

# National Council for Teacher Education

## Syllabus

### Bachelor of Education (B.Ed.) (1 Year)

#### I. Scheme of Study

	Credits	Contact Hrs.	Marks
<b>Area A Foundations of Education</b>			
A1 Education and Development	3	4	100
A2 Education: An Evolutionary Perspective	3	4	100
A3 Contemporary Issues & Concerns in Secondary Education	3	4	100
<b>Area B Pedagogical Knowledge</b>			
B1 Learner and Learning	3	4	100
B2 Teacher as a Facilitator of Learning	3	4	100
B3 Curriculum and School	3	4	100
B4 Assessment for Learning	3	4	100
B5 Learning Resources	2	3	75
B6 School Management	2	3	75
<b>Area C Pedagogical Content Knowledge</b>			
C1 school subject-1	4	6	100
C2 school subject-2	4	6	100
<b>Area D School Based Experiences</b>			
D1 Initiatory School Experiences	3	4	100
D2 Internship in Teaching	4	6	200
<b>Area E Add on Courses</b>			
E1 Language Proficiency	1	2*	
E2 ICT Integration in Pedagogy	1	2*	
<b>Total</b>	<b>42</b>	<b>58</b>	<b>1400</b>

\***Note:** the courses E1 and E2 will be essentially through practical activities through workshop mode and performance shall be graded on a five point scale.

#### II. Modes of Learning Engagement

With a view to move away from theoretical discourses and lectures, the student teachers will be required to be engaged in various kinds of learning experiences. Every course in the teacher education programme provides specific engagements that are spelt out under each course. However, the nature of engagement of the student teachers will be of the following kinds.

Lecture-Discussion Session: The teacher educator provides a platform for review of experiences, develop insights into the disciplinary knowledge base and relate them to the school realities.

Focused Reading and Reflection: Student teachers would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.

Observation-Documentation-Analysis: Simulated and real school/community experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyze with an intention to revisit their own understandings or develop new insights.

Seminar: Students will undertake thematic/topical study, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.

Case Study: An in-depth and comprehensive study of a single or few cases would be taken up as per the guidelines provided and submit a study report.

School Based Practical: Observing an experienced practitioner, planning-implementing-receiving feedback from peers and supervisor and reflection on one's own performance would influence development of insights, beliefs and attitudes necessary for a teacher. Learning experiences would be provided through several school based practicum for development of certain professional qualities and competencies. The conceptual and theoretical learning made under various courses would not transfer to the real classroom/school context unless one makes specific attempts at applying them in relevant contexts. The school based practical would also include opportunities for planning and implementation of learning experiences and strategies and reflecting on their appropriateness and effectiveness.

Workshop: A series of learning experiences in a given performance area would be provided in the form of workshop engaging them in modeling-practice-feedback sequence with a view to develop specified competencies required for a teacher

### **III. Modes of Assessment**

Pre-service teacher education programme provides inputs that are to be internalized through an active process of assimilation and accommodation. Hence, assessment needs to be formative and summative, quantitative and qualitative by nature. The modes of assessment would consist of

- **Written tests and assignments** for assessing conceptual understandings and clarity
- **Products** of planning and preparation activities such as lesson plan, unit plan, assessment tools, and learning resources.
- **Observation** of teaching performance using schedules and rating scales, both in simulated and real classroom contexts, for assessing performance skills and competencies
- **Records/Reports/Reflective Journals and Diaries** maintained by the student teacher of their school based experiences and project work related to different courses
- **Seminar presentations** for assessing ability to review, record, reorganize and present their work on thematic/topical study
- **Laboratory journals/ Activity records** for assessing ability to plan and implement laboratory activities on subject specific skills under various pedagogical content courses
- **Observation** of the student teachers in various contexts of teacher education such as their participation in seminar, professional attitudes and dispositions

#### **IV. Scheme of Assessment**

In view of the varied nature of the different courses of study, differential procedures for assessment need to be visualized. This has been shown in the weightage for formative and summative assessments.

