



**Sadhana Education Society's**  
**Smt. Kapila Khandvala College of Education**  
**(Autonomous)**  
**Gujarati Linguistic Minority Institution**  
**Aided - Permanently Affiliated to the University of Mumbai & Recognized by N.C.T.E.**  
**NAAC Reaccredited 'A' Grade**

### **Vision**

To be a premier institution that offers distinctive teacher education to develop humane and progressive professionals.

### **Mission**

To nurture teacher professionals with positive attitudes and values who excel in teaching-learning and research to serve as catalysts, for a just and caring society.

## **Syllabus for** **Two Years Bachelor of Education (B. Ed.) Programme**

**Choice Based Credit System with effect from the Academic Year 2021-2022**

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Juhu Road, Santacruz (West), Mumbai – 400 054.

**Tel. : 26608747 Fax: 26608633 E-mail: [kkbed@kkcoe.edu.in](mailto:kkbed@kkcoe.edu.in)**

**Website: [www.kkcoe.edu.in](http://www.kkcoe.edu.in)**

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**ORDINANCES, REGULATIONS AND THE CURRICULUM FOR  
THE B. Ed. TWO YEARS DEGREE PROGRAMME**  
*(Semester I, II, III and IV)*  
*(As per Choice-Based Credit System with effect from the Academic Year 2021-2022)*

Decision of UGC for introducing the Semester and Choice-Based Credit System (CBCS) 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 student's 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 'learner's workload'.

One (01) credit is Twelve (12) learning hours.

Credits once gained cannot be lost.

The definitions of the key terms used in the Choice-Based Credit 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.

**Course:** A course is essentially a constituent of a 'program' and may be conceived of as a composite of several learning topics taken from a certain level. A course corresponds to the word 'subject' used in many universities. 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 15 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 2021-2022

**Title:** Bachelor of Education (B.Ed.)

**Duration:** Two academic years as Choice Based Credit System comprising 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:

- a) 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 degrees in Commerce, Management, Engineering, Computer Science, Technology, Agriculture, 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.
- b) 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.

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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:

- (a) 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.
- (b) **Attendance:** The minimum attendance of 80 % for all Theory component work and Practicum component (Part B) and 90 % for school internship.
- (c) Completed the Practicum component and Sessional Assessment assignments of each Theory paper of each semester as certified by the Principal of the Institution in which the candidate is studying.

Sessional Assessment comprises of:

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

One Audit Course (Understanding the Self) will be taken 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.

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### Curriculum, Programme Implementation and Assessment

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 Courses:**

##### Elective Course 1– Pedagogy of School Subject I

Select any **One** course

- |               |                  |
|---------------|------------------|
| i. Commerce   | v. Hindi         |
| ii. Economics | vi. History      |
| iii. English  | vii. Mathematics |
| iv. Geography | viii. Science    |

**Elective Course 2** – Select any **One** course from **I** or **II**

#### I) Pedagogy of School Subject II

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

- |               |                  |
|---------------|------------------|
| i. Commerce   | v. Hindi         |
| ii. Economics | vi. History      |
| iii. English  | vii. Mathematics |
| iv. Geography | viii. Science    |

## II) Peace Education

### Elective course 3 – *Special Fields (Select any One)*

1. Action Research
2. Environmental Education
3. Guidance & Counselling

- 3. Interdisciplinary Courses:** Four courses, one in each 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, one each 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) and Extension work
  - Action Research
  - Participation in Co-curricular Activities in college
- 3. Audit Course:** Student has to complete the following audit course spread throughout four semesters which will be certified in 4<sup>th</sup> Semester only, by the head of the institution.
  - Understanding the Self

*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 sessional 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 sessional 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 of bridge lesson in simulated mode (1 lesson)
- Teaching lessons in Pedagogy of school subject I (4 Lessons)
- Extension work in collaboration with NGOs

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

- Internship is for 11 weeks during this semester.
- During Internship teaching not less than 10 lessons of different types 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:
  - 6 pedagogy based lessons
  - 2 experiential lessons based on Nai Talim philosophy.
  - 1 TPACK lesson
  - 1 Video lesson
  - 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.
- Extension work in collaboration with NGOs

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

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

- Develop learning resources
- Conduct Action Research
- During Internship teaching not less than 5 lessons of different types 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.
- 3 pedagogy lessons
- 1 TPACK lesson
- 1 video lesson.
- 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. Two 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

Course Code	Courses	Credits	External Marks	Internal Marks	Total Marks
<b>Semester 1</b>					
CC1	Core Course 1: Childhood and Growing up	6	60	40	100
CC2	Core Course 2: Knowledge and Curriculum	6	60	40	100
IC1	Interdisciplinary Course 1 :Gender, School and Society	6	60	40	100
AB1	Ability Course 1:Critical Understanding of ICT	3	----	50	50
PC1	Project Based Course 1	3	----	50	50
	<b>Total</b>	<b>24</b>	<b>180</b>	<b>220</b>	<b>400</b>
<b>Semester 2</b>					
CC3	Core Course 3: Learning and Teaching	6	60	40	100
EC1	Elective Course 1: Pedagogy of School Subject 1	6	60	40	100
IC2	Interdisciplinary Course 2: Educational Management	6	60	40	100
PC2	Project Based Course 2	6	----	100	100
	<b>Total</b>	<b>24</b>	<b>180</b>	<b>220</b>	<b>400</b>
<b>Semester 3</b>					
CC4	Core Course 4: Assessment for Learning	6	60	40	100
EC2	Elective Course 2: Pedagogy of School Subject 2 /Peace Education/ Education for Rural Development (Any one)	6	60	40	100
IC3	Interdisciplinary Course 3: Language Across the Curriculum	6	60	40	100
PC3	Project Based Course 3	12	----	200	200
	<b>Total</b>	<b>30</b>	<b>180</b>	<b>320</b>	<b>500</b>
<b>Semester 4</b>					
CC5	Core Course 5: Contemporary India and Education	6	60	40	100
EC3	Elective Course 3: Special Field Action Research/Guidance and Counselling/Environmental Education (any one)	6	60	40	100
IC4	Interdisciplinary Courses 4: Creating an Inclusive School	6	60	40	100
AB2	Ability Course 2: Reading and Reflecting on Texts	3	----	50	50
PC4	Project Based Course 4	9	---	150	150
AC1	One Audit Course (Understanding the Self) will be opted by student in Semester 1 and Certified in Semester 4	3	---	----	---
	<b>Total</b>	<b>33</b>	<b>180</b>	<b>320</b>	<b>500</b>

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

## SCHEME OF ASSESSMENT AND EXAMINATION

### Part A: Theory Component

Sessional Assessment in Theory Courses (40 Marks)

Semester End Examination (60 Marks)

### Part B: Practicum Component

Sessional Assessment in Project Based Courses, Ability Courses and Certification for Audit Course.

### Theory Courses: Semester End Examination

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- 60 marks for semester end examination of 2 hours duration for each theory course.
- Pattern of Semester End Examination for Theory Courses:
  - Multiple Choice Questions (Q.1 - Compulsory) 10 MCQs of 1 Mark each
  - Descriptive Questions (Q.2. to Q.8) Attempt any **Four** out of **Seven** (10 Marks each)
  - Short Answer Questions (Q.9 – Compulsory with Internal Choice) Attempt any **Two** out of **Four** (5 Marks each)
- Semester End Examination will be held at the end of each semester.

### Sessional Assessment

Sessional Assessment includes following aspects;

- A. Sessional 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 sessional assessment consisting of

Sr. No.	Particulars	Marks
1	Content Test/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 test held in the given Semester	5
	<b>Total</b>	<b>40</b>

(Content test of 10 marks is compulsory for **Pedagogy of School Subject 1** and for **Pedagogy of School Subject 2** and is a part of sessional 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
- One Audit Course (Understanding the Self) will be taken by student in Semester 1 and certified in Semester 4 by head of the institution.
- **Credits of Add On Courses** shall be added depending upon the **Courses** undertaken by the students.

## **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 Sessional assessment marks of Theory component and Part B Semester wise Practicum component will be completed at the end of each semester and the aggregate of marks obtained in each year for Theory cum Practicum (i.e. Part A & Part B) shall be converted into Grades as per the University Resolution (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)**

<b>Marks</b>	<b>Grade Points</b>	<b>Grade</b>	<b>Performance</b>
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 Sessional 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 sessional examination of the core or elective course, he/she will have to appear for the sessional 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 sessional 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 passed by the college Academic Council.

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 sessional examination but fails in the semester end theory examination shall reappear for the said paper/papers only. However, his/her marks of the sessional 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 sessional assessment of the course shall reappear for the sessional 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.

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

- Chairperson- Principal of the college
- Members of the Sessional Assessment Committee constituted by the Principal of the college and approved by the college Governing Council.

#### **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 Sessional Assessment and Semester End Assessment:

1. Sessional 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 Sessional 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 sessional assessment marks 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 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>	<ul style="list-style-type: none"> <li>i. Childhood and Growing up (CC 1)</li> <li>ii. Knowledge and Curriculum(CC 2)</li> <li>iii. Learning and Teaching(CC 3)</li> <li>iv. Assessment for learning(CC 4)</li> <li>v. Contemporary India and Education(CC 5)</li> </ul>	<b>30</b>
<b>Elective Courses</b>	<p><b>Elective Course 1</b> Pedagogy of School Subject I -Select any one. (EC 1)</p> <ul style="list-style-type: none"> <li>i. Commerce (01)</li> <li>ii. Economics (02)</li> <li>iii. English (03)</li> <li>iv. Geography (04)</li> <li>v. Hindi (05)</li> <li>vi. History (06)</li> <li>vii. Mathematics (07)</li> <li>viii. Science (08)</li> </ul> <p><b>Elective Course 2</b> -Select any one from I or II (EC 2)</p> <p>I. Pedagogy of School Subjects II -Select any One course other than in Elective course 1</p> <ul style="list-style-type: none"> <li>i. Commerce (01)</li> <li>ii. Economics (02)</li> <li>iii. English (03)</li> <li>iv. Geography (04)</li> <li>v. Hindi (05)</li> <li>vi. History (06)</li> <li>vii. Mathematics (07)</li> <li>viii. Science (08)</li> </ul> <p>II. Peace Education (09)</p> <p><b>Elective Course 3 Basket of Special Fields</b> -Select any One (EC 3)</p> <ul style="list-style-type: none"> <li>i. Action Research (01)</li> <li>ii. Environmental Education (02)</li> <li>iii. Guidance and Counselling (03)</li> </ul>	<b>18</b>
<b>Interdisciplinary Courses</b>	<ul style="list-style-type: none"> <li>i. Gender, School and Society (IC 1)</li> <li>ii. Educational Management (IC 2)</li> <li>iii. Language Across the Curriculum(IC 3)</li> <li>iv. Creating an Inclusive School(IC 4)</li> </ul>	<b>24</b>
<b>Ability Courses</b>	<ul style="list-style-type: none"> <li>i. Critical Understanding of ICT (AB 1)</li> <li>ii. Reading and Reflecting on Texts (AB 2)</li> </ul>	<b>6</b>
<b>Project Based Courses</b>	<ul style="list-style-type: none"> <li>i. Internship</li> <li>ii. Community work</li> <li>iii. Action Research</li> <li>iv. Participation in Co-curricular Activities in college</li> </ul>	<b>30</b>
<b>Audit Courses</b>	<p>Audit Course</p> <ul style="list-style-type: none"> <li>i. Understanding the self (AC 1)</li> </ul>	<b>3</b>
	<b>Total Credits</b>	<b>111</b>

## B.ED. CURRICULUM

SEM-1	CREDITS	SEM-2	CREDITS	SEM-3	CREDITS	SEM-4	CREDITS
<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./ (Any One) -100marks	6	EC3 - Special Field Basket Action Research, Environmental Education, Guidance and Counselling , (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> Total 50 Marks		<b>PROJECT BASED COURSES PC2</b> Internship of 3 weeks Total 100 Marks		<b>PROJECT BASED COURSES PC3</b> Internship of 11 weeks- Total 200 Marks		<b>PROJECT BASED COURSES PC4</b> 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		b. 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 B E CERTIFIED BY INSTITUTE)							
<b>Understanding the self</b> Spread throughout the 4 semester. Certified in 4th semester only.							3
<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>

## **PROGRAM OUTCOMES (Two Years B. Ed. Program)**

### **SEMESTER I**

#### **Core values**

- Display ethical integrity
- Commitment to the profession and values that guide the profession
- Honour diversity and ensure inclusion by treating all students and colleagues with respect and dignity, irrespective of gender, cultural and religious difference etc
- Display a global perspective

#### **Core competencies**

- understand one self, and to critically introspect one's attitudes, thoughts, feelings and behavior
- manage emotions effectively
- be aware of one's strengths, abilities and weaknesses

#### **Professional knowledge and understanding**

- the physical, social and intellectual development and characteristics of students and how these may affect learning
- undertaking research into how students learn and the implications for teaching –learning
- identifying teaching strategies that suit the different types of learners

#### **Professional competencies**

- select and implement teaching strategies using ICT to improve teaching-learning process to engage their students in their learning
- design and implement well-structured learning sequences; using relevant teaching strategies to develop knowledge, skills and higher order thinking in students
- establish and implement inclusive and positive interactions to engage and support student participation in classroom activities

#### **Professional competencies (Classroom Management)**

- promote the safe, responsible and ethical use of ICT
- manage classroom effectively

#### **Professional competencies (Assessment)**

- develop, select and use different assessment strategies to assess student learning

#### **Professional competencies (Relationship with Community & Society)**

- meet codes of ethics and conduct established by the education systems and schools
- establish and maintain respectful relationships with parents/guardians regarding their children's learning and well- being
- collaborate with professional bodies and institutions in the community to update knowledge and improve practice
- effectively engage in a multicultural society and interact respectfully with diverse groups from across the globe

## **SEMESTER II**

### **Core values**

- Commitment to the profession and values that guide the profession
- Honour diversity and ensure inclusion by treating all students and colleagues with
- Display Ethical integrity
- Display a global perspective
- Honour diversity and ensure inclusion by treating all students and colleagues with respect and dignity, irrespective of gender, cultural and religious difference etc

