

# St. Teresa's Institute of Education

Affiliated to the **University of Mumbai** and maintained under the **UGC Act**

S.V. Road, Santa Cruz (West), Mumbai 400 054.

Tel: **022 2649 02 52** website: **www.sti-edu.in** email: **stie73@gmail.com**

Certify the  
affixed photo

Name of the Student : \_\_\_\_\_

Roll No : \_\_\_\_\_ Degree: B.Ed

Examination : 2 year Credit Based Choice System.

Validity Period : July 2019 – May 2021.

Contact telephone number : \_\_\_\_\_

Blood Group : \_\_\_\_\_

Address : \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## **Declaration**

I have read the rules and regulations of the college. I affirm that  
my child will abide by all the rules.

\_\_\_\_\_  
Contact Telephone No.

\_\_\_\_\_  
Specimen Signature of  
Parent / Guardian.

This handbook should be brought to college every day. If the handbook is lost,  
another copy will have to be purchased. A fine will be levied in such a case.





## St. Teresa's Institute of Education



St Teresa's Institute of Education is one of the pioneering colleges of teacher–education in Mumbai. It was established by the Sisters of the Congregation of Carmelite Religious (CCR) in 1973. It is a Christian minority aided college affiliated to the University of Mumbai.

For over four decades now, the college has been rendering yeoman service to the cause of teacher education in and around Mumbai. The college works towards the lofty ideals of creating teachers who are competent and compassionate. The focus is on conscientious sensitization of student teachers to their call to be artisans who will fashion the future of society. Students from St Teresa's have been welcomed by prestigious schools both in India and abroad and have served in the capacity of teachers, supervisors and principals.

## Biography of St Teresa of Avila



St Teresa of Avila was born in Avila, Spain on 15th March 1515. Her parents were both pious Catholics and in some ways inspired their daughter to take up a life of prayer. As a young child Teresa showed signs of a deeply religious nature; she would often retreat into silence for prayer and would enjoy giving alms to the poor. In her teens, her mother passed away, leaving the young Teresa distraught at the void she felt. The young St Teresa turned instinctively to the Virgin Mary for comfort.

During her later teen years Avila lost some of her early piety and religious zeal. She became interested in worldly matters and enjoyed the company of a wide circle of friends. At the age of 16, her father decided to send Teresa to a convent school to be educated. This reignited in Avila an interest in following a spiritual life and after some deliberation resolved to become a nun of the Carmelite Order. In this climate Teresa struggled to find time for quiet reflection; although she did start teaching people on the virtues of mental prayer.

Shortly after becoming a nun, Avila experienced a severe illness (malaria), which left her in pain for a long period. However during this period of intense physical pain, she began to increasingly experience divine visions and an inner sense of peace. These inner experiences of joy and peace seemed to transcend the intense physical pain of the body. When she was a little better she resumed her prayers with renewed vigour.

However on telling others of her visions and spiritual experiences she was dissuaded from persuading them. Certain clergy felt they were just delusions of the devil. As a result, for many years Teresa lost the confidence to pursue her prayers and her spiritual life was almost put on hold. However, when Teresa was 41, she met a Priest who convinced her to go back to prayers and implore God to come back. Initially, she had some difficulty sitting through prayers. However, in the course of time,

she became absorbed in deep contemplation in which she felt an ever growing sense of oneness with God. At times she felt overwhelmed with divine love. The experiences were so transforming, she at times felt the illumining grace of God would wash her soul away.

Teresa was not a just a quiet, placid saint. She had an endearing, natural quality; her life energy attracted and inspired many who were close. They admired her for both her outer charm and inner serenity. St Teresa struggled because there were few who could understand or appreciate her inner ecstasies. At the age of 43 St Teresa decided she wanted to found a new order recommitting to the values of poverty and simplicity. She wanted to move away from her present convent which made a life of prayer more difficult. Initially her aims were greeted with widespread opposition from within the town of Avila. However, with the support of some Priests, the opposition waned and she was allowed to set up her first convent. St Teresa proved to be an influential leader and founder. She guided the nuns not just through strict disciplines, but also through the power of love, and common sense. Her way was not the way of rigid asceticism and self denial. Although she underwent many tribulations herself, to others she stressed the importance of experiencing God's love.

St Teresa devoted much of the rest of her life to travelling around Spain setting up new convents based along the ancient monastic traditions. Her travels and work were not always greeted with enthusiasm, many resented her reforms and the implied criticism of existing religious orders. St Teresa also had to frequently contend with difficult living conditions and her frail health. However she never let these obstacles dissuade her from her life's task. She eventually died on October 4 at the age of 67. St Teresa Avila was one of the great Christian mystics. Overcoming physical ailments, she became fully absorbed in her devotion to God.



## Brief History of the Congregation of the Carmelite Religious



**MOTHER MARY VERONICA**  
Foundress of C.C.R.

We, the Congregation of Carmelite Religious, are women consecrated to God, with Our Lady of Mt. Carmel as our Patroness. We are committed to the cause of education, in response to the charismatic inspiration of our foundress Mother Mary Theresa Veronica of the Passion. The Congregation of the Carmelite Religious ( earlier known as the Third Order Apostolic Of Our Lady of Mount Carmel ) was founded by Mother Veronica of the passion on July 16, 1868, in France.

Mother Veronica ( nee Sophie Levees ) was born on October 1, 1823 in Constantinople of English Anglican parents. The atmosphere of love in her home culminated in her outstanding love for God which was expressed in her tendency to serve the helpless, the afflicted and the sick. She received a liberal education in this happy, religious and cultured atmosphere.

Thus, we have in Mother Veronica , a highly accomplished woman of strong faith , fluent in Greek, French, German , her native English and several other languages. She came to India as Sister of St. Joseph of the Apparition. She concentrated on the education of girls, empowerment of women and the less privileged. She even learnt the regional language- Malayalam to reach out to the poor and the needy along the Malabar Coast. Her strong desire for a life of contemplation led her to opt for the cloistered Carmel of Pau. Prior to her entry into Carmel she trained young Sisters at Bayonne, France to work in India. She was a great visionary and she braved many hardships to fulfill her dreams. Her first batch of Sisters arrived at Mangalore in 1870. It was from here that the Carmelites gradually spread to the Malabar Coast. In 1880 , the Holy Angels' Convent was started at Trivandrum , Kerala. From here the Congregation has spread to most of the States in India and abroad. She passed into glory on November 16, 1906.

Following in the footsteps of Our Lord and Master Jesus Christ and our foundress Mother Veronica , we her daughters , seek to enkindle the fire of Divine Love in the hearts of all God's children. Through Education and other works of mercy we seek to promote the Kingdom Values of Justice, Fellowship and Freedom, thereby bringing harmony in Society of life especially to the 'target group' of the locality.



# OUR VISION

STIE stands for .....

“SENSITIVE TOLERANT INNOVATIVE EDUCATION”

## MISSION STATEMENT

“Emancipation, Empowerment and Enlightenment of teachers leading to Excellence in Education.”

## CORE VALUES

- ▶ Emancipation, Empowerment and Enlightenment of women
- ▶ Holistic development
- ▶ Synergy with technology
- ▶ Fostering a spirit of egalitarianism
- ▶ Reflecting global perspectives in Education
- ▶ Pursuit of excellence.

## OBJECTIVES

- ▶ To provide professional training that would make teacher trainees self reliant.
- ▶ To identify and channelize latent potential in students to enhance their self worth.
- ▶ To nurture education of the head, hand and heart.
- ▶ To use educational technology to make teaching learning effective.
- ▶ To equip teacher trainees to prepare teaching modules using electronic media.
- ▶ To create an awareness in students regarding the existing social and political inequities.
- ▶ To reflect democratic values and social justice in their interactions.
- ▶ To motivate students to think global and act local.
- ▶ To orient students on global values pertaining to environment protection and peace.
- ▶ To impart a broad-based theoretical knowledge regarding pedagogy and research.
- ▶ To enable trainee teachers to face challenges of contemporary society.

## **St. Teresa's College Anthem**

### **Chorus**

In the portals of the great St. Teresa  
we the moulders of a bright new future  
Do imbibe to impart life's values  
To mould our tomorrows

1] To wipe off the ignorance  
and uphold the joy of innocence  
To strive for life's par excellence  
thus to hold dare the impossible  
To enable the unable mission  
To help dream our lost true vision  
As recluse in the search of the beyond  
We pledge feel the pulse from above

### **Chorus**

2] To strengthen to conquer all evil  
When problems of life may weigh down  
To help find a silver lining  
In the passing of black clouds  
To smile through the tears that beset us  
To reach out to the needy around  
To love and let others live  
In peace with the world.

### **TEN COMMANDMENTS OF A TEACHER**

1. Respect yourself, your colleagues, students and parents.
2. Respect rules and regulations prescribed by the school.
3. Respect the opinion of others. Accept advice and work on it.
4. Accept students for what they are. Accept diversity in your students and learn from them.
5. Accept your responsibilities and carry them through. Know that you have responsibility towards student, parents, and the school.

6. Be prepared to improve yourself in your subject. Be prepared to be a life long learner. Be prepared to inform and be informed.
7. Be prepared to share and cooperate. Be sociable with the students and your colleagues. Know that you are part of a team.
8. Be prepared to give constructive feed back. Be generous with your praises. Be encouraging and courteous at all times.
9. Be imaginative with your students and creative in all your work. Be innovative in your classroom.
10. Know that you are special.

### **A TEACHER- TRAINEE'S PRAYER**

Lord you've chosen me to be a teacher,  
Calling me by name.  
And from the moment you've hand-picked me,  
Things have never felt the same.

I now surrender myself to you,  
Mould and fashion me I pray,  
Change my heart O Master,  
Begin thy work in me today.

Grant me the sense of discernment,  
To decipher right from wrong,  
And in the face of adversity,  
Teach me to be strong.

Bless me with abundant patience,  
At the dawn of each new day,  
That I may touch the tender hearts  
Of those I meet along life's way.

Endow me with understanding,  
To lend children a listening ear.  
May I lighten their burdens and sorrows  
And wipe away every fear.

Help me to be open to learning,  
Taking constructive criticism in my stride,  
Inspire me with your humility,  
Cleanse me of my conceit and pride.

Teach me never to make comparisons,  
To be impartial and just,  
Never to condemn or criticize  
But correct gently if I must.

Let me appreciate the good in others,  
Entrusted to my care,  
Help me motivate them to learn,  
And of course my talents share.

May I strive to accomplish all I can  
And achieve my every goal,  
May I bring out the best in every child,  
For that's truly a teacher's role

Lord grant me the grace to fulfill,  
The plan you have for me,  
That I may always aspire to be...  
A teacher as GREAT as thee!!!!





## COLLEGE STAFF

2019 - 2020

| Designation | Name of the Faculty     | Educational Qualifications  |
|-------------|-------------------------|-----------------------------|
| Principal   | Dr. Sr. Tanuja Waghmare | M.A., M.Ed.,<br>Ph.D., NET. |

### FACULTY

|                     |                       |                                            |
|---------------------|-----------------------|--------------------------------------------|
| Associate Professor | Dr. Giselle D'souza   | M.A., M.Sc.,<br>M.Ed, Ph.D., NET, SET.     |
| Assistant Professor | Dr. Joan Lopes        | M.A., M.Ed,<br>M.Phil., Ph.D.              |
| Assistant Professor | Dr. Sheela Philip     | B.Sc., M.A., M.Ed.,<br>Ph.D., PGDHE., SET. |
| Assistant Professor | Dr. Cindrella D'Mello | B.Sc., M.A., M.Ed.,<br>Ph.D., SET.         |
| Assistant Professor | Dr. Cerena D'Cunha    | B.Sc., M.A., M.Ed.,<br>Ph.D., NET, SET.    |
| Assistant Professor | Dr. Reshma Rodrigues  | B.Sc., M.A., M.Ed.,<br>Ph.D, SET.          |

### LIBRARY STAFF

|           |                       |                                  |
|-----------|-----------------------|----------------------------------|
| Librarian | Ms. Shakuntala Nighot | B.Sc., B.Ed., M.Lib.Sc.,<br>NET. |
|           | Ms. Delicia Pinto     |                                  |

### ADMINISTRATIVE STAFF

Ms. Sharmila Vaz  
Ms. Colleen M. Fernandes

### SUPPORT STAFF

Mr. Sanjay K. Gurav  
Mr. Laxman Garje  
Mr. Anthony D'souza

# **Regulations of the Institute**

## **I. GENERAL**

1. All students are responsible for their conduct in public and the Christian students, for the performance of their duties.
2. Insubordination and unbecoming language or conduct are sufficient reasons for the dismissal of a student.
3. Regular daily attendance and punctuality are insisted upon.
4. As various schools are cooperating with us by providing us opportunities for the completion of our practicum component every effort should be made by teacher trainee's to give good lessons. Timely intimation should be given to the authorities both of the Institute and the practice teaching school if there is any change in schedule due to any unforeseen situation that demands that you are absent on a given day.
5. Students should make themselves familiar with the University Ordinances and Regulations and Notices which may be revised from time to time.
6. Students joining the Institute are by that very fact, supposed to accept and observe all rules and regulations of the Institute and to undertake to submit to the normal enforcement of the same, to the satisfaction of the Principal, whose decision shall be final.

## **II. DISCIPLINE**

1. Students should come to college modestly dressed.
2. At the sound of the first bell, the students should assemble in the lecture hall.
3. Silence must be observed during class hours.
4. Students are not permitted to have visitors during class hours.
5. The college telephone may be used only with the sanction of the Principal and for urgent needs.
6. No student should leave the college premises during class hours without obtaining permission from the Principal.
7. Every student must carry her identity card while in the Institution.
8. Every effort should be made to keep the premises of the institution clean and orderly, avoid spilling of ink and throwing paper about, scribbling on furniture or walls, and leaning or resting their feet against the walls. A student responsible for

damaging any equipment will be required to fore-go her caution money and if the cost of repair is over and above the amount, she will be required to meet it.

9. Use of cell phones is strictly prohibited while lectures are in progress. The phone will be confiscated without warning.
10. Students are advised to consult the college notice board and website each morning and evening. Students should be respectful to superiors, visitors and seniors, polite and courteous to all, ready to oblige, and should endeavour to maintain order and obey the rules of decorum. They are expected to conduct themselves in such a way as to maintain the credit and reputation of the college as well as their own.
11. Students have to be grouped using several permutations and combinations for the purpose of various activities. This grouping is carried out after referring to several parameters that have to be borne in the mind for effectiveness of the activity. Students are not expected to make special requests demanding a switch in the grouping pattern that has been created. Such an alteration can upset the equilibrium and objectiveness of the grouping exercise.
12. The B.Ed. students of the institute will want to meet the staff often for guidance in the preparation of the lessons. etc. The staff will be available to students on all working days.  
  
They are to be approached ordinarily in the periods when they and the students are free otherwise by special appointment. Lectures may not be dropped for the purpose without previous permission.
13. Teacher-trainees are expected to abide by all the regulations laid down by practice teaching schools that permit us to complete our internship activities.
14. The college has a Grievance Redressal Cell. Students can register their grievances online.

### **III. ATTENDANCE AND LEAVE OF ABSENCE**

1. Attendance shall be taken at the beginning of each day
2. A student who is not in class when the attendance is taken shall be marked absent. It shall be permissible to the teacher to mark a student present, who, coming late shall give genuine reason to the teacher.

### **IV. TIMINGS AND HOLIDAYS**

**Academic Section:** 8:30 a.m.to 3:30 p.m

**Administrative Section:** 8:30 a.m.to 12:30 p.m  
1:30 p.m. to 4:30 p.m.

Practice teaching will be conducted in accordance with the timings of the practicing schools. Lecture timings will be announced on the Notice Board every week. In case of any change in practice-teaching days, lectures will be adjusted accordingly. The practice lesson may start earlier than 8:00 a.m. if required by the time-table of the practicing schools.

The institute will be closed on Sundays and all **public holidays** as declared by the Government.

## V. FEES

A copy of the handbook, a lesson file, and observation book are supplied to each B.Ed. Student at the commencement of the Course and will have to be paid for. **The fees will have to be paid as prescribed by the Bombay University.**

- 1 Every Students admitted to the course is expected to pay the entire fee charged for the course duration.
- 2 In case of withdrawal or failure to attend the course, the amount refunded will be regulated by the University rules.

## VI. LIBRARY RULES AND REGULATIONS

- Signing into the Foot Fall Register is mandatory for getting access to the library.
- Silence is to be maintained, discussions are not permitted in the library.
- Library membership should be taken prior to using the library resources.
- Bags are not allowed in the stack area.
- Using Mobile phones and audio instruments with or without speakers or headphones is strictly prohibited in the library premises.
- The library documents can be taken/used only after it is issued in one's name from the Circulation Counter. Entry in the Transaction register and Book Card is a must for Library Reference Reading Material too.
- The librarian may recall any book from a member at any time and the member shall return the same immediately.
- Library Reader's Tickets are not transferable. The borrower is responsible for the books borrowed on his/her card.
- Refreshments shall not be taken into the library premises

### **Circulation System :**

Library material will be issued on presentation of the Reader's Ticket. Students are instructed to check the books while borrowing and they will be responsible for any type of damage or mutilation noticed at the time of return.

**Overdue Charges :**

Materials borrowed should be returned on or before the due date stamped on Book Slip, if returned late overdue fine will be charged for the delayed period.

**Book Lost :**

If the books are lost, then the borrower shall replace the books of the same edition or latest edition and pay processing charges of the book after getting permission from the librarian.

**Care of library borrower cards :**

Take special care to maintain the library borrower cards. Do not fold or alter entries made on the cards, Members are responsible for the entire set of library borrower cards issued to them.

**Loss of cards :**

Loss of borrower card should be reported to the librarian. A duplicate card will be issued against a formal application and fine.

**Validity of cards :**

Library borrower cards are valid for the entire duration of the course. At the end of the course, borrower cards shall be returned to the library.

**Library Clearance Certificate:**

Each student shall obtain a 'No dues Certificate' from the library after returning/surrendering all the books issued, on the borrower's cards and after paying outstanding dues, This should be completed on the next day of their final Examination as per the declared Time Table.

**Care of Library Books :**

Students are required to handle the books/journals very carefully; marking with pencil, writing or highlighting, tearing the pages or mutilating the same in any other way will be viewed very seriously. In such case the reader shall be held responsible unless these are brought to the notice of the library staff at the time of issue.

**Book Bank :**

Needy students of college can become a member of the book bank by giving an application. Members of the book bank will be issued 2 textbooks for each semester.

Book shall be returned within two days after the theory examination, otherwise a fine will be charged.

**Reference Section :**

The Encyclopedias, Dictionaries, and other Reference books in this section are only available for reference. Users can use them only as reference material within the library.

**Journal Section:**

In these section journals, general magazines and newsletter are arranged alphabetically. The latest issues are displayed on the display rack. Previous issues are arranged in the cabinet. Bound volumes of periodicals are arranged on the racks alphabetically and are provided only for reference within the library.

**YEAR PLAN  
(2019-2020)**

**Academic Year :**

July 1, 2019 – May 6, 2020

**Holidays/Vacation :**

Ganapati : Sep. 2, 2019 – Sept. 7, 2019

Diwali : Oct. 25, 2019 – Nov. 5, 2019

Christmas : Dec. 26, 2019 – Jan. 1, 2020

# St. Teresa's Institute Of Education

## Academic Calendar 2019 - 2020

| Month                  | Events                                                     |                                                                     |
|------------------------|------------------------------------------------------------|---------------------------------------------------------------------|
|                        | <b>July 2019</b>                                           |                                                                     |
| 1-07-19                | College Re-opens                                           |                                                                     |
| 3-07-19                |                                                            | <b>S.Y.B.Ed (Sem 3)</b>                                             |
|                        |                                                            | Networking with the Internship Schools                              |
| 4-7-19                 |                                                            | Orientation to Project Based Course III<br>(Internship Orientation) |
| 4-07-19                |                                                            | <b>S.Y.B.Ed. (Sem 3)</b>                                            |
|                        |                                                            | Orientation to theme                                                |
|                        |                                                            | Lectures                                                            |
| 4-07-19                |                                                            | Explanation of the Unit Test Project<br>& Preparation of Blue Print |
| 6-07-19                | Community Oriented Project in collaboration with Muktangan |                                                                     |
| 6-07-19                | DLLE Orientation                                           |                                                                     |
| 8-07-19                | Internship of S.Y.B.Ed. students                           |                                                                     |
| 11-07-19               | Feast of Mount Carmel                                      |                                                                     |
|                        | <b>August 2019</b>                                         |                                                                     |
| 8-08-19                | Bio-ethics course                                          |                                                                     |
| 08-08-19               | Collaboration with Municipal schools/Junior College        |                                                                     |
| 15-08-19               | Independence Day Celebration                               |                                                                     |
| 26-08-19               | First Round of Admission                                   |                                                                     |
|                        | Lectures                                                   |                                                                     |
|                        | <b>September 2019</b>                                      |                                                                     |
| 9-09-19                | <b>F.Y.B.Ed. (Sem 1)</b>                                   | <b>S.Y.B.Ed. ( Sem 3)</b>                                           |
|                        | Inauguration for the Academic Year                         | Audit Course Workshop                                               |
| 9-09-19                | Orientation to the Two Year CBCS<br>B.Ed Programme         |                                                                     |
|                        | Orientation to various College Cells                       |                                                                     |
| 10-09-19               | Orientation to Audit Courses                               |                                                                     |
| 10-09-19               |                                                            |                                                                     |
| 12-09-19               | First Term Orientation to DLLE Programme                   |                                                                     |
| 12-09-19               | Teacher's day celebration                                  |                                                                     |
| 19-09-19               | Talent Search                                              |                                                                     |
| 2-09-19 to<br>07-09-19 | Mid-Term Break                                             |                                                                     |

| 23-09-19                             |                                                                                                                                                                                                                                                                                                                                      |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------|--------------------------------------|----------------------|----------------------|----------------------------------|---------------------------|--------------------------|-----------------------------|-------------|
|                                      | <table> <tr> <th>F.Y.B.Ed. (Sem 1)</th><th>S.Y.B.Ed. ( Sem 3)</th></tr> <tr> <td>Community Work by F.Y.B.Ed. students</td><td>e-module Competition</td></tr> <tr> <td>Content Test (V-VII)</td><td></td></tr> <tr> <td>Student Council Elections</td><td></td></tr> <tr> <td>Honours Programme commences</td><td></td></tr> </table> | F.Y.B.Ed. (Sem 1) | S.Y.B.Ed. ( Sem 3) | Community Work by F.Y.B.Ed. students | e-module Competition | Content Test (V-VII) |                                  | Student Council Elections |                          | Honours Programme commences |             |
| F.Y.B.Ed. (Sem 1)                    | S.Y.B.Ed. ( Sem 3)                                                                                                                                                                                                                                                                                                                   |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| Community Work by F.Y.B.Ed. students | e-module Competition                                                                                                                                                                                                                                                                                                                 |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| Content Test (V-VII)                 |                                                                                                                                                                                                                                                                                                                                      |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| Student Council Elections            |                                                                                                                                                                                                                                                                                                                                      |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| Honours Programme commences          |                                                                                                                                                                                                                                                                                                                                      |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
|                                      |                                                                                                                                                                                                                                                                                                                                      |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 12-09-19                             | Beach Clean-up at Juhu (AnantChaturdashi)                                                                                                                                                                                                                                                                                            |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 26-09-19                             | e-module Competition                                                                                                                                                                                                                                                                                                                 |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 21-09-19                             | Celebration of International Day of Peace (21 <sup>st</sup> September) by History Club                                                                                                                                                                                                                                               |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 26-09-19                             | Eliminations for Ms. Education Contest                                                                                                                                                                                                                                                                                               |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
|                                      | Lectures                                                                                                                                                                                                                                                                                                                             |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
|                                      | <b>October 2019</b>                                                                                                                                                                                                                                                                                                                  |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 4-10-19                              | Human Rights NHRC Seminar                                                                                                                                                                                                                                                                                                            |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 7-10-19                              | Women's Dev. Comm. Seminar                                                                                                                                                                                                                                                                                                           |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 15-10-19                             | St. Teresa's Feast celebrations & English Day                                                                                                                                                                                                                                                                                        |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 15-10-19                             | Miss Education contest                                                                                                                                                                                                                                                                                                               |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
|                                      | <table> <tr> <th>F.Y.B.Ed. (Sem 1)</th><th>S.Y.B.Ed. ( Sem 3)</th></tr> <tr> <td>Content Test (VII-IX)</td><td>Essays</td></tr> <tr> <td>Essays</td><td>Submission of Evaluation Project</td></tr> <tr> <td></td><td>Tutorials and self study</td></tr> <tr> <td></td><td>Class Tests</td></tr> </table>                             | F.Y.B.Ed. (Sem 1) | S.Y.B.Ed. ( Sem 3) | Content Test (VII-IX)                | Essays               | Essays               | Submission of Evaluation Project |                           | Tutorials and self study |                             | Class Tests |
| F.Y.B.Ed. (Sem 1)                    | S.Y.B.Ed. ( Sem 3)                                                                                                                                                                                                                                                                                                                   |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| Content Test (VII-IX)                | Essays                                                                                                                                                                                                                                                                                                                               |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| Essays                               | Submission of Evaluation Project                                                                                                                                                                                                                                                                                                     |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
|                                      | Tutorials and self study                                                                                                                                                                                                                                                                                                             |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
|                                      | Class Tests                                                                                                                                                                                                                                                                                                                          |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 14-10-19                             |                                                                                                                                                                                                                                                                                                                                      |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 3-10-19                              |                                                                                                                                                                                                                                                                                                                                      |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
|                                      |                                                                                                                                                                                                                                                                                                                                      |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 5-10-19                              | Big Five Talk                                                                                                                                                                                                                                                                                                                        |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 7-10-19                              | Grammar course                                                                                                                                                                                                                                                                                                                       |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 15-10-19                             | World Maths Day and Vachan Prerna Divas                                                                                                                                                                                                                                                                                              |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 24-10-19                             | Diwali Dhamaka                                                                                                                                                                                                                                                                                                                       |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
|                                      | Honours Programme commences                                                                                                                                                                                                                                                                                                          |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
|                                      | Gandhi week                                                                                                                                                                                                                                                                                                                          |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 25-10-19 to 5-11-19                  | Diwali Vacation                                                                                                                                                                                                                                                                                                                      |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
|                                      | <b>November 2019</b>                                                                                                                                                                                                                                                                                                                 |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 5 NOV 19                             | College Re-opens                                                                                                                                                                                                                                                                                                                     |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 10-11-19                             | Celebration of World Science Day (10 <sup>th</sup> November) by Science Club                                                                                                                                                                                                                                                         |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 16, 17 Nov                           | Planit-E Inter-collegiate Competition                                                                                                                                                                                                                                                                                                |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 20-11-19                             | Children's Day Celebration & Street Play Workshop                                                                                                                                                                                                                                                                                    |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
|                                      | Activities of Honours Programme                                                                                                                                                                                                                                                                                                      |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
| 26-11-19                             | Celebration of Constitution Day (26 <sup>th</sup> November) by History Club                                                                                                                                                                                                                                                          |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |
|                                      | <b>December 2019</b>                                                                                                                                                                                                                                                                                                                 |                   |                    |                                      |                      |                      |                                  |                           |                          |                             |             |



