

UNIVERSITY OF MUMBAI
No. UG/71 of 2015-16

CIRCULAR:-

The Head, University Department of Education and the Principals of the affiliated Colleges in Education are hereby informed that the recommendation made by the Faculty of Arts at its meeting held on 5th March 2015 has been accepted by the Academic Council at its meeting held on 29th May, 2015 vide item No. 4.50 and subsequently approved by the Management Council at its meeting held on 27th June, 2015 vide item No.05 and that in accordance therewith, in exercise of the powers conferred upon the Management Council under Section 54 (1) and 55 (1) of the Maharashtra Universities Act, 1994 and the Ordinances 6197 and 6198 and Regulation 8909 & 8910 relating to the Credit Based Semester and Grading System for the Two Years Degree Course of Bachelor of Education (B .Ed) has been introduced, which is available on the University's web site (www.mu.ac.in) and that the same has been brought into force with effect from the academic year 2015-16.

MUMBAI – 400 032
8th September, 2015

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REGISTRAR

To,

The Head, University Department of Education and the Principals of the affiliated Colleges in Education.

A.C/4.50/29.05.2015
M.C/05/27.06.2015

No. UG/ 71-A of 2015

MUMBAI-400 032

8th September, 2015

Copy forwarded with Compliments for information to:-

- 1) The Dean, faculty of Arts,
- 2) The Director, Board of College and University Development,
- 3) The Co-Ordinator, University Computerization Centre,
- 4) The Controller of Examinations.

3/9/15
REGISTRAR

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Two Year B.Ed. Revised Syllabus 2015-16 Onwards

It was the decision of UGC for introducing the semester and choice based credit system in all the central, state and deemed universities and institutions of higher learning in the country under the Eleventh Five Year Plan. (D. O. No. F.1-2/2008-XI Plan dated January 31, 2008 from the Chairman, UGC).

The decision of implementation of Credit and Grade point system was taken on 10th June, 2010 and subsequently the Management Council gave the concurrence at its meeting held on 18th July, 2010 after suggesting minor changes with the help of Deans of the concerned faculties and resolved to implement it from the Academic year 2011-12.

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 use 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'. (Student's) One (01) credit is fifteen (15) learning hours.

Credits once gained cannot be lost.

The definitions of the key terms used in the Credit based Semester and Grading System are as follows :

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 corresponds to the word 'subject' used in many **universities**. A course is essentially a constituent of a 'program' may be conceived of as a composite of several learning topics taken from a certain level. All the learning topics included in a course must necessarily have academic coherence that is there must be a common thread linking the various components of a course. A number of linked courses considered together are in practice, a 'program'.

Credit Point: Credit point refers to the 'work load' 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/counseling 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 2 to 8 Credits where in one credit is construed as corresponding to 15 hours.

ORDINANCES AND REGULATIONS

RELATING TO THE DEGREE OF THE BACHELOR OF EDUCATION Two Year B. Ed Programme from the academic year 2015-16

O.6197 Title: Bachelor of Education (B. Ed.)

Duration: Two academic years as **Credit Based Grading System** comprising of Four semesters.

The B. Ed programme shall be of duration of **TWO** academic years, which can be completed in a maximum of three years from the date of admission to the programme.

O.6198 Eligibility: Following candidates are eligible for admission:

- a) Candidates with at least 50 % marks either in the Bachelor Degree(three year program) in B.A, B.Sc or 50% (49.50-49.99%) in post graduation and for the reserved category (ST,SC,OBC,VJNT 1,2,3) 45% (44.50-44.99%) will be eligible. For B.Com, Management, Engineering, Computer Science, Technology, Agriculture, BBI, Pharmacy, Law, Fine art 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.

O._____

A Candidate for the admission to degree of education (B.Ed.) must fulfill 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 student teachers shall have to be 80 % for all course work and practicum, and 90 % for school internship.
- (c) Completed the Practicum and Internal Assessment assignments of each Theory paper of each semester as certified by the Principal of the Institution in which the candidate is studying.

R.8909 The Internal Assessment comprises of : -

FIRST SEMESTER (All activities should be systematically documented and maintained for the purpose of internal assessment)

Presentation of a book review of educational significance (report to be submitted by the student)

Participation in Community work in collaboration with schools/ NGO's (for a period of 1 week)

Participation in Co-curricular Activities in college

Content test in School Subject opted for

Assignments, Class Test and Essays in each Theory Course.

Detailed documentation on Reading and Reflecting on texts.

SECOND SEMESTER (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 4 weeks

- Critical analysis of lesson observations:

- Shadowing of subject teacher in the School Subject opted for (minimum 10 lessons) to be observed and recorded in the opted pedagogy 1

- Observation of lessons of peers (Minimum 10) lessons to be observed and recorded in any pedagogy

- Observing the school activities over a period of one week. Participation in Co-curricular Activities in college

Critical Analysis of an Educational Film

Assignments, Class Test and Essays in each Theory Course

Detailed documentation on Drama and Art in Education.

THIRD SEMESTER (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 10 weeks

During Internship teaching not less than 26 lessons in the opted subject pedagogy distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College. In addition the candidate will have to carry out:

- 2 theme based lessons in the above school/ college.
- 4 co-teaching lessons with school teachers
- Maintain Reflective Journal with reference to internship program.
- Report on Records maintained in the school.
- Prepare a Blue print and administrate a test in the school pedagogy opted for.