### **Core competencies**

- understand one self
- aware of one's strengths, abilities and weaknesses
- manage emotions effectively

### **Professional knowledge and understanding**

- undertaking research into how students learn
- teaching strategies to suit diverse learners
- school education and teacher education
- the physical, social and intellectual development and characteristics of students and how these may affect learning
- identifying teaching strategies that suit the different types of learners

### **Professional competencies**

- select and implement teaching strategies using ICT to improve teaching-learning process to engage their students in their learning
- evaluate teaching and learning programmes using evidence
- design and implement well-structured learning sequences; using relevant teaching strategies to develop knowledge, skills and higher order thinking in students
- establish and implement inclusive and positive interactions to engage and support student participation in classroom activities

### **Professional competencies (Classroom Management)**

- manage classroom activities
- manage classroom effectively
- ensure students well-being and safety
- promote the safe, responsible and ethical use of ICT

### **Professional competencies (Assessment)**

- develop, select and use different assessment strategies to assess student learning
- provide timely, effective and appropriate feedback
- use of accurate and reliable records

### **Competencies (Relationship with Community & Society)**

- meet codes of ethics and conduct
- establish and maintain respectful relationships with parents/guardians regarding their children's learning and well-being
- collaborate with professional bodies
- effectively engage in a multicultural society and interact respectfully with diverse groups from across the globe



## **SEMESTER III**

### **Core values**

- Commitment to the profession and values that guide the profession
- Honour diversity and ensure inclusion by treating all students and colleagues with
- Display ethical integrity
- Display a global perspective

### **Core competencies**

- understand one self
- aware of one's strengths, abilities and weaknesses

### **Professional knowledge and understanding**

- undertaking research into how students learn
- teaching strategies to suit diverse learners
- school education and teacher education
- the physical, social and intellectual development and characteristics of students and how these may affect learning

### **Professional competencies**

- establish and implement inclusive and positive interactions
- design and implement well-structured learning sequences; using relevant teaching strategies to develop knowledge, skills and higher order thinking in students
- select and implement teaching strategies using ICT to improve teaching-learning process to engage their students in their learning
- evaluate teaching and learning programmes using evidence, including feedback from students and student assessment data, to inform planning

### **Professional competencies (Classroom Management)**

- manage classroom activities
- manage classroom effectively
- ensure students well-being and safety
- promote the safe, responsible and ethical use of ICT

### **Professional competencies (Assessment)**

- develop, select and use different assessment strategies to assess student learning
- provide timely, effective and appropriate feedback to students about their achievement related to their learning goals
- use of accurate and reliable records to report on student achievement

### **Competencies (Relationship with Community & Society)**

- meet codes of ethics and conduct
- establish and maintain respectful relationships with parents/guardians regarding their children's learning and well-being
- collaborate with professional bodies
- effectively engage in a multicultural society and interact respectfully

## **SEMESTER IV**

### **Core values**

- Commitment to the profession and values that guide the profession
- Honour diversity and ensure inclusion by treating all students and colleagues with respect and dignity, irrespective of gender, cultural and religious difference etc
- Display ethical integrity
- Display a global perspective

### **Core competencies**

- manage emotions effectively
- be aware of one's strengths, abilities and weaknesses

### **Professional knowledge and understanding**

- undertaking research into how students learn and the implications for teaching –learning
- identifying teaching strategies that suit the different types of learners

### **Professional competencies**

- design and implement well-structured learning sequences; using relevant teaching strategies to develop knowledge, skills and higher order thinking in students
- select and implement teaching strategies using ICT to improve teaching-learning process to engage their students in their learning
- establish and implement inclusive and positive interactions to engage and support student participation in classroom activities

### **Professional competencies (Classroom Management)**

- manage classroom effectively
- manage classroom activities by establishing and maintaining orderly and workable routines
- ensure students well-being and safety within school by implementing school and/or system, curriculum and legislative requirements

### **Professional competencies (Assessment)**

- develop, select and use different assessment strategies to assess student learning
- provide timely, effective and appropriate feedback to students about their achievement related to their learning goals
- use of accurate and reliable records to report on student achievement

### **Competencies (Relationship with Community & Society)**

- meet codes of ethics and conduct established by the education systems and schools
- establish and maintain respectful relationships with parents/guardians regarding their children's learning and well-being
- collaborate with professional bodies and institutions in the community to update knowledge and improve practice
- effectively engage in a multicultural society and interact respectfully with diverse groups from across the globe

## GRADUATE ATTRIBUTES

Sr. No.	Graduate Attributes Aimed	SEM I						SEM II				SEM III				SEM IV			
		CC1 CGU	CC2 K&C	IC1 GSS	AB1 ICT	PC1	CC3 L&T	EC1 PSS	IC2 EM	PC2	CC4 AOL	EC2 PSS	IC3 LAC	PC3	CC5 CIE	EC3 AR/EE	IC4 CIS	PC4	AC1 US
1	Disciplinary Knowledge	✓	✓	✓			✓	✓						✓					
2	Communication Skills	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓
3	Critical Thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Analytical Reasoning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Research related Skills	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	Collaboration and Team Work	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Scientific Reasoning	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Self Directed Learning	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	Multicultural Competencies	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
10	Problem Solving		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
11	Lifelong Learning		✓		✓		✓		✓		✓		✓			✓			
12	Reflective Thinking		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
13	Social Awareness and Contribution		✓																
14	Self Esteem		✓												✓				
15	Creative Thinking		✓						✓										
16	Information & Digital Literacy				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
17	Employability						✓		✓		✓								
18	Moral & Ethical Awareness			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
19	Leadership awareness/ qualities				✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	Interpersonal skills				✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**SYLLABUS FOR**  
**FIRST YEAR**  
**FIRST SEMESTER**

## Core Course-1

Course Name: **Childhood and Growing Up**

Course Code: **CC1**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

Student teacher will be able to -

1. Explain the principles of development.
2. Examine child development in pluralistic society.
3. Analyze of the child development in socio- cultural context.
4. Analyze the influence of changing family structure and school on development.
5. Develop an understanding of the influence of parenting on child development.
6. Analyze the impact of media on child development.
7. Develop awareness of the methods and approaches of development.
8. Examine the theoretical perspectives of development.
9. Illustrate the ways to foster holistic development.
10. Demonstrate ways to manage emotions for self and others.
11. Explain the identity crisis faced during development.

## SYLLABUS

### Module 1: Process of Human Development

**2 Credits**

#### Unit 1: Growth and Development during Childhood and Adolescence

- a) Meaning and Principles of Growth and Development and its difference.
- b) Growth and Development in later Childhood and Adolescence- Physical, Emotional, Social, Cognitive
- c) Role of Home and 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 in Pluralistic Society and Socio- Cultural Context: Interplay of Poverty, Caste, Gender and Tribal Communities.
- b) Impact of Different Parenting Styles on Child Development
- c) Impact of Media on Development in Childhood and Adolescence

### Module 2: Perspectives of Human Development

**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) Piaget's Theory of Cognitive Development.

- b) Kolhberg's Theory of Moral Development & Erickson's Theory of Psychosocial Development
- c) Urin Brofenbrenner Theory on Ecological System

### Unit 6: Self and Emotions

- a) Formation of Self (Self- concept, Self-esteem, Self- efficacy)
- b) Emotions: Goleman's Theory of Emotional Intelligence
- c) Identity Crisis- Marcian Theory

### Module 3: Sessional Assessments

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
	<b>Total</b>	<b>40</b>

### Tasks & Assignments

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

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**Websites:**

- <https://egyankosh.ac.in/bitstream/123456789/46443/1/Unit-8.pdf>
- [https://www.researchgate.net/publication/288301775\\_Harmful\\_effects\\_of\\_media\\_on\\_chi ldren\\_and\\_adolescents](https://www.researchgate.net/publication/288301775_Harmful_effects_of_media_on_chi ldren_and_adolescents)
- [https://www.researchgate.net/publication/332618364\\_FAMILY\\_INFLUENCE\\_ON\\_THE\\_DEVELOPMENT\\_OF\\_CHILDREN](https://www.researchgate.net/publication/332618364_FAMILY_INFLUENCE_ON_THE_DEVELOPMENT_OF_CHILDREN)

## Core Course-2

Course Name: **Knowledge and Curriculum**

Course Code: **CC2**

Course Credits: **6**

Total Marks: **100**

### Course outcomes-

Student teacher will be able to:

- Demonstrate understanding of perspectives of knowledge and education
- Exhibit understanding into the epistemological basis of education
- Demonstrate understanding of modern child centered education
- Demonstrate understanding of social and cultural influence on education
- Exhibit understanding about curriculum, its determinants and types
- Demonstrate understanding of the process of curriculum construction
- Examine relationship of curriculum to education
- Determine teacher's role in generating dynamic curricular experiences
- Gain insight into the need for curriculum reform.

## SYLLABUS

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) The ways of knowing: Sense perception, reason, emotion and language.

### 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
- b) Models of curriculum planning: Top down (Tyler) and Bottom up (Taba) model

**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 6th to 9th) for the same. Deliberate on modern values like equity, equality and social justice reflected in it and write a report on it.

## References

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## Interdisciplinary Course-1

Course Name: **Gender School and Society**

Course Code: **IC1**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

Student teacher will be able to:

1. Elucidate the terms sex, gender and the gender related concepts.
2. Explain the various theoretical perspectives about the gender socialization.
3. Discuss the challenges and issues of gender in the field of education and the role of education in overcoming them.
4. Critically analyse the influence of social institutions on gender identity formation and gender stereotypes.
5. Examine the role of schools, peers, teachers, curriculum and textbooks in challenging gender inequalities and reinforcing gender equity.
6. Analyse/explain policies, plans and schemes of the government for addressing gender disparities in the society and protecting individual rights.
7. Appreciate the role of NGOs, Government organisations and international bodies in sensitizing society towards inclusion and gender empowerment.

## SYLLABUS

### **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 in Education: Enrolment & Drop-outs.
- b) Role of schools, teachers, peers, curriculum and textbooks to address the gender challenges in education.
- c) Construct of gender in national curriculum framework

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

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

**Unit 6: Strategies for Gender Empowerment**

- The role of NGOs in striving towards gender equity (for women and LGBTQ)
- Mahila Samakhya Program by Government of India- Women Action Groups striving towards gender equity.
- Millennium Development: Goal: Promoting gender equality and empowerment

**MODULE 3: SESSIONAL 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 test held in the given Semester	5
	<b>Total</b>	<b>40</b>

**Assignment tasks/activities:**

Any two of the following tasks:

- Gender analysis of text books and suggestions for change
- Case studies of groups/organizations working for women
- Critical analysis of depiction of women in mass media (ads/serials/films/print media, etc.)
- Visits to institutions working for women's welfare and Report writing
- Poster/Digital Presentation on Contemporary women role models in India (urban and rural).
- Participation in any of the following activities like Street plays, Role plays, Exhibitions, Debates, Interviews, Poster Competitions, Slogan Competitions, Discussion Forums, etc.
- Seminar presentation on gender issues or strategies of gender empowerment advocated at different levels (institutional/national/international)

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## Ability Course-1

Course Name: **Critical Understanding of ICT**

Course Code: **AB1**

Course Credits: **3**

Total Marks: **50**

### Course Outcomes:

Student teacher will be able to:

1. Explain the concept of ICT and its implications
2. Demonstrate safe and ethical ways of using ICT.
3. Use ICT in Teaching, Learning, Administration, Evaluation and Research.
4. Design, develop and use ICT based learning resources.
5. Identify the Open Education Resources and Creative Commons in education.
6. Evaluate ICT based learning resources.
7. Use mobile, open, blended and social learning in the classroom.

## SYLLABUS

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

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

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

#### 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 web 3.0 tools for learning (Social networking site, Blog, Chat, Video conferencing, Discussion forum)
- c) Open Educational Resources, Creative Common, Massive Open Online Courses (MOOCs), Blended Learning – 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.
  - Submit a reflective report on it.
- d) Develop and Manage a Social Networking site /Blog / Chat forum for college based on ICT courses. Submit the report for the same with empirical evidence.
- e) 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.
- f) 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.

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## Audit Course-1

Course Name: **Understanding the Self**

Course Code: **AC1**

Course Credits: **3** (To be certified by the Institute in Semester-IV)

### SYLLABUS

#### Course outcomes-

Student teacher will be able to:

- Demonstrate holistic and integrated understanding about themselves.
- Identify their potential and challenges.
- Explore and set personal goals
- Maintain peace and harmony within themselves.
- Manage conflict effectively.
- Demonstrate resilience

#### 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) Exploring and setting personal goals

##### 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.



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**SYLLABUS FOR**

**FIRST YEAR**

**SECOND SEMESTER**

## Core Course-3

Course Name: **Learning and Teaching**

Course Code: **CC3**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

Student teacher will be able to -

1. Develop an understanding the concept of Learning.
2. Analyze the factors affecting Learning.
3. Analyze various Theories of Learning.
4. Apply the Cognitive Perspectives of learning in the learning process.
5. Apply Constructivist perspectives of learning in the learning process.
6. Develop understanding of group dynamics which affect learning.
7. Develop understanding of the needs of the special learners.
8. Develop understanding of multicultural education
9. Apply methods which foster recognition and fostering of student talents and interests.

## SYLLABUS

### 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), Maslow's Theory of Hierarchy of Needs
- c) Learning Styles (Kolb's 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: Group Dynamics

- a) Group Dynamics, Sociometry and educational Implications
- b) Social Influence in groups- Conformity, compliance and obedience to authority
- c) Stereotyping, Prejudice and Discrimination in groups-Nature, origins and strategies to overcome

### Module 2: Teaching: The act and the profession

#### Unit 4: Teaching for All

- a) Educational needs of differently abled learners: Characteristics & role of education
- b) Gardner's theory of Multiple intelligence,
- c) Concept of Multi-Cultural Education, James Bank's Five Dimensions of MCE,

#### Unit5: 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 Misbehavior, the Need to Stop & Train),
  3. Remediation: (Developing Student Responsibility & Self- Control, Remediating chronic Behavioral Problems, Gordon Model of Self-discipline

## Module 3: Sessional 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
	<b>Total</b>	<b>40</b>

### Task/Assignment

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

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## Elective Course-1

Course Name: **Pedagogy of School Subject 1: Commerce**

Course Code: **EC1 (01)**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

Student teacher will be able to -

1. Develop understanding of the basic concepts associated with academic disciplines and the place of Commerce in the curriculum in India.
2. Develop understanding about the fundamentals of Commerce Education.
3. Appreciate the direction provided by aims and objectives in Commerce Education.
4. Integrate values of teaching Commerce subjects into teaching-learning practices.
5. Appreciate the pedagogical bases of teaching and learning so that learner centered methods can be practiced in the classrooms.
6. Adapt various learning resources to make teaching of Commerce a cognitively engaging process.
7. Design and implement well structured learning sequences using relevant teaching strategies to develop knowledge, skills and higher order thinking skills in students.
8. Develop insights about the role, challenges and continuing professional development of a Commerce teacher
9. Develop, select and use different assessment strategies to promote critical and higher order thinking among learners.