|                     |                                                                |                                     |
|---------------------|----------------------------------------------------------------|-------------------------------------|
| 9-12-19             | <b>F.Y.B.Ed. (Sem 1)</b>                                       | <b>S.Y.B.Ed. ( Sem 3)</b>           |
|                     | Audit Course Workshop                                          | Semester III University Examination |
|                     | Lectures                                                       |                                     |
|                     |                                                                |                                     |
| 9-12-19             | <b>F.Y.B.Ed. (Sem 1)</b>                                       | <b>S.Y.B.Ed. ( Sem 4)</b>           |
| 12-12-19            | Tutorials and self study                                       | Campus interviews                   |
|                     | Class test                                                     |                                     |
| 18-12-19            | Semester I University Examination                              |                                     |
|                     |                                                                |                                     |
| 22-12-19            | National Maths Day                                             |                                     |
| 21-12-19            | Annual Alumni Meeting                                          |                                     |
| 23-12-19            | Second Term Orientation to DLLE Programme                      |                                     |
|                     | Activities of Honours Programme                                |                                     |
| 20-12-19            | Networking with the Internship Schools                         |                                     |
| 21-12-19            | Christmas outreach programme                                   |                                     |
| 23-12-19            | Christmas Party                                                |                                     |
|                     | Lectures                                                       |                                     |
| 24-12-19 to 1-01-20 | Christmas vacation                                             |                                     |
|                     | <b>January 2020</b>                                            |                                     |
| 02-01-20            | College re-opens                                               |                                     |
| 3-01-20             |                                                                |                                     |
|                     | <b>F.Y.B.Ed. (Sem 2)</b>                                       | <b>S.Y.B.Ed. ( Sem 4)</b>           |
| 3-01-20             | Orientation to Action Research Projects                        | Orientation to CAI                  |
|                     | Orientation to Project Based Course I (Internship Orientation) |                                     |
| 6-01-20             | Workshop on Drama & Art in Education                           |                                     |
|                     |                                                                |                                     |
| 13-01-20            | Research Cell Lecture series (Session1)                        |                                     |
| 16-01-20            | Workshop for preparation of Educational kits                   |                                     |
| 23-01-20            | Internship of F.Y.B.Ed. &S.Y.B.Ed. students                    |                                     |
| 25-01-20            | Educational Visits                                             |                                     |
|                     | Activities of Honours Programme                                |                                     |
| 26-01-20            | Republic Day Celebration                                       |                                     |
| 30-01-20            | College Picnic                                                 |                                     |
|                     | <b>February 2020</b>                                           |                                     |
| 4-02-20             | UDAAN Festival (DLLE)                                          |                                     |
|                     | Lectures                                                       |                                     |
| 6-02-20             | Essays                                                         |                                     |

|                 |                                                                 |                                        |
|-----------------|-----------------------------------------------------------------|----------------------------------------|
|                 | Lectures                                                        |                                        |
| 10-02-20        | Research Paper reading                                          |                                        |
| 13-02-20        | Research Cell Lecture series (Session 2)                        |                                        |
| 17-02-20        | Convocation Day                                                 |                                        |
| 27-02-20        | Celebration of Marathi Bhasha Divas (27 <sup>th</sup> February) |                                        |
| 20-02-20        | Singing Competition                                             |                                        |
| 22-02-20        | Eliminations for Sport                                          |                                        |
| 28-02-20        | Preparation for Annual Day                                      |                                        |
|                 | <b>March 2020</b>                                               |                                        |
| <b>3-03-20</b>  | Research Cell Lecture series (Session 3)                        |                                        |
|                 |                                                                 |                                        |
| <b>16-03-20</b> |                                                                 | <b>S.Y.B.Ed. ( Sem 4)</b>              |
|                 |                                                                 | Submission of CAI Projects             |
| <b>23-03-20</b> |                                                                 | Submission of Action Research projects |
|                 |                                                                 |                                        |
| <b>09-03-20</b> | Sports Day                                                      |                                        |
| <b>20-03-20</b> | International Seminar                                           |                                        |
| 28-03-20        | Annual Day                                                      |                                        |
| 31-03-20        | Online tools workshop                                           |                                        |
|                 | <b>April 2020</b>                                               |                                        |
| <b>3-04-20</b>  | Tutorials and self study                                        |                                        |
| 15-04-20        | Class test (F.Y.B.Ed. &S.Y.B.Ed.)                               |                                        |
| 20-04-20        | <b>F.Y.B.Ed. (Sem2)</b>                                         | <b>S.Y.B.Ed. ( Sem 4)</b>              |
|                 | Planning for Valedictory Function                               | Observation of CAI Projects            |
|                 |                                                                 | Action Research Viva-voce              |
| 27-04-20        | Valedictory Function                                            |                                        |
|                 | <b>May 2020</b>                                                 |                                        |
| May 2020        | <b>Semester II</b> University Examination                       |                                        |
| May2020         | <b>Semester IV</b> University Examination                       |                                        |

# UNIVERSITY OF MUMBAI



*Credit Based Choice System with effect from the academic year 2017-2018*

## SYLLABUS FOR TWO YEARS BACHELOR OF EDUCATION PROGRAMME

**ORDINANCES, REGULATIONS AND THE CURRICULUM FOR THE B. Ed.  
TWO YEARS DEGREE PROGRAMME**

*(Semester I, II, III and IV)*

*(As per Credit Based Choice System with effect from the academic year June 2017)*

- Decision of UGC for introducing the Semester and Credit Based Choice System in all the central, state and deemed universities and institutions of higher learning in the country under the Eleventh Five Year Plan. (D. O. No. F.1-2/2008-XI Plan dated January 31, 2008 from the Chairman, UGC).
- Credit system involves breaking down the curriculum into measurable units that can be combined to get a degree/diploma.
- A credit is generally a value used to measure a students work load in terms of learning time required to complete course units, resulting in learning outcomes.
- The number of credits awarded to a learner is determined by Credit Value or Credit Points assigned to a particular course.
- It is a way of expressing the learners workload. (Students).
- One (01) credit is Twelve (12) learning hours.
- Credits once gained cannot be lost.

The definitions of the key terms used in the Credit Based Choice System

**Program:** Program is set of courses that are linked together in an academically meaningful way and generally ends with the award of a Certificate or Diploma or degree depending on the level of knowledge attained and the total duration of study. It corresponds to the word subject used in many universities. A course is essentially a constituent

**Course:** A course consists of a program and may be conceived of as a composite of several learning topics taken from a certain level. All the learning topics included in a course must necessarily have academic coherence that is there must be a common thread linking the various components of a course. A number of linked courses considered together are in practice, a program.

**Credit Point:** Credit point refers to the workload of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/counselling sessions, writing assignments, preparing for examinations, etc. Credits are assigned for a single Course and always pay attention to how many hours it would take for a learner to complete a Single course successfully. By and large a course may be assigned anywhere between 3 to 12 Credits where in one credit is construed as corresponding to 12 hours.

## ORDINANCES, REGULATIONS AND CURRICULUM FOR THE DEGREE OF THE BACHELOR OF EDUCATION

### Two Year B.Ed. Programme from the academic year 2017-18

Title: Bachelor of Education (B.Ed.)

Duration: Two academic years as Credit Based Choice System comprising of four semesters. The B.Ed. Programme shall be of duration of two years, which can be completed in a maximum period of three years from the date of admission to the programme

**Eligibility:** Following candidates are eligible for admission:

- Candidates with at least 50 % marks either in the Bachelor Degree( three year programme) in B.A, B.Sc or 50% (49.50-49.99%) in post graduation and for the reserved category (ST,SC,OBC,VJNT 1,2,3) 45% (44.50-44.99%) will be eligible. For B.Com, Management, Engineering, Computer Science, Technology, Agriculture, BBI, Pharmacy, Law, Fine Arts Performing Arts, Music, Dance, Drama with 55% marks at graduation or post graduation will be eligible for open category and for reserved category 50%. Any other qualification equivalent thereof is eligible for admission to the programme.
- The reservation and relaxation for SC/ ST / OBC / PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

O. \_\_\_\_\_

A Candidate for the admission to degree of education (B.Ed.) must fulfil the eligibility criteria as per the directives of Government of Maharashtra from time to time.

For the completion of the B.Ed. program the candidate must have:

- Attended four semesters of the full time Two year B.Ed. programme spread over a maximum period of three years from the date of admission in a College of Education.
- Attendance:** The minimum attendance of 80 % for all Theory component work (Part A) and Practicum component (Part B) and 90 % for school internship.
- Completed the Practicum component and Internal Assessment assignments of each Theory paper of each semester as certified by the Principal of the Institution in which the candidate is studying.

Internal Assessment comprises of:

**(All activities should be systematically documented and maintained for the purpose of Internal Assessment)**

#### **Semester 1**

Assignments, Class test and Essay in each course

Ability Course 1: Critical Understanding of ICT

Project Based Course 1(Community Work one week and Participation in CCA in college)

#### **Semester 2**

Assignments, Class test and Essay in each course

Project Based Course 2 (Internship of 3 Weeks)

#### **Semester 3**

Assignments, Class test and Essay in each course

Project Based Course 3 (Internship of eleven weeks)

#### **Semester 4**

Assignments, Class test and Essay in each course

Ability Course 2: Reading and Reflecting on Texts

Project Based Course 4 (Internship of five weeks including community work and Action Research)

Any one Audit Course (Understanding the Self, Drama and Art in education) will be opted by student in Semester 1 and Certified in Semester 4

The Candidate should have successfully passed the Theory component of the course in accordance with the University guidelines.

## **O \_\_\_\_\_ Curriculum, Programme Implementation and Assessment**

### **Curriculum**

The B.Ed. Programme is designed to develop attitude, skill and knowledge in the Student teachers. The curriculum of 2 years B Ed. programme shall comprise of the following components:

Part A: Theory component includes Core courses, Elective courses and Inter-disciplinary courses.

Part B: Practicum component includes Project Based courses, Ability courses and Audit courses.

### **Part A: Theory component**

(A) Core Courses (CC)

(B) Elective Course (EC)

(C) Interdisciplinary Courses (IC)

### **Part B: Practicum component**

(D) Ability Courses (AB)

(E) Project Based Courses (PC)

(F) Audit Courses (AC)

### **Part A: Theory component**

1. **Core courses:** These are **five** courses which are to be studied by a student in two years

- Childhood and Growing up
- Knowledge and Curriculum
- Learning and Teaching
- Assessment for learning
- Contemporary India and Education

### **2. Elective Course**

#### **Elective course 1 - Pedagogy of School Subject I**

*Select any One Course*

- |               |                  |
|---------------|------------------|
| i. Commerce   | vii. Mathematics |
| ii. Economics | viii. Marathi    |
| iii. English  | ix. Science      |
| iv. Geography | x. Sanskrit      |
| v. History    | xi. Urdu         |
| vi. Hindi     |                  |

#### **Elective course 2 Select any One course from I or II or III**

##### **I) Pedagogy of School Subjects II**

*Select any One course - other than in Elective course 1*

- |               |               |
|---------------|---------------|
| i. Commerce   | iii. English  |
| ii. Economics | iv. Geography |

|       |             |     |          |
|-------|-------------|-----|----------|
| v.    | History     | ix. | Science  |
| vi.   | Hindi       | x.  | Sanskrit |
| vii.  | Mathematics | xi. | Urdu     |
| viii. | Marathi     |     |          |

II) Peace Education

III) Education for Rural Development

### **Elective course 3**

*Special Fields (Select any one)*

1. Action Research
  2. Guidance and Counselling
  3. Environmental Education
3. Interdisciplinary courses : Four courses , each in semester which are interdisciplinary in nature
- Gender, School and Society
  - Educational Management
  - Language Across the Curriculum
  - Creating an Inclusive School

### **Part B: Practicum component**

1. Ability courses: Prime focus is to enhance skill rather than the content, Two courses, it is to be studied in semester 1 and semester 4.
  - Critical Understanding of ICT
  - Reading and Reflecting on Texts
2. Project Based Courses:
  - Internship
  - Community work ( I & II)
  - Action Research
  - Participation in Co-curricular Activities in college
3. Audit courses: Student has to opt any one, spread throughout the 4 semester, will be certified in 4<sup>th</sup> semester only, by head of the institution.
  - Understanding the Self
  - Drama and Art in Education

*Each student is required to opt for one course from Pedagogy of School Subjects I (Elective Course 1) in Semester 2 which must be with respect to the graduation degree on the basis of which the student is admitted.*

*Each student is required to opt for any one of the course from Pedagogy of school subject II or Peace education or Education for Rural Development in Semester 3 (Elective Course 2). For Pedagogy courses students should opt for another pedagogy which they must have studied at least one paper at their Graduation /Post graduation.*

### **Semester wise details of Project Based Courses (Part B)**

#### **Semester I (All activities should be systematically documented and maintained for the purpose of internal assessment)**

- Participation in Community work I in collaboration with schools/ NGO's (for a period of 1 week)
- Participation in Co-curricular Activities in college

#### **Semester II (All activities should be systematically documented and maintained for the purpose of internal assessment)**

Internship for 3 weeks

- ✓ Observation of school activities (Any three)
- ✓ Observation of lessons given by peers (5 lessons)
- ✓ Shadowing of School Teacher (One Week) - 5 lessons to be observed and recorded in Pedagogy of school subject I
- ✓ Teaching lessons in Pedagogy of school subject I (5 Lessons)

#### **Semester III (All activities should be systematically documented and maintained for the purpose of internal assessment)**

Internship for 11 weeks

- ✓ During Internship teaching not less than 10 lessons in the opted Pedagogy of school subject I distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College
- ✓ 2 theme based lessons in the above school/college.
- ✓ 3 co-teaching lessons with school teachers
- ✓ Administration of Unit Test and analysis of results (in the pedagogy of school subject I opted)
- ✓ Maintain Reflective Journal with reference to internship program.

#### **Semester IV (All activities should be systematically documented and maintained for the purpose of internal assessment)**

Internship for 5 weeks (4 weeks +1 week community work II)

- ✓ Develop learning resources
- ✓ Conduct Action Research
- ✓ During Internship teaching not less than 5 lessons in the opted pedagogy of school subject II distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College. For those students who have opted Peace Education or Education for Rural Development they have to take 5 lessons from Pedagogy of school subject I.
- ✓ 5 Co-teaching lessons with peers
- ✓ Maintain Reflective journal with reference to internship program.
- ✓ Participation in Community work II in collaboration with schools/ NGO's (for a period of 1 week)

### **Programme Structure of B.Ed. 2 Years Programme**

Year 1: 16-18 Weeks \* 2 Semesters (200 Working Days)

Year 2: 16-18 Weeks \* 2 Semesters (200 Working Days)

20 Weeks for Internship (18 +including 2 weeks Community work)

200 working days are exclusive of admission and examination period

Total Credits: 111; Marks 1800 (1 Credit = 12 Hours)



### B.Ed. CURRICULUM FRAMEWORK

| Courses                                                                                                                                     | Credits | External Marks | Internal Marks | Total Marks |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------|----------------|-------------|
| <b>Semester 1</b>                                                                                                                           |         |                |                |             |
| Core Course 1: Childhood and Growing up                                                                                                     | 6       | 60             | 40             | 100         |
| Core Course 2: Knowledge and Curriculum                                                                                                     | 6       | 60             | 40             | 100         |
| Interdisciplinary Course 1 :Gender, School and Society                                                                                      | 6       | 60             | 40             | 100         |
| Ability Course 1:Critical Understanding of ICT                                                                                              | 3       | ----           | 50             | 50          |
| Project Based Course 1                                                                                                                      | 3       | ----           | 50             | 50          |
| Total                                                                                                                                       | 24      | 180            | 220            | 400         |
| <b>Semester 2</b>                                                                                                                           |         |                |                |             |
| Core Course 3: Learning and Teaching                                                                                                        | 6       | 60             | 40             | 100         |
| Elective Course 1: Pedagogy of School Subject 1                                                                                             | 6       | 60             | 40             | 100         |
| Interdisciplinary Course 2: Educational Management                                                                                          | 6       | 60             | 40             | 100         |
| Project Based Course 2                                                                                                                      | 6       | ----           | 100            | 100         |
| Total                                                                                                                                       | 24      | 180            | 220            | 400         |
| <b>Semester 3</b>                                                                                                                           |         |                |                |             |
| Core Course 4: Assessment for Learning                                                                                                      | 6       | 60             | 40             | 100         |
| Elective Course 2: Pedagogy of School Subject 2 /Peace Education/ Education for Rural Development (Any one)                                 | 6       | 60             | 40             | 100         |
| Interdisciplinary Course 3: Language Across the Curriculum                                                                                  | 6       | 60             | 40             | 100         |
| Project Based Course 3                                                                                                                      | 12      | ----           | 200            | 200         |
| Total                                                                                                                                       | 30      | 180            | 320            | 500         |
| <b>Semester 4</b>                                                                                                                           |         |                |                |             |
| Core Course 5: Contemporary India and Education                                                                                             | 6       | 60             | 40             | 100         |
| Elective Course 3: Special Field Action Research/Guidance and Counselling/Environmental Education (any one)                                 | 6       | 60             | 40             | 100         |
| Interdisciplinary Courses 4: Creating an Inclusive School                                                                                   | 6       | 60             | 40             | 100         |
| Ability Course 2: Reading and Reflecting on Texts                                                                                           | 3       | ----           | 50             | 50          |
| Project Based Course 4                                                                                                                      | 9       | ---            | 150            | 150         |
| Any one Audit Course(Understanding the Self, Drama and Art in education) will be opted by student in Semester 1 and Certified in Semester 4 | 3       | ---            | ----           | ---         |
| Total Credits                                                                                                                               | 33      | 180            | 320            | 500         |

Total Credits: 111; Total Marks 1800 (1 Credit = 12 Hours)

## SCHEME OF ASSESSMENT AND EXAMINATION

### Theory Courses: Semester End Examination

R. \_\_\_\_ 60 marks for semester end examination of 2 hours duration for each theory course

- Pattern of Semester End Examination: For courses, out of 8 questions answer any 5 and question 9 is compulsory which is short notes (out of 4 any 2).
- 5 questions of 10 marks each with external choice.
- 2 short notes of 5 marks each with internal choice

University Examination will be held at the end of each semester.

### Internal Assessment

Internal Assessment includes following aspects;

A. Internal Assessment activities of Theory component- Part A (Core Courses, Elective Courses and Interdisciplinary Courses) consist of 40 marks. For each Theory component of Part A, 40 marks internal assessment consisting of

| Sr.No | Particulars                                                                         | Marks |
|-------|-------------------------------------------------------------------------------------|-------|
| 1     | Content test/ Task/Assignment/ Activity for each module held in the semester (2X10) | 20    |
| 2     | One periodical class test held in the given Semester                                | 15    |
| 3     | One Essay test held in the given Semester                                           | 05    |
|       | Total                                                                               | 40    |

(Content test is compulsory for Pedagogy of school subject 1 of 10 marks is a part of internal assessment.)

B. Practicum component of Part B Project Based Course:

- Semester wise detail documentation of the activities carried out under Project Based Course
  - a. Semester 1--Project Based Course 1 -----50 Marks
  - b. Semester 2--Project Based Course 2 -----100 Marks
  - c. Semester 3--Project Based Course 3 -----200 Marks
  - d. Semester 4--Project Based Course 4 -----150 Marks
- Ability Courses 100 Marks: Two courses 50 marks each (Detailed documentation of the courses)
  - a. Semester 1-- Critical Understanding of ICT
  - b. Semester 4--- Reading and Reflecting on Texts
- Any one Audit Course (Understanding the Self, Drama and Art in Education) will be opted by student in semester 1 and certified in Semester 4 by head of the institution

### R. \_\_\_\_ Examination Scheme

#### Grading System: Conversion of Percentage of Marks to Grade Points:

The External examination of Part A of Theory component (Semester end theory examination), the Internal assessment marks of Theory component and Part B Semester wise Practicum component will be submitted at the end of each semester. The aggregate of marks obtained in each year for Theory cum Practicum (i.e. Part A & Part B) shall be converted into Grades as given in the scheme. (R4257)

The marks obtained by a student in a course shall be indicated by a grade point and a letter grade and Performance is follows:

### 10 Point Grading System (As per the University Circular UG/79 of 2016-17)

| Marks        | Grade points | Grade | Performance   |
|--------------|--------------|-------|---------------|
| Less than 40 | 0            | F     | Fail          |
| 40-44.99     | 4            | D     | Pass          |
| 45-49.99     | 5            | C     | Average       |
| 50-54.99     | 6            | B     | Above Average |
| 55-59.99     | 7            | B+    | Good          |
| 60-69.99     | 8            | A     | Very Good     |
| 70-79.99     | 9            | A+    | Excellent     |
| 80 and above | 10           | O     | Outstanding   |

The F grade once awarded to a student stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student shall be indicated in the grade sheet of the final year in which the candidate has appeared and fulfilled the credit criteria.

If student is absent from Semester end examination or Internal assessment in any course including the project course, he/she will get a grade point of 0 and a letter grade of F.

If a student fails in the internal examination of the core or elective course, he/she will have to appear for the internal examination of the course when the course is offered again.

If the student fails in the semester end examination of a core or elective course or interdisciplinary course, he/ she may re-appear for the same examination, when it is held again in the following semester. A student can appear at the most three times including the original attempt. If a student obtains a letter grade F in all the three attempts, he/she will have to seek fresh admission.

If a student obtains letter grade F in any course in a given semester the letter grade F will continue to be shown in the grade card for that semester, even when the student passes the course subsequently in another semester.

If the student obtains minimum 40 % marks in the internal assessment and fails to obtain minimum 40 % marks in the semester end examination of any course in any of the semester, the marks of the internal examination shall be carried forward.

In any semester the students GPA and CGPA will be calculated as per the resolution of the Academic Council dated 23<sup>rd</sup> May 2016, Item No 4.17

The semester wise GPA and CGPA shall be printed on the grade card of the student along with the table of the 10 Point Grading System.

The final semester grade card shall also have the aggregate percentage marks scored by the students in all the courses in which student has obtained the relevant credits.

The grade card issued at the end of the semester to each student shall contain the following:

- a) The credits earned for each course registered that year
- b) The performance in each course indicated by the letter grade
- c) The Grade Point Average (GPA), of all the courses registered for the semester
- d) The Cumulative Grade Point Average (CGPA)
- e) Overall Weighted Percentage of Marks (OWPM), and cumulative grade point average after completing the programme will appear only on the grade card for the final year.

