



SHDCHE



SANT HARI DASS COLLEGE OF HIGHER EDUCATION

(RECOGNIZED BY NCTE, GOVT. OF INDIA, APPROVED BY DHE, GOVT. OF NCT OF DELHI & AFFILIATED TO GGSIPU, DELHI)

PLANNER2023-2024

AUGUST-2023							August	
Mon	Tue	Wed	Thu	Fri	Sat	Sun	15	Independence Day
	1	2	3	4	5	6	29	Raksha Bandhan celebration
7	8	9	10	11	12	13	Week III	Orientation programme
14	15	16	17	18	19	20	Week IV	Workshop in association with IIVA approves partner of NSDC
21	22	23	24	25	26	27		State Yoga Championship
28	29	30	31					
SEPTEMBER-2023							September	
Mon	Tue	Wed	Thu	Fri	Sat	Sun	04	Teachers Day Celebration
				1	2	3	06	Janmashtami celebration
							07	Janmashtami Holiday
4	5	6	7	8	9	10	28	Id-e-Milad Holiday
11	12	13	14	15	16	17	30	Gandhi Jayanti Celebration
18	19	20	21	22	23	24	Week II	Orientation programme (Istyr)
25	26	27	28	29	30		Week III	Workshop
							Week III	Internship for B.Ed (16 weeks)
							Week IV	Guidance and Counselling Session
OCTOBER-2023							October	
Mon	Tue	Wed	Thu	Fri	Sat	Sun	02	Mahatama Gandhi's Birthday
						1	19 - 21	Sports Meet
2	3	4	5	6	7	8	24	Dussehra Holiday
9	10	11	12	13	14	15	28	Maharishi Valmiki's Birthday
16	17	18	19	20	21	22	Week I	Mentor – Mentee Session
23	24	25	26	27	28	29	Week I	Swachata Pakwada activity
30	31						Week II	Anugoonj Prelims
							Week II	Debate Competition
							Week IV	Webinar/ Seminar
							Week IV	Freshers party

NOVEMBER-2023							November	
Mon	Tue	Wed	Thu	Fri	Sat	Sun		
		1	2	3	4	5	12	Diwali holiday
6	7	8	9	10	11	12	13	Bhai Dooj holiday
13	14	15	16	17	18	19	27	Guru Nanak's Birthday
20	21	22	23	24	25	26	Week I	Poem Recitation Competition
27	28	29	30				Week I	Diwali celebration/Diwali Mela
							Week II	Guidance & Counselling Session
								Extension Lecture
							Week III	Success Building Workshop

DECEMBER-2023							December	
Mon	Tue	Wed	Thu	Fri	Sat	Sun		
				1	2	3	23 -29	Preparatory Leave
							25	Christmas Day holiday
4	5	6	7	8	9	10	Week I	Mentor – Mentee Session
11	12	13	14	15	16	17	Week I	Workshop/ Seminar
18	19	20	21	22	23	24	Week I	Internal Examination & Practical (B.Ed 2 nd yr)
25	26	27	28	29	30	31		

JANUARY-2024							January	
Mon	Tue	Wed	Thu	Fri	Sat	Sun		
1	2	3	4	5	6	7	18-24	Winter Vacation
8	9	10	11	12	13	14	25	Republic Day celebration
15	16	17	18	19	20	21	26	Republic Day
22	23	24	25	26	27	28	Week I- III	External Examination
29	30	31					Week IV	Workshop/ Seminar
							Week IV	Aspire (College Fest)

FEBRUARY-2024							February	
Mon	Tue	Wed	Thu	Fri	Sat	Sun		
			1	2	3	4	8 - 10	Anugoonj
							Week I	Health Awareness Programme
5	6	7	8	9	10	11	Week I	Guidance & Counselling session
12	13	14	15	16	17	18	Week II	Workshop / Seminar
19	20	21	22	23	24	25	Week IV	Students Development Programme
26	27	28	29					

JULY-2024							July	
Mon	Tue	Wed	Thu	Fri	Sat	Sun	17 July Week II	Muharram holiday Summer Vacation Conference
1	2	3	4	5	6	7		
8	9	10	11	12	13	14		
15	16	17	18	19	20	21		
22	23	24	25	26	27	28		
29	30	31						



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INTERNAL QUALITY ASSURANCE CELL

LESSON

Name of Faculty: Dr. Madhu Shrivastava

Class/Year: B.Ed.-1st Year

Semester: 2nd Semester

Paper Title: Learning and Teaching

Paper Code: BED102

Academic Session: 2023-24

Objectives of the Subject:

- To foster a comprehensive understanding of the concept of development, learning and teaching.
- To critically examine different theoretical perspectives of learning and their applications with special reference to diverse socio-cultural context
- To understand various processes that facilitate the construction of knowledges
- To examine the concept, nature and theories of intelligence and motivation
- To reflect on the theories of personality and methods of adjustment.

S.No.	Duration	Unit	Topic to be covered as per Syllabus	Transactional Strategies	Learning Outcomes
1.	15	I	<ul style="list-style-type: none">• Learning and Teaching- Nature, Relevance and Relationship• Nature and Nurture, Relationship between Development and Learning• Developmental Influences: Development as a resultant of interactions between Individual and the external environment (physical, Socio-cultural, Economic, Ecological and	<p>Participative learning</p> <p>Discussions cum group learning</p> <p>Team teaching</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">• establish the relationship between development and learning• explain the developmental influences