Literacy/ awareness programs (related to Environment, Population, Health and hygiene, Sociological issues, Financial Literacy, well being, etc) and report the same.

Class Test and Essays in each Theory Course

Detailed documentation on ICT in Education

FOURTH SEMESTER (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 6 weeks

During Internship, 8 Co-teaching lessons with peers

- Maintain Reflective journal
- Develop learning resources for the school
- Prepare an Anecdotal Record of a school student.
- Organization of Co- curricular activities in school (cultural events, sports, educational game, cultural competitions, etc)

Conduct a School based Action Research

Class Test and Essays in each Theory Course

Detailed documentation on Understanding the Self

- d) Should have successfully passed the Theory component of the course in accordance with the University guidelines.

The structure of the B.Ed course for both the years will comprise of :

Part A: Theory component

Part B: Practicum component

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

In Semester III each student is required to opt for any one of the following from Curriculum or Pedagogic Study as an Optional Course as listed below

For Pedagogy courses students should opt for another pedagogy which they must have studied at least one paper at their graduation/ Post graduation.

- i. Action Research
- ii. Environmental Education
- iii. Guidance and Counseling
- iv. Peace Education
- v. English
- vi. Hindi
- vii. Marathi
- viii. Urdu
- ix. History
- x. Geography
- xi. Commerce
- xii. Economics
- xiii. Science
- xiv. Mathematics

R.8910 Examination Scheme

The External examination of Part A Theory Components will be semester end examination and the Internal assessment of Semester wise Part B Practicum as well as that of Part A Theory Component will be submitted at the end of each semester.

The aggregate of marks obtained in each year **for Theory cum Practicum (i.e. Part A & Part B)** shall be converted into Grades as given in the scheme **R4257**.

The marks obtained by a student in a course shall be indicated by a grade point and a letter

grade as follows :

% of marks obtained by the Student	Grade points	Letter grade
70-100	7	O
60-69.99	6	A
55-59.99	5	B
50-54.99	4	C
45-49.99	3	D
40-44.99	2	E
0-39.99	1	F (Fail)

The Principal shall forward to the University the Semester wise original marks awarded to every candidate in the Internal assessment of Part B Practicum and Part A Theory Component as per the format provided by the university at the Semester end which will be scrutinized by the Coordination Committee appointed as under **0.5177**

For the purpose of co-ordination of Internal Assessment in **Part A & Part B** there shall be a Coordination Committee consisting of:

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

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

ATKT (Allowed to Keep Term)

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

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

- 1. Internal assessment** by way of continuous evaluation of the course areas of Practicum and Theory (Part A and Part B) as envisaged in the credit based system by way of participation of students in various Internal Assessment work 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 Component**' (Part A), will be permitted at his/her option to carry forward the 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'** (Part A) but has not completed **or 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.
 - iii A candidate who fails in '**Theory**' (Part A) and fails in '**Practicum**' (and Part B), will be required to put in 50% attendance in the subsequent year at the College from which he appeared for the University Examination and completes the work of '**Practicum**' (Part B) in which he /she has failed and reappears in the theory course of '**Theory**'(Part A).

Note: If a candidate gets less than 2 grade points in either Semester – I or Semester – II, he/she will be declared 'Fail' in spite of the total grade being 4 or more for that year. If a candidate gets less than 2 grade points in either Semester – III or Semester – IV, he/she will be declared 'Fail' in spite of the total grade being 4 or more for that year.

Duration of the examination (Theory) – Written exam will be of Two and a half Hours duration for 70 marks for the given Question Paper Pattern.

For core courses out of 9 questions answer any 5 and question 9 is compulsory which is short notes (any 4)

For courses with sections the pattern will be such that in each section attempt any three from five questions and a question on short notes (any 1) which is compulsory.

FRAMEWORK FOR B.ED. TWO YEARS COURSE

SEMESTER I

Course	Subject	Inst.hrs	Credits	Internal	Externa	Total
1	Childhood And Growing Up	60	4	30	70	100
2	Contemporary India And Education	60	4	30	70	100
3 Section I	Pedagogy Of School Subject I*	30	2	15	35	50
3 Section II	Understanding Disciplines And School Subjects	30	2	15	35	50
EPC -1	Reading & Reflecting On Texts	30	2	50	-	50
	TOTAL	210	14	140	210	350

SEMESTER I- PRACTICUM

Sr.no	Title	Marks	Credits
1	Book review	10	2
2	Community work	20	
3	Participation in Co curricular activities in college	15	
4	Content test (1x25)	25	1
5	Class Test (20x3) & Essay (5x4)	80	3
	TOTAL	150	6

FRAMEWORK FOR B.ED. TWO YEARS COURSE

SEMESTER II

Course	Subject	Inst.hrs	Credits	Internal	External	Total
4	Knowledge And Curriculum	60	4	30	70	100
5	Learning And Teaching	60	4	30	70	100
6	Assessment For Learning	60	4	30	70	100
EPC -2	Drama And Art In Education	30	2	50	-	50
	TOTAL	210	14	140	210	350