**R. \_\_\_\_\_** A candidate who passes in the internal examination but fails in the semester end theory examination shall reappear for the said paper/papers only. However his/her marks of the internal examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

**R. \_\_\_\_\_** A candidate who passes in the semester end examination but fails in the internal assessment of the course shall reappear for the internal examination of that course. However his/her marks of the semester end examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

The Principal shall forward to the University the Semester wise original marks awarded to every candidate in internal assessment of theory component (Part A) and Practicum component of each semester (Part B) as per the format provided by the university at the Semester end along with the Certification of Audit course in the Semester 4 which will be scrutinized by the **Coordination Committee. 0.5177**

For the purpose of co-ordination of Internal Assessment marks in Part A and Part B of Practicum, there shall be a Coordination Committee consisting of:

- **Chairman Board of Studies in Education.**
- **Chairperson, B.Ed. Examination of the concerned year.**
- **Two Principals**, who are not the members of the Board of Studies in Education nominated every year by the Chairman of the B.O.S. in Education.
- **Three members of Board of Studies** in Education who are not included in the above categories, nominated every year by the Chairman of the Board of Studies of Education.

The committee shall go through Internal Assessment marks and grades awarded to students of different Colleges of Education at the end of each Semester. If any discrepancy is found in the standard of marking and/or grading by college, the Principal concerned would be required to accordingly modify the marks as per the directions given by the Coordination Committee. The Committee is authorized to check all the internal work of the students of all the College to verify the marks awarded by the College and make the necessary changes wherever required.

#### **ATKT (Allowed to Keep Term)**

A student shall be allowed to keep terms for Year II irrespective of number of heads of failure in the Year I. The result of Year II shall be kept in abeyance until the student passes each of the courses in Part A & Part B for Year I & Year II.

The performance of the student shall be evaluated in two parts in each semester through internal assessment and external assessment:

1. Internal assessment by way of continuous evaluation of the course areas of Theory and Practicum (Part A and Part B) as envisaged in the Credit Based Choice System by way of participation of students in various Internal Assessment assignments/task of theory courses and Practicum component per semester of the B.Ed. programme.

2. Semester End Assessments by way of assessing the performance of the student in the semester end theory / written examination.

i A candidate who has completed 2 Years of the B.Ed. Degree Examination but who has either not appeared for Theory (Part A), will be permitted at his/her option to carry forward the internal assessment mark of that course and grade obtained in Practicum (Part B) to two subsequent semester examination. The candidate will appear only for the course/s he/she has failed. Candidates exercising this option shall be eligible for the grade.

ii A candidate who has passed in Theory component (Part A) but has not completed or has failed in Practicum (Part B) will be permitted at his/her option to carry forward the marks obtained in Theory to two subsequent semester examination. The candidate is required to revise his grade in the Practicum (Part B) only in areas he / she has not completed or failed. Candidate exercising this option shall be eligible for the grade.

A candidate who has failed in Theory (Part A) and Practicum (Part B), will be required to put in 50% attendance in the subsequent year at the College from which he/she appeared for the University Examination and completes the work of Practicum (Part B) in which he /she has failed and reappears in the theory course of Theory (Part A).

## COURSES AND CREDITS

| Components                       | Courses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Credits    |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Core Courses</b>              | i. Childhood and Growing up (CC 1)<br>ii. Knowledge and Curriculum(CC 2)<br>iii. Learning and Teaching(CC 3)<br>iv. Assessment for learning(CC 4)<br>v. Contemporary India and Education(CC 5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>30</b>  |
| <b>Elective Courses</b>          | <b>Elective Course 1</b> Pedagogy of School Subject I -Select any one. (EC 1)<br>i. Commerce<br>ii. Economics<br>iii. English<br>iv. Geography<br>v. History<br>vi. Hindi<br>vii. Mathematics<br>viii. Marathi<br>ix. Science<br>x. Sanskrit<br>xi. Urdu<br><b>Elective Course 2</b> -Select any one from I or II or III. (EC 2)<br>I. Pedagogy of School Subjects II -Select any One course other than in Elective course 1<br>i. Commerce<br>ii. Economics<br>iii. English<br>iv. Geography<br>v. History<br>vi. Hindi<br>vii. Mathematics<br>viii. Marathi<br>ix. Science<br>x. Sanskrit<br>xi. Urdu<br>II. Peace Education<br>III. Education for Rural Development<br><b>Elective Course 3 Basket of Special Fields</b> -Select any One (EC 3)<br>i. Action Research<br>ii. Guidance and Counselling<br>iii. Environmental Education | <b>18</b>  |
| <b>Interdisciplinary Courses</b> | i. Gender, School and Society (IC 1)<br>ii. Educational Management (IC 2)<br>iii. Language Across the Curriculum(IC 3)<br>iv. Creating an Inclusive School(IC 4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>24</b>  |
| <b>Ability Courses</b>           | i. Critical Understanding of ICT (AB 1)<br>ii. Reading and Reflecting on Texts (AB 2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>6</b>   |
| <b>Project Based Courses</b>     | i. Internship<br>ii. Community work<br>iii. Action Research<br>iv. Participation in Co curricular Activities in college                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>30</b>  |
| <b>Audit Courses</b>             | Audit Courses (Select any one)<br>i. Understanding the self (AC 1)<br>ii. Drama and Art in Education (AC1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>3</b>   |
|                                  | <b>Total Credits</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>111</b> |

| <b>B.Ed. Curriculum</b>                                                           |           |                                                                                            |           |                                                                                                      |           |                                                                                                                      |           |
|-----------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------|-----------|
| SEM-1                                                                             | CREDIT S  | SEM-2                                                                                      | CREDITS   | SEM-3                                                                                                | CREDIT S  | SEM-4                                                                                                                | CREDIT S  |
| <b>CORE COURSES(CC)</b>                                                           |           | <b>CORE COURSES(CC)</b>                                                                    |           | <b>CORE COURSES(CC)</b>                                                                              |           | <b>CORE COURSES(CC)</b>                                                                                              |           |
| CC-1 Childhood and Growing up- 100marks                                           | 6         | CC-3 Learning and Teaching -100marks                                                       | 6         | CC-4 Assessment for Learning - 100marks                                                              | 6         | CC-5 Contemporary India and Education - 100marks                                                                     | 6         |
| CC - 2 Knowledge and Curriculum - 100marks                                        | 6         |                                                                                            |           |                                                                                                      |           |                                                                                                                      |           |
| <b>ELECTIVE COURSES (EC)</b>                                                      |           | <b>ELECTIVE COURSES (EC)</b>                                                               |           | <b>ELECTIVE COURSES (EC)</b>                                                                         |           | <b>ELECTIVE COURSES (EC)</b>                                                                                         |           |
|                                                                                   |           | EC1 .Pedagogy of School Subject -I (Select any one based on graduation subject) - 100marks | 6         | EC 2 .Pedagogy of School Subject II / Peace Edn/ Education for Rural Development (Any One) -100marks | 6         | EC3 - Special Field Basket Action Research, Guidance and Counselling , Environmental Education (Any One ) - 100marks | 6         |
| <b>INTERDISCIPLINARY COURSES (IC)</b>                                             |           | <b>INTERDISCIPLINARY COURSES (IC)</b>                                                      |           | <b>INTERDISCIPLINARY COURSES (IC)</b>                                                                |           | <b>INTERDISCIPLINARY COURSES (IC)</b>                                                                                |           |
| IC1- Gender, School And Society - 100marks                                        | 6         | IC2- Educational Management -100marks                                                      | 6         | IC3- Language Across The Curriculum 100 marks                                                        | 6         | IC4- Creating Inclusive Schools -100marks                                                                            | 6         |
| <b>ABILITY COURSES (AB)</b>                                                       |           | <b>ABILITY COURSES (AB)</b>                                                                |           | <b>ABILITY COURSES (AB)</b>                                                                          |           | <b>ABILITY COURSES (AB)</b>                                                                                          |           |
| AB1 Critical Understanding of ICT - 50 Marks Internal                             | 3         |                                                                                            |           |                                                                                                      |           | AB2 - Reading and Reflecting on Texts 50 Marks Internal                                                              | 3         |
| <b>PROJECT BASED COURSES PC1</b><br>Total 50 Marks                                |           | <b>PROJECT BASED COURSES PC2</b><br>Internship of 3 weeks - Total 100 Marks                |           | <b>PROJECT BASED COURSES PC3</b><br>Internship of 11 weeks- Total 200 Marks                          |           | <b>PROJECT BASED COURSES PC4</b><br>Internship of 5 weeks including Community work -Total 150 Marks                  |           |
| a. Community Work Part I - 20 Marks (1 Week)                                      | 3         | a. Observation of school activities- (Any Three) 3*5 Marks= 15 Marks                       | 6         | a. Lessons 10 Lessons*10 marks = 100 marks                                                           | 12        | a. Learning Resource 1* 10 Marks= 10 Marks                                                                           | 9         |
| b.Participation in CCA in college -1*30 =30 Marks                                 |           | b. Observation of lessons given by peers - (5 lessons) 5*4 Marks= 20 Marks                 |           | b. Theme based lessons- 2 lessons*10 marks = 20 marks                                                |           | Action Research 25 Marks                                                                                             |           |
|                                                                                   |           | c. Shadowing of School Teacher 5 lessons (One week) 5*3 Marks = 15 Marks                   |           | c. Co-teaching with school teachers 3 lessons X 10 marks =30 Marks                                   |           | Lessons 5 Lessons *10 marks=50 marks                                                                                 |           |
|                                                                                   |           | d. Lessons 5 Lessons *10 Marks = 50 marks                                                  |           | d. Administration of Unit Test and analysis of results - 20 Marks                                    |           | Reflective Journal on internship activities - 20 Marks                                                               |           |
|                                                                                   |           |                                                                                            |           | e. Reflective Journal on internship activities - 30 Marks                                            |           | Community work - Part II 20 Marks                                                                                    |           |
|                                                                                   |           |                                                                                            |           |                                                                                                      |           | Co Teaching with peers 5 lessons*5 marks =25 Marks                                                                   |           |
| <b>AUDIT COURSES (AC)</b>                                                         |           | <b>AUDIT COURSES (AC)</b>                                                                  |           | <b>AUDIT COURSES (AC)</b>                                                                            |           | <b>AUDIT COURSES (AC)</b>                                                                                            |           |
| ( TO BE CERTIFIED BY INSTITUTE)                                                   |           |                                                                                            |           |                                                                                                      |           |                                                                                                                      |           |
| <b>Understanding the self , Drama and Art in Education</b>                        |           |                                                                                            |           |                                                                                                      |           |                                                                                                                      | 3         |
| Select any one, spread throughout the 4 semester. Certified in 4th semester only. |           |                                                                                            |           |                                                                                                      |           |                                                                                                                      |           |
| <b>TOTAL 400</b>                                                                  | <b>24</b> | <b>TOTAL 400</b>                                                                           | <b>24</b> | <b>TOTAL 500</b>                                                                                     | <b>30</b> | <b>TOTAL 500</b>                                                                                                     | <b>33</b> |

R. \_\_\_\_\_ The following are the syllabi for the various Courses.





**1<sup>st</sup> Year B.Ed**

# **FIRST SEMESTER**



**CORE COURSE 1 (CC 1)**  
**CHILDHOOD AND GROWING UP**

**Total Credits: 6**

**Total Marks: 100**

**Objectives:**

1. To develop an understanding of the Principles of development.
2. To develop an understanding of the concept of development within a pluralistic society.
3. To develop an appreciation of the child development in socio- cultural context.
4. To apply the knowledge of the methods and approaches of child development.
5. To examine the theoretical perspectives of child development.
6. To analyze the Issues and Implications of changing family structure and parenting on growing up in a pluralistic society.
7. To develop an understanding of looking at ones own self, feeling and emotion.
8. To reflect on how we relate to the world through emotions.

**MODULE 1: PROCESS OF HUMAN DEVELOPMENT**

**(2 Credits)**

**Unit 1: Growth and Development of a Child**

- a) Meaning and principles of growth and Development and its difference.
- b) Stages of growth and development ( Later childhood and Adolescence)
- c) Role of school in growth and development of a child.

**Unit 2: Developmental Process-**

- a) Genetic background and Development.
- b) Trends in development (Developmental direction, Differentiation and integration and Cumulative influence)
- c) Maturation

**Unit 3: Context of Development:**

- a) Child Development as a multidimensional concept within a pluralistic society (physical, Emotional and Social)
- b) Impact of different parenting styles on child development ((4)
- c) Child development in socio- cultural context: Interplay of poverty, caste, gender and tribal communities.

**MODULE 2: PERSPECTIVES OF HUMAN DEVELOPEMENT**

**(2 Credits)**

**Unit 4: Methods and Approaches of Studying Human development**

- a) Methods: Observation (Participatory And Non- Participatory)
- b) Experimental & Clinical.
- c) Approaches: Cross Sectional, Cross Cultural, Longitudinal.

**Unit 5: Theoretical Perspectives:**

- a) Piagets Theory of cognitive development.
- b) Kolhbergs & Erric ksons theory
- c) Urin Brofenbrenner theory on Ecological System

**Unit 6: Self and Emotions**

- a) Formation of self (Self-concept, self-esteem, Self-efficacy)
- b) Emotions: Golemans Theory of Emotional Intelligence
- c) Identity crisis- Marcian Theory

**MODULE 3: INTERNAL ASSESSMENT****(2 Credits)**

| Sr.No | Particulars                                                           | Marks |
|-------|-----------------------------------------------------------------------|-------|
| 1     | Task/Assignment/ Activity for each module held in the semester (2X10) | 20    |
| 2     | One periodical class test held in the given Semester                  | 15    |
| 3     | One Essay test held in the given Semester                             | 05    |
|       | Total                                                                 | 40    |

Any two of the following tasks:

- a) Task (any one)
  - Case study of any school which has a positive impact on the overall growth and development of its students
  - Observe an adolescent and conduct a case study on his overall development
  - Present the biography of any one Psychologists using creative techniques
- b) Psychological Tests (any one)
  - Emotional Intelligence test
  - Test on Self- Esteem
  - Test on Self Efficacy

**References:**

- Bhatia, H. R. (1973). *Elements of Educational Psychology*, 5th edition, Orient Longman.
- Bigge, M. L. (1982). *Learning Theories for Teachers*, (4th edition). New York, Harper and Row Publishers, P.P. 89-90.
- Bolles, R. C. (1975): *Learning Theory*. New York, Holt, Rinehart and Winston, P.P. 18-19.
- Chauhan, S.S. (1978): *Advanced Educational Psychology*, Vikas Publishing house Pvt. Ltd., New Delhi.
- Dandapani, S. (2001), *A textbook of Advanced Educational Psychology*. New Delhi: Anmol Publications.
- Dunn, R. (1983). Can students identify their own Learning Styles? *Educational Leadership*, 40, P.P. 60-62.
- Dash, M. (1988). *Educational Psychology*. Delhi: Deep and Deep Publication.
- Duric, L. (1975). *Performance of Pupils in the Process of Instruction*. Bratislava, SPN, P.P. 54-90.
- Duric, L. (1990). *Educational Sciences: Essentials of Educational Psychology*. International Bureau of Education, UNESCO, New Delhi, Sterling Publishers, P.
- Fontana, D. (1995). *Psychology for Teachers (3rd edition)*. The British Psychological Society, London: McMillan in association with BPS Books.
- Kundu C.L. and Tutoo D.N. (1993) : *Educational Psychology*, Sterling Publishers Pvt. Ltd.
- Lindgren, H. C. (1967). *Educational Psychology in Classroom (3rd edition)*. New York: John Wiley and sons.

- Mangal, S. K. (1984). *Psychological Foundations of Education*. Ludhiana: Prakash Publishers
- Mohan J. and Vasudeva P. N. (1993). Learning Theories and Teaching, In Mohan Jitendra (ed.) *Educational Psychology*, New Delhi, Wiley Eastern Limited, P. 146.
- Oza, D. J. and Ronak, R. P. (2011). *Management of behavioral problems of children with mental retardation*. Germany:VDM publication.
- Papalia D. E., and Sally, W. O. (1978). *Human Development*. McGraw Hill Publishing Company
- Phens, J. M., and Evans, E. D. (1973). *Development and Classroom Learning : An Introduction to Educational Psychology*. New York: Holt Rinehart and Winston Inc.
- Tessmer, M., and Jonassen, D. (1988). Learning Strategies: A New Instructional Technology. In Harris Duncun (1988) *Education for the New Technologies, World Year Book of Education*. London: Kogan page Inc
- Skinner, E. C. (1984). *Educational Psychology-4th Edition*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Spinthall, N., and Spinthall, R. C. (1990). *Educational Psychology 5th Edition*. - McGraw Hill Publishing Company.
- Cole, M., (1996). *The Development of Children*. New York: Worth publishers
- Crain, W., (2005). *Theories of Development (5th Edition)*. Pearson
- Kanga, F., (1991). *Trying to Grow*. New Delhi : Ravi Dayal Publishers
- Mukunda, K. (2009). *What did you ask at school today?* Noida: Harper Collins Publishers.
- Munsinger, H., (1975) (edited) *Readings in Child Development*. New York: Holt Rinehart Winson
- Sharma, N., (2003). *Understanding Adolescence*. New Delhi: NBT
- Wadia, H. *Confining childhood in India*. Web source: [http://infochangeindia.org/index2.php?option=com\\_content&do\\_pdf=1&id=8691](http://infochangeindia.org/index2.php?option=com_content&do_pdf=1&id=8691)
- Weiner.M.,(1995). *The child and the state in India: Child labor and education policies in comparative perspective*. Oxford University Press

**CORE COURSE 2 (CC 2)**  
**KNOWLEDGE AND CURRICULUM**

**Total Credits: 6**

**Total Marks: 100**

**Objectives:**

1. To develop understanding into the epistemological basis of education
2. To develop understanding of modern child-centered education.
3. To develop understanding social and cultural influence on education
4. To develop understanding into curriculum, its determinants , process and evaluation
5. To examine relationship of curriculum to education
6. To gain insight into the need for curriculum reforms

**MODULE 1: UNDERSTANDING KNOWLEDGE AND ITS RELATION TO EDUCATION**  
**(2 Credits)**

**Unit 1: Perspectives of Knowledge and Education**

- a) Knowledge :
  - i. Meaning and characteristics of knowledge
  - ii. Types of knowledge: Philosophical perspective ( Personal, Propositional and Procedural ) Educational perspective: (Conceptual, Strategic and situational)
- b) Education: Meaning(etymological), definitions and characteristics of Education
- c) Epistemological basis of education: distinction between knowledge and information, teaching and training.

**Unit 2: Basis of Modern Child-Centred Education (Concept, Basis and Educational Significance)**

- a) Activity Method (M.K. Gandhi)
- b) Discovery Method (John Dewey)
- c) Dialogue Method (Paulo Freire)

**Unit 3: Social and Cultural Context of Education**

- a) Changes in education due to industrialisation, democracy and individual autonomy.
- b) Understanding Education in relation to equity, equality and social justice (B.R. Ambedkar).
- c) Interrelationship of education with reference to Nationalism (Krishnamurti) and Secularism (Tagore)

**MODULE 2: DEVELOPMENT OF CURRICULUM AND ITS RELATION TO EDUCATION**  
**(2 Credits)**

**Unit 4: Curriculum Concept, Types and Determinants**

- a) Curriculum Meaning and Concept of curriculum, Relationship with Curriculum framework, Syllabus and Textbooks
- b) Determinants of Curriculum ( Philosophical, Psychological, Sociological, Political )
- c) Types of curriculum (Subject-centred and child-centred; Hidden curriculum and enacted curriculum)

### Unit 5: Curriculum Development

- a) Principles of curriculum development
- b) Process of curriculum development
  - i. Formulating aims and objectives
  - ii. Criteria for selecting knowledge and representing knowledge in the form of different subjects.
  - iii. Selection and organisation of learning situations
- c) Participatory approach to curriculum development: Representation of social groups in curriculum construction.

### Unit 6: Curriculum Implementation and Evaluation

- a) Teachers' role in generating dynamic curricular experiences through (i) flexible interpretation of curricular aims , (ii) contextualisation of learning; (iii) varied learning experiences(iv) learning resources
- b) Need and evaluation of effective curriculum construction with reference to existing pedagogies and Instructional approaches, teacher training, textbooks and instructional materials.
- c) Role of MHRD and NCERT in curriculum reform

### MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

| Sr.No | Particulars                                                           | Marks |
|-------|-----------------------------------------------------------------------|-------|
| 1     | Task/Assignment/ Activity for each module held in the semester (2X10) | 20    |
| 2     | One periodical class test held in the given Semester                  | 15    |
| 3     | One Essay test held in the given Semester                             | 05    |
|       | Total                                                                 | 40    |

Any two of the following tasks:

- a) Seminar Presentation: Critical appraisal of philosophy and practice of education advocated by Gandhi, Dewey and Freire.
- b) Critical Writing: Critically examine role of hidden curriculum with reference to school rituals, celebrations and rules & discipline
- c) Report Writing: Choose syllabus for any one school subject, read the text books (of at least 2 standards from 6<sup>th</sup> to 9<sup>th</sup>) for the same. Deliberate on of modern values like equity, equality and social justice reflected in it and writes a report on it.

### References

- Aggrawal, J. C., & Gupta, S. (2005). Curriculum Development. New Delhi: Shipra Publisher.
- Alexander, W. M., & Saylor, J. G. (1966). Curriculum Planning for modern schools, New York: Holt, Rinhart and Winston Inc.
- Balrara, M. (1999). Principles of Curriculum Renewal. New Delhi: Kanishka Publishers.
- Chandra, A. (1977). Curriculum Development and Evaluation in education. New Delhi: Sterling Publishers.
- Darji, D. R., & Lulla, B. P. (1967). Curriculum development in secondary schools of Baroda. Baroda: Sadhana Press.

- DCosta, Agnes R. (2016) Knowledge and Curriculum, Mumbai Himalaya Publishing House
- Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; Corwin press
- Freire, P. (1998). Pedagogy of freedom: Ethics, democracy, and civic courage. Rowman & Littlefield.
- Freire, P. (2000). Pedagogy of the oppressed, Continuum.
- Hassrin, M. (2004). Curriculum Planning for elementary education. New Delhi: Anmol Publishers.
- Herbert, J. W. & Geneva, D. H. (1990). International Encyclopedia of Education Evaluation. New York: Pergamon Press Oxford House.
- Jenkins, D., & Shifman, D.M. (1976). Curriculum: an introduction. London: Pitman Publishing House.
- Jhompson K., and White, J. C. (1975). Curriculum development. London: Pitman Publishing
- Khan.M.I. and Nigam,B.K.(2007).Curriculum reform change and continuity. New Delhi; Kanishka publication
- Krishnamurti, J. (1992). *Education and world peace*. In Social responsibility. Krishnamurti Foundation
- Kumari, S., and Srivastava, D. S. (2005). Curriculum and Instruction. New Delhi: Shipra Publishers.
- Macdonald, B., & Walker, R. (1976). Changing the Curriculum. Britain: Pitman Press.
- Musgrave, P. W. (1974). Contemporary studies in the Curriculum. Australia: Angus and Roberston Publishers.
- Nigam, B. K., & Khan, I. M. (1993). Evaluation and research in Curriculum Construction. New Delhi: Kaniska Publishers.
- Ornstein, A. C. & Hunkins, F.P. (1988). Curriculum foundations, Principles and issues New jersey prentice hall
- Panday, M. (2007). Principles of Curriculum Development. New Delhi; Rajat publications Rajput, J. S. (2004).
- Encyclopaedia of Indian Education. New Delhi: NCERT.
- Satyanarayan, P.V. (2004). Curriculum development and management. New Delhi: DPH.
- Sharma, R. (2002). Modern methods of Curriculum Organisation. Jaipur: Book Enclave.
- Sharma, S. R. (1999). Issues in Curriculum Administration. New Delhi: Pearl Publishing House.
- Sockett, H. (1976). Designing the Curriculum. Britain: Pitman Press.
- Srivastava, H. S. (2006). Curriculum and methods of teaching New Delhi: Shipra Publishers.
- Tata, H. (1962). Curriculum development theory & practice. New York: Harcourt, Brace & World Inc.
- Tagore, R. (2003). *Civilization and progress*. in Crisis in civilization and other essays New Delhi: Rupa & co.
- Yadav, Y.P. (2006). Fundamentals of Curriculum design. New Delhi; Shri Sai Printographers



**INTERDISCIPLINARY COURSE 1 (IC 1)**  
**GENDER, SCHOOL AND SOCIETY**

**Total Credits: 6**

**Total Marks: 100**

**Objectives:**

1. To acquaint the student teachers with the concept of gendered roles in society and their challenges.
2. To develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
3. To understand the influence of social institutions (family, caste, class, religion, region,) on inclusion and gender identity
4. To examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging inclusion and gender inequalities /reinforcing gender parity.
5. To develop an understanding about policies, plans and schemes of the government for addressing all forms of disparities, inequalities and their inclusion in the society
6. To critically appraise the role of media in reinforcing inclusion and gender roles in the popular culture and at school.
7. To appreciate the role of NGOs and Government organisations in sensitizing society towards inclusion and gender parity

**MODULE 1: GENDER AND SOCIALIZATION**

**(2 Credits)**

**Unit 1: Gender: Concept and Perspectives**

- a) Concept of sex, gender and transgender
- b) Gender related concepts: patriarchy, feminism, equity and equality, sexuality.
- c) Emergence of gender specific roles: sociological and psychological perspectives.

