Diversity: Social-Cultural-Geographical –Economic-Political (c) Socio-Political Aspirations Including Ideologies and Vision for Education (d) National Priorities (e) System of Governance and Power Relations (f) International Context	7
	2. Considerations in curriculum development (a) Relevance with Respect to the Educational Objectives of the Concerned Level (b) Socio-Cultural Context of Students (c) Learner Characteristics (d) Teachers Experiences and Concerns (e) Critical Issues: Environmental Concerns, Gender Differences, Inclusiveness, Social Sensitivity and Value Inculcation through Curriculum.	5
Unit-III	1. Different Approaches to Curriculum Development (a) Subject Centred (b) Behaviourist (c) Learner Centred (d) Constructivist (e) Competency Based(Including Minimum Level Of	8

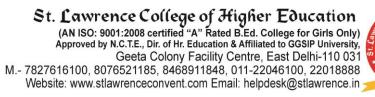|		Learning) (f) Environmental (g) Integrated	
	2. Models of Curriculum Development Given by Franklin Bobbit, Ralph Tyler, Hilda Taba and Philip Jackson		5
	3. Curriculum Transaction: Role of a teacher in knowledge construction through Dialogue , Challenge and Feedback as a Critical Pedagogue		2
Unit-IV	1. Role of School Philosophy, Administration (and organisation) in creating a context for transacting the curriculum effectively		3
	2. Role of Infrastructural support in Teaching and Learning: Classroom Seating Arrangement, Library, Laboratory, Playground, Canteen etc.		3
	3. School Culture and Organisational ethos As the context for Teachers Work Construction Of Curriculum Vis-a-Vis Teachers Role and Support in Developing		3
	4. Curriculum, Transacting Curriculum and Researching Curriculum :Realities and Expectations		3

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Childhood and Growing Up
Paper Code-101

Course Plan with number of Lectures:-

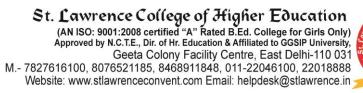| Unit	Course Content	No. of Lectures Developed
U-I	Meaning of Growth and Development Stage of Growth and development with special emphasis on the Development stages of Childhood and Adolescence	3
	Principles of Development	2
	Theories of Growth and Development (with reference to the influence of childhood experiences on later personality)(a) Freud's Theory of Psycho-sexual development(b) Jean Piaget's theory of Cognitive Development(c) Erickson's theory of Psycho Social Development (d) Kohlberg's Theory of Moral Development	4
Unit-II	Physical- Motor Development (a) Growth and Maturation (b) Development of Gross and Fine Motor Skills (c) Role of Parents and Teachers in providing opportunities of Physical – Motor Development eg. play	5
	Social and Emotional Development: (a) Basic understanding of Emotions (How differential Gender Socialisation is seen happening in the Indian context?)	3
	Development of Emotions : Functions of Emotions	2
	Meaning of Gender roles, influences on Gender roles, Gender Stereotypes experienced in Home, School , Neighbourhood (Including play ground)	4
Unit-III	The 21 century child and childhood in the context of Poverty, Globalisation and Adult culture.	2
	Childhood – similarities and Diversities within the stage and the factors leading to the construction of multiple childhoods with particular reference to the Indian context. • Concept of Socialisation (a) Family, Parenting, Child Rearing practices and its agencies (b) Peers- Friendships and Gender competition , cooperation and conflict; Aggression and bullying from Early childhood to Adolescence, Peer Influences (c) School – Relationship with peers, Teachers and Staff, Teacher Expectation and school achievement ,overage learners and peer relationships.	6
	Social, Economic and Cultural Differences in Socialisation: Implications for Inclusion.	2
Unit-IV	Social Issues: Counselling of Children for coping with stress in the following conditions: (a) Separation of Parents (b) Loss of Parents in Armed Conflict etc. (c) Survivors of Child Abuse	3
	Health Concerns: Child Abuse: Issues and Problems and Awareness about Rights of the Child Child Obesity: Causes and Remedies, Prevention through sports activities and yoga	5
	Equity Issues and Inclusion: Inclusion of the Differently Able Street Children and other marginalised groups in the context of India : Problems and strategies to achieve EFA (SSA, RMSA in particular)	4
	Schemes and programmes of GOI for Gender Equity and Equality in Education	1
	Protection of Child Rights: Role and Contribution of UNICEF , WHO , National Commission for the Protection of Child Rights, National Human Rights Commission, Child Help lines and NGOs	3