SEMESTER II- PRACTICUM

Sr.no	Title	Marks	Credits
1	Shadowing of subject teacher and observing minimum 10 lessons in Pedagogy I (Two weeks)	20	2
2	Observation of school activities (for one week)	15	
3	Observation of lessons given by Peers (minimum 10 lessons)	15	
4	Participation in Co curricular activities in college	15	1
5	Critical analysis of an educational film	10	
6	Class Test (20x3) & Essay (5x3)	75	3
	TOTAL	150	6

FRAMEWORK FOR B.ED. TWO YEARS COURSE

SEMESTER III

Course	Subject	Inst.hrs	Credits	Internal	External	Total
7 Section I	Pedagogy Of School Subject I*	30	2	15	35	50
7 Section II	Optional Course**	30	2	15	35	50
EPC - 3	Critical Understanding Of ICT	30	2	50	-	50
	TOTAL	90	6	80	70	150

SEMESTER III- PRACTICUM

Sr.no	Title	Marks	Credits
1	Lessons (26x10)	260	12
	Theme based learning (2x10)	20	
	Co teaching lessons with school teachers (3x10)	30	
	Report on records maintained in the school	10	3
	Blue print and administration of test	15	
	Reflective Journal on internship activities.	20	
2	Literacy Awareness program in the Community	15	
3	Class Test (20x1) and Essay (5x2)	30	1
	Total	400	16

FRAMEWORK FOR B.ED. TWO YEARS COURSE

SEMESTER IV

Course	Subject	Inst.hrs	Credits	Internal	External	Total
8	Educational Management	30	2	15	35	50
8	Creating An Inclusive	30	2	15	35	50
9 Section I	Gender School And Society	30	2	15	35	50
9 Section II	Language across the curriculum	30	2	15	35	50
EPC -4	Understanding The Self	30	2	50	-	50
	Total	150	10	110	140	250

SEMESTER IV- PRACTICUM

SR.NO	TITLE	MARKS	CREDITS
1.	Co-teaching with peers (8x10)	80	3
	Developing learning resources	10	
	Anecdotal record/interviewing a school student	10	
	Organizing co curricular activities in school	10	
	Reflective Journal on internship activities.	20	
2.	School based Action Research	25	1
3	Class Test (20x2) & Essay (5x4)	60	2
	Total	215	8

For 30 marks internal assessment student teacher has to complete 2 Assignments from the Assignments given in the respective courses and for 15 marks Internal assessment student teacher has to complete 1 Assignment from the Assignments given in each section.

Semester 1

Course Name: Course 1

Subject: -CHILDHOOD AND GROWING UP

Total Credits: 4

Total Hours: 60 hours (72 lectures of 50 minutes duration)

Total Marks: 100 (Internal = 30marks, External = 70marks)

OBJECTIVES:

1. To develop an understanding of the Principles of development.
2. To develop an understanding of the concept of development within a pluralistic society.
3. To develop an appreciation of the child development in socio-cultural context.
4. To apply the knowledge of the methods and approaches of child development.
5. To examine the theoretical perspectives of child development.
6. To develop an appreciation towards the life sketch of great psychologist
7. To develop an understanding of the growing up in a pluralistic society.
8. To analyse the Issues and Implications of changing family structure and parenting on growing up in a pluralistic society.
9. To develop an understanding of looking at one's own self, feeling and emotion.
10. To reflect on how we relate to the world through emotions.
11. To examine the factors responsible for establishing Identity in a Real World.

Module 1. Principles of Development

Unit 1: Growth and Development of a Child

- A. Meaning of growth and Development and its difference.
- B. Stages of growth and development (Early childhood, Later childhood and Adolescence)
- C. Role of school in growth and development of a child.

Task/Assignment: Case study of any school, which has a positive impact on the overall growth and development of its students.

Unit 2: Process of Development

- A. Genetic background and Development.
- B. Trends in development (Developmental direction, Differentiation and integration and Cumulative influence)
- C. Maturation and Learning.

Task/Assignment: Prepare a report of three research studies, results of which suggest that genetic factors make a considerable contribution to individual's development and behaviour.

Module 2. Fundamentals of Development

Unit 3: Context of Development:

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

Task/Assignment: Select any one socio –cultural context in India and write a 1000 words essay on their parenting styles, or make a scrap book to depict child development in any one tribal community in India.

Unit 4: Methods and Approaches of studying child development

- A. Methods: Observation (Participatory and Non- participatory) and Clinical.
- B. Approaches: Cross sectional, Cross cultural, Longitudinal.
- C. Merits and Limitations of the above Methods and Approaches.

Task/Assignment: Observe an adolescent and conduct a case study on his overall development.

Module 3. Perspectives of development in Psycho-Social context

Unit 5: Theoretical Perspectives

- A. Social Cognition: The social formation of the mind-Vygotsky
- B. Ecological systems: UrinBronfenbrenner
- C. Constructivist: Piaget’s theory of cognitive development
- D. Moral: Kohlberg’s Theory of Moral Development

Task/Assignment: Present the Biography of any one psychologist using any creative technique.