**Unit 2: Social Construction of Gender Identity**

- a) Influence of family, caste, religion, culture, region, the media and popular culture (films, advertisements, songs) on gender identity.
- b) Gender bias: health and nutrition, education, and employment.
- c) Gender stereotyping

**Unit 3: Gender Issues and Provisions**

- a) Gender related issues in society: dowry system, work place discrimination
- b) Sexual abuse, cyber bullying
- c) National Policy for Empowerment of women

**MODULE 2: GENDER: EDUCATION AND EMPOWERMENT**

**(2 Credits)**

**Unit 4: Gender Challenges and Education**

- a) Gender challenges: The role of schools, peers, teachers, curriculum and textbooks.
- b) Construct of gender in national curriculum framework
- c) Contemporary women role models in India: urban and rural

**Unit 5: Gender Jurisprudences in Indian Context**

- a) Prenatal diagnostic Technique Act, 1994
- b) Domestic Violence Act, 2005
- c) Protection of from Sexual Offences (POCSO) Act, 2012

**Unit 6: Strategies for Gender Empowerment**

- a) The role of NGOs and women's action groups in striving towards gender equity
- b) The United Nations Entity Equality and the Empowerment of Women for Gender-UN Women
- c) Millennium Development: Goal: Promoting gender equality and empowerment

**MODULE 3: INTERNAL ASSESSMENT****(2 Credits)**

| Sr.No | Particulars                                                           | Marks |
|-------|-----------------------------------------------------------------------|-------|
| 1     | Task/Assignment/ Activity for each module held in the semester (2X10) | 20    |
| 2     | One periodical class test held in the given Semester                  | 15    |
| 3     | One Essay test held in the given Semester                             | 05    |
|       | Total                                                                 | 40    |

Any two of the following tasks:

- a) Gender analysis of text books and suggestions for change
- b) Case studies of groups/organizations working for women
- c) Critical analysis of depiction of women in mass media (ads/serials/films/print media)
- d) Visits to institutions working for women's welfare and Report writing
- e) Street plays, Exhibitions, Debates, Interviews, Poster Competitions, Slogan Competitions

**References:**

- Bhasin Kamala: Understanding gender, Kali for women, N. Delhi, 2000
- Basu Aparna: Women's Education in India in Ray and Basu (ed): From Independence Towards Freedom, OUP, 1999
- Chodhuri Maitreyee (2004): Feminism in India, Women Unlimited, New Delhi
- Chakravarty Uma: Gendering caste through a feminist lens, Stree, Calcutta, 2003.
- Courting Disaster, PUDR report, 2003.
- Davis Kathy, Evans Mary, Lorber, J (ed) (2006): Handbook of Gender and Women's studies, Sage, UK.
- Delamont Sara: Feminist Sociology 8. Feminist Concepts, Contribution to women's studies series, Part -I, II, III, RCWS, Mumbai
- Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National Book Trust, New Delhi
- Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO
- Freedman Jane: Feminism, Viva Books, New Delhi, 2002.
- Gender Analysis of School Curriculum and Text Books UNESCO, Islamabad, 2004 Principal Author ... Gender Analysis of Primary School Textbooks in Punjab.
- Kirk Jackie (ed) , (2008), Women Teaching in South Asia, SAGE, New Delhi
- Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam
- NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, New Delhi

**ABILITY COURSE 1 (AB 1)**  
**CRITICAL UNDERSTANDING OF ICT**

**Total Credits: 3**

**Total Marks: 50 (Internal)**

**Objectives**

1. To develop an understanding of the concept of ICT
2. To practice safe and ethical ways of using ICT.
3. To use ICT in Teaching Learning, Administration, Evaluation and Research.
4. To design, develop and use ICT based learning resources.
5. To develop an understanding of the concept of Open Education Resources and Creative Commons in education.
6. To evaluate ICT based learning resources.
7. To adopt mobile learning, open learning and social learning in the classroom.

**MODULE 1: ICT IN EDUCATION AND ITS IMPLICATIONS (1 Credit)**

**Unit 1: Understanding of ICT in Education**

- a) Information and Communication Technology: Concept and Importance
- b) Role of teacher in ICT enabled education - Administrator, Facilitator and Evaluator
- c) Legal and ethical issues in the use of ICT - Hacking, Violating of copyright, Plagiarism

**Unit 2: Designing Technology Integrated Learning Experiences**

- a) Instructional Design Develop ADDIE model Instructional Design based on School topic.
- b) Develop Learning Resources on a topic using ICT tools (Script writing and Story board) and Critically evaluate it by using rubrics
- c) Learning Management System (LMS) Concept, Features and Applications

**MODULE 2: TEACHER AND ICT ENABLED ADMINISTRATION, EVALUATION AND RESEARCH (1 Credit)**

**Unit 3: Emerging Trends in E-learning**

- a) Mobile learning Concept, Features and uses of any ONE Mobile application for teaching and learning.
- b) Social learning- Concept, Use of web2.0 tools for learning (Social networking site, Blog, Chat, Video conferencing, Discussion forum)
- c) Open Educational Resources, Creative Common, Massive Open Online Courses (MOOCs) Concept and Applications

**Unit 4: Use of ICT in Evaluation, Administration and Research**

- a) e Portfolio Concept and Development
- b) ICT for Research- Online Repositories & Online Libraries
- c) Online and offline assessment tools ( Online Survey tools or Test generators) - Concept and development

### **MODULE 3: SUGGESTED TASK/ASSIGNMENT ACTIVITIES (ANY FOUR)**

**(1 Credit)**

- a) Select a case study/report related to legal and ethical issues in use of ICT. Discuss your case using any mode of online discussion forum. Submit the screenshots of your group discussion.
- b) Develop and critically evaluate a CAI package (Script writing and Story Board) using ADDIE model of Instructional design for any topic of your choice.
- c) Using any LMS carry out the following activities for facilitating learning in any of the unit of your choice:
  - Identify resources for a topic of your choice and upload it.
  - Use any discussion forum available for the discussion on the uploaded learning material.
  - Generate a test.
- d) Submit a reflective report on it.
- e) Develop and Manage a Social Networking site /Blog / Chat forum for college based on ICT course. Submit the report for the same with empirical evidences.
- f) Select a topic relevant to education, collect Open Educational Resources (Text, Multimedia, Website references) and analyze the type of license used in the Open Educational Resources. Submit the report for the same with evidences.
- g) Select an educational problem and conduct an online survey. Submit a report on the procedure and analysis of the survey result along with screen shot.

#### **References**

- Goel, D. R., and Joshi, P. (1999). A Manual for INTERNET Awareness. CASE: The M. S. University of Baroda Press.
- Mahapatra, B.C. (2006). Education in Cybernatic Age. New Delhi: Sarup Sons.
- Mansfield, R. (1993). The Compact Guide to Windows.World and Excel. New Delhi: BPB Publishing.
- Saxena, S. (1999). A first course in computers. New Delhi: Vikas Publishing House.
- Tanenbaum, A. S. (1996). Computer Networks. New Delhi: Pretince Hall of India.
- Walkenbach, J. (1997). Excel 97 Bible. New Delhi: Comdex Computer Publishing.
- Khirwadkar, A. (2005). Information & Communication Technology in Education. New Delhi: Sarup & Sons.
- Khirwadkar, A. (2010). e-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms. New Delhi: Sarup Book Publication Ltd.

**AUDIT COURSE 1 (AC 1)**  
**DRAMA AND ART IN EDUCATION**

**Total Credits: 3**

*(To be certified by the Institute in Semester IV)*

**Objectives**

1. To have a practical experience with drama and art.
2. To be acquainted with the concepts thus enhancing their understanding of drama and art.
3. To be acquainted with aspects of theatre management.
4. To integrate drama and art in the school curriculum.
5. To develop their aesthetic sensibilities.
6. To elucidate the role of drama and art in self- realization of learners.
7. To sensitize learners on the use of drama and art for special learners.
8. To highlight the use of drama and art in creative expression.
9. To perceive the social and environmental issues through drama and art.
10. To develop understanding of the local culture through drama and art.
11. To widen the understanding of learners by integrating global culture.

**MODULE 1: UNDERSTANDING DRAMA AND ART IN EDUCATION**

**(1 Credit)**

**Unit 1: Introduction to Concepts of Drama and Art**

- a) Forms of Drama and Art Visual and Performing
- b) Elements of Drama and Art
- c) Understanding stagecraft and audience etiquettes - (set designing, costumes, props, lights, and special effects) and audience etiquettes

**Unit 2: Application of Drama and Art in Academics**

- a) Functions of Drama and Art - Information, Instructive, Persuasive, Educative, Entertainment, Development
- b) Integration of Drama and Art in the school curriculum
- c) Developing aesthetic sensibility through Drama and Art

**MODULE 2: DRAMA AND ART AS A MEDIUM FOR COMMUNICATION AND SOCIAL CHANGE**

**(1 Credit)**

**Unit 3: Drama and Art for Pedagogy**

- a) Drama and Art for self-realization
- b) Drama and Art for children with special needs
- c) Drama and Art for creative expression

**Unit 4: Drama and Art for Social Intervention**

- a) Understanding social and environmental issues through drama and art
- b) Understanding local culture through drama and art
- c) Understanding global culture through drama and art

**MODULE 3: SUGGESTED TASK/ASSIGNMENT ACTIVITIES**

**(1 Credit)**

Following activities can be organized under the course:

- a) Script writing
- b) Street play

- c) Visit to an Art gallery
- d) Visiting/Organizing exhibitions
- e) Visiting/Organizing cultural festivals
- f) Report on the folk life
- g) Interview with experts from the field like artists, actors, singers, writers, poets, painters, musicians, dancer etc
- h) Appreciation of a film/drama/novel/folk drama, etc.
- i) Workshop on developing short plays/ street play for educational, entertainment or social / environmental relevance
- j) Workshop on preparing a script for a radio programme to propagate a social behaviour or awareness of social issues
- k) Organizing art, craft and music exercises with small groups followed by discussions and presentation.
- l) Workshop Developing theatre skills, pottery, folk dance, animations depicting culture and art.
- m) Review the position paper National Focus Group on Arts, Music, Drama and Theatre by NCTE on Drama for children with special needs.
- n) Visit a centre for children with special needs and observe the use of drama and art in the activities conducted.

#### **Assignments:**

- a) Role Playing activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc.) and write a reflective essay highlighting the elements of stagecraft.
- b) Develop and present a lesson using any one technique of Drama and Art Or using any Art form
- c) Developing masks and puppets to teach any topic in their methods, present a lesson using it. Submission of a lesson plan is required.

#### **References**

- Akademi South Asian Dance, UK <http://www.southasiandance.org.uk/>
- Andrewes, E.: A Manual for Drawing and Painting, Hazall Watson and Viney Ltd., 1978
- Carini, P.F. (2001). Valuing the immeasurable. In *Starting strong: A different look at children, schools, and standards* (pp. 165 181). New York: Teachers College Press, CCRT official website
- Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.
- Dodd, N. and Winifred, H. (1971/1980). Drama and Theatre in Education, London: Heinmann.
- Doshi, Saryu (Ed.), Marg A Magazine of the Arts Trends and Transitions in Mumbai: IndianMargPublications, ArtVol. XXXVI No. 2, 1984.
- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. New York, NY: Teachers College Press.
- Harriet, G. (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.
- John, B., Yogin, C., & Chawla, R. (2007). *Playing for real: Using drama in the classroom*. Macmillan.

- Khokar, Mohan, Traditions of Indian Classical Dance, Delhi: Clarion Books, First ed., 1979., London, 1973
- Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.
- McCaslin, N. (1987). Creative Drama in the Primary Grades. Vol. I and In the Intermediate Grades, Vol. II, New York/London: Longman.
- Mishra, A. (2004). Aaj bhi Khareinhai Talaab, Gandhi Peace Foundation, 5<sup>th</sup> Edition.
- Prasad, D. (1998). Art as the Basis of Education, NBT, New Delhi.
- Sahi, J. and Sahi, R. (2009). Learning Through Art, Eklavya.
- Shirley, G. (2000). Art, an A to Z guide. Franklin Watts: USA.
- Vaze, P. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai.
- Ward, A. (1993). Sound and Music. Franklin Watts: New York.

#### **Websites:**

- Athiemoolam, L. Drama-In-Education and its effectiveness in English Second/Foreign classes, [www.uni-oldenburg.de/zsn](http://www.uni-oldenburg.de/zsn)
- Arts Education Matters: We know, We Measured it, <http://www.edweek.org/ew/articles/2014/12/03/13greene.h34.html>
- Bhattacharya, K.K. & Gupta, D.D. : Interpreting theatre as a communication medium, <http://www.caluniv.ac.in/global-mdia-journal/ARTICLEDEC2013/>
- Boudreault, C.: The benefits of using drama in the ESL/EFL classroom, <http://iteslj.org/Articles/Boudreault-Drama.html>
- Dewey, J.: Art as an experience, <http://plato.stanford.edu/entries/dewey-aesthetics/>
- Drama in education, <https://www.questia.com/library/education/curriculum-andinstruction/drama-in-education>
- Drama Games, [http://en.wikipedia.org/wiki/Drama\\_Teaching\\_Techniques](http://en.wikipedia.org/wiki/Drama_Teaching_Techniques)
- Drama Strategies, <http://dramaresource.com/strategies/69-drama-techniques>
- Importance of Arts education, [http://www.educationfund.org/programs/artoffoundobjects/importance of Arts Education](http://www.educationfund.org/programs/artoffoundobjects/importance_of_Arts_Education)

**AUDIT COURSE 1 (AC 1)**  
**UNDERSTANDING THE SELF**

**Total Credits: 3**

*(To be certified by the Institute in Semester IV)*

**Objectives**

1. To develop holistic and integrated understanding about themselves.
2. To identify their potential and challenges.
3. To undertake self reflection
4. To maintain peace and harmony within themselves.
5. To manage conflict effectively.

**MODULE: 1 THE WORLD WITHIN THE SELF**

**(1 Credit)**

**Unit 1: Exploring the Self**

- a) Exploring self identity and self image
- b) Analysis of strengths, weaknesses, opportunities, challenges. (SWOC)
- c) Techniques of Self Reflection (Reflective Diary, Creative Imagery, Reflective Dialogue and discussion , Social media like blog and online communities)

**Unit 2: The Evolving Self**

- a) Development of self esteem and self confidence
- b) Management of emotions.
- c) Positive thinking

**MODULE: 2 SELF AND THE WORLD**

**(1 Credit)**

**Unit 3: The Emerging Self**

- a) Personal mastery through self compassion, spirituality and value system.
- b) Harmony and peace with self through mindfulness.
- c) Development of resilience.

**Unit 4: The Caring Self**

- a) Empathetic listening and sensitivity.
- b) Assertive self expression.
- c) Conflict resolution.

**MODULE 3: SUGGESTED TASK/ASSIGNMENT ACTIVITIES**

**(1 Credit)**

- a) Present a narrative on Your Journey as a person. Include major insights, takeaways, breakthroughs achieved and action plans for the future
- b) Prepare a student portfolio containing evidences of your strengths in the form of creative art/ writing/ pictures of your achievements/ testimonials/ appreciation received. How have these achievements helped you to evolve as a person by helping you build a positive self image?
- c) Identify one personal conflict experienced and the process of resolution of the conflict.



## References:

- <http://www.wikihow.com/Identify-Your-Strengths-and-Weaknesses>
- <http://www.mindtools.com/pages/article/coaching-self-awareness.htm>
- <http://www.selfawareness.org.uk/news/understanding-the-johari-window-model>
- [https://tojde.anadolu.edu.tr/tojde42/articles/article\\_2.htm](https://tojde.anadolu.edu.tr/tojde42/articles/article_2.htm)
- <http://cie.asu.edu/ojs/index.php/cieatasu/article/viewFile/225/127>
- [http://www.azimpremjiuniversity.edu.in/sites/default/files/userfiles/files/Mythili\\_Ramchand.pdf](http://www.azimpremjiuniversity.edu.in/sites/default/files/userfiles/files/Mythili_Ramchand.pdf)
- <http://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice>
- <http://www.qou.edu/english/conferences/firstNationalConference/pdfFiles/zaidOdeh.pdf>
- <http://cie.asu.edu/ojs/index.php/cieatasu/article/viewFile/225/127>
- <http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1740&context=doctoral>
- <http://www.ucd.ie/t4cms/Reflective%20Practice.pdf>
- [http://www.waikato.ac.nz/tdu/pdf/booklets/18\\_ReflectivePractitioner.pdf](http://www.waikato.ac.nz/tdu/pdf/booklets/18_ReflectivePractitioner.pdf)
- <http://www.learning-theories.com/experiential-learning-kolb.html> : Kolbs Experiential Learning
- <http://www.nathanielbranden.com/ess/ess12.html>: Theory of Self Esteem by Nathaniel Branden.
- [http://www.mindtools.com/pages/article/newTCS\\_06.htm](http://www.mindtools.com/pages/article/newTCS_06.htm) : Positive thinking.
- [http://www.mas.org.uk/uploads/articles/Resilience\\_and\\_strengthening\\_resilience\\_in\\_individuals.pdf](http://www.mas.org.uk/uploads/articles/Resilience_and_strengthening_resilience_in_individuals.pdf): Resilience
- <http://www.yorku.ca/rokada/psycstest/rosenbrg.pdf> :Rosenberg Self Esteem Scale.
- <http://web.stanford.edu/class/msande271/onlinetools/LearnedOpt.html>: Test on Learned Optimism.
- <http://www.mindfulnessresource.org/category/toronto-mindfulness-scale/> : Toronto Mindfulness Scale.
- Duval, T. S., & Silvia, P. J. (2001). Self-awareness and causal attribution: A dual systems theory. Boston: Kluwer Academic.
- Duval, T. S., & Silvia, P. J. (2002). Self-awareness, probability of improvement, and the self-serving bias. *Journal of Personality and Social Psychology*, 82, 49-61.
- Phillips, A. G., & Silvia, P. J. (2004). Self-awareness, self-evaluation, and creativity. *Personality and Social Psychology Bulletin*, 30, 1009-1017.
- Povinelli, D. J., & Prince, C. G. (1998). When self met other. In M.Ferrari& R. J. Sternberg (Eds.), *Self-awareness: Its nature and development* (pp. 37-107). New York: Guilford
- Mullen, B. & Suls, J. (1982). Know thyself: Stressful life changes and the ameliorative effect of private self-consciousness. *Journal of Experimental Social Psychology*, 18, 43-55.
- Lewis, M. & Brooks-Gunn, J. (1978). Self knowledge and emotional development. In M. Lewis & L. Rosenblum (Eds.), *The development of affect: The genesis of behavior*, 1 (pp. 205-226). New York: Plenum Press.
- Luft J and Ingham H. (1955). *The Johari Window: a graphic model for interpersonal relations*, University of California Western Training Lab.
- Brooksfild, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: John Wiley & Sons, Inc.

- Farrell, T. S. C. (2004). Reflective practice in action. Thousand Oaks, CA: Corwin Press, Inc.
- Fendler, L. (2003). Teacher reflection in a hall of mirrors: Historical influences and political reverberations. Educational Researcher
- Grahin, G. & Dikkartinvez, F. T.ive (2012). thinking tendency. Procedia Social and Behavioral Science
- Gurol, A (2010) Determining the reflective thinking skills of pre-service teachers in learning and teaching process. Firat University, Turkey.
- Kurt, M., & Atamturk, N (2012) Reflective practice and its role in stimulating personal and professional growth

**1<sup>st</sup> Year B.Ed**

# **SECOND SEMESTER**



**CORE COURSE 3 (CC 3)**  
**LEARNING AND TEACHING**

**Total Credits: 6**

**Total Marks: 100**

**Objectives**

1. To develop an understanding the concept of Learning.
2. To analyze the factors affecting Learning.
3. To analyze various theories of Learning.
4. To apply the Cognitive Perspectives of learning in the learning process.
5. To apply Constructivist perspectives of learning in the learning process.

**MODULE 1: UNDERSTANDING LEARNING**

**(2 Credits)**

**Unit 1: Concept of Learning**

- a) Learning & Teaching: Meaning ,Characteristics & Process
- b) Factors affecting Learning: Attention (Meaning, Types & Educational Implications) Motivation (Meaning, Types & Educational Implications), Maslows Theory of Hierarchy of Needs
- c) Learning Styles (Kolbs Classification) & Multiple Intelligences (Gardeners Classification): Concept & Educational Implications

**Unit 2: Theories of Learning: (Principles & Educational Implications)**

- a) Behaviorist Theories: Classical & Operant Conditioning
- b) Cognitive Theories: Bruner & Ausubel
- c) Social Learning Theories: Bandura & Vygotsky

**Unit 3: Expanding Horizons of Learning:**

- a) Learning for Transfer: Concept, Types (Low-Road or Substantive Transfer & High-Road or Procedural Transfer) & Promoting Transfer
- b) Group Dynamics ,Sociometry and educational Implications
- c) Bruce Tuckmans Revised Model for Group De velopment: Five Phases & Role of Teacher

**MODULE 2: TEACHING: THE ACT AND THE PROFESSION**

**(2 Credits)**

**Unit 4: Teaching for All:**

- a) Educational needs of differently abled learners: Characteristics & role of education (strategies) in case of:
  - Learners with learning disabilities
  - Learners with Hyperactivity & Attention Disorders
  - Gifted Learners
- b) Differentiated Instruction: Concept, Characteristics / Key Features & Strategies
- c) Multi-Cultural Education: Concept, James Banks Five Dimensions of MCE, Implications of MCE in the Indian Context

**Unit 5: Teaching for Effective Learning**

- a) Reflective and Critical Thinking: Meaning & Educational Implications
- b) Creativity and Problem Solving: Meaning, Process & Promoting
- c) Meta-cognition: Meaning, Components & Strategies

### Unit 6: Teaching as a Profession

- a) Professionalism in Teaching: Concept & Principles; and Importance of Academic Freedom
- b) Evolving Roles of Teacher: Instructional Expert, Manager, Counselor and Practitioner-Researcher
- c) Professional Competencies for Classroom Management: Prevention, Intervention & Remediation:
  1. Prevention: (Establishing & Maintaining Effective Learning Environment),
  2. Intervention: (Rules and Consequences of Stopping Misbehaviour, the Need to Stop & Train),
  3. Remediation: (Developing Student Responsibility & Self-Control, Remediating chronic Behavioural Problems, Gordon Model of Self-discipline)

### MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

| Sr.No | Particulars                                                           | Marks |
|-------|-----------------------------------------------------------------------|-------|
| 1     | Task/Assignment/ Activity for each module held in the semester (2X10) | 20    |
| 2     | One periodical class test held in the given Semester                  | 15    |
| 3     | One Essay test held in the given Semester                             | 05    |
|       | Total                                                                 | 40    |

Any two of the following tasks:

- a) Experimental Psychology: ( any one from the following)
  - Division of Attention
  - Group judgment
  - Suggestion
  - Perception
  - Transfer of learning-(Mirror Drawing / Cup & ball)
- b) Psychological Tests( any one from the following)
  - Sociometry test
  - Multiple intelligence test- Gardner
  - Learning Style Inventory- Kolb
  - Thinking Style

### References:

- Adams & Hamm New Designs for Teaching & Learning, Jossey-Bass Publishers, San Francisco
- Agarwal. J.C- Essentials of Educational Psychology, Vikas Publishing House Pvt Ltd, 1995
- Bailey et al (Editors), The SAGE Handbook of Philosophy of Education, SAGE
- Bhatnagar Suresh & Saxena Anamika - Advanced Educational Psychology, R Lall Book Depot Meerut
- Brubacher, Modern Philosophies of Education, 4th Ed., McGraw Hill Book Company
- Cascio, Wayne F. & Aguinis Herman - Applied Psychology in Human Resource Management - Prentice-Hall of India, New Delhi.
- Charles Skinner - Educational Psychology.
- Chattejee S. K. - Advanced Educational Psychology.