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LEARNING AND TEACHING

Paper Code-102

Course Plan with number of Lectures:-

Unit	Course Content	No. Of Lectures Developed
Unit-I	- Learning and Teaching, Nature and Nurture, Growth and Maturation, Relationship between Developments of Learning. - Developmental Influences - Dimensions of Individual development - Key Cognitive Processes - Stages of Development	9
Unit-II	- Approaches to Learning - Distinction between learning as 'Construction of Knowledge'. - Meaning of Cognition and its role in learning - Socio Cultural factors influencing Cognition and Learning - Understanding processes that facilitate 'Construction of Knowledge' - Role of a teacher in teaching learning context.	8
Unit-III	- Defining Intelligence - Nature of Intelligence and the role of Heridity and Environment - Theories of Intelligence - Assessment of Intelligence - Use, Misuse and Abuse of Intelligence testing - Motivation- Meaning and Need, Difference between Needs and Drives, Motives and Incentives, Role of a teacher in motivating students: Needs and Strategies.	9
Unit-IV	- Meaning and nature of personality. - Theories of personality - Meaning and Nature of Adjustment - Adjustment as Achievement and processes - Characteristics of well adjusted person	8

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Philosophical and Sociological foundations of Education Paper Code-103

Course Plan with number of Lectures:-

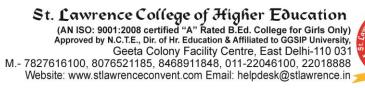| Unit	Course content	No. of Lectures developed
Unit-I	1. Concept, Meaning, Aims and Functions of Education	1
	2. Education as a Liberal discipline and its interdisciplinary nature	1
	3. Education and its related concepts-Training, Instruction, Teaching and Indoctrination	2
	4. Education as Character development and Preparation for Life(In the light of the Ideas of Swami Vivekananda and John Dewey)	2
	5. Education as a tool for propagation of Culture	1
Unit-II	1. Relevance of educational thoughts of Indian and Western thinkers to the present Education system (To deliberate upon Aims of and functions of Education , Pedagogy, Pedagogical Practices in the Classroom, Teacher-Student Relationship and Essential Values and Qualities needed in a Teacher to Prepare a Child for Life)	2
	2. Indian: MK Gandhi, Rabindranath Tagore, Aurobindo Ghose, Jiddu Krishnamurti, B. R. Ambedkar	5
	3. Western: Plato, Rousseau, Johann Friedrich Herbart and Paulo Freire	4
Unit-III	1. Education as an instrument of social change; Influence of education on society, family and their practices	1
	2. Socio-cultural influences on the aims and organization of education(in the context of Sanskritisation, Industrialization and Modernization)	1
	3. Education and Culture: Acculturation and Enculturation	1
	4. Emerging trends in the Indian Context: Globalization, Internationalization and Privatization of Education: Positive and Negative Impact	2
Unit - IV	1. Equalization of Opportunities in the Education sector: Outreach, Access, Affordability, Quality	1
	2. Constitutional provisions for ensuring Equity and Equality (Special Emphasis on Right to Education)	1
	3. Nature and forms of Inequality including Dominant and Marginalized groups, Gender inequalities in Schools; Public – Private; Rural-Urban- Tribal.	2
	4. Democracy, Socialism and Secularism Concept and Practice in schools	1
	5. National and Emotional Integration in the Indian Context: Concept and Need for Nurturing Diversity and Fostering Inclusion	1
	6. Inclusive Education: Ideology and Present Status in Schools	1
	7. Commercialization of Education: Meaning and Concerns in the Indian Context	1

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Historical & Sociological Foundations of Education
Paper Code-104