## SYLLABUS

### MODULE 1: FUNDAMENTALS OF COMMERCE EDUCATION

(2 Credits)

#### Unit 1: Basics of Academic Disciplines

- a) Meaning of Academic Disciplines, Relationship between Academic Disciplines and Commerce
- 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) Commerce as a Social Science in present Curriculum at Secondary and Higher Secondary Level

#### Unit 2: Understanding Commerce Education and Curriculum

- a) Commerce Education in India: History, Meaning and Nature
- b) Aims and Objectives of Commerce Education as per NCF 2005
- c) Values in Teaching of Commerce - Global Citizenship, Entrepreneurship, Sustainable Development

#### Unit 3: Essentials of Teaching Commerce and Curriculum Transaction

- a) Maxims of Teaching Commerce: Particular to General, Known to Unknown, Concrete to Abstract, Analysis to Synthesis, Near to Far
- b) Correlation in Commerce Education: Importance and Types (Intra and Inter - correlation of Commerce with Mathematics, Economics, Language and Geography)
- c) Principles of Commerce Teaching – Flexibility, Activity, Individual Difference, Learner Centeredness & Community Centeredness

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

### Unit 4: Learning Resources

- Commerce Club (Organization, Significance, Activities), Field Visits to Banks, Multinational Companies and Industries (objectives, organization & significance)
- Textbook – Characteristics and Critical analysis
- Use of Online and Offline Resources – Business Documents, Research Reports and Academic Researches

### Unit 5: Methods of Teaching (Meaning, Procedure, Merits and Demerits)

- Research Based Methods: Project, Problem Solving , Case study, Survey
- Classroom Methods: Seminar, Discussion, Cooperative Learning ( Jigsaw, Think-pair-share, Round table)
- Emerging Methods: Constructivist Strategies (7 E's); Blended Learning (Flex model, Rotation model, A La Carte model, Enriched virtual model) concept, procedure and advantages of each

### Unit 6: Professional Development of Teacher

- Multifarious Role and Challenges faced by a Commerce Teacher
- Continuous Professional Development – Meaning, Need and Avenues
- Critical and Higher Order Thinking Based Assessments

## MODULE 3: SESSIONAL ASSESSMENT (2 Credits)

Sr. No.	Particulars	Marks
1	Content Test (1 X 10)	10
2	Task/Assignment/Activity for any 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
	<b>Total</b>	<b>40</b>

### Assignment: Suggested tasks: (Any one)

- Visit to any one of the following: Bank, industry, stock exchange, market or any place of commercial importance and write a report (Planning, Organization, Learning experiences, Reflection)
- Prepare a pedagogical analysis plan for any one selected unit of any one subject of std. XI or XII of Commerce
- Prepare and execute a lesson plan for teaching any topic of any one subject of std. XI or XII of Commerce by using any one of the following: Blended learning approach, constructivist approach
- Study and compare the Commerce education at higher secondary level in India with any other developed country.
- Select any contemporary issue related to the Commerce field and present a paper using the Seminar method.



References:

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- Teaching of Commerce Seema Rao Anmol Publication, New Delhi.
- Methodology of Commerce Education Dr. Umesh, Mr. Ajay RanaTandon Publications - Ludhiana
- Teaching of Commerce Dr. R.P Singh Vinay Rakheja C/o R. Lall Book Depot- Meerut.
- Teaching of Commerce in Our School Lulla B.P, BTTC-BIE Publication, Bombay
- Teaching of Commerce. G.S. Karthik, Sumit Enterprises, New Delhi.
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- Teaching of Commerce.Vinty Monga, Twenty First Century Publications, Patiala.
- Teaching of Commerce.Rainu Gupta, Shipra Publications, Delhi.

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- Blended Learning Models - Reading Horizons  
[www.readinghorizons.com/blended-learning/models](http://www.readinghorizons.com/blended-learning/models)

## Elective Course-1

Course Name: **Pedagogy of School Subject 1: Economics**

Course Code: **EC1 (02)**

Course Credits: **6**

Total Marks: **100**

### Course outcomes-

Student teacher will be able to:

- Demonstrate understanding of the basic concepts associated with academic disciplines
- Demonstrate understanding about place of different disciplines in the school curriculum
- Exhibit an understanding of the meaning and nature of Economics Education
- Demonstrate an understanding of the objectives of Economics teaching
- Gain insight into integration of values in the teaching of Economics
- Establish relationship of Economics with other subjects
- Apply the maxims and principles of Economics teaching
- Utilize various learning resource in Economics teaching
- Implement the various methods of teaching Economics in the classroom
- Draw an insight about qualities, challenges and professional development of a Economics teacher
- Keep abreast of the innovative methods in Economics teaching
- Demonstrate an understanding of NCF 2005 perspectives of Economics as part of social science curriculum in Indian schools.

## SYLLABUS

### MODULE 1: ECONOMICS AS A SOCIAL SCIENCE DISCIPLINE (2 credits)

#### Unit 1: Basics of Academic Disciplines

- a) Meaning of academic disciplines, Relationship between academic disciplines and Economics 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 Humanities and Social Sciences – Economics subject in the present school curriculum.

#### Unit 2: Understanding Economics

- a) Meaning, Importance and Scope of Economics
- b) Objectives of teaching of Economics at Higher Secondary level
- c) Values of teaching Economics- Global citizenship, Entrepreneurship, Consumerism.

#### Unit 3: Learning Resources

- a) Economics Textbook – Characteristics and Critical analysis
- b) Audio visual resources : TV, Radio , Print media: Newspaper , Magazines, ICT in the teaching of Economics- Social networking, Internet (uses, importance)
- c) Economics clubs- Formation, significance and activities.

## Module 2: TRANSACTING ECONOMICS CURRICULUM

(2 credits)

### Unit 4: Essentials of Teaching Economics and Curriculum Transaction

- Maxims of Teaching (-Particular to General, Known to Unknown, Concrete to Abstract, Analysis to synthesis)
- Importance of correlation in Economics Education, Intra and Inter correlation of Economics with Mathematics, Commerce, Language ,History and Geography
- Economics as a part of Social Science Programme in Indian Schools- NCF 2005 perspectives.

### Unit 5: Methods of Teaching (Meaning, Procedure, Merits and Demerits)

- Classroom Methods: Lecture, Seminar, Discussion
- Research Methods: Project, Problem Solving, Case study, Survey
- Innovative methods: Co-operative learning (Jigsaw, Think-pair- share, Round table), Constructivism (5 E).

### Unit 6: The Economics Teacher

- Qualities of an Economics teacher
- Challenges faced by an Economics teacher
- Professional Growth of an economics teacher :Need and Avenues of Continuous Professional Development

## MODULE 3: INTERNAL ASSESSMENT

(2 credits)

Sr. No	Particulars	Marks
1	Content Test	10
2	Task/Assignment/ Activity for each module held in the semester (1X10)	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)

- Visit to any one place of Economical importance (Industry, Bank, Financial institution.) and write a report (Planning, Organization, Learning experiences, Reflection)
- Compare the objectives of teaching economics at secondary and higher secondary level of various boards (SSC, CBSE, ICSE) any one level.
- Prepare and execute a lesson plan to teach by using any one of the following
  - Constructivism
  - Cooperative learning
- Plan for using ICT for teaching any topic from any one selected unit of any one subject of std XI or XII and write reflections on it.

### References

- Aggarwal J.C: Teaching Of Economics, A Practical Approach”, Vinod Pustak Mandir. Agra-
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- Mustafa M, 2005,” Teaching of Economics New Trends and Challenges’ Deep & Deep
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- N.R. Saxena : Teaching of Economics, R Lall Book Depot, Meerut
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- Siddiqui M.H: Teaching of economics, APH Publications Corporation.
- Sindhu H.S.: Teaching of economics, Tandon Publications, Books Market, Ludhiana-141008.
- Yadav Amita, 1999, “Teaching of Economics” Anmol Publications Pvt. Ltd., New Delhi.
- Saxena Mishra Mahonty ( 2004 ) “Teaching of Economics” Surya publication, Meerut

## Elective Course-1

Course Name: **Pedagogy of School Subject 1: English**

Course Code: **EC1 (03)**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

Student-teacher will be able to -

1. Develop understanding of the basic concepts associated with academic disciplines and the place of English in the school curriculum in India.
2. Develop understanding about the fundamentals of English language teaching and learning.
3. Respect diversity and treat all students and colleagues with respect and dignity irrespective of gender, cultural and religious differences through concepts like Multilingualism and Diagnostic Testing and Remedial Teaching.
4. Appreciate the pedagogical bases of language learning so that learner centered methods can be practiced in the classrooms.
5. Apply various pedagogical approaches and techniques in teaching and learning the language.
6. Adapt learning resources to make teaching-learning processes cognitively engaging.
7. Design and implement well structured learning sequences using relevant teaching strategies to develop knowledge, skills and higher order thinking skills in students through the use of various approaches of teaching English.
8. Select and implement teaching strategies using ICT (both online and offline resources) to improve teaching-learning processes.
9. Develop, select and use different assessment strategies to assess student learning as well as acquisition of language skills.
10. Appreciate the significance of Continuous Professional Development for teachers by becoming a lifelong learner.

## SYLLABUS

### MODULE I: 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 in India

**Unit 2: Role of English Language**

- a) Meaning and Nature of Language
- b) Language and Society –Importance of English language in day-to-day life
- c) Language and School – English and Multilingual Classrooms

**Unit 3: Pedagogical Approaches & Techniques**

- a) Constructivist Approach (7E’s), Communicative Approach (concept & procedure) Inductive-Deductive Approach)
- b) Techniques of teaching - Expository Techniques (Narration, Dramatization, Concept Mapping) & Interactive Techniques (Discussion, Questioning, Brainstorming)
- c) Ways of appreciation of Poems

**MODULE II: 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 by an English teacher in Indian classrooms
- b) Continuous Professional Development – Meaning, Need and Avenues
- c) Contribution by personalities – Naom Chomsky, R.K Narayan & William Shakespeare

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

- a) Learning Resources – Online & Offline Resources (Blogs, e-Books, Social Networking Sites, CALL, Library, English Club)
- b) Techniques of Assessments in English - Listening, Speaking, Reading and Writing (including Vocabulary, Grammar & Compositions), Use of ICT (Online and Offline Resources) in Assessment.
- c) Diagnostic Testing and Remedial Teaching

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

<b>Sr. No.</b>	<b>Particulars</b>	<b>Marks</b>
1	Content Test (1 X 10)	10
2	Task/Assignment/Activity for any 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
	<b>Total</b>	<b>40</b>

**Assignments:** Suggested tasks: (Any one)

- a) Do a review and present a paper on any one of R.K Narayan's OR William Shakespeare's novels.
- b) Prepare a lesson plan for teaching any grammar topic (from Std. V to X) using Constructivist Approach of teaching.
- c) Take a few passages from Science, Social Science and Math textbooks of any one class (VI-IX) and analyze the following:
  - How are the different registers of language introduced?
  - Does the language clearly convey the meaning of the topic being discussed?
  - How learner friendly is the language?
  - How technical is the language?
  - How helpful is it in language learning?
- d) Plan and conduct an activity of the English Club and write a detailed report on it.
- e) Prepare a test to assess all the four skills of language acquisition for any class (V – X).
- f) Convert any story into drama/skit form.

**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
- Language Education: Teaching English in India by Nishevita Jayendran, Anusha Ramanathan & Surbhi Nagpal

## Elective Course-1

Course Name: **Pedagogy of School Subject 1: Geography**

Course Code: **EC1 (04)**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

The student will be able to

1. Explain the basic concepts associated with academic disciplines
2. Appreciate the place of different disciplines in the school curriculum
3. Appreciate Geography as a subject.
4. Demonstrate the competencies of essentials of teaching Geography.
5. Compare various approaches of curriculum construction in Geography.
6. Critically evaluate the different types of teaching- learning resources in the teaching of Geography.
7. Use the different methods and techniques of teaching Geography.
8. Respect a Geography teacher.
9. Describe the current trends in the subject.

## SYLLABUS

### MODULE 1: BASICS OF DISCIPLINE, SUBJECT AND CURRICULUM (2 Credits)

#### Unit 1: Basics of Academic Disciplines

- a) Meaning of academic disciplines, Relationship between academic disciplines and Geography
- 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 Humanities and Social Sciences in the present school curriculum.

#### Unit 2: Understanding the Subject and Curriculum

- a) Meaning, Nature and Scope of Geography
- b) Aims of teaching Geography
- c) Geo-literacy:- concept, need and ways to create awareness

#### Unit 3: Essentials of Teaching Geography and Curriculum Construction

- a) Maxims of teaching: - Simple to Complex, Known to Unknown, Concrete to Abstract, and Particular to General.
- b) Correlation with other school subjects:- Languages, History, Science, Mathematics
- c) Approaches of curriculum construction: Concentric, Topical and Regional.