			<p>Technological)</p> <ul style="list-style-type: none"> • Learning styles of learners with special reference to Fleming's VARK model of learning • Concept of Teaching, Models of teaching, organizing learning experiences, teaching learning resources ODL (Open and Distance Learning) and Self-Learning 	<p>Lecture cum discussions</p> <p>Activity based approach</p>	<ul style="list-style-type: none"> • discuss the learning styles of learners • know the concept and model of teaching • to apply the learning models , organize learning experiences
2.	16	II	<ul style="list-style-type: none"> • Approaches to Learning: • Behaviorist, Cognitivist, Information-Processing, Humanist, Social Constructivist. • Theories of Learning (Concepts, Principles and applicability is different learning situations): - Thorndike, Pavlov, Skinner, Kohler, Rogers, Lewin, Bandura, Vygotsky • Distinction between learning as 'Construction of Knowledge' and learning as 'Transmission and Reception of Knowledge', Upanishadic Method of Learning. <ul style="list-style-type: none"> • Meaning of 	<p>Lecture cum discussions</p> <p>Interactive teaching</p> <p>Reciprocal teaching and group discussions</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • apply the various learning theories in the teaching-learning process • apply the learning theories in learning situations • Explain the construction of knowledge, transaction and reception of knowledge • Understand the upanishadic method of learning

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4.	13	IV	<ul style="list-style-type: none"> • Meaning and Nature of Personality • Theories of Personality • Type Approach – Hippocrates, Kretschmar, Sheldon, Jung • Trait Approach – Cattell • Type cum Trait Approach – Eysenck • Psychoanalytic Approach – Adler • Individual Differences-Concept and Determinants • Role of Heredity & Environment in Individual Differences, Catering to individual differences through educational programs 	<p>Reciprocal teaching</p> <p>Lecture cum discussions</p> <p>Group discussions</p> <p>Participatory learning</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • apply the various personality theories and concept of adjustment in the teaching-learning process • Understand the role of heredity and environment in catering to individual differences
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Reference Books:

1. Woolfolk, A. (2014) Educational Psychology. 12th Edition.
2. Mangal, S. K. (2002) Advanced Educational Psychology
3. Gardner, H. (1985). Frames of Mind: The Theory of Multiple Intelligences. London: Paladin Books.
4. Harris, M. and Butterworth, G. (2002). Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years

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INTERNAL QUALITY ASSURANCE CELL

LESSON PLAN

Name of Faculty: Dr. Joni Devi

Paper Title: Language Across the Curriculum

Class/Year: 1st

Paper Code: BED 105

Semester: 1st

Academic Session: 2023-24

Objectives of the Course:

- To understand language as a medium for comprehending ideas, reflection and thinking and for expression and communication.
- To understand the different theories of language acquisition.
- To develop competencies in fostering the language skills among school children.
- To develop sensitivity and competency towards catering to a multilingual audience.

S.No	Duration	Unit	Topic to be covered as per Syllabus	Transactional Strategy	Learning Outcomes
	12	1 st	<u>Understanding Language and Communication</u> <ul style="list-style-type: none"> Meaning and Concept of Language o Features of Language o Structure of Language o Functions of Language. Meaning and Concept of Communication o Types of Communication o Human and Animal Communication. Differences between Language and Communication. Perspectives in Language Development(with reference to how children acquire language at an early age) Nativist:Noam Chomsky's views on language development 	Deductive Learning Organizing Content Team Learning Collaborative Learning Learning by doing	Student will be able to: <ul style="list-style-type: none"> Understand the basic concept of Communication. Generalise differences between Human and Animal Communication. Understand the concept of LAD, ZPD, Scaffolding. Use Operant Conditioning

			<ul style="list-style-type: none"> • Behaviourist: B.F. Skinner's views on language development • Social- Interactionist: Lev Vygotsky's views on language development 		
	20	2nd	<p><u>Language Skills</u></p> <ul style="list-style-type: none"> • Meaning and Concept of Language Acquisition. • Differences between Language Acquisition and Language Learning. • Acquisition of the Four Language Skills <p>Listening Skills: Kinds and Strategies .</p> <p>Speaking Skills: Functions of Speaking, Activities for Developing Speaking Skills.</p> <p>Reading Skills: Process types and strategies of Reading, Pre-Reading and Post Reading Activities.</p> <p>Writing Skills: Process, and types of Writing, Variations in Writing Across the curriculum.</p> <ul style="list-style-type: none"> • Emergent Literacy: Meaning and Implications. 	<p>Discussions</p> <p>Analytic Learning</p> <p>Team Learning</p> <p>Analytic and Reflective Learning</p> <p>Constructivist Learning</p> <p>Collaborative Learning</p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Generalise differences between Language Acquisition and Language Learning. • Understand four Language Skills. • Use various types of activities.
	20	3rd	<p><u>Understanding Language Diversity</u></p> <ul style="list-style-type: none"> • Socio-Cultural Variations in Language and dialects. • Relationship of Language and Society: Identity, Power and Discrimination. • Language Diversity in context of India: Bilingualism and Trilingualism. • Multilingualism in the classroom: Meaning, 	<p>Lecture Cum Discussion</p> <p>Analytic and Constructivist Learning</p> <p>Inquiry Based Learning and Observation</p> <p>Constructivist Learning</p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Discover Language Diversity. • Associate Relationship of Language and Society: Identity, Power and Discrimination. • Demonstrate Language Diversity in context of Indian Bilingualism and Trilingualism. <p>Arrange Multilingualism in the classroom.</p>

			its challenges and implications for teachers Status of Languages in India and Constitutional Provisions. Three Language Formulas.		
	18	4th	<p><u>Role of Language in Teaching- Learning Process</u></p> <ul style="list-style-type: none"> • Language and teaching-learning process: concept, principles and goals, advantages and limitations. • Role of Language teachers and subject teachers in LAC approach. • Relationship to Content Based Instruction: Humanities, Sciences, Mathematics. • Classroom Discourse: Purpose, Types and Importance. 	Community service Analytic and Constructivist Learning Analytic and Discussion Participatory Learning	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Recognize the role of Language in Teaching Learning process. • Describe principles of Language. • Generalise between other subjects and language subjects.