Course Plan with number of Lectures:-

Unit	Course Content	No. of Lectures Developed
Unit-I	1. Pre-Independence Development in Indian education -Vedic Buddhist, Muslim	4
	2. Prominent Characteristics of Education in India During Colonial Period special reference to Anglicist- Oriental Controversy, Downward Filtration Theory	3
	3. Post- Independence Developments in Indian Education- Constitutional provisions Of Education	2
	4. Post- Independence Developments-Kothari Commission(1964-66) NPE 86 & POA 92 Yashpal Committee - Knowledge Commission - RTE 2009	5
Unit-II	1. System Of Indian Education (a)UEE (b)USE (RMSA) (c)Higher Education (RUSA)	4
	2. Issues of Indian Education (a)Vocationalisation of Education (Skill Development) (b)Decentralization of Educational Administration (Administrative Hierarchy) (c)Autonomy & Accountability in Higher Education (d)Student Unrest (Special reference to Lingdoh Committee Report)	5
	3. Agencies Of Indian Education UGC, NCERT, NCTE, NAAC, CBSE, RCI(Rehabilitation Council of India)	6
Unit-III	1. Relationship between Society & Education	1
	2. Social Process: Socialisation, Social Stratification, Social Change, Social mobility	3
	3. Education as an instrument of social Change, Influence of education on Society, Family & their practices.	3
	4. Education & Culture: Analysis of the concepts of Cultural Lag, Cultural Conflict, cultural Pluralism, Ambivalence, Cultural Tolerance, Acculturation & Enculturation	5
	5. Socio-Cultural influences on the aims & organization of education	2
Unit-IV	1. Values in Education: Causes of Value Degeneration. Methods & Techniques of value inculcation	3
	2. Democracy, Socialism & Secularism: Concept & Practices in Schools.	3
	3. Role of Education in reproducing dominance & challenges of Marginalization	2
	4. Sensitization towards Social Evils	1
	5. Teacher & Society: A Critical Appraisal of the status of a Teacher in Indian Society.	2

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Assessment of learning

Paper Code-106

Course Plan with number of Lectures:-

Unit	Course Content	No. Of Lectures Developed
Unit-I	1. Concept of measurement and evaluation	2
	2. Need and scope of evaluation.	2
	3. Approaches of evaluation	4
	4. Continuous and comprehensive evaluation.	2
Unit-II	1. Tools and techniques of evaluation	5
	2. Reliability and validity of text	6
	3. Qualitative and quantitative evaluation	4
	4. Planning and preparing test	2
Unit-III	1. Measures of central tendency	3
	2. Coefficient of correlation	3
	3. Percentile and percentile rank	2
Unit-IV		
	1. Question bank	3
	2. Grading system	5
	3. Online examinations	4
	4. Open book system.	2
	5. Credit system	3

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Understanding Discipline and Subjects

Paper Code- BED107

Course Plan with number of Lectures:-

Unit	Course Content	No. of Lectures Developed
Unit-I	1. Disciplinary Knowledge :Nature and Scope	**1**
	2. Interdisciplinary Knowledge: Nature ,Scope and Need	**1**
	3. Knowledge as Construction of Experience; Case examples from School Subjects	**2**
	4. Knowledge as distinct from Information; Case examples from School Subjects	**2**
	5. Methods of Inquiry, Scientific Thinking, Social Scientific Thinking, Mathematical Thinking ,Critical Thinking	**3**
	6. Language, Social Relations, Power, Identity and Thinking	**2**
Unit-II	1. Interface between Knowledge, Subjects ,Curriculum, Textbooks, Linguistic background of learners	**2**
	2. Alternative Frameworks of Children's Thinking	**2**
	3. Child and Adult Misconceptions: Meaning, Scope in a Classroom, Processes to be used to Dispel Misconceptions.	**3**
	4. Everyday Concepts and Situated Cognition	**2**
	5. Pedagogical Perspective and Concerns of Inclusive Education in Schools	**1**
Unit-III	Critical Examination of Terminology and Notions associated with Child-cantered Education	**2**
	1. Critical understanding of standardised pedagogic methods: concept-formation; enquiry-based learning; project-based learning etc	**2**
	2. Interrogating disciplinary practices and Creating non-threatening learning environments :Relevance, Scope and Process	**4**
Unit-IV	1. Critical examination of the role of ICT in Effective Curriculum Transaction and Evaluation	**2**
	2. Capacity development of teachers and Students in the use of ICTs	**2**
	4. ICT – based teaching-learning approaches in schools	**2**
	5. Role of Open and Distance Learning in Catering to Diversity in Learners and Learning styles	**2**

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School Organisation and Management
Paper Code-111