	<u>Sessional</u>	<u>Terminal</u>
Area A: A1, A2, A3	30	70
Area B: B1, B2,B3, B4	30	70
B5	75	-
B6	25	50
B7	50	-
Area C C1, C2	50	50
Area D D1	100	--
D2	100	100*

#### **V. Syllabus for various Courses**

##### **Area A**

### **FOUNDATIONS OF EDUCATION**

#### **Course A1: Education and Development**

##### **Course Objectives:**

1. To understand the relationship between Education and individual and National Development.
2. To examine the influences of political and policy decisions on Education and its aims, content and procedures.
3. To understand how Education derives its relevance from socio cultural contexts and critically reflect on the influence of education on quality of life
4. To analyze the social context of education and its bearing upon school system
5. To examine the changing emphases on Education in the context of Globalization, Liberalization and Privatization

##### **Unit-1: Education for National Development**

National development –meaning, scope and different view points

Indicators of national development – Education Commission 1964-66, Planning Commission, World Bank, NPE-1986

Education as a development indicator, and enhancer of development indicators

Education for Sustainable Development (ESD): Components: Brundtland Commission 1987 & UNESCO, Aims of education for SD, Areas of SD (United Nations Division for SD)

Role of education in ensuring sustainable development,

A review of the initiatives for educational development in India over decades

The perspective of education for national development in the NCF-2005

### **Unit-2: Emerging Interface between Political Process & Education**

Education as a key area of public policy- relevance, essentiality

The National and State Education Policies and their formulation- political decision making process; relationship between constitutional provisions and educational policies- Right to Education

Implementation of an educational policy- political will and effort, macro level requirements; action plans and programme guidelines as tools for implementation and essentiality of political support; State and Centrally Sponsored Schemes of Education

Research and feedback for policy analysis and planning

Financial supplementation: grant-in-aid and developmental grants for implementing educational policy- the role of planning commission

### **Unit-3: Education and Economic Development**

Education for economic development- its meaning and nature

Education as development of human resource: Education for Employability - academic concerns in education, Consumer driven educational programmes

Quality of life as an outcome of education,

Education as an investment

Privatization, private initiative, and liberalization in education

### **Unit-4: Education and Individual Development**

Education for development of individual capabilities, enhancement of quality of life, and proactive participation in the socio-political-economic-cultural context

Education and Actualization of individual aspirations

Education for development of responsible citizens

Education and development of life skills: preparation of individuals for the 21<sup>st</sup> century

### **Unit-5: Education and Socio-cultural Context**

Education as an instrument of social change- influence of education on society, family and their practices

Socio-cultural influences on the aims and organization of education

Social acceptability of educational policy and practice

Impingement of cultural history on education

Emerging trends in societies and their repercussions on education: globalization and internationalization of education

## **Course A2: Education: An Evolutionary Perspective**

## **Course Objectives:**

### **Unit -1: Education as an evolving concept**

Meaning of education: ancient to present- education as an organized, institutionalized, formal and state sponsored activity

Concepts in education and their changing connotations: school, curriculum, teacher, learner, teaching, learning, instruction, freedom, autonomy and control in relation to the child and teacher

Shifts in process of education: Knowledge giving, didactic and constructivist interpretations

Expansion in modes of education: face-to-face (tutorial, small group, large group) to distant modes of education: oral/aural to digital; individualized and group based

### **Unit-2: Aims of education**

Aims of education: Historicity of aims of education

Changing aims of Education in the context of globalization

Sources of Aims of Education: Educational aims as derived from the Constitution of India

Influence of aims of education on the curriculum and transactional strategies

Ideas of educational thinkers such as Gandhi, Tagore, Aurobindo, Dewey, Krishnamurthy, Friere and Illich

### **Unit-3: Evolving Knowledge base in Education**

Nature of knowledge in education: concepts, statements, educational viewpoints, metaphors and theories. Emerging K base in education

Differences between information, knowledge, belief, and opinion

Interfaces with cognate disciplines such as physical, natural and social sciences

### **Unit-4: Learning Environment: the changing scenario**

Changes in Teacher roles, learner participation, knowledge emphasis, learning resources and physical space

Shift in pedagogy: Knowledge focused to teacher focused to learner focused learning environment

Shift in learning environments: Unimodal to multi-mediated, school based to community linked, and real to virtual learning environments. The open-distance learning environment

### **Unit-5: Systems & structures in school education**

Education as a system: meaning and nature

Evolution of educational network over the past two centuries (1800s to 21<sup>st</sup> century): a brief overview of historical development of learning systems that resulted in the present network of schools.