- Chauhan, S.S- Advanced Educational Psychology, Vikas Publication House, N.D.1990
- Crow L.D and Crow A Educational Psychology
- Dandapani, S - Educational Psychology
- Dandekar & Makhija - Educational Psychology
- Dandekar W. N. - Fundamentals of Experimental Psychology.
- Dash, RN & Dash, N- A Textbook of Educational Psychology.
- David W. Martin- Doing Psychology Experiments.
- Donna Walker Tileston Ten Best Teaching Practices, 3rd Ed., Corwin
- E.G. Parameswaran & K. Ravichandra- Experimental Psychology. G
- Gage & Berliner Educational Psychology (6th Ed.), Houghton Mifflin Co.
- Gardener, Frames of Mind
- Henson & Eller Educational Psychology for Effective Teaching Wadsworth Publishing Company.
- Hergenhahn, B. R. & Olson, Matthew H. - An Introduction to Theories of Learning - Prentice-Hall of India
- Jonassen & Land (Editors), Theoretical Foundations of Learning Environments, Routledge
- Kakkar S. B. - Educational Psychology.
- Kenneth T. Henson, Ben F. Ella - Educational Psychology for Effective Teaching.
- Lahey, Benjamin- Psychology- An Introduction (Sixth Edition), Tarn McGraw Hill Publ.
- Lawson et al, A History of Psychology Globalization, Ideas, and Applications, Prentice-Hall of India
- Lefrancois Guy - Psychology for Teaching.
- Lefrancois Guy R.: Theories of Human Learning
- Leo Postman, James Egan- Experimental Psychology.
- Mangal S. K. Essentials of Educational Psychology, Prentice-Hall of India. New Delhi.
- Mangal S.K - Educational Psychology
- Mathur, S.S- Educational Psychology
- Micheal Pressley, Christine B. McCormick - Child & Adolescent Development for Educators.
- Paulo Freire Pedagogy of the Oppressed(2011)
- Rajamanickam, Experimental Psychology with Advanced Experiments-Vol.1,II. Concept Publishing Company
- Richard D. Parsons, Stephanie Lewis Hinson, Deborah Sardo-Brown- Educational Psychology.
- Richardson, Constructivist Teacher Education: Building a World of New Understandings, Routledge Falmer
- Robert A. Baron - Psychology.
- Robert S. Feldman- Understanding Psychology.
- Sharma, R.A- Essentials of Educational Psychology, R Lall Book Depot, Meerut, 1996
- Smith, Edward & Kosslyn, Stephen M. - Cognitive Psychology- Mind & Brain- Prentice-Hall of India
- Stephen Klein, Learning Principles & Applications, 5th ed., SAGE.
- Sternberg, Thinking Styles
- Tileston, Donna Walker 10 Best Teaching Practices (3rd Ed.), Corwin A SAGE Co.
- Tiwari, Roma Pal - Experimental Psychology- A Dynamic Approach, VinodPustakMandir
- WaliaJ. S. - Foundations of Educational Psychology.
- WOOLFOLK, Anita Educational Psychology (11th Ed.), Merrill Pearson

- WEB SITES: -
  - [courses.ed.asu.edu/clark/CoopLearn/](http://courses.ed.asu.edu/clark/CoopLearn/)
  - <http://www.clcrc.com/pages/cl.html>
  - <http://www.kolar.org/vygotsky>
  - <http://www.marxists.org/archive/vygotsky>
  - [http://en.wikipedia.org/wiki/Blended\\_learning](http://en.wikipedia.org/wiki/Blended_learning)
  - [http://en.wikipedia.org/wiki/Out-of-school\\_learning](http://en.wikipedia.org/wiki/Out-of-school_learning)
  - <http://en.wikipedia.org/wiki/Service-learning>
  - [http://kellogg.nd.edu/learning/Blum\\_0.pdf](http://kellogg.nd.edu/learning/Blum_0.pdf)
  - <http://links.jstor.org/sici?sici=0013-189X%28198712%2916%3A9%3C13%3AT1PALI%3E2.0.CO%3B2-X>
  - <http://tccl.rit.albany.edu/knilt/images/b/bd/Zhang.pdf>
  - [http://www.aijcrnet.com/journals/Vol\\_2\\_No\\_3\\_March\\_2012/16.pdf](http://www.aijcrnet.com/journals/Vol_2_No_3_March_2012/16.pdf)
  - <http://www.businessballs.com/kolblearningstyles.htm>
  - <http://www.edutopia.org/multiple-intelligences-learning-styles-quiz>
  - <http://www.ibparticipation.org/pdf/LearningInDiverseEnvironments.pdf>
  - [http://www.ntuافت.com/TISE/IRS%20manual/innovative/cognitive\\_learning\\_styles.htm](http://www.ntuافت.com/TISE/IRS%20manual/innovative/cognitive_learning_styles.htm)
  - <http://www.thelearningweb.net/personalthink.html>
  - <http://www.wright.edu/~carole.endres/learnstyles.htm>
  - <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/LS-1988.pdf>
  - [www.co-operation.org](http://www.co-operation.org)
  - [www.funderstanding.com](http://www.funderstanding.com),
  - [www.gse.upenn.edu/pdf/rmi/SSSAE-RMI-2008.pdf](http://www.gse.upenn.edu/pdf/rmi/SSSAE-RMI-2008.pdf)
  - [www.KaganOnline.com](http://www.KaganOnline.com)
  - [www.karning-thoories](http://www.karning-thoories).



**ELECTIVE COURSE 1 (EC 1)**  
**PEDAGOGY OF SCHOOL SUBJECT: ENGLISH**

**Total Credits: 6**

**Total Marks: 100**

**Objectives**

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To develop understanding about the fundamentals of English language.
4. To understand pedagogical bases of language learning.
5. To apply pedagogical approaches and techniques in teaching and learning the language.
6. To adapt learning resources into teaching learning process.
7. To understand implications of theories of learning with regard to language learning.
8. To practice learner centered methods in the classroom.
9. To sensitize the student teacher about learner diversities.
10. To apply tools and techniques of assessment in language
11. To understand English language and literature

**MODULE 1: FUNDAMENTALS OF ENGLISH LANGUAGE AND LANGUAGE TRANSACTIONS (2 Credits)**

**Unit 1: Basics of Academic Disciplines**

- a) Meaning of academic disciplines, Relationship between academic disciplines and English
- b) Classification of academic disciplines: Becher -Biglan typology ( pure-hard, pure soft, applied-hard, applied-soft types)
- c) Place of English in the present school curriculum.

**Unit 2: Role of English Language**

- a) Nature of Language
- b) Language and Society Importance of English language in day-to-day life
- c) Language and School -
  - Concept & types of language registers
  - Role of English Language in a multilingual Class room

**Unit 3: Pedagogical Approaches & Techniques**

- a) Constructivist Approach (7Es), Communicative Approach (Concept & procedure) Inductive-deductive Approach
- b) Techniques of teaching- expository (narration, dramatization, concept mapping) & Interactive techniques (discussion, questioning, brainstorming)
- c) Ways of appreciation of poems

**MODULE 2: BASES OF LANGUAGE LEARNING AND ASSESSMENT (2 Credits)**

**Unit 4: Pedagogical Bases**

- a) Aims and objectives of teaching English as first language and as second language.
- b) Principles (Palmer's principles) and correlation (intra and inter: with all school subjects)
- c) Maxims of teaching

**Unit 5: Professional Development of Teacher**

- a) Challenges faced in class room by an English teacher in India.
- b) Need and Avenues of Continuous Professional Development
- c) Contribution by personalities Chomsky & R.K Narayan

**Unit 6: Learning Resources & Assessment in Language**

- a) Learning Resources
  - Library as a learning resource
  - E-resources (blogs, e-books, social networking sites ) and CALL
- b) Techniques of assessment- (Vocabulary, Grammar, Listening, Speaking, Reading and Writing /Composition)
- c) Use of ICT in assessment

**MODULE 3: INTERNAL ASSESSMENT****(2 Credits)**

| Sr.No | Particulars                                                             | Marks |
|-------|-------------------------------------------------------------------------|-------|
| 1     | Content test (1X10)                                                     | 10    |
| 2     | Task/Assignment/ Activity for each module held in the semester (1 X 10) | 10    |
| 3     | One periodical class test held in the given Semester                    | 15    |
| 4     | One Essay test held in the given Semester                               | 05    |
|       | Total                                                                   | 40    |

Suggested tasks: (Any One)

- a) Activity: Take few passages from Science, Social Science and Maths textbooks of any One class (VI – IX) and analyze
  - i) How the different registers of language been introduced?
  - ii) Does the language clearly convey the meaning of the topic being discussed?
  - iii) Is the language learner friendly?
  - iv) Is the language too technical?
  - v) Does it help in language learning?
- b) Activity: Do a review and present a paper on any one of R.K Narayans Book

**References**

- Techniques of teaching English by Dr. Shaikh Mowla
- Teaching of English in India by Dr.K.Pandey & Dr.Amita
- Teaching & Learning English by Raja T Nasr
- Teaching of English by Dr.J.E.Vallabi
- Teaching of English by Kshanika Bose
- Techniques of Teaching English by A.L. Kohli
- Methodology of English Teaching by Malati .M Halbe

**ELECTIVE COURSE 1 (EC 1)**  
**PEDAGOGY OF SCHOOL SUBJECT: HISTORY**

**Total Credits: 6**

**Total Marks: 100**

**Objectives**

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To understand the nature of History and Political Science as a school subject
4. To correlate History & Political Science with other subjects
5. To critically analyze the History and Political science textbook.
6. To understand the significance of learning resources to teach the subject
7. To demonstrate an ability to raise learners interest
8. To prepare appropriate lesson plans in history and Political science.
9. To understand the need and avenues for professional development

**MODULE 1: HISTORY AND POLITICAL SCIENCE AS A SOCIAL SCIENCE DISCIPLINE**  
**(2 Credits)**

**Unit 1: Basics of Academic Disciplines**

- a) Meaning of academic disciplines, Relationship between academic disciplines and History
- b) Classification of academic disciplines: Becher -Biglan typology ( pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
- c) Place of Social Sciences in the present school curriculum.

**Unit 2: Understanding History**

- a) Nature of History, Historical Thinking Concepts (Peter Seixas & Tom Morton)
- b) Objectives of teaching History & Political Science at the secondary level.
- c) Values of teaching History & Political Science

**Unit 3: Learning Resources**

- a) History Textbook: characteristics, critical analysis, detecting and dealing with bias
- b) Audio-visual Resources: TV, Films, Documentary; Visual:Maps, Models, Timelines; Print Media: Magazines, newspapers, archives (Uses and importance)
- c) Field trips, Museum

**MODULE 2: TRANSACTING HISTORY AND POLITICAL SCIENCE CURRICULUM**  
**(2 Credits)**

**Unit 4: Essentials of Curriculum transaction in History & Political Science**

- a) Maxims of teaching (Known to unknown, Simple to complex, Concrete to abstract)
- b) Correlation of History & Political Science: Internal and external.(Literature, Science, Mathematics, Geography, Economics, Craft)
- c) History as a concept driven subject: Concept based and generalization based learning

**Unit 5: Methods of Teaching (Process, Merits and Limitations)**

- Conventional pedagogy: Story-telling, Lecture-cum-discussion
- Contemporary pedagogy: Project-based Learning, Social Enquiry
- Cooperative learning pedagogy: Think pair share, Round robin, Buzz

**Unit 6: The History Teacher**

- Qualities of a History teacher
- Professional growth of a History teacher      Need and Avenues for professional development
- Challenges faced by History teacher (Challenges posed by technology, Pedagogy and globalization.)

**MODULE 3: INTERNAL ASSESSMENT****(2 Credits)**

| Sr.No | Particulars                                                             | Marks |
|-------|-------------------------------------------------------------------------|-------|
| 1     | Content test (1X10)                                                     | 10    |
| 2     | Task/Assignment/ Activity for each module held in the semester (1 X 10) | 10    |
| 3     | One periodical class test held in the given Semester                    | 15    |
| 4     | One Essay test held in the given Semester                               | 05    |
|       | Total                                                                   | 40    |

Suggested tasks: (Any One)

- Critically analyze a secondary school History and Political Science textbook.
- Participate in a field visit/ virtual tour of any Historical site and write a report of about 500-750 words.
- Choose any Cooperative learning strategy. Plan and conduct a 15 minutes lesson in your peer group to teach history or political science.
- Interview two History teachers and find the challenges faced by them and submit the report in about 500-750 words.

**References:**

- Interdisciplinary Higher Education: Perspectives and Practicalities, edited by W. Martin Davies, Marcia Devlin, Malcolm Tight, Emerald Group Publishing Lt
- Angelo A.T, et.al. (1993). Classroom Assessment Techniques A. Handbook for College Teachers, San Fransisco Tossey-Bass Publisher
- Aitken, GV; Sinnema, CEL (2008) Effective Pedagogy in Social Iwi: Best Evidence Synthesis Iteration (BES) Ministry of Education.
- Batra Poonam, Social Science Learning in Schools: Perspectives and Challenges, Sage Publications
- Brandes, D. et. al. (1994). A Guide to Student-centred Learning, Basil Blackwell Ltd. Celtnham. UK.
- Burke, Peter (1991), New Perspectives on History Writing, Blackwell, Oxford publications.
- Carr, E.H. (1962), What is History? Knopf, London.
- Diff Block, Mark (1992), The Historians Craft, M
- Digumarti Bhaskara Rao (ed.), Techniques of Teaching Social, Sciences, Sonali Publications, Delhi
- Kochar S.K. Teaching of History: Sterling publications.

- 18. Martorella, Peter H. (1996), Teaching social studies in middle and secondary schools, Englewood Cliffs, N. J: Prentice Hall.
- Joyce, B. & Weil, M. (1997), Models of Teaching, Prentice Hall Inc, New Jersey
- Stanford, Michael (1986), The Nature of Historical Knowledge, Basil Blackwell, Oxford
- Teaching of social studies II (teaching social studies Pedagogy option, 2010 Education Development Center (EDC); Teachers College, Columbia University.
- Tew, Daniel J., Pedagogy of Teaching History : Comparing the Chronologic and Thematic Approaches" (2014). Honors Senior Theses/Projects.Paper 14.
- S. Wadhwa, Modern methods of teaching history, Saru sons, New Delhi

#### **Web References**

- [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/social\\_sciencel.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf)
- [https://education.alberta.ca/media/384968/makingadifference\\_2010.pdf](https://education.alberta.ca/media/384968/makingadifference_2010.pdf)
- [http://www.canberra.edu.au/researchrepository/file/3d3fb227-73c7-dc08-49ee-275fa23092d3/1/full\\_text\\_final.pdf](http://www.canberra.edu.au/researchrepository/file/3d3fb227-73c7-dc08-49ee-275fa23092d3/1/full_text_final.pdf)
- <http://historicalthinking.ca/historical-thinking-concepts>
- [http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapter%20with%20BLM\\_Aug%2030.pdf](http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapter%20with%20BLM_Aug%2030.pdf)
- [https://www.academia.edu/2527715/Suffrage\\_feudal\\_democracy\\_treaty...\\_historys\\_build ing\\_blocks\\_Learning\\_to\\_teach\\_historical\\_concepts](https://www.academia.edu/2527715/Suffrage_feudal_democracy_treaty..._historys_build ing_blocks_Learning_to_teach_historical_concepts)
- <https://sheg.stanford.edu/historical-thinking-chart>

**ELECTIVE COURSE 1 (EC 1)**  
**PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS**

**Total Credits: 6**  
**Total Marks: 100**

**Objectives**

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum understand nature, scope & importance of Mathematics at secondary level.
3. To acquaint and formulate aims and instructional objectives in teaching mathematics in Secondary school level as per revised taxonomy.
4. To apply different approaches and methods of teaching mathematics in classroom situations.
5. To set up mathematics club in the school and organize its activities.
6. To use a mathematics laboratory to develop in students an interest in mathematics.
7. To understand the professional competencies, commitments and expectations of mathematics teacher.
8. To develop knowledge of various values of teaching Mathematics
9. To appreciate the role of mathematics in day-to-day life
10. To understand that mathematics is more than formulas and mechanical procedures
11. To channelize, evaluate, explain and reconstruct students thinking
12. To appreciate the importance of mathematics laboratory in learning mathematics

**MODULE 1: FUNDAMENTALS OF MATHEMATICS EDUCATION (2 Credits)**

**Unit 1: Basics of Academic Disciplines**

- a) Meaning of academic disciplines, Relationship between academic disciplines and Mathematics
- b) Classification of academic disciplines: Becher -Biglan typology ( pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.,
- c) Place of Mathematics in the present school curriculum

**Unit 2: Introduction to the Teaching of Mathematics**

- a) Meaning , Nature & scope of Mathematics
- b) Aims and Objectives of teaching Mathematics at Secondary and Higher Secondary Levels (NCF 2009)
- c) Values of teaching Mathematics

**Unit 3: Essentials of Teaching Mathematics and Curriculum Transaction**

- a) Maxims of teaching
  - From Known to Unknown
  - From Simple to Complex
  - From Particular to General
  - From Concrete to Abstract
  - From Whole to Part
- b) Approaches of curriculum construction-Concentric and Topical
- c) Pedagogical Analysis ,Unit Planning &Lesson planning

## MODULE 2: TRANSACTING MATHEMATICS CURRICULUM (2 Credits)

### Unit 4: Methods and Techniques of Teaching Mathematics

- Learner Centered methods ---Inductive Deductive (Teaching Generalizations), Analytical Synthetic (Teaching Proofs)
- Activity centered methods Problem solving, Lecture cum Demonstration
- Techniques of teaching Mathematics ---Drill and Review, Assignment in Mathematics

### Unit 5: Learning Resources

- Mathematic Laboratory & Mathematic club (objectives, significance)
- Textbook Characteristics and Critical analysis
- Digital Resources for Teaching Mathematics- Geogebra & Virtual Manipulative (Meaning, Application, Advantages and Limitations)

### Unit 6: Professional Development of Teacher

- Competencies of Mathematics teacher
- Need and Avenues of Continuous Professional Development
- Contribution of mathematicians- Aryabhata, Ramaujan, Euclid, Pythagoras

## MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

| Sr.No | Particulars                                                             | Marks |
|-------|-------------------------------------------------------------------------|-------|
| 1     | Content test (1X10)                                                     | 10    |
| 2     | Task/Assignment/ Activity for each module held in the semester (1 X 10) | 10    |
| 3     | One periodical class test held in the given Semester                    | 15    |
| 4     | One Essay test held in the given Semester                               | 05    |
|       | Total                                                                   | 40    |

Suggested tasks: (Any One)

- Plan and implement lessons in mathematics using appropriate methods/approaches to teach :
  - Generalizations
  - Theorems/ Proofs
  - Problem Solving
  - Lecture cum DemonstrationTake up a problem in mathematics (from any area like number system, geometry etc.). Make a group of 3 or 4 students to discuss about the probable ways of solving
- Conduct one lesson in the math using manipulative- Physical/ virtual.
- Assignment: For any one selected topic, prepare Pedagogical Analysis Plan
- Critically appreciate any one textbook of mathematics.
- Conduct one lesson in the math using manipulative- Physical/ virtual.
- Prepare a diagnostic test in mathematics.
- Critically appreciate any one textbook of mathematics.
- Collect the names of Mathematicians and Prepare a report about their contribution to Mathematics

**References:**

- Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.
- Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi.
- Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications.
- Ediger Mariow (2004); Teaching Math Successfully, Discovery Publication.
- Gupta H.N. and Shankaran V (Ed.), 1984; Content cum Methodology of Teaching Mathematics, NCERT New Delhi.
- Hudgins, Bryce B. (1966); Problem Solving in the classroom, MacMillan, New York.
- James Anice (2005); Teaching of Mathematics, Neelkamal Publication.
- Johan R.E. et.al, (1961): Modern Algebra; First Course, Addison-Wesley Publishing Company INC. USA.
- Kapur S.K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication.
- Kulshreshtha; Teaching of Mathematics, R. Lal and Sons.
- Kumar Sudhir; Teaching of Mathematics, Anmol Publications, New Delhi, India.
- Mangal, A text book on Teaching of Mathematics, Prakash Bros., Ludhiana, India.
- NCERT (2006) Position Paper-National Focus Group On Teaching of Mathematics , New Delhi
- Novak,J.D. & Gowin ,D.B.,(1984) , Learning How To Learn ,New York, NY, Cambridge University Pressoy
- Hollands (1990), Development of mathematical skills, Blackwell Publishers, Oxford, London
- Schannel F.J.(1965) , Diagnostic and Remedial Teaching in Arithmetic , Lever and Boyd , London
- Pamela Cowan (2006), Teaching Mathematics, A Handbook for Primary and Secondary School Teachers, Routledge , London and New York
- Tanner H. And Jones S. (2000) , Becoming a successful teacher of mathematics, Routledge Falmer , London
- Thompson D.R and Rubenstein,R.N(2010), Teaching and Learning High School Mathematics , John Wiley and Sons Inc., New Jersey,
- Weinberg A.S.(1999),Connecting Mathematics and Science to Workplace Contexts : A Guide to Curriculum materials, Corwin Press Inc., California



**ELECTIVE COURSE 1 (EC 1)**  
**PEDAGOGY OF SCHOOL SUBJECT: SCIENCE**

**Total Credits: 6**  
**Total Marks: 100**

**Objectives**

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To understand the meaning and nature of Science.
4. To familiarize the objectives of teaching Science as given by NCF 2005
5. To identify the values of teaching science
6. To develop an understanding of the approaches to teaching Science.
7. To familiarize the concept, needs and ways of infusing Global Perspectives in Science curriculum.
8. To develop an understanding of the methods of teaching Science.
9. To acquire knowledge about various learning resources and its management in science education.
10. To develop an understanding of the need and avenues of professional development of a Science teacher.

**MODULE 1: FUNDAMENTALS OF SCIENCE EDUCATION (2 Credits)**

**Unit 1: Basics of Academic Disciplines**

- a) Meaning of academic disciplines, Relationship between academic disciplines and Science subject.
- b) Classification of academic disciplines: Becher -Biglan typology ( pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
- c) Place of Science subject in the present school curriculum

**Unit 2: Place of Science in the Curriculum and Life**

- a) Meaning and Nature (Product & Process) of Science , Science Process skills - Basic and Integrated
- b) Aims and Objectives of teaching science at upper primary, secondary and higher secondary level (NCF 2005)
- c) Values of teaching science in socio-cultural context

**Unit 3: Organisation of Science Curriculum**

- a) Maxims of teaching science (Known to Unknown, Whole to Parts, Simple to Complex, Particular to General, Empirical to Rational, Concrete to Abstract)
- b) Co-relation of Science in the Curriculum: Internal & External
- c) i. Infusing Global Perspective in Science Curriculum (Need and Importance),  
ii. Curriculum Organization- Concentric and Topical approach

**MODULE 2: TRANSACTING SCIENCE CURRICULUM (2 Credits)**

**Unit 4: Science Teaching: Methods, Approaches and Tools**

- a) Methods of Teaching - Lecture cum demonstration method, Project method, Problem Solving
- b) Approach : Inducto-deductive Approach

- c) Concept Mapping Meaning, Steps and Significance, PEOR (i.e. Predict, Explain, Observe & React)

#### Unit 5: Learning Resources and Activity

- Science Text book: Characteristics of good Science textbook
- Science Club and Science Field Visit Concept, Organisation and Significance
- Improvised Apparatus and E- resources (Virtual lab and Simulation)

#### Unit 6: Science Teacher

- Science teacher Need and Avenues of Professional growth
- Science Laboratory - Planning and Maintenance, Laboratory Method
- Diagnostic testing and Remedial teaching in Science

### MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

| Sr.No | Particulars                                                             | Marks |
|-------|-------------------------------------------------------------------------|-------|
| 1     | Content test (1X10)                                                     | 10    |
| 2     | Task/Assignment/ Activity for each module held in the semester (1 X 10) | 10    |
| 3     | One periodical class test held in the given Semester                    | 15    |
| 4     | One Essay test held in the given Semester                               | 05    |
|       | Total                                                                   | 40    |

Suggested tasks: (Any One)

- Develop and Present Learning Resources in Science
- Visit any Science institution and prepare a report.
- Conduct any one science club activity and write a report on it
- Prepare concept map on any one unit of Science
- Critical evaluation of a Science textbook. (Std. VI to XII SSC/CBSE)
- Report on avenues of continuous professional development of science teacher
- Conduct an experiment from School Science textbook and submit a report.

#### References

- AACTE committee (2008). Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators: Washington:DC, Rutledge / Taylor and Francis .Chao, Lee (ed.)(2012) . Cloud computing for teaching and learning: Strategies for design and implementation: Hershey, PA, IGI Global.
- Gupta, S. K. (1983). Teaching of physical science in secondary schools. New Delhi: Sterling Publications (Pvt.) Limited.
- Janie Gross Stein, Richard Stein (Ed.)(2001)Network of knowledge: Collaborative innovation in international learning: Toronto Canada, University of Toronto Press incorporated.
- John Loughran (1996). Developing reflective Practice: Learning about teaching and Learning through Modelling. London: Falmer Press
- Mary, L.S.(1985). State of the art : Transforming ideas for teaching and learning science. A guide for elementary education, Washington, DC: United States,Dept. of education.
- Mathew, T.K., & Mollykutty, T. M. (2011). Science education : Theoretical bases of teaching and pedagogic analysis. Chenganoor: Rainbow Book Publishers.