Course Plan with number of Lectures:-

Unit	Course Content	No. Of Lectures Developed
Unit-I	1. Meaning, concept, scope and functions of educational administration.	2
	2. Principles of educational administration.	2
	3. Role of head of a school as a transformative leader.	4
	4. Organisational culture in school.	2
Unit-II	1. Functions of school and relationship with the society.	2
	2. School building, its design and components.	6
	3 Roles and responsibilities of school personnel.	4
	4 School finances and sources of income.	2
Unit-III	1. Supervision, concept, need, functions and type.	3
	2. Role of head and teachers of the school in supervision.	3
	3. Democratic decision making, concept and procedure	2
Unit-IV		
	1. School climate, meaning and types	3
	2. Principles and techniques of timetable	5
	3. Preparation of a calendar of activities of co curricular activities.	4
	4. Problem faced by school management.	2
	5. Juvenile Delinquency, concept and steps to deal effectively in school	3

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Teaching of English
Paper Code-120

Course Plan with number of Lectures:-

Unit	Course Content	No. of Lectures Developed
Unit-I	• Nature and Scope of Language • Psycholinguistic and Sociolinguistic perspectives of language	1
	• Role of Language in Life: Intellectual, Emotional, Social and Cultural Development	1
	• Multilingualism as resource to Second Language Teaching-Learning • Language across Curriculum	2
	• Principles and Maxims of Language Teaching	1
	• Language Acquisition vs. Language Learning	1
Unit II	• Listening: Concept, types, Significance and Activities acto develop Listening and its evaluation • Speaking: Concept, Significance and activities to develop speaking and its	4
	• Reading: Concept, Methods (Phonic, Whole Word), Types (Loud, Silent, • Intensive, Extensive and Supplementary)	3
	• Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading) and its evaluation.	2
	• Writing: Types of Composition (Guided, Free and Creative), Evaluating Compositions, Letter Writing (Formal, Informal)	2
	• Study Skills (Note Taking and Making), Reference Skills (Dictionary, Encyclopaedia, Thesaurus)	1
	• Learning resources: Computer Assisted Language Learning(CALL),	1
	• Library, Language Laboratory e-resources	1
Unit III	• Approaches/Methods to English Language Teaching: Direct Method, Structural Approach, Communicative Approach, Constructivist Approach	3
	• Planning a Lesson, Instructional Objectives and Specifications for: • Pros: Techniques (Discussion, Narration, Questioning), Methods (Story Telling, Dramatization)	3
	• Poetry: Methods (Recitation, Song-action), Techniques of Appreciation	1
	• Grammar: Types (Functional, Formal), Methods (Inductive, Deductive)	1
	• Micro Teaching Skills	1
	Communicative Approach	1
Unit IV	• Action research: Concept and Identification of problems faced by the teachers in the classroom.	1
	• Professional Competencies of a teacher	1
	• Comprehensive and Continuous Evaluation and its use in English class.	1
	Different Elicitation Techniques used in English; cloze, diagnostic and achievement test	1

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Teaching of Mathematics
Paper Code-125

Course Plan with number of Lectures:-

Unit	Course Content	No. Of Lectures Developed
Unit-I	1. Aims and objectives of teaching Mathematics at Secondary and Senior Secondary Schools level.	2
	2. Instructional objectives of teaching Mathematics	2
	3. Integration of Mathematics with Commerce, Political Science, Geography, History, Economics & Sociology.	4
	4. Contribution of Indian mathematicians	2
Unit-II	1. Evaluation of mathematics curriculum	5
	2.Qualities of good text book	6
	3 Professional competencies of mathematics teacher.	4
	4 Curriculum of mathematics at secondary stage.	2
Unit-III	1. Instructional Media-concept, Importance and types of Instructional Media and their use in teaching of mathematics.	3
	2. Different approaches of teaching of mathematics.	3
	3. Different models of lesson plan	2
Unit-IV		
	1. NTEQ model of teaching	3
	2. Diagnostic test and Remedial teaching	5
	3. Continuous and comprehensive evaluation.	4
	4. Achievement test	3
		3

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Teaching of Mathematics
Paper Code-126