Differentiation of educational structures: stage wise; stream wise;

Role of state-centre: need for a national system of education

Predominant concerns of the education system– co ordination, quality assurance and feasibility

Systemic reforms in education: meaning and need. Demands from the secondary education system upon achieving universal elementary education

## **Sessional Work**

- 1) Student teachers are required to read at least two books listed below and discuss in groups the aspects of education evolving as presented in them; critically examine the extent to which the process of differentiation and diversification in education have raised concerns about its quality

and relevance in the present changing times. After discussions, students document their understanding in lucid manner as a term paper.

### **List of References**

Cole Luella, A History of Education: Socrates to Montessori, Holt, Rinehart & Winston, New York, 1950.  
 Power, Edmund, J., Main Currents in the History of Education, McGraw Hill Book Co.Inc., New York, 1962.  
 Lakshmi, T.K.S. and M.S.Yadav, "Education: its Evolving Characteristics", in Nedw Frontiers in Education, Vol. XXII, No.4, Oct-Dec., 1992

## **Course A3: Contemporary Concerns and Issues in Secondary Education**

### **Unit-1: Universalisation of Secondary Education**

Constitutional provisions  
 Policies and programmes for realizing the constitutional obligations  
 Right to education and its implications for universalisation of secondary education (USE)  
 Impact of realizing the UEE on secondary education: access, enrolment, participation and achievement; status of USE  
 USE: issues and concerns  
 Lessons from implementation of UEE  
 Strategies for realization of targets

### **Unit-2: Equity & Equality in Education**

Meaning of Equality of Educational Opportunities, provision and outcomes; constitutional provisions for ensuring equity  
 Nature and forms of inequality including dominant and minor groups, gender  
 Inequality in schooling: public-private schools; Rural-urban-tribal schools, and differential school systems – schools for education of the challenged

### **Unit-3: Quality in education**

What is 'quality education'?  
 Indicators of quality: related to learning environment, Student Outcomes  
 Outcome improvement through: Setting standards for performance, Supporting inputs known to improve achievement, Adopting flexible strategies for the acquisition and use of inputs, and Monitoring performance.  
 Enhancement of quality in secondary schools

### **Unit-4: Peace Education**

Peace as a dynamic Social Reality  
 Relevance of Peace: national and international contexts  
 Dangers to Social Security: terrorism, war, natural calamities and impact on quality of life  
 Peace context: conditions for promotion of peace, UNESCO's concerns on Peace and Understanding  
 Role of education in promotion of peace: implications for pedagogy  
 Teacher role in promoting peace

### **Unit-5: Education for Conservation of Environment**

Conservation of environment- an imminent need  
 Need for sensitizing learners towards concerns of environmental conservation

Integration of environmental concerns in curriculum

Role of teacher in promoting conservation

**Note: The following courses are yet to be finalized. Only suggestive content have been listed under unit titles and three courses are yet to be written**

## Area B

### PEDAGOGICAL KNOWLEDGE

#### **Course B1 Understanding the Learner and Learning Process**

##### **Unit 1 Nature of the Learner: Child and Adolescent**

Learner as a developing individual; a psycho-social entity; stages of development

Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships

Developmental tasks of childhood and adolescence and their implications

Factors influencing development such as heredity, nutrition, child-rearing practices, siblings and peers

##### **Unit 2 Understanding Differences between Learners**

Dimensions of differences in individual learners

Understanding learners with varying cognitive abilities especially with 'learning difficulties'- slow learners and dyslexia

Multiple Intelligences; implications for understanding learner variations

Learner variations based on socio-cultural contexts:

Home language and language instruction

'Culture capital' of learners and school knowledge

Learning needs according to learner variations

Ways of discerning/estimating these

##### **Unit 3 Theoretical Perspectives on Learning- an Overview**

Emerging Paradigms in learning Process

View of a learner, teacher and teaching learning process according to

Behaviourism, cognitivism, constructivism, humanism

Relevance and applicability of various learning theories for different kinds of learning situations

##### **Unit 4 Learning in 'Constructivist' Perspective**

Learning as 'construction of knowledge' as different from learning as 'transmission and reception of knowledge'

Processes facilitating 'construction of knowledge'