Suggested Readings:

- 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.
- MOE (Ministry of Education). 1966. Report of the Education Commission 1964- 1966. New Delhi.

INTERNAL QUALITY ASSURANCE CELL

LESSON PLAN

Name of Faculty: Ms. Sapna Yadav

Class/Year: 2nd

Semester: 4th

Paper Title: Knowledge and Curriculum
 Perspectives in Education

Paper Code: BED212

Academic Session: 2023-24

Objectives of the Course:

- To enable student teachers to understand the meaning of the term Knowledge and Curriculum.
- To explore the role of School as an organization and its culture along with the teachers in operationalizing and developing, a contextually responsive 'Curriculum' which fosters the spirit of Critical Pedagogy.
- To familiarize student-teachers with the recommendation of NCF 2005 and NPE 2020 pertaining to Curriculum and Schooling.
- To gain insight about Knowledge and Construction of Knowledge

Unit	Duration	Content	Transactional Approach/Strategy	Expected Achievement and Learning Outcomes
1 st	14	<ul style="list-style-type: none"> • Understanding the Meaning and Nature of Curriculum • Foundations of Curriculum: Philosophical, Psychological and Sociological • Components and Principles of Curriculum, Need and Importance • Facets of Curriculum: Significance in Indian context • Core curriculum & Hidden Curriculum • Centralized & Decentralized Curriculum • Significance of Curriculum in School Education with reference to- <ul style="list-style-type: none"> (a) Curriculum Framework (b) Curriculum & Syllabus 	<ul style="list-style-type: none"> • Lecture cum Demonstration method. • Peer Tutoring Approach • Multimedia approach • Structural approach • Lecture cum Discussion method 	<p>Student will be able to:</p> <ul style="list-style-type: none"> • To enable student teachers to understand the meaning of the term Knowledge and Curriculum

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		<ul style="list-style-type: none"> • Interrelationship between Curriculum, Society and Learner. • Recommendations for curriculum and schooling(According to NCF 2005 and NPE 2020) 		
2nd	14	<ul style="list-style-type: none"> • Meaning and Nature of knowledge • Differences between Information, Knowledge, Belief, and Truth • Sources of Knowledge: Empirical Vs Revealed knowledge • Types of Knowledge: Disciplinary Knowledge, Course content Knowledge, Indigenous Knowledge and Scientific Knowledge • Relevance of Knowledge construction through dialogue • Contestations to 'Knowledge'- <ul style="list-style-type: none"> (a) Dominance (b) Marginalisation (c) Subversion (d) Process of Knowing 	<ul style="list-style-type: none"> • Lecture cum Discussion method • Team Teaching Approach • Multimedia approach, Lecture Method • Multimedia approach, Lecture Method 	<p>Student will be able to:</p> <ul style="list-style-type: none"> ▪ To explore the role of School as an organization and its culture along with the teachers in operationalizing and developing, a contextually responsive 'Curriculum' which fosters the spirit of Critical Pedagogy.
3rd	20	<p><u>Curriculum Planning, Construction and Transaction (At School Level) :</u></p> <ul style="list-style-type: none"> • Broad determinants of Curriculum Construction- <ul style="list-style-type: none"> ➤ Learner and his/her interest and developmental context ➤ Diversity- socio- cultural- geographical- economic and political ➤ National and International contexts • Integration of School Curriculum with futuristic needs: Vocational Bias and Skill Development • Different Approaches to 	<ul style="list-style-type: none"> • Multimedia approach, Lecture Method • Lecture Cum Discussion Method • Team Teaching Approach • Peer Tutoring Approach • Team Teaching Approach • Lecture Cum Discussion Method 	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Understand about Curriculum Development. • Relate Curriculum in their Contexts of National and International Education. • Use of Integration of School

		<p>Curriculum Development-</p> <p>(a) Subject-centered (b) Learner centered (c) Constructivist (d) Competency based (e) Process of Curriculum designing</p> <ul style="list-style-type: none"> Models of Curriculum Development by Ralph Tyler, Hilda Taba, Franklin Bobbit Curriculum Evaluation 	<ul style="list-style-type: none"> Elastration with Example, Discussion Method Lecture Cum Discussion Method 	<p>Curriculum.</p> <ul style="list-style-type: none"> Understand Different Approaches to Curriculum Developme nt. Generalize the Different Models of Curriculum.
4th	12	<p><u>School: The site of Curriculum Engagement :</u></p> <ul style="list-style-type: none"> Meaning of Curriculum Engagement. School as Curricular Sites: Available Infrastructure and Resources. Role of Teacher as a Critical Pedagogue in Curriculum Transaction. Contemporary relevance of Nai Talim, Work Education, Experiential Learning and Community Engagement. Role of Apex bodies in providing curriculum and pedagogic supports to teachers within schools- NCERT, CBSE, NIOS, and CIET. 	<ul style="list-style-type: none"> Lecture Cum Discussion Method Team Teaching Approach Pear Tutoring Approach Multimedia approach, Lecture Method Multimedia approach, Discussion Method 	<p>Student will be able to:</p> <ul style="list-style-type: none"> Use the basic Curriculum Engageme nt. Understan d Available Infrastruct ure and Resources. Utilise Work Experienc es, Nai Talim, Experienci al Learning. Understa nd Proper Functioni ng of NCERT, CBSE, NIOS, and CIET.

Suggested Readings:

- Cohen, Louis; Manion, Lawrence and Morrison, Keith(2004); A Guide to Teaching Practice- Fifth Edition; Routledge Falmer-Taylor and Francis Group;London.
- Connelly, F. Michael (Editor) (2008); The Sage Handbook of Curriculumand Instruction; Sage

Publications India Pvt. Ltd.; New Delhi.

- Kelly, A.V.; (2006) The Curriculum: Theory and Practice- Fifth Edition; Sage Publications; London
- Kubiszyn Tom. (2003). Educational Testing and Measurement, John Wiley.
- Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching; Pearson Education Inc.