Course Plan with number of Lectures:-

Unit	Course Content	No. Of Lectures Developed
Unit-I	• Aims and objectives of teaching Mathematics at Secondary and Senior Secondary Schools level.	2
	• Instructional objectives of teaching Mathematics	2
	• Integration of Mathematics with Commerce, Political Science, Geography, History, Economics & Sociology.	4
	• Contribution of Indian mathematicians	2
Unit-II	• Evaluation of mathematics curriculum	5
	2.Qualities of good text book	6
	• Professional competencies of mathematics teacher.	4
	• Curriculum of mathematics at secondary stage.	2
Unit-III	• Instructional Media-concept, Importance and types of Instructional Media and their use in teaching of mathematics.	3
	• Different approaches of teaching of mathematics.	3
	• Different models of lesson plan	2
Unit-IV		
	• NTEQ model of teaching	3
	• Diagnostic test and Remedial teaching	5
	• Continuous and comprehensive evaluation.	4
	• Achievement test	3
		3

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Teaching of Social Sciences
Paper Code-128

Course Plan with number of Lectures:-

Unit	Course Content	No. of Lectures Developed
Unit-I	1. Nature and Scope of Social Science	1
	2. Difference between Social Science and Social Studies	1
	3. Aims and objectives of teaching Social Sciences	1
	4. Social Science curriculum at School level - correlation with other subjects	2
	5. Critical appraisal of a Social Science Text book	1
	6. Democratic values and National objectives, Citizenship	1
	7. Importance of Democratic inclusive class room for Social Science teaching.	2
Unit-II	1. Approaches / Methods of Teaching Social Sciences	1
	2. Difference between Approaches, strategies and methods	1
	3. Types of Approaches and their use in lesson planning: Inductive, deductive, constructivist, multidisciplinary & integrated approach in Social Sciences, Transactional Strategies	4
	4. Methods – Story telling, Problem Solving, Project Method, Observational Method, Assignment Method, Discussion method.	2
	5. Grouping students for learning, Cooperative learning, Role play and simulation Micro Teaching, Unit planning and Lesson Planning.	2
	6. Social Science Laboratory - organization and management	1
	7. Organization and planning of Co-curricular Activities in Social Science	1
	8. Dealing with controversial Issues in Social Science. Current events	1
Unit-III	1. Developing Concept and Generalizations Concept formation and classification	2
	2. Concept Mapping in Social Science	1
	3. Instructional strategies for concept learning	1
	4. Technology Integration: Planning with the integrating Technology for inquiry (NTEQ)	2
	5. Instructional Aids: - Preparation, improvisation and effective use	2
	6. Social Science Teacher: Teaching skills, teacher as a reflective practitioner	2
Unit-IV	1. Evaluation: Concept, importance and Types of Evaluation.	2
	2. Concept of Comprehensive and Continuous Evaluation	1
	3. Type of Test items and development of Achievement test in social sciences	1
	4. Diagnostic testing and remedial measures	1
	5. Action research: Concept and Identification of problems faced by the teachers in the classroom	2

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TEACHING OF ACCOUNTANCY

Paper Code-131

Course Plan with number of Lectures:-

Unit	Course Content	No. Of Lectures Developed
Unit-I	1. Need and Nature of Accounting	4
	2. Development of Accounting Curriculum	5
	3. Integration of Accountancy with Business studies, Mathematics and Economics	2
Unit-II	1. Micro Teaching, Unit Planning and Lesson Planning	4
	2. Objectives of Teaching Accountancy	4
Unit-III	1. Learning Resources, Workbooks and Practice sets, Use of Software and hardware for teaching Accountancy	4
	2. Methods and Techniques of Teaching Accounting	4
	3. New pedagogic ideas in Accountancy	2
	4. Co-Curricular Activities	2
Unit-IV	1. Qualities of an ideal Accounting Teacher	4
	2. Text Book	2
	3. Professional Accounting Software	3
	4. Evaluation in Accounting	3
	5. Development of Achievement Test, Action Research	3

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Geeta Colony Facility Centre, East Delhi-110 031
M.- 7827616100, 8076521185, 8468911848, 011-22046100, 22018888
Website: www.stlawrenceconvent.com Email: helpdesk@stlawrence.in