Experiential learning and reflection

Social mediation

Cognitive negotiability

Situated learning and cognitive apprenticeship

Meta cognition

(Each of these to be dealt with by drawing on classroom situations or content/theme of learning)

### **Unit 5 Learning Styles and Learning**

Concept of learning styles - audio, visual, kinesthetic

Learning styles and their bearing on different kinds of learning:

Concept learning, learning of skills, creative and critical thinking, modeling, constructing meanings and discovery, verbal, numerical, non verbal

Teacher's role: Change, strengthen sustain and learning styles

## **Course B2 Teacher as a Facilitator of Learning**

### **Unit 1 Developing learning related competencies**

- subject related competencies
- expository competencies – verbal, non verbal, use of material/gadgetary supports
- organisational competencies-
  - evolving a feasible and relevant annual plan of action for oneself
  - sensitive and proactive involvement in the overall institutional functioning
  - appropriate coordination of demands/pressures of one's allocated responsibilities
  - preparation of annual school calendar, time table, relevant documentation, official requirements, recording the minutes o

### **Unit 2 Developing Identity as a Teacher**

Impact of one's own socialization processes, awareness of one's own shifting identities as 'student', 'adult', and 'student teacher', and influences that have acted/continue to act on oneself

Reflections on one's own aspirations and efforts in becoming a 'teacher'

Evolving identity as a teacher, which is progressive and open to reconstruction

Teacher's professional identity- what does it entail?

### **Unit 3 Meaningful Engagement with Other Stake Holders**

- institutional authorities
- parents
- community
- office staff
- other educational institutions
- colleagues.
- Kinds of interactions and their purposes
- Gaining their support to school processes, including as resource supports

### **Unit 4 Proactive 'mentoring' of Learner Development in School Practicum**

### **Unit 5. Understanding Teacher as a Professional**

- expectations and responsibilities on a teacher
- an autonomous functionary and a member of a community of professionals
- developing an 'identity' as a teacher
- balancing personal aspirations and professional pressures.

## **Course B3 Curriculum and School**



### **Unit 1 Concept of Curriculum**

Meaning

Differentiating curriculum framework, syllabus, textbooks; their significance in school education

'core' curriculum; local context specific curriculum; significance of both

Visualization of curriculum at different levels: national-level; state-level; school level; class level, and related issues; the lower level ones subsume the higher level ones.

### **Unit 2 Process of Curriculum Development**

Formulating objectives and learning standards

Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects

Organizing fundamental concepts and themes vertically across levels and integrating themes within and across different subjects

Selection and organization of learning situations and learning resources.

### **Unit 3 Curriculum Engagement in School**

Role of school philosophy, administration in creating a context for curriculum engagement  
 Infra structure facilities, curricular sites and resources ( library, laboratory, school play ground, neighbourhood and community resources(out sourcing these to supplement school resources)

Development of curriculum vis a vis teachers' role and support in 'transacting curriculum' , and evaluating curriculum;

Role of school in bridging gap between intended, implemented and attained curriculum

### **Unit 4 Role of School in Operationalising the Curriculum**

School has to provide for scope to discuss among teachers :

implied pedagogy, how to translate them in to subject specific objectives;

need for 'active engagement' of teachers and school authorities in reflecting on the ways to effectively mobilize the community resources, school resources, textbook material, curricular objectives to be actualised

Teacher must know why components are included;

textbooks are mere tools giving substantive outlines;

Objectives of the curriculum; their relevance and how these can be realized;

each teacher has to recognize one's role in realizing these;

### **Unit 5 Curriculum Development at various levels**

Curriculum Framework as a direction giving document;

Formulated at national/state levels indicating the stage relevant thrusts anticipated

Emphasis on the components visualised for the stated stage relevant objectives; as contributing to the overall aims for the stage

Agencies engaged in this process: NCERT; SCERTs

School curriculum as a functional rendering of the national CF.