Unit 6: Growing up in a Pluralistic context

- A. Childhood and growing up in the context of-
 - 1) Marginalization,
 - 2) Diversity
 - 3) Stereotyping
- B. Issues and Implications of changing family structure and parenting on growing up with respect to-
 - 1) Attachment and bonding,
 - 2) Experiences of trauma in childhood (child abuse, violence, death of a parent)
- C. Interventions for Life skills in the areas of –coping with stress, communication and interpersonal skills

Task/Assignment: Prepare a programme for life skill intervention for any one issues mentioned above.

Module 4. Development of Identity

Unit 7: 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

Task/Assignment: Prepare a reflective Journal on one’s own self.

Unit 8. Establishing Identity in a Real World

- A. Influence of Media: (Depiction of children, and men and women in television and cinema, social networking)
- B. Peer relations: competitions, cooperation and peer pressure
- C. Role of teacher in establishing identity with respect to media and peer relations.

Task/Assignment: Review a film related to any of the above mentioned issues and submit a report.

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-

Course Name: Course 2

Subject:- Contemporary India and Education

Total Credits: 4

Total Hours: 60 hours (72 lectures of 50 minutes duration)

Total Marks: 100 (Internal = 30marks, External = 70marks)

OBJECTIVES

1. To enable the student teachers to understand the concept of Diversity as it exists in Contemporary Indian society
2. To enable student teachers to understand the inequalities in Indian Society and the marginalization of the weaker sections
3. To enable student teachers to understand the implications for education in coping with Diversity and Inequality to achieve universal Education in Indian society
4. To enable student teachers to critically understand the constitutional values related to the aims of education in a Democracy
5. To acquaint student teachers with contemporary issues and policies and their origin with regard to Education in Indian society
6. To acquaint students with the relevant education commissions and their impact on educational aims, curriculum and pedagogy in the context of liberalization and globalization
7. To acquaint student teachers with educational practices and significant case studies that highlight educational efforts to bring about Equality .

Module 1: Contemporary Indian Society

Unit 1. Understanding and Addressing Diversity in Indian society: Nature, Challenges and Role of Education

- a. Linguistic Diversity
- b. Regional Diversity
- c. Religious Diversity

Unit 2. Inequality and Marginalization:

- a. Stratification of Indian Society with reference to Caste, Class, Gender Region (Rural –urban disparity
- b. Role of Education in addressing the needs of Marginalized groups in Indian society: Sc/ST/OBC/EBC/NT, Women, Rural and remote region
- c. Constitutional provisions to promote equity through education:

Module 2: Indian Constitution and Policy frame work for Education

Unit 3 - Constitutional Values & Aims of education

- a) Preamble of the constitution
- b) Fundamental Rights and Duties
- c) Directive principles of State Policy

(Implications of the above with respect to aims of education- Justice, Liberty Equality & Fraternity)

Unit 4- Policy Frame work for Public Education

- a) Right to Education, tracing origin from Naiee Talim
- b) Sarva Shiksha Abhiyan
- c) Rashtriya Madhyamik Shiksha

(With respect to enrolling & retaining hitherto marginalized children; the role and agency of teachers in the context of universal & inclusive education)

Module 3- Trends in Education

Unit 5- Education Commission & Recommendations

- a) Indian Education Commission -1964- 66
- b) National Policy of Education - 1986
- c) Rammurthy Review

Committee1992 Unit 6- Emerging Trends

- a) Tracing Colonial Education (1835- 1947)
- b) Globalization, Liberalization& Privatization - Implications for Education
- c) Open & Distance Learning –Concept & Characteristics

Suggested Activities:

Collaboration with an NGO ---workingConducting for field visits, case studies, and participating in their projects.

Organizing and Conducting street plays emphasis on role of education and media in addressing the problem of social exclusion

Conducting Action Research projects on such as migrant workers, drop-outs, child labourers,

Exposure to Educational Films, Documentaries, Slide shows on Social Exclusion

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15. Education in India – Colonial India --- Article science.jrank.org/pages/9087/Education-in-India-Colonial-India.html
16. Education commissions and committees in retrospect---Article <http://www.teindia.nic.in/mhrd/50yrsedu/g/W/16/OW160301.htm>
17. The Education Commission and After: J.P Naik, APH Publishing Corporation , New Delhi, 1997
18. Paper :Effects of globalisation on education and culture ;S. Chinnammai ICDE international conference November 2005, New Delhi http://guidedresearchwriting.pbworks.com/w/file/53952209/ImactofGlobalization_EdandCulture.pdf
19. Globalization: Impact on Education ---Article by Satish Tandon, September 2005 <http://www.satishtandon.com/globaledu.html>
20. The Future Of Distance Learning Ramesh Chandra Kalpaz Publications 2005 ISBN 978817835236

Course Name: Course 3 section 1(Pedagogy of School Subject)

Subject:-MARATHI

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

ji_YTo :

marazl BaaYaocao sva\$ p va mah%va samajaNyaasa madt krNao.

marazl BaaYaocal va AQyaapnaacyaa ji_YTaMcao]pyaaojana krNyaasa madt krNao.

marazl BaaYaocyaa ivaivaQa AQyaapna pQdtiMcao Aaklana haoNyaasa madt krNao.

marazl BaaYaocaa AQyayana AQyaapna ivaYayak dRiYTkaona ivakikat haoNyaasa madt krNao.