- Rena M.Paloff & Keith Pratt (2009): Assessing online learner: San Fransisco, Jossey Bass.
- Sharma, R. C. (1985). Modern science teaching. New Delhi: Dhanpat Rai & Sons.
- Smith and Anderson (1984). Cited in apples 4 the teacher.com articles, Science Misconceptions Research and Some Implications for the Teaching of Science to Elementary School Students.
- Suresh K.P. and Joseph, Celene (2012). Teaching and Testing Science Process skills.New Delhi: Shipra Publications .
- Thurber, W. A., & Collette, A. T. (1964). Teaching science in todays secondary school. New Delhi; Prentice Hall Of India Limited.
- Tony Ghaye (2011). Teaching n and learning through Reflective Practice (2nd Edn.) Newyork: Routledge
- Trowbridge, L. W. & Bybee, R. W. (1996). Teaching secondary school science.(6thed.). Eng
- Bhandula, Chadha and Sharma: Teaching of Science, Parkash Brothers Educational Publishers, 1985.
- Bhatia & Bhatk the Principles and Methods of Teaching, Doaha house Booksellers and Publishers, 1994.
- J.C.Aggarwal: Principles, Methods and Techniques of Teaching, Vikas Publishing house Pvt. Ltd., 2000
- 8Korde and Sawant; Science and Scientific Method, Himalaya publishing house, 1980.
- Narendra Vaidya: Science teaching in schools for the 21st century. Deep and deep publications Pvt Ltd.,
- New Trends in Integrated Science Teaching, Vol.1, UNESCO.1969-70.
- Prasad Janardhan, (1999.) Practical aspects in Teaching of Science, Kanishka Publication, N. Delhi
- R.C Sharma (2003) Modem Science teaching, Dhanpat Rai Publishing Company.

## **INTERDISCIPLINARY COURSE 2 (IC 2)** **EDUCATIONAL MANAGEMENT**

**Total Credits: 6**

**Total Marks: 100**

### **Objectives:**

- To develop an understanding of the concept of Educational management
- To develop an understanding of the importance of effective organizational management
- To develop an understanding of Systems Approach to Educational management
- To develop an understanding of the functions of management
- To understand Quality management, Human resource management and Change management
- To develop an understanding of the concept of Leadership
- To acquaint students of the various Leadership styles
- To acquaint students of the various Leadership skills
- To develop an understanding about Educational administration
- To develop an understanding about Educational administration in India

### **MODULE 1: FUNDAMENTALS OF EDUCATIONAL MANAGEMENT (2 Credits)**

#### **Unit 1: Concept of Educational Management**

- a) Educational Management - Meaning, Objectives and Importance
- b) Principles of Management by Henry Fayol and Its Application to Educational Management
- c) Concept of Systems Thinking and Systems Approach to Educational management

#### **Unit 2: Educational Institution Organisational perspective**

- a) Concept of Organisational Culture and Organisational Climate and difference between Organisational Culture and Organisational Climate
- b) Functions of Management - Planning, Organising, Staffing, Directing and Controlling (with respect to Educational Institution Meaning and Importance)
- c) Peter Senge's Model of Learning Organisation

#### **Unit 3: Organizational Management**

- a) Quality Management: Concept, Process and Indicators.
- b) Human Resource Management Meaning, Need and Process.
- c) Change Management Meaning, Need and Process

### **MODULE 2: RESOURCE MANAGEMENT AND ADMINISTRATION (2 Credits)**

#### **Unit 4: Human Resource Management**

- a) Concept and Functions of Leadership
- b) Leadership Styles: Transformational Leadership, Situational Leadership, Team Leadership (Meaning, Characteristics, Merits and Demerits)
- c) Leadership Skills: Grievance Management (Meaning and Need)  
Decision Making (Meaning and process)  
Crisis Management (Meaning and Need)

**Unit 5: Educational Administration**

- Time Table: Importance, Types and Principles of Timetable Construction
- Staff Meeting: Need, Types and Process
- Absenteeism Causes and Measures (Staff and Students),  
Secondary School Code Importance and Characteristics

**Unit 6: Educational Administration in India**

- Educational Administrative set-up in India
- Characteristics of state, national and international systems of education SSC, ICSE, CBSE, IB, IGCSE Boards of Education.
- Different governing bodies in Education Functions of NCERT, MSCERT

**MODULE 3: INTERNAL ASSESSMENT****(2 Credits)**

| Sr.No | Particulars                                                 | Marks |
|-------|-------------------------------------------------------------|-------|
| 1     | Task/Assignment for each module held in the semester (2X10) | 20    |
| 2     | One periodical class test held in the given semester        | 15    |
| 3     | One Essay held in the given semester                        | 05    |
|       | Total                                                       | 40    |

Any two of the following tasks:

- Prepare a report on any school activity, keeping in mind five functions of Management
- Critically analyze the time-table of your internship school based on the principles of time-table framing.
- Interview two class teachers of your internship school and a supervisor of the school and make a report on the measures taken to handle absenteeism among students.
- Plan a strategy as a teacher, to think of a crisis situation and prepare a plan of action for the same.
- Analyse any one Leadership style and present a report on an eminent personality possessing the Leadership style.
- Prepare an Action plan as a leadership skill in taking decision to solve a problem.

**References:**

- David A. DeCENZO and Stephen P. Robbins, Personnel/Human Resource Management
- Third Edition, Prentice Hall of India Pvt.Lts 1993 for Unit I and II
- O.Jeff Harris, PH.D Sandra J. Hartman Ph.D, Organizational Behaviour, Jaico Publishing House. Unit I and II
- L.M.Prasad, Principles and Practice of Management, Sultan Chand and Sons, Unit I and II
- Udai Pareek, Making Organizational Roles Effective, Tata Mc-Graw- Hill Publishing Company Limited, Unit I and II
- Rustam S. Davar, Creative Leadership, UBS Pub Distributors Ltd, Unit III - Leadership
- Anthony A.D, Leaders for Today Hope for Tomorrow Empowering and Empowered Leadership, Pauline Publications, Unit III -Leadership
- Anthony A.D, Leadership A trilogy on leadership and effective management, Better Yourself Book, Unit III -Leadership

- John Adair, The Action Centred leader, Jaico Publishing House, Unit III -Leadership
- J.M. Juran, Juran on Leadership for Quality An Excellent Handbook, The Free Press, Unit III Leadership
- Lisa Hadfield-Law, Train your team yourself, Jaico Publishign House, Skills
- Alison HardinghamandJenny Royal, Teamwork in Practice (Pulling together), Jaico Publishing House, Skills
- Helga Drummond, Effective Decision Making A Practical Guide for Management, Wheeler Publishing, Skills

Website:

- <https://www.toolshero.com/management/14-principles-of-management/>
- <https://managementinnovations.wordpress.com/2008/12/04/henri-fayols-14-principles-of-management/>
- [http://www.managementstudyguide.com/management\\_functions.htm](http://www.managementstudyguide.com/management_functions.htm)
- [www.managementstudyguide.com/importance-of-quality-management.htm](http://www.managementstudyguide.com/importance-of-quality-management.htm)
- [www.managementstudyguide.com/human-resource-management.htm](http://www.managementstudyguide.com/human-resource-management.htm)
- <http://www.managementstudyguide.com/crisis-management.htm>
- [www.management4all.org/2013/06/leadership-role-concept-function.html](http://www.management4all.org/2013/06/leadership-role-concept-function.html)
- [www.yourarticlelibrary.com/leadership/leadership-meaning...and-functions/53325/](http://www.yourarticlelibrary.com/leadership/leadership-meaning...and-functions/53325/)

# **THIRD SEMESTER**





**CORE COURSE 4 (CC 4)**  
**ASSESSMENT FOR LEARNING**

**Total Credits: 6**  
**Total Marks: 100**

**Objectives:**

1. To help prospective teachers in understanding critical role of assessment in enhancing learning.
2. To develop an understanding among prospective teachers about assessment for learning as a constructivist paradigm.
3. To develop an understanding of taxonomy of educational objectives.
4. To develop the skill of writing of objectives and specifications.
5. To develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners.
6. To develop critically outlook among prospective teachers towards practices of assessment and selection.
7. To acquaint prospective teachers with an understanding of the concept and issues related to internal examination and external examination.
8. To enable prospective student teachers in understanding and analysing the psycho-social concerns of assessment.
9. To develop competencies among prospective teachers in using diverse methods and tools and techniques of assessment in an array of learning/performance outcomes of diverse learners.
10. To develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes among student teachers.
11. To develop an understanding of various statistical measures and their use for interpretation of results.

**MODULE 1: FUNDAMENTALS OF ASSESSMENT**

**(2 Credits)**

**Unit 1: Concept of Assessment**

- a) Meaning, Nature, Functions of Assessment
- b) Perspectives of Assessment (Assessment for learning, Assessment of learning & Assessment as learning)
- c) Types of Assessment: Meaning & Features (Placement, Formative, Diagnostic and Summative)

**Unit 2: Essentials of Assessment**

- a) Aims and Objectives- Meaning, Relationship between aims and objectives, and Criteria for writing statements of objectives.
- b) Learning outcomes- Meaning, Relationship between objectives and learning outcomes, and Criteria for writing statements of Learning Outcomes
- c) Assessment of Cognitive, Affective and Psychomotor domains of learning
  - Cognitive domain -Anderson and Krathwohl (Revised Blooms taxonomy)
  - Affective domain -Krathwohl
  - Psychomotor domain - Dr. R.H.Dave

### **Unit 3: Trends and Issues of Assessment**

- a) Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance)
- b) Internal Assessment and External Examination (Meaning, Significance and Problems related to planning, conduct and assessment)
- c) Psycho-social concerns of Assessment (Implications)
  - No detention Policy (RTE Act, 2009)
  - Competitive ranking of schools
  - Profiteering by private agencies

## **MODULE 2: INSTRUMENTS OF ASSESSMENT AND REPORTING OF RESULT**

**(2 Credits)**

### **Unit 4: Instruments of Assessment**

- a) Characteristics of a good measuring instrument
- b) Tools and Techniques of Assessment (Meaning, Guidelines of development & Uses):
  - 1. Checklist
  - 2. Rating Scale
  - 3. Rubrics
  - 4. Anecdotal Records
- c) Achievement Tests:
  - 1. Performance Tests: Oral & Practical assessment (Merits, Limitations, Suggestions for improvement, Criteria for evaluation)
  - 2. Written Test- Essay & Objective type (Merits, Limitations, Suggestions for improvement, Criteria for evaluation)
  - 3. Open Book Examination and Online Examination (Merits & Limitations)

### **Unit 5: Differentiated Assessment Strategies**

- a) Meaning and purpose of Teacher assessment, Self-assessment and Peer assessment
- b) Criterion Referenced Tests and Norm Referenced tests (Meaning, Characteristics)
- c) Records used in Assessment (Meaning, Guidelines of development & Uses):
  - 1. Cumulative Records
  - 2. Student Portfolio
  - 3. Learner Profile
  - 4. Reflective Journal

### **Unit 6: Feedback Mechanism & Reporting**

- a) Concept & Criteria of Constructive feedback.
- b) Reporting (Meaning and Types of Reporting)
- c) Statistical Application for Interpretation and Reporting:
  - 1. Calculation and Interpretation of Mean and Median
  - 2. Interpretation of Standard Deviation with reference to Normal Probability Curve
  - 3. Interpretation of Percentile and Percentile Rank

**MODULE 3: INTERNAL ASSESSMENT****(2 Credits)**

| Sr.No | Particulars                                                           | Marks |
|-------|-----------------------------------------------------------------------|-------|
| 1     | Task/Assignment/ Activity for each module held in the semester (2X10) | 20    |
| 2     | One periodical class test held in the given Semester                  | 15    |
| 3     | One Essay test held in the given Semester                             | 05    |
|       | Total                                                                 | 40    |

Any two of the following tasks:

- Prepare a Blue print and a test in the school subject opted for. (Compulsory)
- Study and Compare the implementation of CCA of different school boards.
- Critically review educational policies on reforms in assessment.
- Comparative study of Assessment of different countries.

**References:**

- Aggarwal, J.C. (2006), Essentials of Examination System: Evaluation, Tests and Measurement, Vikas Publishing House Pvt. Ltd.
- Bhatia, K.K., Measurement and Evaluation in Education, Tandon publications, Ludhiana.
- Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) Handbook on Formative and Summative Evaluation of student Learning. New York: McGraw Hill Book Co.
- Dandekar, W.N. (1986), Education in Schools, R. Lall Book Depot, Meerut (U.P)
- Dweek, C. (2006), Mindset: The new psychology of success, Random House LLC
- Glaser, R., Chudowsky, N., & Pellegrion, J.W. (Eds.). (2001). Knowing what students know: The Science and Design of Educational Assessment National Academies Press.
- Goodson, I.F., & Marsh, C.J. (2005), Studying school subjects: A guide. Routledge.
- Govinda, R. (2011), Who goes to School? Exploring exclusion in Indian Education. Oxford University Press.
- Mrunalini, T. (2013). Educational Evaluation. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Patel, R.N. (2013), Educational Evaluation: Theory and Practice, Himalaya Publishing House, Mumbai.
- Rani, P. (2004). Educational Measurement and Evaluation. New Delhi: Discovery Publishers.
- Reynolds, C.R., Livingston, R.B., and Willson, V. (2011). Measurement and Assessment in Education. New Delhi: PHI Learning PVT. LTD.
- Sharma, R.A. (2010), Essentials of Measurement in Education and Psychology, R. Lall Book Depot, Meerut.
- Siddiqui, M.H. (2010). Educational Evaluation. New Delhi: A.P.H. Publishing Corporation.
- Shepard, L.A. (2000), The role of Assessment In a Learning Culture, Educational Researcher, 4-14.
- Stiggins, R. (2005), From formative assessment to assessment for learning: A path to success in standards-based schools, Phi Delta Kappan, 324-328.
- Taiwo, Adediran A. (2004), Fundamentals of Classroom Testing, Vikas Publishing House Pvt. Ltd. New Delhi.

**ELECTIVE COURSE 2 (EC 2)**  
**PEDAGOGY OF SCHOOL SUBJECT: ENGLISH**

**Total Credits: 6**

**Total Marks: 100**

**Objectives**

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To develop understanding about the fundamentals of English language.
4. To understand pedagogical bases of language learning.
5. To apply pedagogical approaches and techniques in teaching and learning the language.
6. To adapt learning resources into teaching learning process.
7. To understand implications of theories of learning with regard to language learning.
8. To practice learner centered methods in the classroom.
9. To sensitize the student teacher about learner diversities.
10. To apply tools and techniques of assessment in language
11. To understand English language and literature

**MODULE 1 - FUNDAMENTALS OF ENGLISH LANGUAGE AND LANGUAGE TRANSACTIONS (2 Credits)**

**Unit 1: Basics of Academic Disciplines**

- a) Meaning of academic disciplines, Relationship between academic disciplines and English
- b) Classification of academic disciplines: Becher -Biglan typology ( pure-hard, pure soft, applied-hard, applied-soft types)
- c) Place of English in the present school curriculum.

**Unit 2 - Role of English Language**

- a) Nature of Language
- b) Language and Society Importance of English language in day-to-day life
- c) Language and School -
  - Concept & types of language registers
  - Role of English Language in a multilingual Class room

**Unit 3 Pedagogical Approaches & Techniques**

- a) Constructivist Approach (7Es), Communicative Approach (Concept & procedure) Inductive-deductive Approach
- b) Techniques of teaching- expository (narration, dramatization, concept mapping) & Interactive techniques (discussion, questioning, brainstorming)
- c) Ways of appreciation of poems

**MODULE 2- BASES OF LANGUAGE LEARNING AND ASSESSMENT (2 Credits)**

**Unit 4 -Pedagogical Bases**

- a) Aims and objectives of teaching English as first language and as second language.
- b) Principles (Palmer's principles) and correlation (intra and inter: with all school subjects)
- c) Maxims of teaching

### Unit 5 - Professional Development of Teacher

- a) Challenges faced in class room by an English teacher in India.
- b) Need and Avenues of Continuous Professional Development
- c) Contribution by personalities Chomsky & R.K Narayan

### Unit 6 Learning Resources & Assessment in Language

- a) Learning Resources
  - Library as a learning resource
  - E-resources (blogs, e-books, social networking sites ) and CALL
- b) Techniques of assessment- (Vocabulary, Grammar, Listening, Speaking, Reading and Writing /Composition)
- c) Use of ICT in assessment

### MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

| Sr.No | Particulars                                                           | Marks |
|-------|-----------------------------------------------------------------------|-------|
| 1     | Task/Assignment/ Activity for each module held in the semester (2X10) | 20    |
| 2     | One periodical class test held in the given semester                  | 15    |
| 3     | One Essay held in the given semester                                  | 05    |
|       | Total                                                                 | 40    |

Any two of the following tasks:

- a) Activity: Take few passages from Science, Social Science and Maths textbooks of any One class (VI – IX) and analyze
  - i) How the different registers of language been introduced?
  - ii) Does the language clearly convey the meaning of the topic being discussed?
  - iii) Is the language learner friendly?
  - iv) Is the language too technical?
  - v) Does it help in language learning?
- b) Activity: Do a review and present a paper on any one of R.K Narayans Book

### References

- Techniques of teaching English by Dr. Shaikh Mowla
- Teaching of English in India by Dr.K.Pandey & Dr.Amita
- Teaching & Learning English by Raja T Nasr
- Teaching of English by Dr.J.E.Vallabi
- Teaching of English by Kshanika Bose
- Techniques of Teaching English by A.L. Kohli
- Methodology of English Teaching by Malati .M Halbe

**ELECTIVE COURSE 2 (EC 2)**  
**PEDAGOGY OF SCHOOL SUBJECT: HISTORY**

**Total Credits: 6**

**Total Marks: 100**

**Objectives**

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To understand the nature of History and Political Science as a school subject
4. To correlate History & Political Science with other subjects
5. To critically analyze the History and Political science textbook.
6. To understand the significance of learning resources to teach the subject
7. To demonstrate an ability to raise learners interest
8. To prepare appropriate lesson plans in history and Political science.
9. To understand the need and avenues for professional development

**MODULE 1: HISTORY AND POLITICAL SCIENCE AS A SOCIAL SCIENCE DISCIPLINE** **(2 Credits)**

**Unit 1: Basics of Academic Disciplines**

- a) Meaning of academic disciplines, Relationship between academic disciplines and History
- b) Classification of academic disciplines: Becher -Biglan typology ( pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
- c) Place of Social Sciences in the present school curriculum.

**Unit 2: Understanding History**

- a) Nature of History, Historical Thinking Concepts (Peter Seixas & Tom Morton)
- b) Objectives of teaching History & Political Science at the secondary level.
- c) Values of teaching History & Political Science

**Unit 3: Learning Resources**

- a) History Textbook: characteristics, critical analysis, detecting and dealing with bias
- b) Audio-visual Resources: TV, Films, Documentary; Visual: Maps, Models, Timelines; Print Media: Magazines, newspapers, archives (Uses and importance)
- c) Field trips, Museum

**MODULE 2: TRANSACTING HISTORY AND POLITICAL SCIENCE CURRICULUM** **(2 Credits)**

**Unit 4: Essentials of Curriculum Transaction in History & Political Science**

- a) Maxims of teaching (Known to unknown, Simple to complex, Concrete to abstract)
- b) Correlation of History & Political Science: Internal and external. (Literature, Science, Mathematics, Geography, Economics, Craft)
- c) History as a concept driven subject: Concept based and generalization based learning

**Unit 5: Methods of Teaching (Process, Merits and Limitations)**

- Conventional pedagogy: Story-telling, Lecture-cum-discussion
- Contemporary pedagogy: Project-based Learning, Social Enquiry
- Cooperative learning pedagogy: Think pair share, Round robin, Buzz

**Unit 6: The History Teacher**

- Qualities of a History teacher
- Professional growth of a History teacher      Need and Avenues for professional development
- Challenges faced by History teacher (Challenges posed by technology, Pedagogy and globalization.)

**MODULE 3: INTERNAL ASSESSMENT****(2 Credits)**

| Sr.No | Particulars                                                           | Marks |
|-------|-----------------------------------------------------------------------|-------|
| 1     | Task/Assignment/ Activity for each module held in the semester (2X10) | 20    |
| 2     | One periodical class test held in the given semester                  | 15    |
| 3     | One Essay held in the given semester                                  | 05    |
|       | Total                                                                 | 40    |

Any two of the following tasks:

- Critically analyze a secondary school History and Political Science textbook.
- Participate in a field visit/ virtual tour of any Historical site and write a report of about 500-750 words.
- Choose any Cooperative learning strategy. Plan and conduct a 15 minutes lesson in your peer group to teach history or political science.
- Interview two History teachers and find the challenges faced by them and submit the report in about 500-750 words.

**References:**

- Interdisciplinary Higher Education: Perspectives and Practicalities, edited by W. Martin Davies, Marcia Devlin, Malcolm Tight, Emerald Group Publishing Lt
- Angelo A.T, et .al. (1993). Classroom Assessment Techniques A. Handbook for College Teachers, San Fransisco Tossey-Bass Publisher
- Aitken, GV; Sinnema, CEL (2008) Effective Pedagogy in Social Iwi: Best Evidence Synthesis Iteration (BES) Ministry of Education.
- Batra Poonam, Social Science Learning in Schools: Perspectives and Challenges, Sage Publications
- Brandes, D. et. al. (1994). A Guide to Student-centred Learning, Basil Blackwell Ltd. Celtnham. UK.
- Burke, Peter (1991), New Perspectives on History Writing, Blackwell, Oxford publications.
- Carr, E.H. (1962), What is History? Knopf, London.
- Diff Block, Mark (1992), The Historians Craft, M
- Digumarti Bhaskara Rao (ed.), Techniques of Teaching Social, Sciences, Sonali Publications, Delhi
- Kochar S.K. Teaching of History: Sterling publications.