## **Course B4 Assessment for Learning**

### **Unit 1 Assessment and Evaluation**

Clarifying terms: assessment, evaluation, test, examination, measurement, and their interrelationships

: formative and summative

: continuous and comprehensive –criterion based

Assessment for learning: periodic, integral to learning process, continuous assessment and feedback measures for learning improvements; Identifying learning gaps; distinguishing it from assessment ‘of’ learning

Constructivist Perspective on assessment and evaluation of learning Purpose of assessment in a constructivist paradigm

### **Unit 2 What is to be Assessed?**

Dimensions and levels of learning

Retention/recall of facts and concepts; application of specific skills

Manipulating tools and symbols; problem-solving; applying learning to diverse situations

Meaning-making propensity; abstraction of ideas from experiences; seeing links and relationships; inference; analysis; reflection

Originality and initiative; collaborative participation; creativity; flexibility

Contexts of Assessment

Subject-related; person related

### **Unit 3 Assessment of Subject based Learning**

Enlarging notions of ‘subject based’ learning in a constructivist perspective

Assessment tools: kinds of tasks- projects, assignments, performance

Kinds of tests: written and oral; response, observation, self reporting

Self assessment, peer assessment

Maintaining portfolios, using rubric assessment procedures

Processing test performance: result sheet preparation, calculation of percentages, central tendency measures, graphical representations, and interpreting performance

Feedback and reporting: use of assessment feedback for further pedagogic decisions; types of teacher feedback; peer feedback; reporting in terms of marks and grades;

Grading- concept; features, indicators for grading; CBSE and state evolved indicators

### **Unit 4 Teacher Competencies in Evolving Appropriate Assessment Tools**

Visualizing assessment tools appropriate to context, student and content

Designing tasks and questions to assess process of thinking (understanding, application, analytical, critical, creative and meta cognitive)

Planning for and preparing student portfolios using rubric assessment

Meaningful interpretation and reporting of student performance

Communicating results to parents and enlisting their proactive support  
Using assessment outcomes for further enrichment of learning designs

### **Unit 5 School Based Assessment Programme**

Visualizing an annual assessment scheme through team effort of teachers, administrators:

comprehensive -of all aspects of student development – scholastic, co-scholastic; personal and social qualities

- Of all kinds of learning experiences- in and out side classroom; subject related, other activities

Deciding upon the periodicity of various assessment tasks including tests, and their recording and reporting procedures.

Flexibility in role specifications of faculty including principal, kinds assessment tasks

Coordinating and monitoring effective implementation

Delinking school based assessment from examination

### **Course B5 Learning Resources**

### **Course B6 Understanding School Context**

#### **Course Objectives**

To enable students to understand

School as a conducive learning environment which evolves through the various activities and processes carried on

The role of teachers and the principal in ensuring a vibrant school climate

#### **Unit 1 School- more than a mere Physical Space, an Environment**

Component features: principal, teachers, office staff, physical set up, curricular inputs: all are interactive and interdependent

School climate can be conducive- learner friendly, belongingness, vibrant, when all component features share such feelings

#### **Unit 2 Providing and Using Physical Facilities**

Facilities required- physical space (building) with adequate classroom space, adequate furniture, learning resources such as the labs, library, sports field, gadgets (board, OHP, ICT, etc.), and staff rooms, rest rooms, etc.

Cleanliness, appropriate use of each with an intent or schedule

Streamline ways of using the facilities: coordination, sharing

#### **Unit 3 School Environment- Teacher Role**

Visualize the requirements- procure, maintain and replenish with support of authorities

Design various activities which generate positive impact and build goodwill, acceptance, belongingness, openness, orderliness, and access, both among teachers and between teachers and students

Participative proactive role

Team work, transparency in functioning

#### **Unit 4 Principal- the Leadership Role**

Authority without being restrictive

Perceptive of others' needs, strict in maintenance and replenishment, easy to access, patient and kind in dealing without being lax,

Encourage divergent thinking and support for it

Systematic in working, regard for regularity, orderliness, punctuality, sharing.

Effective liaison with higher authorities, community, other educational institutions as well as in house members- teaches, office and students

#### **Unit 5 Mechanisms for coordinated functioning in school**

Planning: long term- with the authorities and teachers

Annual- with the teachers; annual school calendar

Day to day schedules- with the teachers; time table, notifications, announcements

: involvement of teachers; allocation of responsibilities,

: ascertain all processes are consistent with the school philosophy

Continuous Monitoring: ascertain smooth execution of planned activities without pressurizing

Staff Meetings: forum for sharing before and after any important event, for review and further planning

Regular, documentation of happenings

#### **Practicum**

**Through small group work find out the various school systems in India and their relevance of the varied school systems**

Interlinks among and uniqueness of the various school systems

Role of COBSE

Persisting concerns of achieving goal of constitutional commitments, quality assurance and parity across school systems

Expansion and differentiation within each stage

#### **Academic and Administrative Authorities**

State Boards, CBSE, ICSE.