marazl BaaYaocal ivaivaQa kaOSalya ivakikat haoNyaasa madt krNao.

maa^DyaUla : 01 marazl BaaYaocao sva\$ pÉ mah%va va jidYTo

- GaTk : 1 marazl BaaYaocao sva\$ p va mah%va
 A¥ marazl BaaYaocao maanaval jalvanaatlla va Saalaoya
 AByaasak`maatlla mah%va
 ba ¥ maaQyaimak va]ccamaaQyaimak stravarlla p`cailat
 AByaasak`maacaa pircaya
 k ¥ Amarazl BaaiYak ivadyaaqyaa-Mcyaa jalvanaat marazlcyya
 AQyaapnaacoo sqaana
- GaTk : 2 marazl BaaYaocal va AQyaapnaacal]idYTo
 A¥ maharaYT/atlla maaQyaimak va]cca maaQyaimak stravarlla
 p`cailat AByaasak`maacal]i_YTo 3p`qama va iWtlya BaaYaa str`
 ba ¥ marazl BaaYaa AQyaapnaacal BaaiYak va vaaD\Ámayalna]i_YTo
 k ¥ vaga- AQyaapnaacal]i_YTo va spYTIkrNao
- maa^DyaUla : 02 marazl BaaYaa AQyaapna pQdtl va AQyaapnaivaYayak
 dRYTIkaona GaTk : 3 ~~marazl BaaYaa AQyaapna pQdtl~~
~~A¥ gadya AQyaapna pQdtl payayaaÊmah%va³vyaa#yaanaÊ~~
~~kqaakqanaÊ naaTyalkrNa`~~
~~ba ¥ pdya AQyaapna pQdtl payayaaÊ mah%va 3rsaga`hNaÊcacia- pQdtl`~~
~~k¥ vyaakrNa AQyaapna pQdtl payayaaÊ mah%va 3]d\gaamal-~~
~~AvagaamalÊik`Dna pQdtl`~~
- GaTk : 4 marazlcao AQyayanaAQyaapna ivaYayak dRYTIkaona A¥
 gaaBaaGaTk va maUlyao ivaksanaasaazl AQyaapna
 ba ¥ jalvanakaOSalya va pyaa-varNa saMvaQa-na
 ivaksanaasaazl AQyaapna k¥ maanaSaas~Iya dRiYTkaona
 marazl AQyaapnaacal t%vao va sau~o
 D¥ samaavaayaiQaiYzt AQyayana AQyaapna
- P`aa%yaaixak : kaoNa%yaahl sahSaalaoya]pk`maacoo Aayaaojana va
 inayaaojanaacoo saivastr Ahvaala laokNa

Subject:-COMMERCE

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Objectives:

To enable the student teachers-

To develop an understanding of the meaning, nature and scope of commerce education. To develop an understanding of the maxims and principles of teaching commerce.

To develop understanding the bases of the commerce education and its relation with other disciplines.

To develop understanding of the objectives of teaching commerce at higher secondary level (NCF 2005).

To understand various methods used in teaching of commerce.

To develop an understanding of the importance of latest trends in teaching of commerce.

Module I Fundamentals of Commerce Education

Unit I Concept and scope of Commerce Education

- (a) Meaning, nature, need and scope of commerce education.
- (b) Commerce education in India (relevance in life and curriculum).
- (c) Objectives of teaching of commerce at Higher Secondary level(as per NCF 2005)

Assignment:

Study and compare the commerce education at higher secondary level in India with any one developed country.

Unit II: Bases of Commerce Education

(a) Interdisciplinary linkage in the curriculum-

- i) Intra-correlation with book keeping, organization of commerce and secretarial practice.
- ii) Inter correlation of commerce with maths, economics and geography.

(b) Maxims of Teaching Commerce:

- Particular to General -
- Known to Unknown -
- Concrete to Abstract -
- Analysis to synthesis

(c) Principles of Teaching of Commerce:

- Principle of flexibility
- Principle of activity
- Principle of individual differences -
- Principle of learner centeredness -
- Principle of community centeredness

Assignment:

Critically analyse any one textbook of commerce with reference to intra and inter correlation.

Module II Transacting Commerce Curriculum

Unit III Method of Teaching Commerce (meaning, procedure, advantages and limitations)

- Project Method
- Problem Solving Method
- Seminar and Workshop Method
- Survey Method
- Discussion Method
- Case study Method

Assignment:

Select any contemporary issue related to commerce field and present a paper using seminar method.

Unit IV Latest trend in Teaching of Commerce

- (a) Co-operative learning (meaning, importance and types)
- (b) Use of e-resources. (Discussion forum, e-book, e-Journals, e-business with reference to relevance in commerce teaching)
- (c) Simulation (role play, games CAM- organization and execution in teaching of

Commerce)

Assignment:

Prepare and execute a lesson plan by using any one of the following:

- a. e-resources
- b. Simulation techniques

References:

Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt Ltd-New Delhi
Teaching of Commerce-A Practical Approach J.C AggarwalVikas 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 Rana Tandon Publications-Ludhiana
Teaching of Commerce Dr. R.P Singh VinayRakhejaC/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. VintyMonga, Twenty First Century Publications, Patiala.
Teaching of Commerce. Rainu Gupta, Shipra Publications, Delhi.