- 18. Martorella, Peter H. (1996), Teaching social studies in middle and secondary schools, Englewood Cliffs, N. J: Prentice Hall.
- Joyce, B. & Weil, M. (1997), Models of Teaching, Prentice Hall Inc, New Jersey
- Stanford, Michael (1986), The Nature of Historical Knowledge, Basil Blackwell, Oxford
- Teaching of social studies II (teaching social studies Pedagogy option, 2010 Education Development Center (EDC); Teachers College, Columbia University.
- Tew, Daniel J., Pedagogy of Teaching History : Comparing the Chronologic and Thematic Approaches" (2014). Honors Senior Theses/Projects.Paper 14.
- S. Wadhwa, Modern methods of teaching history, Saru sons, New Delhi

#### **Web References**

- [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/social\\_sciencel.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf)
- [https://education.alberta.ca/media/384968/makingadifference\\_2010.pdf](https://education.alberta.ca/media/384968/makingadifference_2010.pdf)
- [http://www.canberra.edu.au/researchrepository/file/3d3fb227-73c7-dc08-49ee-275fa23092d3/1/full\\_text\\_final.pdf](http://www.canberra.edu.au/researchrepository/file/3d3fb227-73c7-dc08-49ee-275fa23092d3/1/full_text_final.pdf)
- <http://historicalthinking.ca/historical-thinking-concepts>
- [http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapter%20with%20BLM\\_Aug%2030.pdf](http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapter%20with%20BLM_Aug%2030.pdf)
- [https://www.academia.edu/2527715/Suffrage\\_feudal\\_democracy\\_treaty...\\_historys\\_build\\_ing\\_blocks\\_Learning\\_to\\_teach\\_historical\\_concepts](https://www.academia.edu/2527715/Suffrage_feudal_democracy_treaty..._historys_build_ing_blocks_Learning_to_teach_historical_concepts)
- <https://sheg.stanford.edu/historical-thinking-chart>



**ELECTIVE COURSE 2 (EC 2)**  
**PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS**

**Total Credits: 6**

**Total Marks: 100**

**Objectives**

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum understand nature, scope & importance of Mathematics at secondary level.
3. To acquaint and formulate aims and instructional objectives in teaching mathematics in Secondary school level as per revised taxonomy.
4. To apply different approaches and methods of teaching mathematics in classroom situations.
5. To set up mathematics club in the school and organize its activities.
6. To use a mathematics laboratory to develop in students an interest in mathematics.
7. To understand the professional competencies, commitments and expectations of mathematics teacher.
8. To develop knowledge of various values of teaching Mathematics
9. To appreciate the role of mathematics in day-to-day life
10. To understand that mathematics is more than formulas and mechanical procedures
11. To channelize, evaluate, explain and reconstruct students thinking
12. To appreciate the importance of mathematics laboratory in learning mathematics

**MODULE 1: FUNDAMENTALS OF MATHEMATICS EDUCATION (2 Credits)**

**Unit 1: Basics of Academic Disciplines**

- a) Meaning of academic disciplines, Relationship between academic disciplines and Mathematics
- b) Classification of academic disciplines: Becher -Biglan typology ( pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.,
- c) Place of Mathematics in the present school curriculum

**Unit 2: Introduction to the Teaching of Mathematics**

- a) Meaning , Nature & scope of Mathematics
- b) Aims and Objectives of teaching Mathematics at Secondary and Higher Secondary Levels (NCF 2009)
- c) Values of teaching Mathematics

**Unit 3: Essentials of Teaching Mathematics and Curriculum Transaction**

- a) Maxims of teaching
  - From Known to Unknown
  - From Simple to Complex
  - From Particular to General
  - From Concrete to Abstract
  - From Whole to Part
- b) Approaches of curriculum construction-Concentric and Topical
- c) Pedagogical Analysis ,Unit Planning &Lesson planning

**MODULE 2: TRANSACTING MATHEMATICS CURRICULUM****(2 Credits)****Unit 4: Methods and Techniques of Teaching Mathematics**

- Learner Centered methods ---Inductive Deductive (Teaching Generalizations), Analytical Synthetic (Teaching Proofs)
- Activity centered methods Problem solving, Lecture cum Demonstration
- Techniques of teaching Mathematics ---Drill and Review, Assignment in Mathematics

**Unit 5: Learning Resources**

- Mathematic Laboratory & Mathematic club (objectives, significance)
- Textbook Characteristics and Critical analysis
- Digital Resources for Teaching Mathematics- Geogebra & Virtual Manipulative (Meaning, Application, Advantages and Limitations)

**Unit 6: Professional Development of Teacher**

- Competencies of Mathematics teacher
- Need and Avenues of Continuous Professional Development
- Contribution of mathematicians- Aryabhata, Ramaujan, Euclid, Pythagoras

**MODULE 3: INTERNAL ASSESSMENT****(2 Credits)**

| Sr.No | Particulars                                                           | Marks |
|-------|-----------------------------------------------------------------------|-------|
| 1     | Task/Assignment/ Activity for each module held in the semester (2X10) | 20    |
| 2     | One periodical class test held in the given semester                  | 15    |
| 3     | One Essay held in the given semester                                  | 05    |
|       | Total                                                                 | 40    |

Any two of the following tasks:

- Plan and implement lessons in mathematics using appropriate methods/approaches to teach :
  - Generalizations
  - Theorems/ Proofs
  - Problem Solving
  - Lecture cum Demonstration

Take up a problem in mathematics (from any area like number system, geometry etc.).  
Make a group of 3 or 4 students to discuss about the probable ways of solving
- Conduct one lesson in the math using manipulative- Physical/ virtual.
- Assignment: For any one selected topic, prepare Pedagogical Analysis Plan
- Critically appreciate any one textbook of mathematics.
- Conduct one lesson in the math using manipulative- Physical/ virtual.
- Prepare a diagnostic test in mathematics.
- Critically appreciate any one textbook of mathematics.
- Collect the names of Mathematicians and Prepare a report about their contribution to Mathematics)

**References:**

- Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.
- Content cum Methodology of Teaching Mathematics for B.Ed.; NCERT New Delhi.

- Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications.
- Ediger Mariow(2004); Teaching Math Successfully, Discovery Publication.
- Gupta H.N. and Shankaran V (Ed.), 1984; Content cum Methodology of Teaching Mathematics, NCERT New Delhi.
- Hudgins, Bryce B. (1966); Problem Solving in the classroom, MacMillan, New York.
- James Anice (2005); Teaching of Mathematics, Neelkamal Publication.
- Johan R.E. et.al, (1961): Modern Algebra; First Course, Addison-Wesley Publishing Company INC. USA.
- Kapur S.K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication.
- Kulshreshtha; Teaching of Mathematics, R. Lal and Sons.
- Kumar Sudhir; Teaching of Mathematics, Anmol Publications, New Delhi, India.
- Mangal, A text book on Teaching of Mathematics, Prakash Bros., Ludhiana, India.
- NCERT (2006) Position Paper-National Focus Group On Teaching of Mathematics , New Delhi
- Novak,J.D. & Gowin ,D.B.,(1984) , Learning How To Learn ,New York, NY, Cambridge University Pressoy
- Hollands (1990), Development of mathematical skills, Blackwell Publishers, Oxford, London
- Schannel F.J.(1965) , Diagnostic and Remedial Teaching in Arithmetic , Lever and Boyd , London
- Pamela Cowan (2006), Teaching Mathematics, A Handbook for Primary and Secondary School Teachers, Routledge , London and New York
- Tanner H. And Jones S. (2000) , Becoming a successful teacher of mathematics, Routledge Falmer , London
- Thompson D.R and Rubenstein,R.N(2010), Teaching and Learning High School Mathematics , John Wiley and Sons Inc., New Jersey,
- Weinberg A.S.(1999),Connecting Mathematics and Science to Workplace Contexts : A Guide to Curriculum materials, Corwin Press Inc., California

**ELECTIVE COURSE 2 (EC 2)**  
**PEDAGOGY OF SCHOOL SUBJECT: SCIENCE**

**Total Credits: 6**

**Total Marks: 100**

**Objectives**

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To understand the meaning and nature of Science.
4. To familiarize the objectives of teaching Science as given by NCF 2005
5. To identify the values of teaching science
6. To develop an understanding of the approaches to teaching Science.
7. To familiarize the concept, needs and ways of infusing Global Perspectives in Science curriculum.
8. To develop an understanding of the methods of teaching Science.
9. To acquire knowledge about various learning resources and its management in science education.
10. To develop an understanding of the need and avenues of professional development of a Science teacher.

**MODULE 1: FUNDAMENTALS OF SCIENCE EDUCATION**

**(2 Credits)**

**Unit 1: Basics of Academic Disciplines**

- a) Meaning of academic disciplines, Relationship between academic disciplines and Science subject.
- b) Classification of academic disciplines: Becher -Biglan typology ( pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
- c) Place of Science subject in the present school curriculum

**Unit 2: Place of Science in the Curriculum and Life**

- a) Meaning and Nature (Product & Process) of Science , Science Process skills - Basic and Integrated
- b) Aims and Objectives of teaching science at upper primary, secondary and higher secondary level (NCF 2005)
- c) Values of teaching science in socio-cultural context

**Unit 3: Organisation of Science Curriculum**

- a) Maxims of teaching science (Known to Unknown, Whole to Parts, Simple to Complex, Particular to General, Empirical to Rational, Concrete to Abstract)
- b) Co-relation of Science in the Curriculum: Internal & External
- c) i. Infusing Global Perspective in Science Curriculum (Need and Importance),  
ii. Curriculum Organization- Concentric and Topical approach

**MODULE 2: TRANSACTING SCIENCE CURRICULUM**

**(2 Credits)**

**Unit 4: Science Teaching: Methods, Approaches and Tools**

- a) Methods of Teaching - Lecture cum demonstration method, Project method, Problem Solving

- b) Approach : Inducto-deductive Approach
- c) Concept Mapping Meaning, Steps and Significance, PEOR (i.e. Predict, Explain, Observe & React)

#### **Unit 5: Learning Resources and Activity**

- a) Science Text book: Characteristics of good Science textbook
- b) Science Club and Science Field Visit Concept, Organisation and Significance
- c) Improvised Apparatus and E- resources (Virtual lab and Simulation)

#### **Unit 6: Science Teacher**

- a) Science teacher Need and Avenues of Professional growth
- b) Science Laboratory - Planning and Maintenance, Laboratory Method
- c) Diagnostic testing and Remedial teaching in Science

### **MODULE 3: INTERNAL ASSESSMENT**

**(2 Credits)**

| <b>Sr.No</b> | <b>Particulars</b>                                                    | <b>Marks</b> |
|--------------|-----------------------------------------------------------------------|--------------|
| 1            | Task/Assignment/ Activity for each module held in the semester (2X10) | 20           |
| 2            | One periodical class test held in the given semester                  | 15           |
| 3            | One Essay held in the given semester                                  | 05           |
|              | Total                                                                 | 40           |

Any two of the following tasks:

- a) Develop and Present Learning Resources in Science
- b) Visit any Science institution and prepare a report.
- c) Conduct any one science club activity and write a report on it
- d) Prepare concept map on any one unit of Science
- e) Critical evaluation of a Science textbook. (Std. VI to XII SSC/CBSE)
- f) Report on avenues of continuous professional development of science teacher
- g) Conduct an experiment from School Science textbook and submit a report.

#### **References**

- AACTE committee (2008). Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators: Washington:DC, Rutledge / Taylor and Francis .Chao, Lee (ed.)(2012) . Cloud computing for teaching and learning: Strategies for design and implementation: Hershey, PA, IGI Global.
- Gupta, S. K. (1983). Teaching of physical science in secondary schools. New Delhi: Sterling Publications (Pvt.) Limited.
- Janie Gross Stein, Richard Stein (Ed.)(2001)Network of knowledge: Collaborative innovation in international learning: Toronto Canada, University of Toronto Press incorporated.
- John Loughran (1996). Developing reflective Practice: Learning about teaching and Learning through Modelling. London: Falmer Press
- Mary, L.S.(1985). State of the art : Transforming ideas for teaching and learning science. A guide for elementary education, Washington, DC: United States,Dept. of education.
- Mathew, T.K., & Mollykutty, T. M. (2011). Science education : Theoretical bases of teaching and pedagogic analysis. Chenganoor: Rainbow Book Publishers.

- Rena M.Paloff & Keith Pratt (2009): Assessing online learner: San Fransisco, Jossey Bass.
- Sharma, R. C. (1985). Modern science teaching. New Delhi: Dhanpat Rai & Sons.
- Smith and Anderson (1984). Cited in apples 4 the teacher.com articles, Science Misconceptions Research and Some Implications for the Teaching of Science to Elementary School Students.
- Suresh K.P. and Joseph, Celene (2012). Teaching and Testing Science Process skills.New Delhi: Shipra Publications .
- Thurber, W. A., & Collette, A. T. (1964). Teaching science in todays secondary school. New Delhi; Prentice Hall Of India Limited.
- Tony Ghaye (2011). Teaching n and learning through Reflective Practice (2nd Edn.) Newyork: Routledge
- Trowbridge, L. W. & Bybee, R. W. (1996). Teaching secondary school science.(6thed.). Eng
- Bhandula, Chadha and Sharma: Teaching of Science, Parkash Brothers Educational Publishers, 1985.
- Bhatia & Bhatk the Principles and Methods of Teaching, Doaha house Booksellers and Publishers, 1994.
- J.C.Aggarwal: Principles, Methods and Techniques of Teaching, Vikas Publishing house Pvt. Ltd., 2000
- Narendra Vaidya: Science teaching in schools for the 21st century. Deep and deep publications Pvt Ltd.,
- New Trends in Integrated Science Teaching, Vol.1, UNESCO.1969-70.
- Prasad Janardhan, (1999.) Practical aspects in Teaching of Science, Kanishka Publication, N. Delhi
- R.C Sharma (2003) Modem Science teaching, Dhanpat Rai Publishing Company.

**ELECTIVE COURSE 2 (EC 2)**  
**PEACE EDUCATION**

**Total Credits: 6**

**Total Marks: 100**

**Objectives**

- 1) To understand the concept and types of peace.
- 2) To gain an understanding of the constitutional values and their importance for social harmony.
- 3) To appreciate the contribution of Mahatma Gandhi and Dalai Lama in Peace Building.
- 4) To understand the concept and areas of Peace Education.
- 5) To examine the need for Peace education in present context
- 6) To develop an understanding into integrating peace education in the curriculum
- 7) To apply the values, attitudes and skills required for Peace Education.
- 8) To gain insights into conflict resolution techniques and non-violent activism for peace building
- 9) To understand the qualities and role of teacher for peace education
- 10) To understand and analyze the role of mass media and other social agencies in Peace Education.
- 11) To understand challenges to Peace in multicultural society.
- 12) To examine impact of competition, corporeal punishment on peaceful environment in schools.
- 13) To understand the struggle for peace in today's times.

**MODULE 1: FUNDAMENTALS OF PEACE EDUCATION**

**(2 Credits)**

**Unit 1: Peace Education: Concept and Nature of Peace Education**

- a. Peace: Meaning, concept and classification of peace
- b. Peace Education: Meaning, nature and aims of peace education
- c. Need and relevance of peace education in the present times

**Unit 2: Basis of Peace Education**

- a. Constitutional Values and Peace Education
- b. Contribution of Gandhi and Dalai Lama to promoting the values of peace
- c. Life skills required for Peace Education (WHO)

**Unit 3: Areas of Peace Education**

- a. Peace Education and Conflict Management: Conflict, types of conflict Managing conflict techniques, role of education in resolving and reducing conflicts in family, school and society.
- b. Peace Movements and Preservation of ecology.
- c. Violence and Non-violent activism: Addressing the challenges of Direct violence (terrorism, war, destruction of land, assault, industrial waste. Riots) and indirect violence (discrimination, sexism, racism, poverty, lack of education and health services) through peace education.

## **MODULE 2: INTEGRATION OF PEACE EDUCATION IN SCHOOL CURRICULUM (2 Credits)**

### **Unit 4 Transacting of Peace Education**

- Integrating Peace Education in curriculum: subject perspectives, subject context, methods of teaching, co-curricular activities, classroom management, classroom activities
- Educating for culture of peace: developing values like tolerance, patience, duty consciousness, mutual respect, introspection, objectivity, rational thinking and leadership skills through unilateral ethics.
- Introspection, Mediation, persuasion for peace- Cultivating the perspective and skills necessary for peace;

### **Unit 5: Preparation for Peace**

- Role and qualities of teacher promoting peace
- Role of agencies for Peace: family, community, NGOs, World organization like UNESCO for development of values for peaceful co-existence.
- Role of Mass Media and social media in Peace Education.

### **Unit 6: Concerns and Challenges for Peace**

- Life at school: culture of competition; corporal punishment and its consequences
- Addressing challenges to Peace in Multicultural Society.
- Struggles for Peace ( Mother Teresa, Nelson Mandela )

## **MODULE 3: INTERNAL ASSESSMENT**

**(2 Credits)**

| <b>Sr.No</b> | <b>Particulars</b>                                          | <b>Marks</b> |
|--------------|-------------------------------------------------------------|--------------|
| 1            | Task/Assignment for each module held in the semester (2X10) | 20           |
| 2            | One periodical class test held in the given semester        | 15           |
| 3            | One Essay held in the given semester                        | 05           |
|              | Total                                                       | 40           |

Any two of the following tasks:

- Prepare a lesson plan for any one topic in your subject using interactive and participatory methodology to integrate peace values, develop attitudes and skills for Peace education. (Compulsory)
- Role of teachers as peace builders:-Conduct a structured interview of a school teacher to understand the role of teacher in promoting peace in classroom/school.
- Observation based survey : Write a report on basis of observation about the school practices towards conflict resolution and maintaining peace
- Panel Discussion on values of peace and social justice in 21<sup>st</sup> century
- Analyse a text book from your pedagogy and write a report on Text Book as means of nurturing peace.
- Create a learning resource to promote peace amongst school students
- Promotion of peace in the school/community through essays, posters, poems or stories
- Explore any one historical narrative and write a review on it regarding ways of conflict resolution and peace development
- Prepare a Case Study of major conflicts between nation and states in present times.



## References

- Theories of Education & Education in emerging Indian Society , B.N.Dash (Dominant Publishers and Distributors, 1st Edition,2004 ) .
- Education or Peace, Dr.Usha Rao ( Himalya Publishing House ,First Edition ,2012)
- Striving For Peace ,Ram Punyani (Two Enterprises )
- Non-violence and Peace Education , (Volume I ), Dr. Ravindra Kumar , Mrs.Megha
- Pandey, Sanjay (2004).Peace Education. New Delhi: NCERT .
- Fran Schmidt and Alice Friedman. 1988. Peacemaking Skills for Little Kids . Miami , Florida USA : Peace Education Foundation.
- Peace and Value Education .Dr. Kiruba Charles & V. Arul Selvi . (Neelkamal Publications Pvt Ltd , New Delhi , First Edition ,2012 )
- Gultang, J. (1996). Peace by Peaceful Means: Peace and Conflict , Development and Civilisation , PRIO: International Peace Research Institute of Oslo and Sage Publications.
- The Real World of Technology (available in Hindi) Karve, I. Yuganta. Kesavan, M.
- Education and the Significance of Life Kumar, K. Learning from Conflict. Kumar, K.
- Ways to Peace Norberg - Hodge, H. Ancient Futures. Russell, B.
- Common Sense and Nuclear Warfare. Sheehan, V. Mahatma Gandhi Singh, N. Loktantra, Sanskriti aur Shiksha (also available in English in Kumar, K. (ed.) Democracy and Education in India).
- Teresa, Mother. Reaching out in Love UNICEF.
- The State of the World's Children (reports of the last five years). UNESCO.
- Learning the Way of Peace: Teacher's Guide. Websites: Hiroshima Peace Memorial Museum Peace Education: INEE Site (endorsed by UNESCO)
- Aims of Peace Education by UNICEF page 22-24  
<https://www.unicef.org/education/files/PeaceEducation.pdf>
- Integrating Peace Education in Teacher Education
- [http://philippines.forumzfd.org/sites/default/files/downloads/130807\\_peace\\_education\\_teaching\\_guide\\_compressed.pdf](http://philippines.forumzfd.org/sites/default/files/downloads/130807_peace_education_teaching_guide_compressed.pdf)

## **INTERDISCIPLINARY COURSE 3 (IC 3) LANGUAGE ACROSS CURRICULUM**

**Total Credits: 6**

**Total Marks: 100**

### **Objectives**

1. To understand the meaning and functions of language.-
2. To develop appreciation for the significance of language across curriculum
3. To develop understanding of language diversity in the Indian context
4. To understand the different theories of language acquisition and language deficit
5. To understand the impact of oral language and questioning on student learning
6. To understand various genre of texts available in different content areas.
7. To develop competencies in fostering reading and writing skills among school children
8. To develop appreciation for the critical role of the teacher in transacting language across curriculum

### **MODULE 1 UNDERSTANDING LANGUAGE AND LANGUAGE DIVERSITY (2 Credits)**

#### **Unit 1: Language and its Function**

- a) Concept of language
- b) Characteristics of Language
- c) Functions of Language

#### **Unit 2: Multilingualism and its Implications in the Indian Classroom/Context**

- a) Multilingualism in the Indian Context
- b) Developing socio-linguistics awareness in the Indian classroom
- c) Critiquing state policies on language and education

#### **Unit 3: Language Acquisition Theory**

- a) Environmental Skinners Theory Language Acquisition
- b) Biological Chomskys Theory on Language Acquisition
- c) The Deficit Theory

### **MODULE 2 TRANSACTING LANGUAGE ACROSS DISCIPLINES/CURRICULUM (2 Credits)**

#### **Unit 4: The Nature of Classroom Discourse, Oral Language in the Classroom**

- a) Class room discourse, nature and its types
- b) Importance of oral language in the classroom
- c) Engaging learners in language learning Importance of Questioning and types of questioning, Discussion based learning

#### **Unit 5: Reading and Writing across Content Areas**

- a) Identifying nature of texts and language structures Expository vs Narrative, Transactional vs Reflective, Language schema, text structures.
- b) Techniques to enhance reading comprehension ( Scanning, Skimming, Columnar Reading and Key word Reading)
- c) To develop different types of writing skills.

**Unit 6: Language across Curriculum**

- a) Language for specific purpose: Education & Training, Research
- b) Relationship to content-based instruction
  - Language and Mathematics
  - Language and History:
  - Language and Science
  - Language and Geography
- c) Language and Medium of instruction

**MODULE 3: INTERNAL ASSESSMENT****(2 Credits)**

| Sr.No | Particulars                                                 | Marks |
|-------|-------------------------------------------------------------|-------|
| 1     | Task/Assignment for each module held in the semester (2X10) | 20    |
| 2     | One periodical class test held in the given semester        | 15    |
| 3     | One Essay held in the given semester                        | 05    |
|       | Total                                                       | 40    |

Any two of the following tasks:

- a) Rewrite a unit from a prescribed text book in the form of a dialogue appropriate for a multilingual class in the target language.
- b) Construct a glossary of content words in different subjects.
- c) Visit a school or NGO that caters to the economically and socially disadvantaged children and write a 1000 words description of the teachers challenges to teach language to the class and your reflections on the same.
- d) Prepare a lesson plan in a school of your choice incorporating the different types of questions.
- e) Conduct an interview of minimum three teachers in school to understand how they promote oral language in their classes and submit a short report.
- f) Write a lesson plan using any two strategies of reading comprehension.
- g) Take a story/poem and rewrite in the other form.

**References:**

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh A. Segruhn, & P. Pluddemann (Eds) Multilingual education for South Africa. Heinemann Educational books.
- Alexander. (2005). Towards Dialogic Teaching: rethinking classroom talk. UK: Dialogues UK
- Allwright, D. & Bailey, K.M. (1991). Focus on the language classroom. Cambridge: Cambridge
- Behrens, L. & Rosen, L.J. (1997). Writing and reading across curriculum. U.S: Longman.
- Christie, F. (2005) Classroom discourse analysis: a functional perspective.
- Kecht, M. & Karthrina. (2000). Languages across the curriculum: Interdisciplinary structures and International education. Columbus: National East Asian Language Resource centre.
- Lall, R. (2016). Language Across the Curriculum. Vinay Rakheja, Pub. Meerut.
- Ranjana Pandey. (2016). Language Across The Curriculum. Bookman, publishers. New Delhi.
- Santhosh Areekkuzhiyil. (2016). Language across the Curriculum. Neelkamal, pub. Hyderabad.
- Wallace. (1998). Study skills in English. Cambridge: Cambridge University Press.