### MODULE 2: TEACHING-LEARNING RESOURCES AND CURRICULUM TRANSACTION (2 Credits)

#### Unit 4: Teaching- Learning Resources & Skills in Geography

- a) Importance and uses: - Textbook, Globe, Atlas, Models, Travelogues, Aerial photographs, Satellite imagery, Maps
- b) E- resources: - Meaning and Significance – GIS, computer based online and offline resources
- c) Skills: Observation, Recording and interpretation of Geographical information, Map reading and interpretation



### Unit 5: Methods of Teaching and Geography Teacher

- a) Methods (Meaning, Procedure, Merits and Demerits): 'A' method, project method, field visit, Co-operative learning techniques (Gallery Walk, Think-pair-share)
- b) Geography teacher: Key competencies, Challenges faced (academic, financial, Physical/infrastructure)
- c) Continuous Professional Development of a Geography teacher: need and ways

### Unit 6: Current Trends in Teaching of Geography

- a) Geography Club (objectives, significance, activities)
- b) Innovative trends in teaching of Geography:- Concept –mapping, Constructivism (5E's)
- c) Diagnostic testing and remedial teaching.

### MODULE 3: SESSIONAL ASSESSMENT (2 Credits)

Sr. No.	Particulars	Marks
1	Content Test (1 X 10) & Task/Assignment/Activity for each module held in the semester (1X10)	20
2	One periodical Class Test held in the given semester	15
3	One Essay test held in the given Semester	5
	<b>Total</b>	<b>40</b>

### Assignment tasks/activities:

Any one of the following tasks:

- a) Prepare a map/sketch of any locality using GIS or space survey based on the distance and direction relationship from your educational institution. Label and mark the physical and man-made features with suitable conventional signs and symbols. Try to analyze the relationship between various aspects that exists in this locality.
- b) Prepare and execute an activity based lesson- plan for Geo-literacy.
- c) Prepare and execute a lesson plan based on Constructivism.
- d) Prepare a plan for a visit to planetarium / museum/nature Park. Visit the place and write a report of this visit.
- e) Find the map of any Place in India, observe the physical & cultural features on the map. Write a report on the same.

### Reference:-

- Arora, K.L., Bhugal Shikshan, Teaching of Geography
- Gopsill G.H., The teaching of Geography
- Macenee E.A. The teaching of Geography
- N.C.E.R.T., Practical Geography
- O.P Varma and E.G. Vedanayaga, Geography Teaching
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- Bapat B.G., Bhugol Adhyayan ani Adhyapan
- Jaiswal Seetaram, Bhugol Shikshan
- Mishr A., Bhugol Shikshan padhhati
- Ponkshe, D.B., Bhugolache adhyapan
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### **Websites:**

- <https://www.nationalgeographic.org/encyclopedia/geographic-information-system-gis/>
- <https://gisgeography.com/what-gis-geographic-information-systems/>
- <https://www.geographyrealm.com/what-skills-does-a-geographer-need/>
- <https://www.nationalgeographic.org/geographic-skills/>
- <https://www.geography.org.uk/Why-and-how-to-teach-geography/Geographical-skills>
- <http://www.ict.mic.ul.ie/geography.html>

## Elective Course-1

Course Name: **Pedagogy of School Subject 1: Hindi**

Course Code: **EC1 (05)**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

विद्यार्थी

1. विद्यालयीन पाठ्यक्रम में हिंदी विषय का महत्त्व स्पष्ट कर पायेगा/गी ।
2. भाषा सृजन के विविध पहलुओं का वर्णन कर पायेगा/गी ।
3. भाषा सृजन के विविध पहलुओं के अध्यापन हेतु विभिन्न विधियों व उपागमों का प्रयोग कर पायेगा/गी ।
4. भाषा का अर्थ और उसकी प्रकृति एवम महत्त्व की प्रशंसा करेगा/गी ।
5. हिंदी अध्यापन में भाषा अध्यापन के उद्देश्य, सिद्धांत, सूत्र एवम सहसम्बन्ध का उपयोग करने की क्षमता दर्शायेगा/गी ।
6. हिंदी भाषा अध्यापन द्वारा मूल्यों और कौशलों को विकसित करने में शिक्षक की भूमिका का चिकित्सात्मक परिक्षण करेगा/गी ।
7. हिंदी भाषा की विभिन्न विधाओं में तुलना कर पायेगा/गी ।
8. हिंदी भाषा की समृद्धि में आधुनिक माध्यमों के योगदान का विश्लेषण कर पायेगा/गी ।

## SYLLABUS

### मॉड्यूल १: हिंदी भाषा अध्यापन सैद्धांतिक परिप्रेक्ष्य (2 Credits)

#### घटक १: शैक्षणिक विषयों के आधार

- अ) शैक्षणिक विषयों का अर्थ एवम विशेषताएं
- ब) राष्ट्रीय शिक्षा नीति २०२० के अनुसार भाषा/ भाषाओं की स्थिति
- क) वर्तमान विद्यालयीन पाठ्यक्रम में हिंदी का स्थान

#### घटक २: हिंदी भाषा की प्रकृति व महत्व

- अ) भाषा का अर्थ, प्रकृति एवम उद्देश्य:- माध्यमिक व उच्च माध्यमिक स्तर पर
- ब) हिंदी भाषा का महत्व (मूल्य संवर्धन के परिप्रेक्ष्य में):- राष्ट्रीय स्तर पर (सामाजिक, बौद्धिक, संवेगात्मक, सांस्कृतिक, चारित्रिक) एवं वैश्विक स्तर पर
- क) भाषा अध्ययन अध्यापन के सामाजिक आधार:- परिवार, विद्यालय, समवयस्क समूह, समुदाय एवं जनसंचार माध्यम

#### घटक ३: हिंदी भाषा के मनोवैज्ञानिक आधार एवं सहसम्बन्ध

- अ) भाषा अध्यापन के सिद्धांत:- अनुकरण, रूचि, अभ्यास, बोलचाल, व्यक्तिगत विभिन्नता
- ब) भाषा अध्यापन के सूत्र:- ज्ञात से अज्ञात, सरल से जटिल, पूर्ण से अंश, मूर्त से अमूर्त, सामान्य से विशिष्ट
- क) भाषा का सहसम्बन्ध:- इतिहास, भूगोल, विज्ञान, अर्थशास्त्र, पर्यावरण, कला (हस्तकला, संगीत एवं नृत्य)

### मॉड्यूल २: हिंदी भाषा सृजन के पहलू एवम कौशल

(2 Credits)

#### घटक ४: भाषा सृजन के विविध पहलू

- अ) गद्य, पद्य, व्याकरण एवम रचना उद्देश्य
- ब) विविध विधाओं का परिचय: जीवनी, संस्मरण, निबंध, रिपोर्टाज, फलक सूचना एवम आत्मकथा, पत्र, संवाद, नाटक, कहानी, विज्ञापन, यात्रा वर्णन,
- क) विधियां व उपागम कथा कथन, चर्चा, नाट्यीकरण, रसास्वादन, आगमन निगमन, खेल, अभिरूप

#### घटक ५: भाषा कौशल

- अ) श्रवण, भाषण, वाचन, लेखन:- महत्त्व  
ब) उपरोक्त कौशल विकसित करने हेतु शिक्षक की भूमिका (दोष एवम निवारण के सन्दर्भ में)  
क) हिंदी अनुवाद का महत्त्व व आवश्यकता

#### घटक ६: भाषा समृद्धि के माध्यम

- अ) संगणक एवम इंटरनेट की आवश्यकता व उपयोग  
ब) वर्तमान पुस्तकालय का योगदान  
क) पाठ्य सहगामी क्रियाएं एवम आयोजन

#### मॉड्यूल ३: सत्रांत मूल्यांकन (2 Credits)

Sr. No.	Particulars	Marks
1	आशय परीक्षा (१ x १०) और कार्य / दत्त कार्य सत्र के प्रत्येक मॉड्यूल से (१x१०)	20
2	सत्र में एक नियत कालीन कक्षा परीक्षा	15
3	सत्र में विषय सम्बन्धी एक निबंध	5
	<b>कुल अंक</b>	<b>40</b>

#### दत्त कार्य / कार्य

निम्न में से कोई एक:

- अ) किन्हीं दस हिंदी अध्यापन शिक्षकों के साथ साक्षात्कार करके वर्तमान समय में हिंदी की स्थिति देखते हुए आने वाली चुनौतियों की जानकारी पर रिपोर्ट तैयार कीजिये।  
ब) हिंदी का सहसमबन्ध पर्यावरण एवम विविध कलाओं (संगीत, नृत्य, हस्तकला) के साथ सोदाहरण स्पष्ट कीजिये।  
क) घटक ४ विविध विधाओं का परिचय से किन्हीं दो विधाओं के अध्यापन हेतु नमूना तैयार कीजिये।  
ड) किसी भी पत्रिका (अंग्रेजी, मराठी, उर्दू) के किसी एक लेख का हिंदी में अनुवाद कीजिये ( सम्पूर्ण सन्दर्भ देना अनिवार्य है)।

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## Elective Course - 1

Course Name: **Pedagogy of School Subject 1: History**

Course Code: **EC1 (06)**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

The student will be able to

1. To explain the basic concepts associated with academic disciplines
2. To examine the place of different disciplines in the school curriculum
3. To describe 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 evaluate the significance of learning resources to teach the subject
7. To demonstrate ability to develop critical thinking through history
8. To demonstrate ability to raise learners' interest
9. To prepare appropriate lesson plans in history and Political science.
10. To justify the need and avenues for professional development.

## SYLLABUS

### 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 the 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, Digital storyboard; Visual:Maps, Models, Timelines; Print Media: Magazines, newspapers, archives (Uses and importance)
- c) Field trips, Museum, Virtual tours

### 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)**

- a) Conventional pedagogy: Story-telling, Lecture-cum-discussion
- b) Contemporary pedagogy: Project-based Learning, Social inquiry, Blended learning, flipped classroom
- c) Cooperative learning pedagogy: Think pair share, Round robin, Buzz

**Unit 6: The History Teacher**

- a) Qualities of a History teacher
- b) Professional growth of a History teacher – Need and Avenues for professional development
- c) 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 (1 X 10) & Task/Assignment/Activity for each module held in the semester (1X10)	20
2	One periodical Class Test held in the given semester	15
3	One Essay test held in the given Semester	5
	<b>Total</b>	<b>40</b>

**Suggested tasks: (Any One)**

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

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- <http://historicalthinking.ca/historical-thinking-concepts>
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## Elective Course-1

Course Name: **Pedagogy of School Subject: Mathematics**

Course Code: **EC1 (07)**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

Students will be able to:

1. understand the basic concepts associated with academic disciplines
2. understand the place of Mathematics in NEP 2020
3. understand the meaning, nature and scope of Mathematics at Middle Stage and Secondary stage as outlined in NEP 2020.
4. understand the aims of teaching Mathematics and objectives in teaching Mathematics across  
a) Middle and Secondary Stage (as outlined in NEP) in the school education and b) the three domains (Cognitive, affective and psychomotor).
5. apply different approaches and methods of teaching mathematics in classroom situations.
6. set up mathematics club in the school and organize its activities.
7. use a mathematics laboratory to develop in students an interest in mathematics.
8. understand the professional competencies, commitments and expectations of mathematics teacher.
9. appreciate the various values of teaching Mathematics and the role of mathematics in day-to-day life
10. realize that mathematics is more than formulas and mechanical procedures
11. appreciate the importance of mathematics laboratory in learning mathematics.
12. apply ICT in Mathematics Education for: a) Teaching-learning b) Assessment

## SYLLABUS

### 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) NEP 2020 and Mathematics Education

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

- a) Meaning, Nature & scope of Mathematics
- b) Aims and Objectives of teaching Mathematics at Middle and Secondary stage (As outlined in NEP 2020) and for the different domains (Cognitive, affective and psychomotor)
- 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

- a) Learner Centered methods --- Inductive Deductive (Teaching Generalizations),  
Analytical Synthetic (Teaching Proofs)
- a) Activity centred methods---- Problem solving,  
Lecture cum Demonstration
- c) Techniques of Teaching Mathematics---Drill and review, Assignment in Mathematics.

#### Unit 5: Learning Resources

- a) Mathematic Laboratory & Mathematic club (objectives, significance)
- b) Textbook – Characteristics and Critical analysis
- c) ICT in Teaching -Learning of Mathematics (Application, Advantages and Limitations)
  - i) GeoGebra, Virtual Manipulatives, Robocompass
  - ii) Symbolab, nzmaths, Coggle
  - iii) ICT for Assessment -Edpuzzle, Socrative

#### Unit 6: Professional Development of Teacher

- a) Competencies of Mathematics teacher
- b) Need and Avenues of Continuous Professional Development
- c) Contribution of mathematicians- Aryabhata, Ramanujan, Euclid, Pythagoras

### MODULE 3: SESSIONAL ASSESSMENT

(2 Credits)

Sr. No.	Particulars	Marks
1.	Content Test (1X10)	10
2.	Task/Assignment for each module held in the semester (1X10)	10
3	One periodical Class Test held in the given semester	15
4	One Essay test held in the given Semester	5
	<b>Total</b>	<b>40</b>

### **Assignment tasks/activities:**

Suggested tasks: (Any One for CPS 2 and Any Two for CPS 4)

- a. Comparative study of place of Mathematics education as recommended by different education commissions post-independence.
- b. For any one selected topic, prepare Pedagogical Analysis Plan.
- c. Critically examine the curriculum construction approach (concentric/topical) used by any education boards (CBSE/SSC/ICSE/IB/IGCSE).
- d. Critically appreciate any one textbook of mathematics.
- e. Conduct one lesson in the math using an ICT resource.
- f. Collect the names of Mathematicians and Prepare a report about their contribution to Mathematics.

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## Elective Course-1

Course Name: **Pedagogy of School Subject: Science**

Course Code: **EC1 (08)**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

Student teacher will be able to:

1. Demonstrate understanding about the basic concepts of academic disciplines and its relationship with subject Science.
2. Exhibit understanding about the meaning and nature of Science by differentiating with concepts of Pseudo-science and Fringe-science.
3. Enumerate the objectives of teaching Science as given by NCF 2005.
4. Appreciate the values of teaching Science.
5. Demonstrate understanding of the approaches to and the methods of teaching Science.
6. Infuse Global Perspectives in Science curriculum.
7. Explore and manage various learning resources in science education.
8. Exhibit understanding of the need and avenues for professional development of a Science teacher.
9. Incorporate Scientific Temper in professional as well as personal life.