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INTERNAL QUALITY ASSURANCE CELL

LESSON PLAN

NAME OF FACULTY: MR. VIJAY LAKRA

PAPER TITLE: BUSINESS COMMUNICATION

CLASS/YEAR: BBA(G) 1ST YEAR

PAPER CODE: BBA110

SEMESTER: 2ND SEMESTER

ACADEMIC SESSION: 2023-24

OBJECTIVES OF THE SUBJECT: To train students to enhance their skills in written as well as oral Communication through practical conduct of this course. This course will help students in understanding the principles & techniques of business communication.

COURSE OUTCOMES:

CO1: HOW TO IMPROVE THE COMMAND OVER SPOKEN AND WRITTEN ENGLISH.

CO2: PRESENT DIFFERENT TYPES OF BUSINESS LETTERS.

CO3: ACQUIRE KNOWLEDGE ABOUT FUNDAMENTAL CONCEPTS OF BUSINESS COMMUNICATIONS.

CO4: ANALYZE THE BUSINESS LETTERS WRITING AND PRESENTATION TOOLS.

S. No	Duration	Unit	Topic to be covered as per Syllabus	Transactional Strategies	Learning Outcomes
1.	8 HRS	I	Fundamental of Communication: <ul style="list-style-type: none">➤ Meaning and significance of communication,➤ Process of Communication,➤ Principles of Effective Business Communication,➤ 7Cs; How to Improve Command over Spoken and Written English, Effective Listening.	Participative learning Discussions cum group learning Team teaching Lecture cum discussions	Students will be able to: <ul style="list-style-type: none">➤ Understand the importance of communication.➤ Know the principles of business communication
2.	10 HRS	II	Communicating in a Multicultural World: <ul style="list-style-type: none">➤ Idea of a global world, Impact of globalization on organizational and multicultural communication,➤ understanding culture for global communication; Etic and Emic approaches to culture,➤ The Cross-Cultural Dimensions of Business Communication,➤ Technology and	Lecture cum discussion Interactive teaching Reciprocal teaching and group discussions	Students will be able to: <ul style="list-style-type: none">➤ Understand the concept of global world and globalization➤ Know the cross culture and

			Communication, Ethical & Legal Issues in Business Communication, ➤ overcoming cross cultural communication barriers.		dimensions
3.	12 HRS	III	Business letter writing and Presentation Tools: Business letters- ➤ Need, Functions and Layout of Letter Writing, ➤ Types of Letter Writing: Persuasive Letters, Request Letters, ➤ Sales Letters and Complaints; Employment related letters ➤ Interview Letters, Promotion. Letters, Resignation Letters,	Lecture cum discussions Group discussions and interactive teaching Cooperative teaching	Students will be able to: ➤ Understand the need and functions of letter writing ➤ Know the different types of letters
4.	12 HRS	IV	Departmental Communication: ➤ Barriers of Communication, Meaning, Need and Types, News Letters, Circulars, Agenda, Notice, Office Memorandums, ➤ Office Orders, Minutes of the meeting. Project and Report writing, ➤ How to Make a Presentation, Presentation Tools, ➤ Guidelines for Effective Presentation.	Reciprocal teaching Lecture cum discussions Group discussions Participatory learning	Students will be able to: ➤ Know the barrier of communication ➤ Understand the meaning and needs of business letters, notices and circulars

Reference Books:

- Lesikar. Business Communication: Making Connections in a Digital World. McGraw Hill Education.
- Boove, C.L., Thill, J.V. & Chaturvedi, M. Business Communication Today, Pearson.
- Krizan et al. Effective Business Communication, Cengage Learning.
- Scot, O. Contemporary Business Communication, Biztantra, New Delhi.
- Chaney & Martin. Intercultural Business Communication, Pearson Education
- Penrose et al. Business Communication for Managers, Cengage Learning.



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INTERNAL QUALITY ASSURANCE CELL

LESSON PLAN

NAME OF FACULTY: MR. VIJAY LAKRA

PAPER TITLE: BUSINESS ANALYTICS

CLASS/YEAR: BBA(G) 2ND YEAR

PAPER CODE: BBA202

SEMESTER: 4TH SEMESTER

ACADEMIC SESSION: 2023-24

OBJECTIVES OF THE SUBJECT: THE COURSE AIMS TO IMPART UNDERSTANDING OF BUSINESS ANALYTICS WHICH INCLUDE THE USE OF DATA, STATISTICAL AND QUANTITATIVE ANALYSIS, DESCRIPTIVE AND PREDICTIVE MODELS.

COURSE OUTCOMES:

CO1: DEMONSTRATE SKILLS FOR COMPUTATION AND AGGREGATION OF DATA USING DIFFERENT SOFTWARE.

CO2: PRESENT DATA WITH THE HELP OF CHARTS ETC.

CO3: ACQUIRE KNOWLEDGE ABOUT DATA CONCEPTS LIKE BIG DATA, DATA WAREHOUSING ETC.

CO4: ANALYZE DATA AND INTERPRET THE RESULTS.