Teaching of Business Studies
Paper Code-134

Course Plan with number of Lectures:-

Unit	Course Content	No. Of Lectures Developed
Unit-I	1. Nature & Need and Objectives, scope rationale of its introduction, recent advancements in Business Studies. Evolution of education for business.	**4**
	2. Curriculum of Business Studies	**2**
	3. Integration of Business Studies with other Subjects	**2**
Unit-II	1. Nature of general & specific objectives, behavioural objectives, techniques of writing objectives	**4**
	2. Micro Teaching	**1**
	3. Unit Planning and Lesson Planning	**2**
Unit-III	1. Pedagogy of Business Studies 2. Co-Curricular Activities 3. Instructional Media	**6**
Unit-IV	1. Technology Integration	**1**
	2. Evaluation: Meaning, Measurement & Tests. Types of Evaluation	**2**
	3. Use of Portfolio	**1**
	4. Development of Achievement test	**2**
	5. Evaluation of Assignments and project work	**1**
	6. CCE and Action Research	**2**

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Creating an Inclusive School
Paper Code-214

Course Plan with number of Lectures:-

Unit	Course Content	No. Of Lectures Developed
Unit-I	1. Forms of Inclusion and Exclusion in Indian education (Marginalised sections of Society: On account of Gender, Caste, Socio-Economic status and Language, Disability.	1
	2. Meaning of inclusive education, historical, development, Philosophical and social basis of Inclusive Education.	1
	3. Benefits of Inclusive Education to children without special needs.	1
	4. Addressing Inequality and Diversity in the India classroom: Pedagogical and curriculum concerns.	1
Unit-II	1. Historical and contemporary perspectives to disability and inclusion	1
	2. Range of learning problems across various disabilities	1
	3. Types of Disabilities: Characteristics and Identification of the educational needs of these special focus groups.	1
	4. Assessment of learning problems in children with various disabilities.	1
	5. Assistive devices, equipments and technologies for different disabilities.	1
	6. Adaptation and accommodation according to various disabilities.	1
	7. Educational provision in laws on disability, policies and international instruments like UNCRPD	1
Unit-III	1. School organisation and management: Ideology, infrastructures	1
	2. Reproducing gender in school for achieving gender equality: Curriculum inputs, Textbooks, student-teacher interactions.	1
	3. Provision of assistive devices, equipments and technological support to cater to different disabilities	1
	4. Support services available in the school to facilitate inclusion: Role and functions of the following personnel	1
	5. Special Education teacher	1
	6. Audiologist cum speech therapist	1
	7. Physiotherapist	1
	8. Occupational Therapist, Counsellor	1
Unit IV	1. Making Learning more meaningful-Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesion planning and TLM.	2
	2. Pedagogical strategies to respond to individual needs of students: Cooperative Learning strategies in the classroom, Peer tutoring, Social Learning, Buddy system, reflective teaching, Multisensory teaching.	1
	3. Provisions pertaining to appearing in examination for facilitating differently abled students (As available in CBSE and ICSE)	1
	4. CCE and its implications to facilitate inclusion	1

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School Leadership
Paper Code-234

Course Plan with number of Lectures:-

Unit	Course Content	No. of Lectures Developed
Unit-I	1. Types of schools within different administration bodies	1
	2. Roles and responsibilities of education functionaries	1
	3. Governance rules and financial management of different types of school	2
	4. Relationships between support organization	1
	5. Understanding and interpreting educational policies that impact schools	2
	6. Concepts of school culture, organization, leadership and management	1
	7. Role of school activities such as assemblies, annual days etc., in the creation of school culture.	1
Unit-II	1. School effectiveness -meaning and its assessment.	2
	2. Understanding and developing standards in education	2
	3. Classroom management effective communication and motivational skills.	2
	4. Learner- centred educational and inclusive Education	2
Unit-III	1. Administrative and academic leadership	1
	2. Styles of leadership	1
	3. Team leadership	1
	4. Pedagogical leadership Leadership for motivation and change	2
	5. Desirable Change in management Conflict Management	3
Unit-IV	1. Sarva Shiksha Abhiyan (SSA) experiences and RMSA	2
	2. Equity in Education · Incentives and schemes for girl child	1
	3. Issues in educational and school reform	1
	4. Preparing for and facilitating change in education through Teacher Education system as prime mover.	2
	5. Role and functions of IASEs, DIETs, CTE · Role, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERT	5
	6. Accountability and Continuous Professional Development	2