## SYLLABUS

### MODULE 1: FUNDAMENTALS OF SCIENCE EDUCATION

(2 Credits)

#### Unit 1: Basics of Academic Disciplines & Science Subject

- 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) Aims and Objectives of teaching science at upper primary, secondary and higher secondary level (NCF 2005)

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

- a) Meaning and Nature of Science (Product & Process), Differentiation of Science from Pseudo-science and Fringe-science
- b) Values of Science in socio-cultural context.
- c) Scientific Temper: Meaning, Characteristics and Importance.

#### 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: SESSIONAL ASSESSMENT****(2 Credits)**

<b>Sr. No.</b>	<b>Particulars</b>	<b>Marks</b>
1	Content Test (1 X 10)	10
2	Task/Assignment for each module held in the semester (1X10)	10
3	One periodical Class Test held in the given semester	15
4	One Essay test held in the given Semester	5
	<b>Total</b>	<b>40</b>

**Assignment tasks/activities:**

Any one of the following tasks:

- a) Develop and Present Learning Resources in Science
- b) Visit any Science institution (Physical/Virtual) 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.

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## **Interdisciplinary Course-2**

Course Name: **Educational Management**

Course Code: **IC2**

Course Credits: **6**

Total Marks: **100**

### **Course Outcomes:**

Student teacher will be able to -

1. Demonstrate an understanding of the concept, functions and principles of Educational Management.
2. Demonstrate commitment to the profession through the study of Organizational Culture, Organizational Climate, Learning Organizations and Positive Approach and Interventions.
3. Demonstrate professional competencies to explore concepts of Quality Management, Change Management and Knowledge Management in changing paradigms for educational institutions and Change Management.
4. Demonstrate core competencies to understand oneself and to critically introspect one's attitudes, thoughts, feelings and behaviour as a Leader.
5. Demonstrate acquaintance with ways of managing people and teams through Human Resource Management, concept of Leadership and Leadership styles; and Leadership Skills
6. Demonstrate an understanding of educational administration wrt Time Table Construction, Staff Meetings and Absenteeism in educational institutions.
7. Demonstrate competencies and actions required to collaborate with professional bodies and institutions in the community to update knowledge and improve practice through an understanding about state, national and international systems of education found in India.
8. Demonstrate competencies and actions required to meet codes of ethics and conduct established by education systems and schools through an understanding of educational administrative setup in India, secondary school code and various governing bodies of education in India.

## **SYLLABUS**

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

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

- a) Educational Management - Meaning, Objectives and Importance
- b) Functions of Management - Planning, Organizing, Staffing, Directing and Controlling (wrt Educational Institution) (Meaning and Importance of each)
- c) Principles of Management by Henry Fayol and Its Application to Educational Management

## **Unit 2: Perspectives in Organizational Behaviour and Management**

- a) Organisational Culture and Organisational Climate (Concept, similarities and differences)
- b) Peter Senge's Model of Learning Organisation (Meaning, Features and Importance)
- c) Positive Approach (Meaning and Need) and Interventions – Future Search, Appreciative Inquiry (Concept and Importance)

## **Unit 3: Augmenting Organizational Capacities for Institutional Growth**

- a) Quality Management: Concept, Process and Indicators
- b) Change Management: Meaning, Need and Process
- c) Knowledge Management: Meaning, Need and David Skyrme's Levers

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

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

- a) Human Resource Management (Meaning, Need and Process)
- b) Leadership (Concept, Functions and Styles – Transformational, Situational, Team)
- c) Leadership Skills (Decision Making, Collaborating, Conflict Management) (Meaning and need for each skill)

### **Unit 5: Educational Administration**

- a) Time Table: Importance, Types and Principles of Timetable Construction
- b) Staff Meeting: Need, Types and Process
- c) Absenteeism – Causes and Measures (Staff and Students)

### **Unit 6: Educational Administration in India**

- a) Educational Administrative set-up in India, Secondary School Code (Importance and Characteristics)
- b) State, National and International Systems of Education in India (Distinguishing Features of SSC, ICSE, CBSE, IB, IGCSE Boards of Education)
- c) Governing Bodies of Education in India – NCERT, MSCERT (Functions)

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

<b>Sr. No.</b>	<b>Particulars</b>	<b>Marks</b>
1	Task/Assignment/Activity for each module held in the semester (2 X 10)	20
2	One periodical Class Test held in the given semester	15
3	One Essay Test held in the given semester	05
	<b>Total</b>	<b>40</b>

**Assignments:** (Any two)

- a) Prepare a report on any school activity, keeping in mind five functions of Management
- b) Critically analyze the time-table of your internship school based on the principles of time-table framing.
- c) 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.
- d) Plan a strategy as a teacher, to think of a crisis situation and prepare a plan of action for the same.
- e) Analyse any one Leadership style and present a report on an eminent personality possessing the Leadership style.
- f) Prepare a hypothetical Action Plan as a leader in taking decisions to solve a problem.
- g) Prepare a questionnaire/rating scale to assess an educational institution as a Learning Organization using Peter Senge's framework.

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- Helga Drummond, Effective Decision Making A Practical Guide for Management, Wheeler Publishing, Skills

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**SYLLABUS FOR**  
**SECOND YEAR**  
**THIRD SEMESTER**

## Core Course-4

Course Name: **Assessment for Learning**

Course Code: **CC4**

Course Credits: **6**

Total Marks: **100**

### **Course Objectives:**

Students will be able to:

1. Analyze the role of assessment in enhancing learning.
2. Elucidate assessment for learning as a constructivist paradigm.
3. Illustrate the revised taxonomy of educational objectives.
4. Write appropriate objectives and specifications for various content in their pedagogies.
5. Critically evaluate the practices of assessment and their selection.
6. Explain the concept and issues related to internal examination and external examination.
7. Analyse the psychosocial concerns of assessment.
8. Use competently diverse methods, tools and techniques of assessment in an array of learning/performance outcomes of diverse learners.
9. Select and use various measures for analysis and interpretation of results and provide feedback using appropriate mechanisms.

## **SYLLABUS**

### **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 of Placement, Formative, Diagnostic and Summative Assessment.

#### **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 Bloom's 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) Implications of Psycho-social concerns of:
- No Detention Policy
  - Competitive Ranking of Schools
  - Online Assessments

**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
  5. Online Tools of Assessment
- 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

**Unit6: 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, Interpretation of Standard Deviation with reference to Normal Probability Curve & Interpretation of Percentile and Percentile Rank.
  - 2) Use of ICT in Reporting & Result Analysis.

**MODULE 3: SESSIONAL ASSESSMENTS**

**(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
	<b>Total</b>	<b>40</b>

### **Tasks & Assignments:**

Any two of the following tasks:

- a) Prepare a Blue print and a test in the school subject opted for. (Compulsory)
- b) Select any topic from your pedagogy and identify the aims addressed through it write the objectives and learning outcomes for the same.
- c) Study and compare the implementation of Continuous Comprehensive Assessments of different school boards.
- d) Critically review educational policies on reforms in assessment.
- e) Comparative study of Assessment of different countries.
- f) Prepare and analyse the results of the test administered test and report its findings.

### **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)
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- Glaser, R., Chudowsky, N., & Pellegrion, J.W. (Eds.). (2001). Knowing what students know: The Science and Design of Educational Assessment National Academies Press.
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- Taiwo, Adediran A. (2004), Fundamentals of Classroom Testing, Vikas Publishing House Pvt. Ltd. New Delhi.

### **Websites:**

- [https://www.researchgate.net/publication/344779346\\_ONLINE\\_ASSESSMENT\\_CHALLENGES\\_AND\\_SOLUTIONS](https://www.researchgate.net/publication/344779346_ONLINE_ASSESSMENT_CHALLENGES_AND_SOLUTIONS)
- <https://www.teachthought.com/technology/26-teacher-tools-to-create-online-assessments/>

## Elective Course-2

Course Name: **Pedagogy of School Subject 2: Commerce**

Course Code: **EC2 (01)**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

Student teacher will be able to -

1. Develop understanding of the basic concepts associated with academic disciplines and the place of Commerce in the curriculum in India.
2. Develop understanding about the fundamentals of Commerce Education.
3. Appreciate the direction provided by aims and objectives in Commerce Education.
4. Integrate values of teaching Commerce subjects into teaching-learning practices.
5. Appreciate the pedagogical bases of teaching and learning so that learner centered methods can be practiced in the classrooms.
6. Adapt various learning resources to make teaching of Commerce a cognitively engaging process.
7. Design and implement well structured learning sequences using relevant teaching strategies to develop knowledge, skills and higher order thinking skills in students.
8. Develop insights about the role, challenges and continuing professional development of a Commerce teacher
9. Develop, select and use different assessment strategies to promote critical and higher order thinking among learners.

## SYLLABUS

### MODULE 1: FUNDAMENTALS OF COMMERCE EDUCATION (2 Credits)

#### Unit 1: Basics of Academic Disciplines

- a) Meaning of Academic Disciplines, Relationship between Academic Disciplines and Commerce
- 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) Commerce as a Social Science in present Curriculum at Secondary and Higher Secondary Level

#### Unit 2: Understanding Commerce Education and Curriculum

- a) Commerce Education in India: History, Meaning and Nature
- b) Aims and Objectives of Commerce Education as per NCF 2005
- c) Values in Teaching of Commerce - Global Citizenship, Entrepreneurship, Sustainable Development

#### Unit 3: Essentials of Teaching Commerce and Curriculum Transaction

- a) Maxims of Teaching Commerce: Particular to General, Known to Unknown, Concrete to Abstract, Analysis to Synthesis, Near to Far
- b) Correlation in Commerce Education: Importance and Types (Intra and Inter - correlation of Commerce with Mathematics, Economics, Language and Geography)
- c) Principles of Commerce Teaching – Flexibility, Activity, Individual Difference, Learner Centeredness & Community Centeredness

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

### Unit 4: Learning Resources

- Commerce Club (Organization, Significance, Activities), Field Visits to Banks, Multinational Companies and Industries (objectives, organization & significance)
- Textbook – Characteristics and Critical analysis
- Use of Online and Offline Resources – Business Documents, Research Reports and Academic Researches

### Unit 5: Methods of Teaching (Meaning, Procedure, Merits and Demerits)

- Research Based Methods: Project, Problem Solving, Case study, Survey
- Classroom Methods: Seminar, Discussion, Cooperative Learning ( Jigsaw, Think-pair- share, Round table)
- Emerging Methods: Constructivist Strategies (7 E's); Blended Learning (Flex model, Rotation model, A La Carte model, Enriched virtual model) concept, procedure and advantages of each

### Unit 6: Professional Development of Teacher

- Multifarious Role and Challenges faced by a Commerce Teacher
- Continuous Professional Development – Meaning, Need and Avenues
- Critical and Higher Order Thinking Based Assessments

## MODULE 3: SESSIONAL ASSESSMENT

(2 Credits)

Sr. No.	Particulars	Marks
1	Task/Assignment/Activity for any module held in the semester (2 X 10)	20
2	One periodical Class Test held in the given semester	15
3	One Essay Test held in the given semester	05
	<b>Total</b>	<b>40</b>

### Assignment: Suggested tasks: (Any two)

- Visit to any one of the following: Bank, industry, stock exchange, market or any place of commercial importance and write a report (Planning, Organization, Learning experiences, Reflection)
- Prepare a pedagogical analysis plan for any one selected unit of any one subject of std XI or XII of Commerce
- Prepare and execute a lesson plan for teaching any topic of any one subject of std XI or XII of Commerce by using any one of the following: Blended learning approach, constructivist approach
- Study and compare the Commerce education at higher secondary level in India with any other developed country.
- Select any contemporary issue related to the Commerce field and present a paper using the Seminar method.

**References:**

- Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt Ltd-New Delhi
- Teaching of Commerce-A Practical Approach J.C Aggarwal Vikas Publishing House Pvt Ltd. - New Delhi
- Method and Techniques of Teaching Commerce Singh M.N Young Man & Co. New Delhi.
- Teaching of Commerce Seema Rao Anmol Publication, New Delhi.
- Methodology of Commerce Education Dr. Umesh, Mr. Ajay RanaTandon Publications - Ludhiana
- Teaching of Commerce Dr. R.P Singh Vinay Rakheja C/o R. Lall Book Depot-Meerut.
- Teaching of Commerce in Our School Lulla B.P, BTTC-BIE Publication, Bombay
- Teaching of Commerce. G.S. Karthik, Sumit Enterprises, New Delhi.
- Commerce Education in the New Millennium, I.V. Trivedi, RBSA Publishers, Jaipur.
- Teaching of Commerce.Vinty Monga, Twenty First Century Publications, Patiala.
- Teaching of Commerce.Rainu Gupta, Shipra Publications, Delhi.

**Websites:**

- Models | Blended Learning Universe [www.blendedlearning.org/models/](http://www.blendedlearning.org/models/)
- Blended Learning Models - Reading Horizons [www.readinghorizons.com/blended-learning/models](http://www.readinghorizons.com/blended-learning/models)



## Elective Course-2

Course Name: **Pedagogy of School Subject 2: Economics**

Course Code: **EC2 (02)**

Course Credits: **6**

Total Marks: **100**

### Course outcomes-

Student teacher will be able to:

- Demonstrate understanding of the basic concepts associated with academic disciplines
- Demonstrate understanding about place of different disciplines in the school curriculum
- Exhibit an understanding of the meaning and nature of Economics Education
- Demonstrate an understanding of the objectives of Economics teaching
- Gain insight into integration of values in the teaching of Economics
- Establish relationship of Economics with other subjects
- Apply the maxims and principles of Economics teaching
- Utilize various learning resource in Economics teaching
- Implement the various methods of teaching Economics in the classroom
- Draw an insight about qualities, challenges and professional development of a Economics teacher
- Keep abreast of the innovative methods in Economics teaching
- Demonstrate an understanding of NCF 2005 perspectives of Economics as part of social science curriculum in Indian schools.

## SYLLABUS

### MODULE 1: ECONOMICS AS A SOCIAL SCIENCE DISCIPLINE (2 credits)

#### Unit 1: Basics of Academic Disciplines

- a) Meaning of academic disciplines, Relationship between academic disciplines and economics 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 Humanities and Social Sciences – Economics subject in the present school curriculum.

#### Unit 2: Understanding Economics

- a) Meaning, Importance and Scope of Economics
- b) Objectives of teaching of Economics at Higher Secondary level
- c) Values of teaching Economics- Global citizenship, Entrepreneurship, Consumerism.