S.No.	Duration	Unit	Topic to be covered as per Syllabus	Transactional Strategies	Learning Outcomes
1.	14 HRS	I	Introduction: <ul style="list-style-type: none">➤ Concept, Evolution of Business Analytics,➤ Analytics Process, Overview of Data Analysis,➤ Data Scientists Vs Data Engineer Vs Business Data Analyst,➤ Roles and Responsibilities, Business Analytics in Practice,➤ Career in Business Analytics, Introduction to R.	Participative learning Discussions cum group learning Team teaching Lecture cum discussions	Students will be able to: <ul style="list-style-type: none">➤ Know the concept, evolution of business analytics➤ Understand the role and responsibility of business analytics
2.	16 HRS	II	Data Warehousing and Data Mining: <ul style="list-style-type: none">➤ Concept of Data Warehousing, ETL, Star Schema,➤ Introduction to Data Mining, The origins of Data Mining,	Lecture cum discussion Interactive teaching	Students will be able to: <ul style="list-style-type: none">➤ Understand the concept of

			<p>Data Mining Tasks.</p> <ul style="list-style-type: none"> ➤ Application and Trends in Data Mining, Data Mining for Retail Industry, ➤ Health Industry, Insurance and Telecommunication Sector. 	<p>Reciprocal teaching</p> <p>Group discussions</p>	<p>data warehousing</p> <ul style="list-style-type: none"> ➤ Know the origin of data mining
3.	12 HRS	III	<p>Data Visualization-Definition, Visualization Techniques –</p> <ul style="list-style-type: none"> ➤ Tables, Cross Tabulations, Charts, Tableau, ➤ Data Modeling-Concept, Role and Techniques 	<p>Peer teaching</p> <p>Lecture cum discussions</p> <p>Group discussions and interactive teaching</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ Understand the presentation of tables charts ➤ Know the concept of data modeling and its role
4.	14 HRS	IV	<p>Types of Analytics:</p> <ul style="list-style-type: none"> ➤ Descriptive: Central Tendency, Mean, Median, Mode, Standard Deviation, variance, ➤ Predictive – Linear Regression, ➤ Multivariate regression, ➤ Prescriptive-Graph Analysis, ➤ Simulation, Optimization. 	<p>Reciprocal teaching</p> <p>Lecture cum discussions</p> <p>Group discussions</p> <p>Participatory learning</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ Understand central tendency mean median mode ➤ Know the concept of predictive linear regression & multivariate regression

Reference Books:

- Camm, J., Cochran, J., Fry, M., Ohlmann, J., Anderson, D., Sweeney, D. Williams, T., Essentials of Business Analytics, South-Western College Publishing.
- Evans, James, Business Analytics: Methods, Models and Decisions, Pearson.
- Winston, Albright, Business Analytics- Data Analysis and Decision Making, Cengage Learning.
- Raj, Sahil, Business Analytics, Cengage Learning.
- Prasad. R. N and Acharya S., Fundamentals of Business Analytics, Wiley India.
- Banerjee, T., Business Analytics: Text and Cases, Sage Publications India Pvt. Ltd.



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INTERNAL QUALITY ASSURANCE CELL

LESSON PLAN

Name of Faculty: Ms. Shruti Singh

Class/Year: BBA. -1st Year

Semester: 1st Semester

Paper Title: IT Applications in Business

Paper Code: BBA109

Academic Session: 2023-24

Objectives of the Subject:

- To study how Information technology can speed up the time it takes new products to reach the market.
- To understand Stakeholder integration another important objective of information technology
- To understand Process improvement is another key IT business objective.
- To examine the IT implementation costs can be substantial; the resulting long-term cost savings are usually worth the investment.
- To reflect Companies that survive in a competitive environment usually have the operational and financial flexibility to grow locally and then internationally.

S.No.	Duration	Unit	Topic to be covered as per Syllabus	Transactional Strategies	Learning Outcomes
1.	8	I	<ul style="list-style-type: none">• Basics of Information Technology: Components of IT systems,• Characteristics of Computers, Input-output Devices (Hardware, Software, Human ware and Firmware),• Classification of Computers.• Computer Memory: Types of Memory, Storage devices, Mass Storage Systems. Concept of Cloud Computing.	Participative learning Discussions cum group learning Lecture cum discussions Group discussion	Students will be able to: <ul style="list-style-type: none">• Equip student teachers in the effective use of ICT tools, software applications and digital resources.
2.	10	II	<ul style="list-style-type: none">• Computer Software: Types of Software. Application Software and their uses. Database	Interactive teaching	Students will be able to: <ul style="list-style-type: none">• Familiarize them with the understanding and

			concepts. <ul style="list-style-type: none"> • Introduction to Operating System, Need, Functions and Types of Operating systems. • Introduction to GUI. Compiler, Interpreter and Assembler, • Types of Computer Languages 	Group discussions Lecture cum discussions Participatory learning	skills of integration of ICT in teaching learning, <ul style="list-style-type: none"> • Evaluation and management of an institution
3.	12	III	<ul style="list-style-type: none"> • Desktop Components: Introduction to Word Processor, Presentation Software. • Advanced Excel: Introduction, features, applications and advanced functions of Excel, creating Tables, • Graphs and charts, Table formatting, Worksheets Management, Sort and Filters tools, Subtotal, Mathematical functions, • Statistical functions, date and time functions, Text functions, • financial functions, analyze data with Pivot tables, create and manage scenarios and summaries. 	Interactive Lecture Directed Discussion Lecture cum discussions Cooperative teaching Group discussions and interactive teaching	Students will be able to: <ul style="list-style-type: none"> • Acquire the skill of organizing and creating her/his own digital resources. • Sensitize them to practice safe, ethical and legal ways of using ICT
4.	12	IV	<ul style="list-style-type: none"> • Computer Networks and IT applications: Data communication concepts, types of communication media, • Concepts of Computer Networks, Internet, Intranet, Extranet, Network topologies, Networking devices, OSI model. Internet Services. • Information Technology and Society: Application of information Technology in Railways, Airlines, Banking, Online Banking System, Insurance, Inventory Control, • Financial systems, Hotel 	Reciprocal teaching Lecture cum discussions Group discussions Participatory learning	Students will be able to: <ul style="list-style-type: none"> • Enable them to use ICT for making classroom processes more inclusive and supportive in addressing multiple learning abilities.

			management, Education, entertainment and health, Security issues in information technology		
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Reference Books

- **Introduction to information technology (S. Dhingra & A. Tandon)**
- **Computer Fundamentals (Anita Goyal)**



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INTERNAL QUALITY ASSURANCE CELL