WEBSITES:

e-commerce

<http://ecommerce.about.com/od/eCommerce-Basics/tp/Advantages-Of-Ecommerce.htm>
<http://www.manjeetss.com/articles/advantagesdisadvantagesecommerce.html>

e-business-meaning

<http://searchcio.techtarget.com/definition/e-business>

Benefits of e business

<http://smallbusiness.chron.com/advantages-e-business-2252.html>
<http://skills.business.qld.gov.au/planning/269.html>

Social networking

<http://chronicle.com/article/How-Social-Networking-Helps/123654>
<http://wcsit.org/pub/2012/vol.2.no.1/The%20Use%20of%20Social%20Networkin%20in%20Education%20Challenges%20and%20Opportunities.pdf>

Subject:-MATHEMATICS

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Course Overview:

This course is developed for the prospective secondary school teachers.

Course Objectives:

The course will develop among prospective secondary school teachers:

1. Understanding of nature, values and relation of mathematics with other disciplines.
2. Appreciate the contribution of Mathematicians in development of the subject.
3. Evaluate the objectives of teaching secondary school Mathematics in India.
4. Understand various approaches of curricular organization in Mathematics.
5. Understanding of various instructional strategies and their appropriate use in teaching Mathematics at Secondary level.
6. Understanding and ability to plan for teaching different kinds of Mathematical knowledge consistent with the logic of the subject.

MODULE 1: FUNDAMENTALS OF MATHEMATICS EDUCATION

UNIT 1: Introduction to the Teaching of Mathematics

- a) Meaning and Nature of Mathematics
- b) Relation of Mathematics with other school subjects (Languages, Science, Social Studies- History, Geography, Civics & Economics; Commerce, Drawing, Music)
- c) Values in teaching of Mathematics.

Assignment: Identify and study the contribution of any one Mathematician in any one era or from any one civilization.

UNIT 2: Designing Mathematics Curriculum

- a) Aims and Objectives of teaching Mathematics at Secondary and Higher Secondary Levels (NCF 2009)
- b) Maxims of Teaching
 - i. From Known to Unknown
 - ii. From Simple to Complex
 - iii. From Particular to General
 - iv. From Concrete to Abstract
 - v. From Whole to Part
- c) Concentric and Topical Approach of Curriculum Construction

Assignment: Compare the objectives of teaching Mathematics in India with the objectives of teaching Mathematics in Finland and Israel.

MODULE 2: TRANSACTING MATHEMATICS CURRICULUM

UNIT 3: Pedagogical Analysis

- a) Content Analysis
- b) Instructional Objectives
- c) Instructional Strategies

Assignment: For any one selected topic, prepare Pedagogical Analysis Plan

UNIT 4: TEACHING OF MATHEMATICS

- a) Teaching Concepts (Concept Development Design)
- c) Teaching Generalizations (Inductive Deductive)
- d) Teaching Problem Solving (Problem Solving)
- e) Teaching Constructions (Lecture cum Demonstration)
- f) Teaching Proofs (Analytical Synthetic)

Assignment:

For any one selected topic, prepare a Plan to teach using any one of the above-mentioned approaches.

Suggested Readings

Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.

Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi.

Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications. Ediger

Mariow(2004); Teaching Math Successfully, Discovery Publication.

Gupta H.N. and Shankaran V (Ed.), 1984; Content cum Methodology of Teaching Mathematics, NCERT New Delhi.

Hudgins, Bryce B. (1966); Problem Solving in the classroom, MacMillan, New York.

James Anice (2005); Teaching of Mathematics, Neelkamal Publication.

Johan R.E. et.al, (1961): Modern Algebra; First Course, Addison-Wesley Publishing Company INC. USA.

Kapur S.K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication. Kulshreshtha; Teaching of Mathematics, R. Lal and Sons.

Kumar Sudhir; Teaching of Mathematics, Anmol Publications, New Delhi, India. Mangal,

A text book on Teaching of Mathematics, Prakash Bros., Ludhiana, India.

Subject:-ECONOMICS

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Course objectives:

1. To develop understanding of the nature , importance of the economics in India
2. To develop Understanding the bases of the economics education and its relation with other disciplines
3. To develop understanding of the objectives of teaching economics at secondary and higher secondary level(NCF 2005)
4. To understand various approaches and methods used in teaching of economics
5. To develop understanding of maxims and principles in teaching of

economics Module 1: Introduction to economics education

Unit 1 Nature, scope of Economics

- a) Meaning, nature and scope of economics
- b) Economics of education in India ,importance in present context (curriculum and life)
- c) Objectives of teaching economics at secondary and higher secondary level (NCF 2005)

Assignment (activity or task): Study the economic systems of developed and developing countries in relation to their national income and standard of living

Unit 2 Bases of Economics Education

- a) Interdisciplinary linkage in the curriculum ,internal and external with other school subjects (Languages, Science, Social Studies- History, Geography, Civics , Commerce, Maths)
- b) Maxims of teaching economics----Known to unknown, simple to complex, concrete to abstract ,particular to general ,whole to part
- c) Principles of teaching economics(learning by doing, learner centeredness ,flexibility

and variety)

Assignment (activity or task): compare the objectives of teaching economics at secondary and higher secondary level of various boards (SSC, CBSE, ICSE) any one level.