#### Unit 3: Learning Resources

- a) Economics Textbook – Characteristics and Critical analysis
- b) Audio visual resources : TV, Radio , Print media: Newspaper , Magazines, ICT in the teaching of Economics- Social networking, Internet (uses, importance)
- c) Economics clubs- Formation, significance and activities.

## MODULE 2: TRANSACTING ECONOMICS CURRICULUM

(2 credits)

### Unit 4: Essentials of Teaching Economics and Curriculum Transaction

- a) Maxims of Teaching (-Particular to General, Known to Unknown, Concrete to Abstract, Analysis to synthesis)
- b) Importance of correlation in Economics Education, Intra and Inter correlation of Economics with Mathematics, Commerce, Language ,History and Geography
- c) Economics as a part of Social Science Programme in Indian Schools- NCF 2005 perspectives.

### Unit 5: Methods of Teaching (Meaning, Procedure, Merits and Demerits)

- a) Classroom Methods: Lecture, Seminar, Discussion
- b) Research Methods: Project, Problem Solving, Case study, Survey
- c) Innovative methods: Co-operative learning (Jigsaw, Think-pair- share, Round table), Constructivism (5 E).

### Unit 6: The Economics Teacher

- a) Qualities of an Economics teacher
- b) Challenges faced by an Economics teacher
- c) Professional Growth of an economics teacher :Need and Avenues of Continuous Professional Development

## 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

Suggested tasks: (Any One)

- a) Visit to any one place of Economical importance (Industry, Bank, Financial institution.) and write a report (Planning, Organization, Learning experiences, Reflection)
- b) Compare the objectives of teaching economics at secondary and higher secondary level of various boards (SSC, CBSE, ICSE) any one level.
- c) Prepare and execute a lesson plan to teach by using any one of the following
  - a. Constructivism
  - b. Cooperative learning
- d) Plan for using ICT for teaching any topic from any one selected unit of any one subject of std. XI or XII and write reflections on it.

### References

- Aggarwal J.C: Teaching Of Economics, A Practical Approach”, Vinod Pustak Mandir. Agra-
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- Mustafa M, 2005,” Teaching of Economics New Trends and Challenges’ Deep & Deep
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- Natarajan S. 1993, “Introduction to Economics of education”, sterling publications Private Limited.
- Siddiqui M.H: Teaching of economics, APH Publications Corporation.
- Sindhu H.S.: Teaching of economics, Tandon Publications, Books Market, Ludhiana-141008.
- Yadav Amita, 1999, “Teaching of Economics” Anmol Publications Pvt. Ltd., New Delhi.
- Saxena Mishra Mahonty ( 2004 ) “Teaching of Economics” Surya publication, Meerut

## Elective Course-2

Course Name: **Pedagogy of School Subject: English**

Course Code: **EC2 (03)**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

Student-teacher will be able to -

1. Develop understanding of the basic concepts associated with academic disciplines and the place of English in the school curriculum in India.
2. Develop understanding about the fundamentals of English language teaching and learning.
3. Respect diversity and treat all students and colleagues with respect and dignity irrespective of gender, cultural and religious differences through concepts like Multilingualism and Diagnostic Testing and Remedial Teaching.
4. Appreciate the pedagogical bases of language learning so that learner centered methods can be practiced in the classrooms.
5. Apply various pedagogical approaches and techniques in teaching and learning the language.
6. Adapt learning resources to make teaching-learning processes cognitively engaging.
7. Design and implement well structured learning sequences using relevant teaching strategies to develop knowledge, skills and higher order thinking skills in students through the use of various approaches of teaching English.
8. Select and implement teaching strategies using ICT (both online and offline resources) to improve teaching-learning processes.
9. Develop, select and use different assessment strategies to assess student learning as well as acquisition of language skills.
10. Appreciate the significance of Continuous Professional Development for teachers by becoming a lifelong learner.

## SYLLABUS

### MODULE I: 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 in India

## **Unit 2: Role of English Language**

- a) Meaning and Nature of Language
- b) Language and Society –Importance of English language in day-to-day life
- c) Language and School – English and Multilingual Classrooms

## **Unit 3: Pedagogical Approaches & Techniques**

- a) Constructivist Approach (7E's), Communicative Approach (concept & procedure)  
Inductive-Deductive Approach)
- b) Techniques of teaching - Expository Techniques (Narration, Dramatization, Concept Mapping) & Interactive Techniques (Discussion, Questioning, Brainstorming)
- c) Ways of appreciation of Poems

## **MODULE II: 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 by an English teacher in Indian classrooms
- b) Continuous Professional Development – Meaning, Need and Avenues
- c) Contribution by personalities – Naom Chomsky, R.K Narayan & William Shakespeare

### **Unit 6: Learning Resources and Assessment in Language**

- a) Learning Resources – Online & Offline Resources (Blogs, e-Books, Social Networking Sites, CALL, Library, English Club)
- b) Techniques of Assessments in English - Listening, Speaking, Reading and Writing (including Vocabulary, Grammar & Compositions), Use of ICT (Online and Offline Resources) in Assessment.
- c) Diagnostic Testing and Remedial Teaching

## **MODULE 3: SESSIONAL ASSESSMENT**

**(2 Credits)**

<b>Sr. No.</b>	<b>Particulars</b>	<b>Marks</b>
1	Task/Assignment/Activity for any module held in the semester (2 X 10)	20
2	One periodical Class Test held in the given semester	15
3	One Essay Test held in the given semester	05
	<b>Total</b>	<b>40</b>

**Assignments:** Suggested tasks: (Any two)

- a) Do a review and present a paper on any one of R.K Narayan's OR William Shakespeare's novels.
- b) Prepare a lesson plan for teaching any grammar topic (from Std. V to X) using Constructivist Approach of teaching.
- c) Take a few passages from Science, Social Science and Math textbooks of any one class (VI-IX) and analyze the following:
  - How are the different registers of language introduced?
  - Does the language clearly convey the meaning of topic being discussed?
  - How learner friendly is the language?
  - How technical is the language?
  - How helpful is it in language learning?
- d) Plan and conduct an activity of the English Club and write a detailed report on it.
- e) Prepare a test to assess all the four skills of language acquisition for any class (V – X).
- f) Convert any story into drama/skit form.

**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
- Language Education: Teaching English in India by Nishevita Jayendran, Anusha Ramanathan & Surbhi Nagpal

## Elective Course-2

Course Name: **Pedagogy of School Subject 2: Geography**

Course Code: **EC2 (04)**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

The student will be able to

1. Explain the basic concepts associated with academic disciplines
2. Appreciate the place of different disciplines in the school curriculum
3. Appreciate Geography as a subject.
4. Demonstrate the competencies of essentials of teaching Geography.
5. Compare various approaches of curriculum construction in Geography.
6. Critically evaluate the different types of teaching- learning resources in the teaching of Geography.
7. Use the different methods and techniques of teaching Geography.
8. Respect a Geography teacher.
9. Describe the current trends in the subject.

## SYLLABUS

### MODULE 1: BASICS OF DISCIPLINE, SUBJECT AND CURRICULUM (2 Credits)

#### Unit 1: Basics of Academic Disciplines

- a) Meaning of academic disciplines, Relationship between academic disciplines and Geography
- 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 Humanities and Social Sciences in the present school curriculum.

#### Unit 2: Understanding the Subject and Curriculum

- a) Meaning, Nature and Scope of Geography
- b) Aims of teaching Geography
- c) Geo-literacy:- concept, need and ways to create awareness

#### Unit 3: Essentials of Teaching Geography and Curriculum Construction

- a) Maxims of teaching: - Simple to Complex, Known to Unknown, Concrete to Abstract, and Particular to General.
- b) Correlation with other school subjects:- Languages, History, Science, Mathematics
- c) Approaches of curriculum construction: Concentric, Topical and Regional.

**MODULE 2: TEACHING-LEARNING RESOURCES AND CURRICULUM TRANSACTION (2 Credits)**

**Unit 4: Teaching- Learning Resources & Skills in Geography**

- a) Importance and uses: - Textbook, Globe, Atlas, Models, Travelogues, Aerial photographs, Satellite imagery, Maps
- b) E- resources: - Meaning and Significance – GIS, computer based online and offline resources
- c) Skills: Observation, Recording and interpretation of Geographical information, Map reading and interpretation

**Unit 5: Methods of Teaching and Geography Teacher**

- a) Methods (Meaning, Procedure, Merits and Demerits): ‘A’ method, project method, field visit, Co-operative learning techniques (Gallery Walk, Think-pair-share)
- b) Geography teacher: Key competencies, Challenges faced (academic, financial, Physical/infrastructure)
- c) Continuous Professional Development of a Geography teacher: need and ways

**Unit 6: Current Trends in Teaching of Geography**

- a) Geography Club (objectives, significance, activities)
- b) Innovative trends in teaching of Geography:- Concept –mapping, Constructivism (5E’s)
- c) Diagnostic testing and remedial teaching.

**MODULE 3: SESSIONAL 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	5
	<b>Total</b>	<b>40</b>

**Assignment tasks/activities:**

Any two of the following tasks:

- a) Prepare a map/sketch of any locality using GIS or space survey based on the distance and direction relationship from your educational institution. Label and mark the physical and man-made features with suitable conventional signs and symbols. Try to analyze the relationship between various aspects that exists in this locality.
- b) Prepare and execute an activity based lesson- plan for Geo-literacy.
- c) Prepare and execute a lesson plan based on Constructivism.
- d) Prepare a plan for a visit to planetarium / museum/nature Park. Visit the place and write a report of this visit.
- e) Find the map of any Place in India, observe the physical & cultural features on the map. Write a report on the same.



**Reference:-**

- Arora, K.L., Bhugal Shikshan, Teaching of Geography
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- Macenee E.A. The teaching of Geography
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- Bapat B.G., Bhugol Adhyayan ani Adhyapan
- Jaiswal Seetaram, Bhugol Shikshan
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- Ponkshe, D.B., Bhugolache adhyapan
- Sinh, H. Bhugol Shikshan

**Websites:**

- <https://www.nationalgeographic.org/encyclopedia/geographic-information-system-gis/>
- <https://gisgeography.com/what-gis-geographic-information-systems/>
- <https://www.geographyrealm.com/what-skills-does-a-geographer-need/>
- <https://www.nationalgeographic.org/geographic-skills/>
- <https://www.geography.org.uk/Why-and-how-to-teach-geography/Geographical-skills>
- <http://www.ict.mic.ul.ie/geography.html>

## Elective Course-2

Course Name: **Pedagogy of School Subject: Hindi**

Course Code: **EC2 (05)**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

विद्यार्थी

1. विद्यालयीन पाठ्यक्रम में हिंदी विषय का महत्त्व स्पष्ट कर पायेगा/गी ।
2. भाषा सृजन के विविध पहलुओं का वर्णन कर पायेगा/गी ।
3. भाषा सृजन के विविध पहलुओं के अध्यापन हेतु विभिन्न विधियों व उपागमों का प्रयोग कर पायेगा/गी ।
4. भाषा का अर्थ और उसकी प्रकृति एवम महत्त्व की प्रशंसा करेगा/गी ।
5. हिंदी अध्यापन में भाषा अध्यापन के उद्देश्य, सिद्धांत, सूत्र एवम सहसम्बन्ध का उपयोग करने की क्षमता दर्शायेगा/गी ।
6. हिंदी भाषा अध्यापन द्वारा मूल्यों और कौशलों को विकसित करने में शिक्षक की भूमिका का चिकित्सात्मक परिक्षण करेगा/गी ।
7. हिंदी भाषा की विभिन्न विधाओं में तुलना कर पायेगा/गी ।
8. हिंदी भाषा की समृद्धि में आधुनिक माध्यमों के योगदान का विश्लेषण कर पायेगा/गी ।

### SYLLABUS

#### मॉड्यूल १: हिंदी भाषा अध्यापन सैद्धांतिक परिप्रेक्ष्य (2 Credits)

##### घटक १: शैक्षणिक विषयों के आधार

- अ) शैक्षणिक विषयों का अर्थ एवम विशेषताएं
- ब) राष्ट्रीय शिक्षा नीति २०२० के अनुसार भाषा/ भाषाओं की स्थिति
- क) वर्तमान विद्यालयीन पाठ्यक्रम में हिंदी का स्थान

##### घटक २: हिंदी भाषा की प्रकृति व महत्व

- अ) भाषा का अर्थ, प्रकृति एवम उद्देश्य:- माध्यमिक व उच्च माध्यमिक स्तर पर
- ब) हिंदी भाषा का महत्व (मूल्य संवर्धन के परिप्रेक्ष्य में):- राष्ट्रीय स्तर पर (सामाजिक, बौद्धिक, संवेगात्मक, सांस्कृतिक, चारित्रिक) एवं वैश्विक स्तर पर
- क) भाषा अध्ययन अध्यापन के सामाजिक आधार:- परिवार, विद्यालय, समवयस्क समूह, समुदाय एवं जनसंचार माध्यम

##### घटक ३: हिंदी भाषा के मनोवैज्ञानिक आधार एवं सहसम्बन्ध

- अ) भाषा अध्यापन के सिद्धांत:- अनुकरण, रूचि, अभ्यास, बोलचाल, व्यक्तिगत विभिन्नता
- ब) भाषा अध्यापन के सूत्र:- ज्ञात से अज्ञात, सरल से जटिल, पूर्ण से अंश, मूर्त से अमूर्त, सामान्य से विशिष्ट
- ख) भाषा का सहसम्बन्ध:- इतिहास, भूगोल, विज्ञान, अर्थशास्त्र, पर्यावरण, कला (हस्तकला, संगीत एवं नृत्य)

**मॉड्यूल २: हिंदी भाषा सृजन के पहलू एवम कौशल****(2 Credits)****घटक ४: भाषा सृजन के विविध पहलू**

- अ) गद्य, पद्य, व्याकरण एवम रचना उद्देश्य  
ब) विविध विधाओं का परिचय: जीवनी, संस्मरण, निबंध, रिपोर्टाज, फलक सूचना एवम आत्मकथा, पत्र, संवाद, नाटक, कहानी, विज्ञापन, यात्रा वर्णन,  
क) विधियां व उपागम कथा कथन, चर्चा, नाट्यीकरण, रसास्वादन, आगमन निगमन, खेल, अभिरूप