LESSON PLAN

Name of Faculty: Mr. Vijay Lakra

Class/Year: BBA. -2nd Year

Semester: 3rd Semester

Paper Title: Business Laws

Paper Code: BBA201

Academic Session: 2021-2024

Objectives of the Subject:

- Examine various aspects of contract and implications of various types of contract.
- Interpret the regulation concerning the contract of Sale of Goods Act, 1930.
- Understand and analyse companies Act 2013 with latest amendments.
- Examine the concepts of Negotiable Instrument Act, 1881.
- Comprehend the concepts of valid contract regarding business transactions

S.No.	Duration	Unit	Topic to be covered as per Syllabus	Transactional Strategies	Learning Outcomes
1.	14	I	<ul style="list-style-type: none">• The Indian Contract Act, 1872: Nature of Contract and its essentials, Void, Valid and Voidable Contracts,• Consent, Consideration and its' impact on Contract, Agreements in restraint of Trade,• Performance, Breach of Contract and remedies, revocation and termination of Contract,• Agency and Bailment Contracts, Contract of Indemnity, Contract of Guarantee and Pledge.	Discussions cum group learning Participative learning Lecture cum discussions Lecture cum discussions	Students will be able to: <ul style="list-style-type: none">• Learn the basics about contract in business and its importance• Know the special types of contract their uses, formation & termination
2.	18	II	<ul style="list-style-type: none">• The Sale of Goods Act, 1930: Objective, Definition of Contract of sale, Sale and Agreement to Sell,• Definition of Goods, Conditions and Warranties, Implied Conditions and Implied	Lecture cum discussions Interactive teaching	Students will be able to: <ul style="list-style-type: none">• To understand the nature and importance of sales & contract of sales

			<p>Warranties,</p> <ul style="list-style-type: none"> • Performance of Contract of Sale and Right of unpaid seller, rights of sellers and buyers, transfer of property. Unpaid seller and rights of unpaid seller. • Indian Partnership Act 1932: Definition of Partnership, Registration of Partnership Firm, Rights and duties of Partners, Dissolution of Partnership and Partnership firm. • Limited Liability Partnership Act, 2008: Formation and Incorporation of LLP, Partners and their relations, Financial • Disclosures, Conversion into LLP, Foreign LLP. 	<p>Reciprocal teaching and group discussions</p> <p>Lecture cum discussions</p> <p>Cooperative teaching</p> <p>Group discussion</p>	<ul style="list-style-type: none"> • To know the basic terms of sales contract and how to implement it in business • To explain importance of partnership, rights & obligation of partners in partnership
3.	14	III	<ul style="list-style-type: none"> • The Companies Act 2013 with up-to-date Amendments: Essential characteristics of a Company, Types of Companies, Memorandum and Articles of Association, Prospectus, • Essential conditions for a valid Meeting, Kinds of Meetings and Resolutions; Directors and Remuneration, • Directors, Managing Directors-their Appointment, Qualifications, Powers and Limits on their Remuneration, • Introduction to Lifting of corporate veil, conceptual framework of formation of company, • Doctrine of Ultra Vires and Doctrine of Indoor Management, Winding up of Companies 	<p>Lecture cum discussions</p> <p>Group discussions and interactive teaching</p> <p>Cooperative teaching</p> <p>Group discussions</p> <p>Participatory learning</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Know the basics of company, its formation & documents requirement • apply the theoretical knowledge of companies act in their daily life • understand how the company will form and wind up & essential types of meeting and resolutions will be passed

4.	10	IV	<ul style="list-style-type: none"> • Negotiable Instruments Act: Meaning and types of Negotiable Instruments- Cheques, Promissory Notes, Bills of Exchange, • Holder and Holder in due course, Types of Endorsements, Types of Crossing of Cheques, • Dishonor of Cheques and Consequences. 	<p>Lecture cum discussions</p> <p>Group discussions</p> <p>Participatory learning</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Know the various types of negotiable instruments and their uses
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Reference books

- **Business Laws (M C Kuchhal & Vivek Kuchhal)**
- **Business Laws (Avtar Singh)**
- **Business laws (N D Kapoor)**



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INTERNAL QUALITY ASSURANCE CELL

LESSON

Name of Faculty: Dr. Madhu Shrivastava

Class/Year: B.Ed.-1st Year

Semester: 2nd Semester

Paper Title: Learning and Teaching

Paper Code: BED102

Academic Session: 2023-24

Objectives of the Subject:

- To foster a comprehensive understanding of the concept of development, learning and teaching.
- To critically examine different theoretical perspectives of learning and their applications with special reference to diverse socio-cultural context
- To understand various processes that facilitate the construction of knowledges
- To examine the concept, nature and theories of intelligence and motivation
- To reflect on the theories of personality and methods of adjustment.

S.No.	Duration	Unit	Topic to be covered as per Syllabus	Transactional Strategies	Learning Outcomes
1.	15	I	<ul style="list-style-type: none">• Learning and Teaching- Nature, Relevance and Relationship• Nature and Nurture, Relationship between Development and Learning• Developmental Influences: Development as a resultant of interactions between Individual and the external environment (physical, Socio-cultural, Economic, Ecological and	<p>Participative learning</p> <p>Discussions cum group learning</p> <p>Team teaching</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">• establish the relationship between development and learning• explain the developmental influences