# **FOURTH SEMESTER**



**CORE COURSE 5 (CC 5)**  
**CONTEMPORARY INDIA AND EDUCATION**

**Total Credits: 6**

**Total Marks: 100**

**Objectives:**

1. To understand the concept of Diversity as it exists in Contemporary Indian society
2. To understand the inequalities in Indian Society and the marginalization of the weaker sections
3. To understand the implications for education in coping with Diversity and Inequality to achieve Universal Education in Indian society
4. To critically understand the constitutional values related to the aims of education in a Democracy
5. To be acquainted with contemporary issues and policies and their origin with regard to Education in Indian society
6. To be acquainted with the relevant education commissions in the context of Liberalization, Privatization and Globalization

**MODULE 1: CONTEMPORARY INDIAN SOCIETY**

**(2 Credits)**

**Unit 1. Understanding and Addressing Diversity in Indian society**

- a) Difference between diversity, stratification and marginalisation in contemporary India
- b) Concept and characteristics of diversity: linguistic, regional and religious
- c) Challenges and Role of Education : Linguistic diversity, Regional and Religious Diversity

**Unit 2. Addressing Inequality of Indian society: Nature, Challenges and Role of Education**

- a) Stratification of Indian Society with reference to Caste, Class and Gender
- b) Concept of Marginalized groups in Indian society: SC/ST/OBC/EBC/NT
- c) Role of Education with respect to addressing the needs of stratified and marginalized groups

**Unit 3: Constitutional Values and Stratification, Marginalisation and Diversity**

- a) Constitutional Values like democracy, socialism and equality for reducing stratification and marginalisation
- b) Education and Fundamental Rights and Duties: Articles 14, 15, 16, 30 and 51A
- c) Directive Principles of state policy with regards to stratification and marginalisation

**MODULE 2: POLICY FRAME WORK FOR EDUCATION**

**(2 Credits)**

**Unit 4 Policies and Role of Education**

- a) Naye Taleem to integrate life, work and education for development
- b) RTE Act 2009 and Universalisation of Education
- c) RMSA and Recommendations for Secondary Education

**Unit 5- Education Commission & Recommendations**

- a) National Policy of Education 1986
- b) National Curricular Framework, 2005
- c) National Curriculum Framework for Teacher Education, 2009

### Unit 6- Emerging Trends

- Open & Distance Learning Concept & Characteristics
- Globalization, Liberalization & Privatization Concept, characteristics and Implications
- Role of Mass Media in Education

### MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

| Sr.No | Particulars                                                 | Marks |
|-------|-------------------------------------------------------------|-------|
| 1     | Task/Assignment for each module held in the semester (2X10) | 20    |
| 2     | One periodical class test held in the given semester        | 15    |
| 3     | One Essay held in the given semester                        | 05    |
|       | Total                                                       | 40    |

Any two of the following tasks:

- Organizing and Conducting street plays emphasis on role of education and media in addressing the problem of social exclusion/ inequality
- Critical analysis of an educational film
- Report on the Educational Challenges of Deprived /Marginalised group of Children
- Collaboration with an NGO - Conducting field visits, case studies, and participating in their projects.
- Seminar presentation on the impact of emerging trends/policies in Education

### References

- Agarwal J.C.( 1999). Theory and [practices of education. Vikas publishing house Pvt Ltd. New Delhi.
- Dash BN (2002). Teacher and education in the emergeing Indian Society. Vol.2. Neelkamal publication. Hydrabad.
- Arora G.L & Pranati Panda.Fifty Years of Teacher Education in India (Post Independence Developments):NCERT
- Chinara B.(1997). Education and Democracy, APH. New Delhi.
- John, Zeepa Sara. (2012) Philosophical and Sociological Foundations of Education. Chennai: Almighty Book Company,
- Mukherji, S. M.(1966). History of education in India, charya book depot, baroda.
- Chaube. S.P. (2013). Problems of Indian Education. Shri Vinod Pustak Mandir : Agra
- Sngaravelu.G. (2012). Education in the Emerging Indian Society. Neelkamal Publications Pvt. Ltd.: New Delhi
- Swaroop Sarena, N.R. & Shikha Chaturvedi. (2012). Teacher in Emerging Indian Society. Lall Book Depot : Meerut
- Qureshi, Muniruddin. (2005). Social aspects of Education. Anmol Publications Pvt. Ltd.: New Delhi
- Public report on basic Education in India: The Probe team in association with centre for development economics, October 1998
- Agarwal. J.C (2008). Education in the emerging Indian Society. Shipra Publications
- Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
- Sharma R.A. (1993). Teacher Education: Theory, Practice and Research. Meerut : International Publishing House
- Zhijian, L.The multirole of Teacher: Retrived July 10, 2012, fromWuhan university of science and engineering: <http://www.seiofbluemountain.com>
- Vision of Teacher Education in India Quality and Regulatory Perspective. Volume 1 August, 2012. Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/documentreports/JVC%20Vol%201.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/documentreports/JVC%20Vol%201.pdf)



**ELECTIVE COURSE 3 (EC 3)**  
**ENVIRONMENTAL EDUCATION**

**Total Credits: 6**

**Total Marks: 100**

**Objectives:**

1. To develop an understanding about the concept of environmental education, its need and principles.
2. To develop an understanding of the concepts of Environment and Ecology.
3. To develop an understanding about ecological energy dynamics and entropic pollution.
4. To generate an awareness about major environmental issues
5. To explore and appreciate environmental values depicted in ancient Religious Philosophies.
6. To develop an understanding of the various approaches of environmental education.
7. To create an awareness about the public efforts and government initiatives protecting and conserving environment.
8. To develop an understanding about the concept and need for sustainable development.
9. To develop a positive attitude towards protecting and conserving environment.
10. To develop skills of observation, participation and assessment through environmental projects.
11. To understand the status of environmental education in school curriculum
12. To understand the curriculum and methods in environmental education.
13. To acquire knowledge about the different methods of teaching in environmental education
14. To acquire knowledge of the tools and techniques for the evaluation of environmental education

**MODULE-I: FUNDAMENTALS OF ENVIRONMENTAL EDUCATION (2 Credits)**

**Unit 1: Concept of Environment, Eco System and Ecology**

- a) Environment: Meaning, Components (Biotic and Abiotic),
- b) Concept of Eco System & Types of Eco System,
- c) Concept of Ecology, Ecological Pyramids (Numbers, Mass, Energy), Food Web. & Ecological Energy Dynamics

**Unit 2: Major Environmental Issues: Meaning, Causes, Effects and Remedies**

- a) Climate Change & Loss of Biodiversity.
- b) Bio magnification and Eutrophication
- c) Genetic Engineering & Urban Sprawl

**Unit 3: Development of Environmental Education**

- a) Historical Developments: Stockholm conference (1972), Intergovernmental conference (1977), Kyoto Protocol (2005), Tbilisi + 30 (2007).
- b) Environmental Education: Meaning, Objectives, Principles & Significance
- c) Approaches of teaching Environmental Education (Multidisciplinary and Interdisciplinary)

## **MODULE II: ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT (2 Credits)**

### **Unit 4: Initiatives for Environment Assessment**

- a) Environmental Impact Assessment: (Meaning, Steps & Significance)
- b) Environmental Management and Protection Need for environmental management function and characteristics of environmental management
- c) Environmental Audit: (Definition; Features and types of environmental auditing)

### **Unit 5: Sustainable Environmental Management**

- a) Sustainable Development: Meaning, Need, Guiding Principles.
- b) Sustainable Environmental Practices: Rain water Harvesting, Mangrove Management, Solid Waste Management (Meaning, Process and Significance of each)
- c) Indigenous Technical Knowledge as a sustainable Practice

### **Unit 6: Environmental Initiatives, Projects and Laws**

- a) Movements: Tarun Bharat Sangh, Narmada Bachao Andolan,
- b) Projects: Tiger Project, Ganga Action Plan,
- c) Laws of Conservation & Protection: Wild-life Protection Act-1972, Environment Protection Act, 1986 and Noise Pollution Act-2000.

## **MODULE 3: INTERNAL ASSESSMENT (2 Credits)**

| <b>Sr.No</b> | <b>Particulars</b>                                          | <b>Marks</b> |
|--------------|-------------------------------------------------------------|--------------|
| 1            | Task/Assignment for each module held in the semester (2X10) | 20           |
| 2            | One periodical class test held in the given semester        | 15           |
| 3            | One Essay held in the given semester                        | 05           |
|              | Total                                                       | 40           |

Any two of the following tasks:

- a) Presenting a case study/statistical study of a city/region from local, national or global level pertaining to a specific environmental issue.
- b) Field visit and a report/ Case study of conservation efforts at individual/ institutional level.
- c) Awareness activity in the community/school regarding various environmental issues through an exhibition or display.
- d) Generating awareness about Environmental Values depicted in ancient religious philosophies through story telling in the class.
- e) Preparation of an Instructional Plan for curricular/co-curricular activity in the classroom to impart Environmental Education and Practice Lesson.
- f) Conducting any one activity at the college level such as vermi-composting, paper recycling, terrace gardening, etc.
- g) Organizing any one co-curricular activity to impart environmental education in school or college and writing a report.
- h) Preparing an Environmental Audit Report for an individual process.
- i) Conducting a seminar on any one government initiative for conserving environment/ anyone organization such as Chipko Movement, Narmada Bachao Andolan, Green Peace, etc. working for environmental conservation.

- j) Conducting an activity based on Indigenous Technical Knowledge (ITK) Practices and submit a report

### References

- Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.
- Board of Education Fountain. (1999). Peace Education UNICEF. NY: UNICEF.
- Bondurant, J. V. (1996). Teaching tolerance: Raising open minded Emphatic Children. New York: Doubleday.
- Eisler, J. (1994). Comprehensive conflict result program (1993-94). New York: N. Y. City.
- Joy, P., & Neal, P. (1994). The handbook of environmental education: London, New Fetter Lane 41
- Kelu, P. (2000). Environmental education: A conceptual analysis. Calicut: Calicut University.
- Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
- Reddy, P. K., & Reddy, N. D. (2001). Environmental Education. Hyerabad: Neelkamal publications.
- Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
- Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.
- Sharma, R. G. (1986). Environmental Education. New Delhi : Metropolitan Book Co., Pvt. Ltd.,
- Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.
- Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.
- Stockholm: Christian Council of Sweden.

## **ELECTIVE COURSE 3 (EC 3) GUIDANCE AND COUNSELLING**

**Total Credits: 6**

**Total Marks: 100**

### **Objectives:**

1. To develop an understanding of the basic concepts in guidance and counselling.
2. To develop an understanding of the strategies and devices used for guidance.
3. To develop an understanding of the concept and strategies for career guidance and job satisfaction.
4. To develop an understanding of the process, skills and strategies of counselling.
5. To sensitize the students to the psychological issues faced by adolescents and strategies to help them cope.

### **MODULE 1 FUNDAMENTALS OF GUIDANCE**

**(2 Credits)**

#### **Unit 1: Concepts in Guidance**

- a) Concept (Meaning and Characteristics), Principles, Functions, Need
- b) Types of Guidance Educational, Vocational & Personal
- c) Agencies of Guidance Home, School

#### **Unit 2: Strategies and Devices for Guidance (Uses and Limitations)**

- a) Strategies for Guidance - Individual and Group
- b) Tests for Guidance -Aptitude, Interest & Personality
- c) Non-Testing Devices Case study, Interview & Check list

#### **Unit 3: Career Guidance**

- a) Sources of Career information and Strategies of disseminating career information
- b) Ginsbergs Theory of Vocational Choice, Factors influencing Vocational Choice
- c) Concept and Factors affecting Job Satisfaction

### **MODULE 2 FUNDAMENTALS OF COUNSELLING**

**(2 Credits)**

#### **Unit 4 : Concept of Counselling**

- a) Meaning and Characteristics of counselling
- b) Types of counselling Directive, Non-directive and Eclectic
- c) Process of counselling ( Initial Disclosure, In-depth exploration and Commitment to action)

#### **Unit 5: Counselling and Intervention**

- a. Skills required for counselling (Rapport Building, Listening, Questioning & Responding)
- b. Approaches of counselling Cognitive-Behavioural (Albert Ellis REBT) & Humanistic ( Person Centered Counselling - Carl Rogers)
- c. Counselling for Adolescent Issues Addiction (Substance abuse & technology induced social networking), Academic Stress.

#### **Unit 6: Role of Counsellor in Contemporary Society**

- a) Teacher as a counsellor and promoting positive mental health

- b) Professional ethics of a counsellor
- c) Functions, qualities & qualifications of counsellor.

### MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

| Sr.No | Particulars                                                 | Marks |
|-------|-------------------------------------------------------------|-------|
| 1     | Task/Assignment for each module held in the semester (2X10) | 20    |
| 2     | One periodical class test held in the given semester        | 15    |
| 3     | One Essay held in the given semester                        | 05    |
|       | Total                                                       | 40    |

Any two of the following tasks:

- a) Reflective account of the take away from the course and their application in future career.
- b) Strategies for handling Academic Stress / Bullying / Relationship / Handling puberty Issues / suicide.
- c) Visit and report of a visit to any one place (Employment exchange, Guidance Bureau, counselling centre)
- d) Career Dissemination Session for school or junior college (any two careers)

### References:

- Dave, Indu. The Basic Essentials of Counselling Sterling Publisher. New Delhi
- Paul, Lengrand. An Introduction to Lifelong Education 2 Croom Hekn-London the UNESCO Press-Paris. London
- Rao, Narayana. Counselling Guidance Tata Mc Graw Hill . New Delhi Vashist, S.R. Methods of Guidance Anmol Publication. New Delhi
- Singh, Raj. Educational & Vocational Guidance. Commonwealth Publication .New Delhi
- Bhatnagar, Asha & Gupta, Nirmala. Guidance & Counselling -Vol. 1 Vikas Publisher House. New Delhi
- Kaushik, V.K & Sharma, S.R . Fundamentals of Psychology Anmol Publisher .New Delhi Chandra, Ramesh. Guidance & Counselling Kalpaz Publications. Delhi
- Shrivastava, K.K . Principles of Guidance & Counselling Kanishka Publishers Distributors. New Delhi
- Panda, N.P. Education & Exceptional Children .Deep & Deep Publisher. New Delhi Kalia, H.L. Counselling in Schools ICON. New Delhi
- Chauhan, S.S. Principles & Techniques of Guidance . Vikas Publisher. New Delhi
- Gibson, Robert. Introduction to Counselling & Guidance .Prentice - Hall of India. New Delhi
- Rao, S.N . Guidance & Counselling. Discovery Publications. New Delhi

## **INTERDISCIPLINARY COURSE 4 (IC 4) CREATING AN INCLUSIVE SCHOOL**

**Total Credits: 6**

**Total Marks: 100**

### **Objectives**

1. To discuss basic understanding of key concepts: diversity, disability and inclusion;
2. To gain insight into models of inclusion
3. To understand the diversities of abilities, classification and characteristics of students
4. To describe the national and international framework with reference to disability and inclusion;
5. To understand the curriculum and assessment adaptations for inclusive classrooms.
6. To describe the role general teachers, resource teachers and NGOs.
7. To identify and implement actions areas to make schools and classrooms more diversity friendly.

### **MODULE 1: TOWARDS NURTURING INCLUSION**

**(2 Credits)**

#### **Unit 1: Understanding Inclusion**

- a. Difference between diversity, disability and inclusion
- b. Meaning and Need of Inclusion. (Educational, Social, Economic, Humanitarian, Democratic and legal perspectives)
- c. Models of Inclusion (Charity Model, Functional Model and Human Rights Model).

#### **Unit 2: Nurturing Inclusion**

- a. Concept of children with special needs and their types
- b. Characteristics of disabilities-sensory, neuro-developmental, loco-motor and multiple disabilities.
- c. Catering to Special Needs: Sensory, neuro-developmental, loco-motor and multiple disabilities.

#### **Unit 3: Policies Promoting Inclusion**

- a. International Policies and Significance of the policies: Salamanca 1994, UNCRRPD, EFA (MDG)
- b. National Policies and Significance of the policies: Constitutional obligations for education of diverse groups, Rehabilitation Council Act, 1992, National Policy for Persons with Disability 2006, Right to Education Act, 2009..
- c. Educational concessions, facilities and provisions for CWSN.

### **MODULE 2: ADDRESSING LEARNERS DIVERSITY**

**(2 Credits)**

#### **Unit 4: Curricular Issues**

- a. Curriculum adaptation/ modifications- Disability wise curricular adaptations / modifications in Instructions.
- b. Strategies for differentiating content in an inclusive classroom.
- c. Alternative means for assessment and evaluation in an inclusive classroom.

### Unit 5: Inclusion in Classrooms

- Barriers and Facilitators of Inclusion: Attitudinal, Social and Infrastructural.
- Use of ICT in Inclusive classrooms.
- Individualised Educational Plan: Concept, steps and significance.

### Unit 6: Functionaries in Inclusive Settings

- Profile and Role of teacher: General teacher and Resource teacher.
- Role of NGO in supporting inclusive school.
- Pre-support and pre-vocational training programme for children with special needs.

### MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

| Sr.No | Particulars                                                 | Marks |
|-------|-------------------------------------------------------------|-------|
| 1     | Task/Assignment for each module held in the semester (2X10) | 20    |
| 2     | One periodical class test held in the given semester        | 15    |
| 3     | One Essay held in the given semester                        | 05    |
|       | Total                                                       | 40    |

Any two of the following tasks:

- Case study of a Learner with Special needs
- Making a Report of Visit to a resource room
- Interviewing a teacher working in a mainstream school promoting inclusion.
- Prepare a scrap book showing different ICT technologies to cater to needs of children with special needs. (Pictures and Information).
- Seminar presentation on Seven pillars of support for inclusive education: Moving from Why? to How (2007) by Tim Loreman  
[http://www.wholeschooling.net/Journal\\_of\\_Whole\\_Schooling/articles/3-2%20Loreman.pdf](http://www.wholeschooling.net/Journal_of_Whole_Schooling/articles/3-2%20Loreman.pdf)

### References:

- Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
- King-Sears, M. (1994) Curriculum-Based Assessment in Special Education. California, Singular Publications.
- Lewis, R. B. & Doorlag, D. (1995) Teaching Special Students in the Mainstream. 4th Ed. New Jersey, Pearson
- Mathew, S. (2004) Education of Children with Hearing Impairment. RCI, New Delhi: Kanishka Publications.
- McCormick, Sandra.(1999)Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson
- Panda, K. C. (1997). Education of Exceptional Children. New Delhi: Vikas Publications.

- Rangasayee, R.& Gathoo, V. (2007). Towards Inclusive Education of Children with Hearing Impairment, A Hand Book For Regular School Teachers. AYJNIHH Publishers.
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
- Deshpabhu, Suchitra (2014) Inclusive education in India. New Delhi: Kaniksha Publishers
- Jha, M. M. (2002). School without Walls: Inclusive Education for All, Oxford: Heinemann Education.
- Manivannan, M. (2013) Perspectives on special education. Hyderabad: Neelkamal Publishers
- Mohapatra, Damodar. (2006) Impact of family environment on early childhood education. Hyderabad: Neelkamal Pub.
- Naomi, G Victoria, Optical devices for low vision reading , 2014, Hyderabad, Neelkamal Publishers.
- Rana, Nishta. (2013) Children with special needs. Hyderabad: Neelkamal Publishers.
- Ranganathan, Snehlata. (2014) Guidelines for children with special educational needs. New Delhi: Kaniksha Publishers
- Rao, Alla Appa, (2010) Learning Disabilities. Neelkamal Publishers. Hyderabad
- RCI (2013) Status of disability in India 2012. New Delhi: RCI Publishers
- Renuka, P. (2014) Children with Disabilities Hyderabad. Neelkamal Publishers
- Sharma, Yogendra K. (2014) Inclusive education. New Delhi: Kaniksha Publishers
- Umadevi, M R. (2010) Special education. Hyderabad: Neelkamal Publishers

**Weblinks:**

- RTE and disadvantaged children  
<http://www.ncert.nic.in/departments/nic/dee/publication/pdf/StatusreportRTE2013.pdf>
- THE REHABILITATION COUNCIL OF INDIA ACT, 1992  
[http://www.svayam.com/pdf/the\\_rci\\_act-1992&amendment\\_act\\_2000.pdf](http://www.svayam.com/pdf/the_rci_act-1992&amendment_act_2000.pdf)
- Teachers in inclusion  
<http://www.inclusive-education-in-action.org/iea/index.php?menuid=25&downloadid=87&reporeid=247>
- Universal Design for learning  
<http://inclusive.tki.org.nz/guides/universal-design-for-learning/>  
<https://www.uvm.edu/~cdci/universaldesign/?Page=about-udl/guidelines-principles.php&SM=about-udl/submenu.html>



**ABILITY COURSE 2 (AB 2)**  
**READING AND REFLECTING ON TEXTS**

**Total Credits: 3**

**Total Marks: 50 (Internal)**

**Objectives**

1. To infuse in student teachers the penchant for reading and writing
2. To instil and promote the skill of reading and writing
3. To appreciate texts from diverse fields
4. To acquaint the student teachers with comprehension skills
5. To examine the social angle to reading texts
6. To engage readers to interact with the text individually and in groups
7. To develop interpretation skills in reading texts
8. To develop reflective reading and writing skills
9. To generate critical/analytical responses from the readers
10. To maintain reflective journals
11. To develop the skill of reviewing a book
12. To gain insight into interpretive skills

**MODULE 1: REVISITING READING**

**(1 Credit)**

**Unit 1 Diversity of Text Meaning, Significance and Reflection**

- a) Understanding Diverse Text Forms- Expository, Narrative, Persuasive, Scientific and Technical.
- b) Diversity of Texts related to Education Expository, narrative, technical, documentaries, policies, historical and ethnographies.
- c) Socio-cultural Diversity and Texts :
  - i) Influence of individual diversity (Language, culture, caste, gender) on texts.
  - ii) Influence of group on understanding texts( Communicative Reader)

**Unit 2: Reading for Understanding Strategies and Steps of Reading**

- a) Davis Nine Component Skills of Comprehension.
- b) Reading strategies: Previewing, Infer and Predicting, Skimming, Scanning and Paraphrasing.
- c) Reflecting through stages of Reading: Pre-reading, During Reading and Post Reading.

**MODULE 2: REFLECTIVE READING AND WRITING**

**(1 Credit)**

**Unit 3: Reading for Writing**

- a) Recreating Texts : Rewriting texts from new perspectives
- b) Critical Analysis of a text
- c) Reflective journal writing

**Unit 4: Reading beyond Texts-Making Connections**

- a) Making connections to the Text: Text to self, Text to text, Text to World.
- b) Reading Images and Seeing Texts: Visual to Word and Word to Visual.
- c) Reading for Change: Understanding educational documents.

### MODULE 3: SUGGESTED TASK/ASSIGNMENT ACTIVITIES (ANY FOUR)

(1 Credit)

- a) Choose a textbook of any one standard from your pedagogy. Identify the different types of text used. Write a report on use of these texts and explain their significance to education

OR

- b) Explore multicultural perspectives of local/classic/ world literature, stories, folk songs, plays etc. and reflect its influence on individual and social life. Present your perspective in form of a report or power point presentation

- c) Read a passage and analyse the same using Davis Nine Component Skills of Comprehension for understanding the text

OR

- d) Apply different reading strategies in the three stages of reading of any text and prepare a report

- e) Read a text of students choice and make connection to oneself, to other text and to the present context.

OR

- f) Explore two texts one visual and one verbal. Explore visual to text and text to visual perspectives and present your perspectives in form of a report.

- g) Presentation of a book review of educational significance (Compulsory)

OR

- h) Reflective Journal based on readings in the course

### References

#### Ethnographies

- Meenakshi Thapans Life at school: an ethnographic study & Ethnographies of schooling in contemporary india & other research studies

#### Extracts-

- Teacher Man by Frank McCourt & extracts from The Prophet by Kahlil Gibran
- Macaulay s Minutes
- Extracts from Rousseaus Emile, Deweys writings, Platos Dialogues, Krishnamurthi, Aurobindo, Tagore, Vivekananda, Gandhi.

#### Books-

- Letter to a Teacher
- Deschooling Society
- Silenced Dialogue
- How I Taught My Grandmother to Read and other Stories Sudha Murthy -
- Tales from the Indian Jungle- Kenneth Anderson- Rupa& Co. 2001
- Tales of the Open Road-Ruskin Bond- Penguin UK- 2006
- Encounters with Animals- Gerald Durrel- Penguin- 2012

#### Weblinks:

- <http://www.tandfonline.com/doi/abs/10.1080>
- <http://literacyonline.tki.org.nz/Literacy-Online/Teacher>
- <http://mrsbrogley.com/blog>
- <https://prezi.com/erhgpaokppsj/copy-of-chapter-5-mentor-texts/>

### **Collaborative Reader**

- <http://www.apu.ac.jp/rcaps/uploads/fckeditor/publications/poyglo>
- <http://www.ericdigests.org/1999-3/reading.htm>
- <https://sethkorn.wikispaces.com/Communicative+Reading+%26+S+torytelling>  
(interactive reader)
- <http://reflectivepractitioner.pbworks.com/f/Lincoln.pdf>
- [http://tc2.ca/pdf/t4t/t4t\\_reflective\\_writing.pdf](http://tc2.ca/pdf/t4t/t4t_reflective_writing.pdf)
- <https://www.press.umich.edu/pdf/9780472035052-ch1.pdf>
- <http://www.arvindguptat.com>
- <http://www.writingforward.com/creative-writing/creative-writing-reflective-journalin>

### **Reflective Journal Rubric**

- [http://hrsbstaff.ednet.ns.ca/twatson/reading\\_journal\\_rubric.htm](http://hrsbstaff.ednet.ns.ca/twatson/reading_journal_rubric.htm)<http://edtech.boisestate.edu/connectionsacademy/rubrics/reflectio>
- [http://www.readwritethink.org/files/resources/lesson\\_images/less](http://www.readwritethink.org/files/resources/lesson_images/less)  
[http://classiclit.about.com/od/forstudents/ht/aa\\_readinglog.htm](http://classiclit.about.com/od/forstudents/ht/aa_readinglog.htm)
- Klein, S., & U.W. Stout, Chandler, W., U.W. Whitewater (2006). Reflection for Preservice and Inservice Art Teachers E-portfolio, from <http://www.uwstout.edu/art/artedportfolios/reflection/index.htm> **Error!**  
**Hyperlink reference not valid.**
- Short, K., Harste, J., & Burke, C. (1996). Creating classrooms for authors and inquirers. 2nd. ed. Portsmouth, NH, Heinemann.
- Pensavalle, M., Tyerman, J., Delgadillo, L., Miyake, J., Soong, A, (2006). AACTE 2006
- Proposal: How Reflection Impacts Instructional Change. AACTE 2006 Proposal, Retrieved Jan. 23, 2007, from
- [http://www.usc.edu/dept/education/up\\_files/AACTE\\_06\\_Presentation.pdf](http://www.usc.edu/dept/education/up_files/AACTE_06_Presentation.pdf)



## Faculty Milestones...

**professional, year-wise audit**

[illegible]

## Faculty Milestones...

**professional, year-wise audit**

[illegible]

*Student Diary*

## Milestones in my journey

[illegible]













## Leave / Absence Record

Name : \_\_\_\_\_

Roll No. : \_\_\_\_\_ Academic Year : \_\_\_\_\_

| Date | No. of Days | Reason | Signature of Parent/Guardian | Signature of Principal |
|------|-------------|--------|------------------------------|------------------------|
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |

## Leave / Absence Record

Name : \_\_\_\_\_

Roll No. : \_\_\_\_\_ Academic Year : \_\_\_\_\_

| Date | No. of Days | Reason | Signature of Parent/Guardian | Signature of Principal |
|------|-------------|--------|------------------------------|------------------------|
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |
|      |             |        |                              |                        |