**घटक ५: भाषा कौशल**

- अ) श्रवण, भाषण, वाचन, लेखन:- महत्त्व  
ब) उपरोक्त कौशल विकसित करने हेतु शिक्षक की भूमिका (दोष एवम निवारण के सन्दर्भ में)  
क) हिंदी अनुवाद का महत्त्व व आवश्यकता

**घटक ६: भाषा समृद्धि के माध्यम**

- अ) संगणक एवम इंटरनेट की आवश्यकता व उपयोग  
ब) वर्तमान पुस्तकालय का योगदान  
क) पाठ्य सहगामी क्रियाएं एवम आयोजन

**मॉड्यूल ३: सत्रांत मूल्यांकन (2 Credits)**

Sr. No.	Particulars	Marks
1	कार्य / दत्त कार्य सत्र के प्रत्येक मॉड्यूल से (२x१०)	20
2	सत्र में एक नियत कालीन कक्षा परीक्षा	15
3	सत्र में विषय सम्बन्धी एक निबंध	5
	<b>कुल अंक</b>	<b>40</b>

**दत्त कार्य / कार्य**

निम्न में से कोई दो:

- अ) किन्हीं दस हिंदी अध्यापन शिक्षकों के साथ साक्षात्कार करके वर्तमान समय में हिंदी की स्थिति देखते हुए आने वाली चुनौतियों की जानकारी पर रिपोर्ट तैयार कीजिये।  
ब) हिंदी का सहसमबन्ध पर्यावरण एवम विविध कलाओं (संगीत, नृत्य, हस्तकला) के साथ सोदाहरण स्पष्ट कीजिये।  
क) घटक ४ विविध विधाओं का परिचय से किन्हीं दो विधाओं के अध्यापन हेतु नमूना तैयार कीजिये।  
ड) किसी भी पत्रिका (अंग्रेजी, मराठी, उर्दू) के किसी एक लेख का हिंदी में अनुवाद कीजिये ( सम्पूर्ण सन्दर्भ देना अनिवार्य है)।

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## Elective Course-2

Course Name: **Pedagogy of School Subject: History**

Course Code: **EC2 (06)**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

The student will be able to

1. To explain the basic concepts associated with academic disciplines
2. To examine the place of different disciplines in the school curriculum
3. To describe 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 evaluate the significance of learning resources to teach the subject
7. To demonstrate ability to develop critical thinking through history
8. To demonstrate ability to raise learners' interest
9. To prepare appropriate lesson plans in history and Political science.
10. To justify the need and avenues for professional development.

## SYLLABUS

### 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 the 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, Digital storyboard; Visual:Maps, Models, Timelines; Print Media: Magazines, newspapers, archives (Uses and importance)
- c) Field trips, Museum, Virtual tours

**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)**

- a) Conventional pedagogy: Story-telling, Lecture-cum-discussion
- b) Contemporary pedagogy: Project-based Learning, Social inquiry, Blended learning, flipped classroom
- c) Cooperative learning pedagogy: Think pair share, Round robin, Buzz

**Unit 6: The History Teacher**

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

**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 test held in the given Semester	5
	<b>Total</b>	<b>40</b>

**Suggested tasks: (Any Two)**

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

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- <https://sheg.stanford.edu/historical-thinking-chart>

## Elective Course-2

Course Name: **Pedagogy of School Subject: Mathematics**

Course Code: **EC2 (07)**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

Students will be able to:

- i. understand the basic concepts associated with academic disciplines
- ii. understand the place of Mathematics in NEP 2020
- iii. understand the meaning, nature and scope of Mathematics at Middle Stage and Secondary stage as outlined in NEP 2020.
- iv. understand the aims of teaching Mathematics and objectives in teaching Mathematics across a) Middle and Secondary Stage (as outlined in NEP) in the school education and b) the three domains (Cognitive, affective and psychomotor).
- v. apply different approaches and methods of teaching mathematics in classroom situations.
- vi. set up mathematics club in the school and organize its activities.
- vii. use a mathematics laboratory to develop in students an interest in mathematics.
- viii. understand the professional competencies, commitments and expectations of mathematics teacher.
- ix. appreciate the various values of teaching Mathematics and the role of mathematics in day-to-day life
- x. realize that mathematics is more than formulas and mechanical procedures
- xi. appreciate the importance of mathematics laboratory in learning mathematics.
- xii. apply ICT in Mathematics Education for:
  - a) Teaching-learning
  - b) Assessment

## SYLLABUS

### 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) NEP 2020 and Mathematics Education



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

- a) Meaning, Nature & scope of Mathematics
- b) Aims and Objectives of teaching Mathematics at Middle and Secondary stage (As outlined in NEP 2020) and for the different domains (Cognitive, affective and psychomotor)
- 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

- a) Learner Centered methods --- Inductive Deductive (Teaching Generalizations), Analytical Synthetic (Teaching Proofs)
- b) Activity centred methods---- Problem solving, Lecture cum Demonstration
- c) Techniques of Teaching Mathematics---Drill and review, Assignment in Mathematics.

### Unit 5: Learning Resources

- a) Mathematic Laboratory & Mathematic club (objectives, significance)
- b) Textbook – Characteristics and Critical analysis
- c) ICT in Teaching -Learning of Mathematics (Application, Advantages and Limitations)
  - i) GeoGebra, Virtual Manipulatives, Robocompass
  - ii) Symbolab, nzmaths, Coggle
  - iii) ICT for Assessment -Edpuzzle, Socrative

### Unit 6: Professional Development of Teacher

- a) Competencies of Mathematics teacher
- b) Need and Avenues of Continuous Professional Development
- c) Contribution of mathematicians- Aryabhata, Ramanujan, Euclid, Pythagoras

## MODULE 3: SESSIONAL 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 test held in the given Semester	5
	<b>Total</b>	<b>40</b>

### **Assignment tasks/activities:**

Suggested tasks: (Any Two)

- a. Comparative study of place of Mathematics education as recommended by different education commissions post-independence.
- b. For any one selected topic, prepare Pedagogical Analysis Plan.
- c. Critically examine the curriculum construction approach (concentric/topical) used by any education boards (CBSE/SSC/ICSE/IB/IGCSE).
- d. Critically appreciate any one textbook of mathematics.
- e. Conduct one lesson in the math using an ICT resource.
- f. Collect the names of Mathematicians and Prepare a report about their contribution to Mathematics.

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- <https://blogs.umass.edu/onlinetools/assessment-centered-tools/socrative/>

## Elective Course-2

Course Name: **Pedagogy of School Subject: Science**

Course Code: **EC2 (08)**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

Student teacher will be able to:

1. Demonstrate understanding about the basic concepts of academic disciplines and its relationship with subject Science.
2. Exhibit understanding about the meaning and nature of Science by differentiating with concepts of Pseudo-science and Fringe-science.
3. Enumerate the objectives of teaching Science as given by NCF 2005.
4. Appreciate the values of teaching Science.
5. Demonstrate understanding of the approaches to and the methods of teaching Science.
6. Infuse Global Perspectives in Science curriculum.
7. Explore and manage various learning resources in science education.
8. Exhibit understanding of the need and avenues for professional development of a Science teacher.
9. Incorporate Scientific Temper in professional as well as personal life.

## SYLLABUS

### MODULE 1: FUNDAMENTALS OF SCIENCE EDUCATION

(2 Credits)

#### Unit 1: Basics of Academic Disciplines & Science Subject

- 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) Aims and Objectives of teaching science at upper primary, secondary and higher secondary level (NCF 2005)

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

- a) Meaning and Nature of Science (Product & Process), Differentiation of Science from Pseudo-science and Fringe-science
- b) Values of Science in socio-cultural context.
- c) Scientific Temper: Meaning, Characteristics and Importance.

#### 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**

- Methods of Teaching - Lecture cum demonstration method, Project method, Problem Solving
- Approach: Inducto-deductive Approach
- 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: SESSIONAL 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 test held in the given Semester	5
	<b>Total</b>	<b>40</b>

**Assignment tasks/activities:**

Any two of the following tasks:

- Develop and Present Learning Resources in Science
- Visit any Science institution (Physical/Virtual) 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.
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- Sharma, R. C. (1985). Modern science teaching. New Delhi: Dhanpat Rai & Sons.
- Bhatia & Bhatia 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
- R.C Sharma (2003) Modem Science teaching, Dhanpat Rai Publishing Company.

## Elective Course-2

Course Name: **Peace Education**

Course Code: **EC2 (09)**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

Student teacher will be able to:

- 1) Demonstrate understanding about the concept and types of peace.
- 2) Explore and analyze the constitutional values to underline their importance for social harmony.
- 3) Appreciate the contribution of Mahatma Gandhi and Dalai Lama in Peace Building.
- 4) Demonstrate understanding about the concept and areas of Peace Education.
- 5) Examine the need for Peace education in present context
- 6) Exhibit an understanding about integration of peace education in the curriculum
- 7) Apply the values, attitudes and skills required for Peace Education.
- 8) Explore and analyze the role of teacher, mass media and other social agencies in Peace Education.
- 9) Gain insights into conflict resolution techniques and non-violent activism for peace building
- 10) Demonstrate understanding about the challenges to Peace in multicultural society.
- 11) Examine impact of competition, corporeal punishment on peaceful environment in schools.

## SYLLABUS

### 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 and Indirect violence through peace education (terrorism, wars, riots, discrimination and racism).

## MODULE 2: INTEGRATION OF PEACE EDUCATION IN SCHOOL CURRICULUM

(2 Credits)

### Unit 4: Transacting 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

- Loss of Inner Peace due to psycho-social factors. (stress, performance anxiety, tough competition, socio-economic challenges)
- Addressing challenges to Peace in Multicultural Society.
- Struggles for Peace ( Mother Teresa, Nelson Mandela )

## MODULE 3: SESSIONAL 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 test held in the given Semester	5
	<b>Total</b>	<b>40</b>

### Assignment tasks/activities:

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.
- 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 21st 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



- h) Explore any one historical narrative and write a review on it regarding ways of conflict resolution and peace development
- i) 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.
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- 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**

Course Name: **Language Across Curriculum**

Course Credits: **6**

Course Code: **IC3**

Total Marks: **100**

#### **Course Outcomes:**

The student will be able to

1. State the concept, functions and importance of language across curriculum
2. Critique the state policies on language and education
3. Appreciate the significance of language across curriculum
4. Respect language diversity in the Indian context
5. Explain the theories of language acquisition
6. Exhibit the use of questioning in developing comprehension of subject matter
7. Analyze the various genres of texts available in different content areas.
8. Demonstrate competencies of developing reading and writing skills among school children
9. Appreciate the critical role of the teacher in transacting language across curriculum

### **SYLLABUS**

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

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

- a) Concept, Characteristics and importance of Language in human life
- b) Functions of Language
- c) Language across Curriculum: Concept, evolution & challenges

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

- a) Multilingualism in the Indian Context (Meaning, History & Characteristics)
- b) Socio-linguistics awareness in the Indian classroom (Meaning)
- c) Critiquing State Policies on Language and Education

##### **Unit 3: Language Acquisition Theories**

- a) Environmental - Skinners Theory on Language Acquisition
- b) Biological – Chomsky’s Theory on Language Acquisition
- c) The Deficit Theory

#### **MODULE 2: TRANSACTING LANGUAGE ACROSS DISCIPLINES / CURRICULUM**

**(2 Credits)**

##### **Unit 4: Nature of Classroom Discourse and Oral Language in the Classrooms**

- a) Classroom Discourse, Nature and its Types
- b) Importance of Oral Language in the Classroom
- c) Engaging Learners in Language Learning
  - i. Importance of Questioning and types of Questioning
  - ii. 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) Developing different types of Writing Skills

### Unit 6: Language Across Curriculum

- a) Language for Specific Purpose: Education & Training, Research
- b) Content Based Instruction
  - ~ Language of Mathematics
  - ~ Language of History
  - ~ Language of Science
  - ~ Language of Geography
- c) Learning Resources & ICT for Multilingual Classrooms

### MODULE 3: SESSIONAL ASSESSMENT

(2 Credits)

Sr. No.	Particulars	Marks
1	Task/Assignment for each module held in the semester (2 X 10)	20
2	One periodical Class Test held in the given semester	15
3	One Essay held in the given semester	05
	<b>Total</b>	<b>40</b>

#### Assignments: (Any two)

- 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 teacher's 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 it 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
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- Christie,F.(2005) Classroom Discourse Analysis: A Functional Perspective.
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- Lall. R. (2016). Language across the Curriculum. Vinay Rakheja, Pub. Meerut.
- Ranjana Pandey. (2016). Language across the Curriculum. Bookman, publishers. New Delhi
- Santhos Areekkuzhiyil. (2016). Language Across the Curriculum. Neelkamal, pub. Hyderabad.
- Wallace. (1998). Study skills in English. Cambridge: Cambridge University Press.

#### **Websites**

- [https://www.learner.org/wp-content/uploads/2019/02/The-Learning-Classroom\\_Learning-From-Others.pdf](https://www.learner.org/wp-content/uploads/2019/02/The-Learning-Classroom_Learning-From-Others.pdf)
- [https://ncert.nic.in/pdf/syllabus/Syllabus\\_BEd.pdf](https://ncert.nic.in/pdf/syllabus/Syllabus_BEd.pdf)

**SYLLABUS FOR**  
**SECOND YEAR**  
**FOURTH SEMESTER**

## Core Course-5

Course Name: **Contemporary India and Education**

Course Code: **CC5**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

Student teacher will be able to:

1. Explain the concept of Diversity as it exists in Contemporary Indian society.
2. Elucidate the inequalities in Indian Society and the marginalization of the weaker sections.
3. Examine the role of education in integrating the Diversity of Indian society and promoting societal harmony.
4. Explore the constitutional values related to the aims of education in Indian Democracy for achieving Universal Education based on Social Equity.
5. Critically analyse the contemporary issues and policies and their origin with regard to Education in Indian society.
6. Appreciate the inputs of relevant education commissions in the context of Liberalization, Privatization and Globalization.