			<p>Technological)</p> <ul style="list-style-type: none"> • Learning styles of learners with special reference to Fleming's VARK model of learning • Concept of Teaching, Models of teaching, organizing learning experiences, teaching learning resources ODL (Open and Distance Learning) and Self-Learning 	<p>Lecture cum discussions</p> <p>Activity based approach</p>	<ul style="list-style-type: none"> • discuss the learning styles of learners • know the concept and model of teaching • to apply the learning models , organize learning experiences
2.	16	II	<ul style="list-style-type: none"> • Approaches to Learning: • Behaviorist, Cognitivist, Information-Processing, Humanist, Social Constructivist. • Theories of Learning (Concepts, Principles and applicability is different learning situations): - Thorndike, Pavlov, Skinner, Kohler, Rogers, Lewin, Bandura, Vygotsky • Distinction between learning as 'Construction of Knowledge' and learning as 'Transmission and Reception of Knowledge', Upanishadic Method of Learning. <ul style="list-style-type: none"> • Meaning of 	<p>Lecture cum discussions</p> <p>Interactive teaching</p> <p>Reciprocal teaching and group discussions</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • apply the various learning theories in the teaching-learning process • apply the learning theories in learning situations • Explain the construction of knowledge, transaction and reception of knowledge • Understand the upanishadic method of learning

[illegible]

4.	13	IV	<ul style="list-style-type: none"> • Meaning and Nature of Personality • Theories of Personality • Type Approach – Hippocrates, Kretschmar, Sheldon, Jung • Trait Approach – Cattell • Type cum Trait Approach – Eysenck • Psychoanalytic Approach – Adler • Individual Differences-Concept and Determinants • Role of Heredity & Environment in Individual Differences, Catering to individual differences through educational programs 	<p>Reciprocal teaching</p> <p>Lecture cum discussions</p> <p>Group discussions</p> <p>Participatory learning</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • apply the various personality theories and concept of adjustment in the teaching-learning process • Understand the role of heredity and environment in catering to individual differences
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Reference Books:

1. Woolfolk, A. (2014) Educational Psychology. 12th Edition.
2. Mangal, S. K. (2002) Advanced Educational Psychology
3. Gardner, H. (1985). Frames of Mind: The Theory of Multiple Intelligences. London: Paladin Books.
4. Harris, M. and Butterworth, G. (2002). Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years

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INTERNAL QUALITY ASSURANCE CELL

LESSON PLAN

Name of Faculty: Dr. Joni Devi

Paper Title: Language Across the Curriculum

Class/Year: 1st

Paper Code: BED 105

Semester: 1st

Academic Session: 2023-24

Objectives of the Course:

- To understand language as a medium for comprehending ideas, reflection and thinking and for expression and communication.
- To understand the different theories of language acquisition.
- To develop competencies in fostering the language skills among school children.
- To develop sensitivity and competency towards catering to a multilingual audience.

S.No	Duration	Unit	Topic to be covered as per Syllabus	Transactional Strategy	Learning Outcomes
	12	1 st	<u>Understanding Language and Communication</u> <ul style="list-style-type: none"> Meaning and Concept of Language o Features of Language o Structure of Language o Functions of Language. Meaning and Concept of Communication o Types of Communication o Human and Animal Communication. Differences between Language and Communication. Perspectives in Language Development(with reference to how children acquire language at an early age) Nativist:Noam Chomsky's views on language development 	Deductive Learning Organizing Content Team Learning Collaborative Learning Learning by doing	Student will be able to: <ul style="list-style-type: none"> Understand the basic concept of Communication. Generalise differences between Human and Animal Communication. Understand the concept of LAD, ZPD, Scaffolding. Use Operant Conditioning

			<ul style="list-style-type: none"> • Behaviourist: B.F. Skinner's views on language development • Social- Interactionist: Lev Vygotsky's views on language development 		
	20	2nd	<p><u>Language Skills</u></p> <ul style="list-style-type: none"> • Meaning and Concept of Language Acquisition. • Differences between Language Acquisition and Language Learning. • Acquisition of the Four Language Skills <p>Listening Skills: Kinds and Strategies .</p> <p>Speaking Skills: Functions of Speaking, Activities for Developing Speaking Skills.</p> <p>Reading Skills: Process types and strategies of Reading, Pre-Reading and Post Reading Activities.</p> <p>Writing Skills: Process, and types of Writing, Variations in Writing Across the curriculum.</p> <ul style="list-style-type: none"> • Emergent Literacy: Meaning and Implications. 	<p>Discussions</p> <p>Analytic Learning</p> <p>Team Learning</p> <p>Analytic and Reflective Learning</p> <p>Constructivist Learning</p> <p>Collaborative Learning</p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Generalise differences between Language Acquisition and Language Learning. • Understand four Language Skills. • Use various types of activities.
	20	3rd	<p><u>Understanding Language Diversity</u></p> <ul style="list-style-type: none"> • Socio-Cultural Variations in Language and dialects. • Relationship of Language and Society: Identity, Power and Discrimination. • Language Diversity in context of India: Bilingualism and Trilingualism. • Multilingualism in the classroom: Meaning, 	<p>Lecture Cum Discussion</p> <p>Analytic and Constructivist Learning</p> <p>Inquiry Based Learning and Observation</p> <p>Constructivist Learning</p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Discover Language Diversity. • Associate Relationship of Language and Society: Identity, Power and Discrimination. • Demonstrate Language Diversity in context of Indian Bilingualism and Trilingualism. <p>Arrange Multilingualism in the classroom.</p>

			its challenges and implications for teachers Status of Languages in India and Constitutional Provisions. Three Language Formulas.		
	18	4th	<p><u>Role of Language in Teaching- Learning Process</u></p> <ul style="list-style-type: none"> • Language and teaching-learning process: concept, principles and goals, advantages and limitations. • Role of Language teachers and subject teachers in LAC approach. • Relationship to Content Based Instruction: Humanities, Sciences, Mathematics. • Classroom Discourse: Purpose, Types and Importance. 	Community service Analytic and Constructivist Learning Analytic and Discussion Participatory Learning	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Recognize the role of Language in Teaching Learning process. • Describe principles of Language. • Generalise between other subjects and language subjects.

Suggested Readings:

- 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.
- MOE (Ministry of Education). 1966. Report of the Education Commission 1964- 1966. New Delhi.