NIOS, PSCI, ISO, IBS.

#### **Modes of Learning Engagement**

#### **Modes of Assessment**

#### **List of References**

## Area C

### PEDAGOGICAL CONTENT KNOWLEDGE

#### Course C1

#### Course C2

- Kinds of content and their pedagogic rendering for subject C1 & C2
- Different levels of learning content and diagnosis of difficulties
- Pedagogical analysis
- Curricular innovations in respective subject areas

#### **Unit 1 Revisiting Knowledge in the Subject Area bringing out**

Nature of the Subject

The significance of the various branches in the area

Interdisciplinary elements

Objectives of teaching the subject area with specific reference to secondary level

how they reflect the objectives of teaching the specific branches

Understanding linkages with different subject areas

Recent advancements in the subject area

#### **Unit 2 Kinds of Content and their Pedagogic Rendering in consideration to**

the varying learner needs

assessment for learning in the subject

#### **Unit 3 Pedagogic Analysis of Key Content Areas in the Subject**

Content analysis; identification of various content categories and skills

Task analysis with reference to learning objectives, student capabilities, learning approaches, learning resources, possible assessment modes

Visualizing learning situations

Organizing learning sequences

Contextualizing learning

#### **Unit 4 Appraisal of Curriculum and Teaching Material**

Comparative analysis of prescribed syllabus and textbooks of different Boards

Curricular innovations in respective subject areas

#### **Unit 5 Preparation of Learning Designs in the light of the above**

At least one in each school subject

Creating different situations of learning engagement:

Group learning, individual learning, small group, peer coaching, cooperative learning, collaborative learning, situated/contextual learning

Teacher Facilitation in different Learning Situations

Ways of scaffolding, modeling, demonstration, confidence building, supporting student tasks, help clarify fallacies and misconceptions, difficulties, help in reconstructing meanings, motivating for optimal learning (ZPD)

Dealing with sensitive issues in learner groups

## Area D

### School Based Experiences

#### D1 Initiatory School Experiences

##### Course Objective

This course aims at preparing teachers for understanding and developing meaningful learning sequences appropriate to the specificity of different levels of learning and also mobilise appropriate resources for them.

##### Task Set 1 Initiatory Experiences

Reflections on one's own School Experiences  
Identifying Nurturants and Deterrents  
Creating a 'Big Picture'

##### Task Set 2 Recognise School as an 'organised' Endeavour

- Functioning within a 'structure' with defined roles and responsibilities
- Internal arrangements for coordinated functioning
- -time table, work allocation, differential responsibilities, planning and coordination procedures
- External liaison – with parents, community, authorities.

##### Task Set 3 School as an 'Enabling Learning Environment'

- What 'enables' learning in schools?
- Nature of school environment;
- learner perceptions; teacher perceptions; parental/community perceptions
- Nature of inter relationships between and among learners-
- teachers; teachers; teacher- principal; parents-school; office-
- teachers-learners
- Nature of 'impact' generated in school

##### Task Set 4 how do school teachers evolve/design learning sequences?

Kinds, modalities, learning resources used, student reactions and any relevant related points

**Task Set 5** Design Learning Sequences in each of the 2 school subjects with all the details required; draw upon from the other earlier courses of study

#### D2 Functioning as a Teacher

##### Course Objectives

##### Course outline

Preferably in two time slots:

- i. Of 8-10 days- main focus on teaching
- ii. Of 15-20 days- an exposure to a full time role of teacher in school context

Each student teacher will design learning situations for not more than 4 units in each subject of specialization

Emphasis will be on try out of different approaches/ divergent ways of teaching, with appropriate integration of technology

During 'ii', student teachers will work with a mentor teacher in school and participate in all processes of school.

### **Area E**

#### **Add-on Courses**

<b>Course E1</b>	<b>Language Proficiency</b>
<b>Course E2</b>	<b>ICT Integration in Pedagogy</b>