Module 2: Transacting economics curriculum

Unit 3 Methods of Teaching Economics (Procedure, advantages and limitations)

- a. Lecture and questioning
- b. Discussion
- c. Survey
- d. Problem solving
- e. Project

Assignment (activity or task): Conduct a survey on contemporary economic problems (e.g inflation, effect of discount, bank policies etc...)

Unit 4 Innovative Trends in teaching of economics

- a. Cooperative Learning Strategies in Teaching of Economics. (Think –Pair-Share, Jig Saw, Reciprocal Peer Teaching)
- b. Constructivism in teaching of economics
- c. Concept mapping ,simulation (Role Play, Games

Assignment (activity or task): 1) Prepare and execute a lesson plan to teach by using any one of the following

Constructivism

Concept mapping

Cooperative learning

References

1. Aggarwal J.C : Teaching Of Economics, A Practical Approach Mandir. Agra-2.
2. Dhillon S; Chopra K. : Teaching Of Economics
3. Mustafa M, 2005,” Teaching of Economics Deep Publications Pvt. Ltd F-159, Rajouri Garden, New Delhi-110027.
4. N.R. Saxena: Teaching of Economics, R Lall Book Depot, Meerut
5. Natarajan S. 1993, “Introduction to Economics of education”, sterling publications Private Limited.
6. Sharma Kadambari : Teaching of Economics
7. Siddiqui M.H.: Teaching of economics, APH Publications Corporation.
8. Sindhu H.S.: Teaching of economics, Tandon Publications, Books Market, Ludhiana-141008.
9. Yadav Amita, 1999, “Teaching of Economics” Anmol Publications Pvt. Ltd., New Delhi.
10. Saxena Mishra Mahonty (2004) “Teaching ofEconomics” Surya publication, Meerut –
- 11.Saxena Mishra Mahonty (2004) “Teaching of Social Studies” Surya publication, Suryapublication, Meerut
- 12.Gupta R.P. “ Teaching Methods” Vinod Pustak Mandir, Agra-2
- 13.Bhatia & Bhatiya 1994 “ The principles & Methods of Teaching” Doaba house, Delhi - 110006
14. Prof. Rai B.C. (1991) “ Techniques of Teaching” Prakashan Kendra Luckhnow-7

marazIÁ

1. Aqa-Saas~a AqYaapna pQdtl p`aofosar Aar. vhl. gajaro AaiNa sal. bal. puraiNak
 2. Aqa-Saas~a iSaxaNa DaĐ.galtaMjalal paTlla
 3. Aqa-Saas~a AqYaapna pQdtl p`aofosar rMjanaa dovaaro
 4. Aqa-Saas~a AaSaiyayau@t AqYaapna pQdtl p`aofosar inama-laa tPKlr ihMdiÁ
-
1. Aqa-Saas~a AqYaapna pQdtl DaĐ.klyaaNal [Mdurkr
 2. Aqa-Saas~a iSaxaNa gau\$ sarNadasa %yaagal
 3. Aqa-Saas~a iSaxaNa ramapala isaMh
 4. Aqa-Saas~a iSaxaNa DaĐ. ena. ko. Samaa

Subject:-ENGLISH

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Objectives:

1. To develop understanding about the fundamentals of English language.
2. To understand pedagogical bases of language learning.
3. To apply pedagogical approaches and techniques in teaching and learning the language.
4. To adapt learning resources into teaching learning process.
5. To understand implications of theories of learning with respect to language.
6. To practice learner centered methods in the classroom.
7. To sensitize the student teacher about learner diversities.
8. to apply tools and techniques of assessment in language
9. To understand English language and literature

Module 1: Fundamentals of English language

Unit 1: Role of Language

Nature of Language

Language and Society –

- Language –gender, class and power
- Multilingual classrooms
- Multicultural awareness and language

teaching Language and School –

- Difference between language as a school subject and as a means of learning and communication
- Concept of language registers
- Place of English in school curriculum

Unit II: Pedagogical bases

Aims and objectives of teaching English at secondary and higher secondary levels.

Principles (Palmer's principles) and correlation (intra and inter: with all school subjects)

Maxims of teaching

Activity: Take a few passages from Science, Social Science and Maths textbooks of any one class (VI –IX) and analyze-

- i. How the different registers of language been introduced?
- ii. Does the language clearly convey the meaning of the topic being discussed?
- iii. Is the language learner friendly?
- iv. Is the language too technical?
- v. Does it help in language learning?

Module2: Language Acquisition

Unit III: Pedagogical approaches & techniques

Constructivist Approach (7E's),

Communicative Approach (Concept & procedure)

Expository(Narration, Dramatization) and Interactive teaching techniques(Questioning, Discussion)

Unit IV: Learning Resources

Library as a learning resource.

E-resources (blogs, e-books, social networking sites) CALL

Activity: Prepare four activities keeping in view 'Constructivism in Language Classroom'.

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

Subject:-GEOGRAPHY

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

OBJECTIVES:

To develop an understanding of Geography as a subject

To acquire knowledge of approaches of arranging the subject content. To develop an understanding of different types of learning resources.

To develop an understanding of the importance of organization of co-curricular activities in the teaching of geography.