## SYLLABUS

### MODULE 1: CONTEMPORARY INDIAN SOCIETY

(2 Credits)

#### Unit 1: Understanding and Addressing Diversity in Indian Society

- a) Conceptual understanding of the terms diversity, stratification and marginalisation in contemporary India.
- b) Issues of Indian society due to linguistic, regional and religious diversity (Causes & Challenges).
- c) Role of Education to promote Linguistic, Regional and Religious harmony.

#### 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

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

### MODULE 3: SESSIONAL 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 test held in the given Semester	5
	<b>Total</b>	<b>40</b>

#### Assignment tasks/activities:

Any two of the following tasks:

- a) Organizing and Conducting Street plays emphasis on the role of education and media in addressing the problem of social exclusion/ inequality.
- b) Critical analysis of an educational film/documentary film based on social issues.
- c) Report on the Educational Challenges of Deprived /Marginalised group of Children
- d) Collaboration with an NGO - Conducting field visits, case studies, and participating in their projects.
- e) Seminar presentation on the impact of emerging trends/policies in Education.
- f) Participation in role play/panel discussion/quiz/any other participatory methodology in the class while dealing with any of the course modules.

#### References:

- Agarwal J.C. (1991). Theory and [practices of education. Vikas publishing house Pvt Ltd. New Delhi.
- Dash B.N. (2002). Teacher and education in the emergeing Indian Society. Vol.2. Neelkamal publication. Hydrabad.
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- Chinara B.(1997). Education and Democracy, APH. New Delhi.
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- Chaube. S.P. (2013). Problems of Indian Education. Shri Vinod Pustak Mandir: Agra

- Singaravelu.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
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- 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



## Elective Course-3

Course Name: **Action Research**

Course Code: **EC3 (01)**

Course Credits: **6**

Total Marks: **100**

### **Course Outcomes:**

Students will be able to:

1. Explain the basics of Action Research
2. Describe the process of Action Research
3. Apply the cycles of Action Research in the teaching-learning process.
4. Realise the importance of validating Action Research at each step.
5. Use the methods of Action Research to the teaching learning process.
6. Select and use appropriate data collection tools for an Action Research.
7. Construct appropriate tools while conducting an Action Research.
8. Prepare a draft of an Action Research Plan.
9. Distinguish between quantitative and qualitative data analysis in Action Research.
10. Critically evaluate an Action Research Report.
11. Analyse the ways of sharing and reflecting Action Research.
12. Develop the spirit of enquiry.

## **SYLLABUS**

### **MODULE 1: FUNDAMENTALS OF ACTION RESEARCH**

**(2 Credits)**

#### **Unit 1: Basics of Action Research**

- a) Meaning, Principles, Characteristics, Benefits and Limitations of Action Research
- b) Difference between Fundamental and Action Research
- c) Action Research for Professional development of teachers:
  - Role of teacher in Action Research,
  - Ethics in Action Research

#### **Unit 2: Action Research- Types, Approaches and Methods**

- a) Types of Action Research
- b) Individual teacher action research and Collaborative action research (Meaning, Rationale, uses and limitations)
- c) Approaches of Action Research: Qualitative and Quantitative (Concept and Need)
- d) Methods of Action Research (Meaning, Purpose, Process and limitations)
  - Experimental and Case Study Method.

#### **Unit 3: Process of Action Research**

- a) Action Research Process
  - Stephen Kemmi's Action Cycle,
  - Kurt Lewin's Force Field Analysis.
- b) Validation of Action research (Concept and types: Self, Peer and Learner
- c) Identification of Problem in Action Research - Locating, Delimiting Problem, Research questions

## **MODULE2: ACTION RESEARCH: TOOLS AND TECHNIQUES, PLAN AND REPORT** (2 Credits)

### **Unit 4: Data Collection- Tools and Techniques**

- a) Tools for Data Collection (Characteristics, uses and limitations)
  - Questionnaire: Open and Close ended
  - Checklists,
  - Rating Scales,
- b) Techniques of Data Collection
  - Interviews – Structured and Unstructured
  - Observation- Participant and Non-Participant
- c) Artifacts:
  - Documents,
  - Records (Student’s journals, logs, audio, video recordings)

### **Unit 5: Planning, Conducting and Reporting Action Research**

- a) Designing the Action Research Plan
  - Research question, need, significance, aims and objectives, research team, research design, schedule and budget.
- b) Analysis of Data:
  - Quantitative: Descriptive Analysis- Percentage, Mean, Correlation and Graphical representation (uses and limitations)
  - Use of Digital Tools for Data Analysis
- c) Qualitative
  - Immersion, reflecting, standing back analyzing; synthesizing; relation to other work; locating reflecting back; returning for more data, presenting, disseminating and sharing.

### **Unit 6: Reporting Action Research**

- a) Features of a good quality Action Research Report
  - Comprehensibility, Authenticity, Truthfulness and Appropriateness.
- b) Sharing and Reflecting - Locally, Action Research Communities, Professional Conferences and print and e-Journals.
- c) Reflection in Action Research

## **MODULE III: SESSIONAL 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 test held in the given Semester	05
	<b>Total</b>	<b>40</b>

### **Assignment Tasks/Activities (Any two of the following tasks):**

- a) Select any classroom problem and prepare a plan of action to resolve the same using any cycle of Action Research.
- b) Make a scrap book depicting TWO case studies related to professional growth of teachers while doing action research.
- c) Prepare a tool for data collection for an action research project of your relevance.

- d) Critically review any action research report for elements of good reporting.
- e) Design an Action Research plan.

### References:

- Crowder, N.A. (1959). Action Research to Improve School Practices. New York: Columbia University.
- NRC, (2001) National Research Council. Mathematics learning study: Center for Education, Division of Behavioural and Social Sciences and Education, Adding it up: Helping children learn mathematics. Edited by J. Kilpatrick et al., Washington, DC: National Academy Press <http://www.edel.edu/pbl>
- Lavin, R.E.(1995). Cooperative Learning: Theory, Research and Practice.(2 nd ed). Michigan: Allyn & Bacon.
- Sharma R. A. (1993). Teacher education, Theory, Practice and Research. Meerut : International Publishing house.
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- Kual, Lokesh (1988). Methodology of Educational Research New Delhi : Vikas Publishing House Pvt. □ Rober, M.W., Travers. An Introduction of Educational Research. New York: The McMillan Company. □ Sukhla, Mehrotra & Mehrotra(1970), Elements of Educational Research : Allied. Publishers Ltd

### Elective Course-3

Course Name: **Environmental Education**

Course Code: **EC3 (02)**

Course Credits: **6**

Total Marks: **100**

#### Course Outcomes:

Student teacher will be able to:

- 1) Demonstrate understanding about the basic concepts of environment and ecology.
- 2) Explore and analyze environmental issues at the global levels.
- 3) Demonstrate understanding about the concept of environmental education, its need and principles.
- 4) Exhibit an understanding of the various approaches of environmental education.
- 5) Gain awareness about the environmental assessment procedures and practices.
- 6) Demonstrate understanding about the concept and need for sustainable development.
- 7) Appreciate the significance of environmentally sustainable practices.
- 8) Gain awareness about the public efforts and government initiatives protecting and conserving environment.

### SYLLABUS

#### **MODULE 1: 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 2: 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) Disaster Management (Meaning, Process & Significance)

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

- a) Movements: Tarun Bharat Sangh, Save Aarey
- b) Projects: Tiger Project, Namami Gange Programme
- c) Laws of Conservation & Protection: Wild-life Protection Act-1972, Environment Protection Act, 1986 and Noise Pollution Act-2000.

### MODULE 3: SESSIONAL 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 test held in the given Semester	5
	<b>Total</b>	<b>40</b>

#### Assignment tasks/activities:

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 or public movement for conserving environment.
- j) Awareness about the Indigenous Technical Knowledge of India and other parts of the world through a Seminar/video presentation.

## References:

- Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.
- Joy, P., & Neal, P. (1994). The handbook of environmental education: London, New Fetter Lane 41
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- Rajpurkar, S. (2012). Sandharaniya Paryavaran Vyavasthapan. Mumbai: Himalaya Publishing House.
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- Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.
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- Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.
- Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.

## **Elective Course-3**

Course Name: **Guidance and Counseling**

Course Code: **EC3 (03)**

Course Credits: **6**

Total Marks: **100**

### **Course Outcomes:**

Student teacher will be able to:

1. Explain the basic concepts in guidance and counselling.
2. Elucidate the online and offline strategies and devices used for guidance.
3. Explain the concept and strategies for career guidance and job satisfaction.
4. Illustrate the process, skills and strategies of counselling.
5. Sensitize the students to the psychological issues faced by adolescents and strategies to help them cope.

## **SYLLABUS**

### **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, Advantages and Limitations)**

- a) Strategies for Guidance - Individual and Group
- b) Testing and Non Testing devices for Guidance -Aptitude, Interest Personality, Case Study, Interview, Checklist
- c) Online Testing devices for Guidance

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

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

### **MODULE 2: FUNDAMENTALS OF COUNSELING (2 Credits)**

#### **Unit 4: Concept of Counseling**

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

#### **Unit 5: Counseling Skills and Intervention**

- a) Skills required for counseling (Rapport Building, Listening, Questioning & Responding)
- b) Approaches of counseling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic (Person Centred Counseling - Carl Roger's)
- c) Counseling for Adolescent Issues – Addiction (Substance abuse & technology induced social networking), Academic Stress.

**Unit 6: Role of Counselor in Contemporary Society**

- a) Teacher as a counselor and promoting positive mental health
- b) Professional ethics of a counselor
- c) Functions, qualities & qualifications of counselor

**MODULE 3: SESSIONAL 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 test held in the given Semester	5
	<b>Total</b>	<b>40</b>

**Assignment tasks/activities:**

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 CroomHekn-London the UNESCO Press-Paris. London
- Rao, Narayana. Counselling Guidance Tata Mc GrawHill . 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

Course Name: **Creating an Inclusive School**

Course Code: **IC4**

Course Credits: **6**

Total Marks: **100**

### Course Outcomes:

The student will be able to

1. Explain the key concepts of diversity, disability and inclusion;
2. Critically evaluate the models of inclusion
3. Describe the diverse learners in terms of abilities, classification and characteristics
4. Analyse the different policies with reference to inclusion
5. Demonstrate the curriculum and assessment adaptations for inclusive classrooms.
6. Describe the role of general teachers, resource teachers and NGOs for inclusive classrooms.
7. Apply ICT tools to make schools and classrooms more inclusive for all learners.

## SYLLABUS

### 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, UNCRPD, 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 2016, Right to Education Act, 2009, NEP 2020.
- 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) Universal Design for Learning (UDL)
- c) Individualised Educational Plan: Concept, steps and significance.

**Unit 5: Inclusion in Classrooms**

- a) Barriers and Facilitators of Inclusion: Attitudinal, Social and Infrastructural.
- b) Use of ICT in Inclusive classrooms.
- c) Alternative means for assessment and evaluation in an inclusive classroom.

**Unit 6: Functionaries in Inclusive Settings**

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

**MODULE 3: SESSIONAL 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 test held in the given Semester	5
	<b>Total</b>	<b>40</b>

**Assignment tasks/activities:**

Any two of the following tasks:

- a) Case study of a Learner with Special needs
- b) Making a Report of Visit to a resource room
- c) Interviewing a teacher working in a mainstream school promoting inclusion.
- d) Prepare a scrap book showing different ICT technologies to cater to needs of children with special needs. (Pictures and Information).
- e) 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)

**Reference:**

- 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.
- Deshprabhu, 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/nie/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-princ>
- [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- <https://inclusive.tki.org.nz/guides/universal-design-for-learning/>
- <https://www.readingrockets.org/article/universal-design-learning-udl-what-you-need-know>

## Ability Course-2

Course Name: **Reading and Reflecting on Texts**

Course Code: **AB2**

Course Credits: **3**

Total Marks: **50**

### Course Outcomes:

Student teacher will be able to -

1. Infuse in student teachers the penchant for reading and writing.
2. Instill and promote the skill of reading and writing.
3. Appreciate texts from diverse fields.
4. Develop understanding of the various comprehension skills.
5. Examine socio-cultural diversity while reading texts.
6. Interact with texts individually and in groups.
7. Develop reflective reading and writing skills
8. Apply meta cognition to generate critical/analytical responses on texts.
9. Maintain reflective journals
10. Develop the skill of reviewing a book
11. Recreate texts with different perspectives and interpretation
12. Develop awareness of self through analysis of connection of self with text

## SYLLABUS

### MODULE 1: REVISITING READING

(1 Credit)

#### Unit 1: Diversity of Text – Meaning, Significance and Reflection

- a) Understanding Diverse Text Forms - Expository, Narrative, Persuasive, Scientific, Technical, Documentaries and Historical
- b) Reading of Academic Texts – Textbooks, Academic Journals, Policies 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

#### Unit 2: Reading for Understanding – Strategies and Steps of Reading

- a) Davis' Nine Component Skills of Comprehension.
- b) Meta Cognitive Awareness of Reading Processes and Strategies for Meaning Making
- 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) Read any academic paper and write your reflections on it wrt the intent of the author, the idea proposed and the influence of individual diversity of the author on the paper. **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) Pick any text from your subject and make a list of metacognitive questions/strategies to use in the three stages of reading for enhanced comprehension and reflections.
- 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 Thapan’s ‘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 Rousseau's 'Emile', Dewey's writings, Plato's 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 Durrell- Penguin- 2012
- Summerhill: A Radical Approach to Child Rearing – A.S. Neil

#### **Weblinks:**

- <http://www.tandfonline.com/doi/abs/10.1080>
- <http://literacyonline.tki.org.nz/Literacy-Online/Teacher>
- <http://mrsbrogley.com/blog>
- <https://prezi.com/erhgpaokpps/copy-of-chapter-5-mentor-texts/>
- [http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S0123-34322011000200001](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-34322011000200001)
- <https://courses.lumenlearning.com/suny-basicreadingwriting/chapter/outcome-types-of-writing/>

#### **Reflective Journal Rubric**

- [http://hrsbstaff.ednet.ns.ca/twatson/reading\\_journal\\_rubric.ht](http://hrsbstaff.ednet.ns.ca/twatson/reading_journal_rubric.ht)<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.ht](http://classiclit.about.com/od/forstudents/ht/aa_readinglog.ht)
- 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>
- 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)