INTERNAL QUALITY ASSURANCE CELL

LESSON PLAN

Name of Faculty: Ms. Sapna Yadav

Class/Year: 2nd

Semester: 4th

Paper Title: Knowledge and Curriculum
 Perspectives in Education

Paper Code: BED212

Academic Session: 2023-24

Objectives of the Course:

- To enable student teachers to understand the meaning of the term Knowledge and Curriculum.
- To explore the role of School as an organization and its culture along with the teachers in operationalizing and developing, a contextually responsive 'Curriculum' which fosters the spirit of Critical Pedagogy.
- To familiarize student-teachers with the recommendation of NCF 2005 and NPE 2020 pertaining to Curriculum and Schooling.
- To gain insight about Knowledge and Construction of Knowledge

Unit	Duration	Content	Transactional Approach/Strategy	Expected Achievement and Learning Outcomes
1 st	14	<ul style="list-style-type: none"> • Understanding the Meaning and Nature of Curriculum • Foundations of Curriculum: Philosophical, Psychological and Sociological • Components and Principles of Curriculum, Need and Importance • Facets of Curriculum: Significance in Indian context • Core curriculum & Hidden Curriculum • Centralized & Decentralized Curriculum • Significance of Curriculum in School Education with reference to- <ul style="list-style-type: none"> (a) Curriculum Framework (b) Curriculum & Syllabus 	<ul style="list-style-type: none"> • Lecture cum Demonstration method. • Peer Tutoring Approach • Multimedia approach • Structural approach • Lecture cum Discussion method 	<p>Student will be able to:</p> <ul style="list-style-type: none"> • To enable student teachers to understand the meaning of the term Knowledge and Curriculum

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		<ul style="list-style-type: none"> • Interrelationship between Curriculum, Society and Learner. • Recommendations for curriculum and schooling(According to NCF 2005 and NPE 2020) 		
2nd	14	<ul style="list-style-type: none"> • Meaning and Nature of knowledge • Differences between Information, Knowledge, Belief, and Truth • Sources of Knowledge: Empirical Vs Revealed knowledge • Types of Knowledge: Disciplinary Knowledge, Course content Knowledge, Indigenous Knowledge and Scientific Knowledge • Relevance of Knowledge construction through dialogue • Contestations to 'Knowledge'- <ul style="list-style-type: none"> (a) Dominance (b) Marginalisation (c) Subversion (d) Process of Knowing 	<ul style="list-style-type: none"> • Lecture cum Discussion method • Team Teaching Approach • Multimedia approach, Lecture Method • Multimedia approach, Lecture Method 	Student will be able to: <ul style="list-style-type: none"> ▪ To explore the role of School as an organization and its culture along with the teachers in operationalizing and developing, a contextually responsive 'Curriculum' which fosters the spirit of Critical Pedagogy.
3rd	20	<p><u>Curriculum Planning, Construction and Transaction (At School Level) :</u></p> <ul style="list-style-type: none"> • Broad determinants of Curriculum Construction- <ul style="list-style-type: none"> ➤ Learner and his/her interest and developmental context ➤ Diversity- socio- cultural- geographical- economic and political ➤ National and International contexts • Integration of School Curriculum with futuristic needs: Vocational Bias and Skill Development • Different Approaches to 	<ul style="list-style-type: none"> • Multimedia approach, Lecture Method • Lecture Cum Discussion Method • Team Teaching Approach • Peer Tutoring Approach • Team Teaching Approach • Lecture Cum Discussion Method 	Student will be able to: <ul style="list-style-type: none"> • Understand about Curriculum Development. • Relate Curriculum in their Contexts of National and International Education. • Use of Integration of School

		<p>Curriculum Development-</p> <p>(a) Subject-centered (b) Learner centered (c) Constructivist (d) Competency based (e) Process of Curriculum designing</p> <ul style="list-style-type: none"> Models of Curriculum Development by Ralph Tyler, Hilda Taba, Franklin Bobbit Curriculum Evaluation 	<ul style="list-style-type: none"> Elastration with Example, Discussion Method Lecture Cum Discussion Method 	<p>Curriculum.</p> <ul style="list-style-type: none"> Understand Different Approaches to Curriculum Developme nt. Generalize the Different Models of Curriculum.
4th	12	<p><u>School: The site of Curriculum Engagement :</u></p> <ul style="list-style-type: none"> Meaning of Curriculum Engagement. School as Curricular Sites: Available Infrastructure and Resources. Role of Teacher as a Critical Pedagogue in Curriculum Transaction. Contemporary relevance of Nai Talim, Work Education, Experiential Learning and Community Engagement. Role of Apex bodies in providing curriculum and pedagogic supports to teachers within schools- NCERT, CBSE, NIOS, and CIET. 	<ul style="list-style-type: none"> Lecture Cum Discussion Method Team Teaching Approach Pear Tutoring Approach Multimedia approach, Lecture Method Multimedia approach, Discussion Method 	<p>Student will be able to:</p> <ul style="list-style-type: none"> Use the basic Curriculum Engageme nt. Understan d Available Infrastruct ure and Resources. Utilise Work Experienc es, Nai Talim, Experienci al Learning. Understa nd Proper Functioni ng of NCERT, CBSE, NIOS, and CIET.

Suggested Readings:

- Cohen, Louis; Manion, Lawrence and Morrison, Keith(2004); A Guide to Teaching Practice- Fifth Edition; Routledge Falmer-Taylor and Francis Group;London.
- Connelly, F. Michael (Editor) (2008); The Sage Handbook of Curriculumand Instruction; Sage

Publications India Pvt. Ltd.; New Delhi.

- Kelly, A.V.; (2006) The Curriculum: Theory and Practice- Fifth Edition; Sage Publications; London
- Kubiszyn Tom. (2003). Educational Testing and Measurement, John Wiley.
- Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching; Pearson Education Inc.