To develop an understanding of different methods and techniques of teaching Geography.

MODULE I: UNDERSTANDING THE SUBJECT AND CURRICULUM

UNIT I: GEOGRAPHY AS A SUBJECT

Epistemological framework (Evolution and major contributors)

Nature, scope and importance of Geography

Aims of Teaching Geography

Geo-literacy: concept, need and ways to create awareness

UNIT II: ESSENTIALS OF TEACHING GEOGRAPHY & CURRICULUM CONSTRUCTION

Maxims of Teaching - Known to Unknown, Simple to Complex, Concrete to Abstract, Particular to General

Correlation with other School Subjects —History, Language, science,

Mathematics Approaches of curriculum construction: Concentric, Topical

MODULE II: LEARNING RESOURCES AND CURRICULUM

TRANSACTION UNIT III: LEARNING RESOURCES

Importance & uses: Maps, travelogues, globe, atlas, models, computer based online and offline resources in Geography teaching

Current events (importance and use)

Geography Club & Geography room (importance and organization)

Characteristics of a Geography textbook

UNIT IV: INSTRUCTIONAL METHODS

'A' method,

Regional method,

Project method,

Journey method,

Field visit,

Cooperative learning strategies: Gallery walk, Jigsaw method

Practical

Prepare a plan for a visit to Planetarium/ museum/ nature park. Visit the place and write a report of this visit. (10 Marks)

Choose any one from the following:

Illustrate the use of any two of the following in Geography teaching (5 Marks)

- o Cartoon, stamps, currency, newspapers, magazines, journals, documentaries, plays, films/serial/novels **OR**

Develop a lesson plan for(5 Marks)'A' method/ Galle **OR**

Collect information about any current event/Disaster, analyze the acquired information and prepare a report. (5 Marks)

References:

Arora, K.L., BhugolShikshan, Teaching of Geography,

Gopsill G. H., The Teaching of Geography

Macnee E.A. The Teaching of Geography

N.C.E.R.T., Practical Geography

O.P Varma and E.G. Vedanayaga, Geography Teaching

R.P. Singh, Teaching of Geography

S.K. Kochhar, Methods and Techniques of Teaching

SalimBasha, Teaching of Geography

Sanjay Dutta and O.P Garg, Teaching of Geography

Shaida and Sharma, Teaching of Geograph,
Thralls Z.A., The Teaching of Geography
Walker James, Aspects of Geography Teaching in School

Marathi/ Hindi

Bapat B. G., Bhugol Adhyayan ani Adhyapan
Jaiswal Seetaram, Bhugol Shikshan
Mishr A., Bhugol Shikshan Padhhati
Ponkshe, D. B., Bhugolache Adhyapan
Sinh, H. Bhugol Shikshan

Websites:

http://education.nationalgeographic.com/education/media/what-is-geo-literacy/?ar_a=1
<http://www.preservearticles.com/201105216954/aims-of-teaching-geography.html>
http://www.udel.edu/dssep/articles/marytaylor_article.htm
<http://serc.carleton.edu/introgeo/cooperative/index.html>
<http://www.jigsaw.org/>
<http://www.facinghistory.org/resources/strategies/gallery-walk-teaching-strategy>
<http://www.publishyourarticles.net/knowledge-hub/geography/7-maxims-on-the-basis-of-which-geography-teaching-is-conducted.html>
https://en.wikipedia.org/wiki/Satellite_imagery
<http://wp.cedha.net/wp-content/uploads/2011/05/The-uses-of-satellite-imagery-Taillant-Picolotti.pdf>

Subject:-HISTORY

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Rationale and Aim

This paper emphasizes the need for a pedagogic approach to understand History as a school subject. The aim of this course is to engage student-teachers with questions on the subject, on the pedagogic approach, theory and practice as they unfold within the classroom and in school settings. Further the syllabus has been prepared to equip student teachers with deeper thought on the subject and its applications to develop thinking in learners and also encourage them to become competent subject teachers. There is a focused attempt in this syllabus to equip the prospective teacher with deeper understanding of the subject, conceptual clarity, pedagogic perspective and understanding of different strategies to develop interest in learners for the subject.

Specific Objectives

By the end of the two year course the student teacher should be able to: understand
the nature of History & Political Science as a school subject
articulate a conception of History and Political Science
correlate History & Political Science with other subjects
understand the language of History & reconstruction of past

apply their knowledge of techniques to reconstruct the past
understand the concept of differentiated teaching for History
prepare differentiated lesson plan in History & Political Science
understanding the potential of History for development of skills
analyze the history & political science textbook
prepare appropriate work schemes and lesson plans in history and Political science.
critically analyze the History & Political science textbook.
understand the significance of learning resources to teach the subject
apply the knowledge to select and improvise learning resources.
demonstrate ability to raise learners' in

Module I History & Political Science as a Social Science discipline

a. Unit I - Understanding History

Nature of History, Historical thinking concepts(big six historical thinking concepts-Peter Sexias & Morton),
Objectives of teaching History & Political Science at secondary level.
Correlation of History & Political Science: Internal and external.(literature, Science, Mathematics, Geography, Economics, Craft)

Task: Choose any topic from a History textbook. Design four activities and explain how you will facilitate correlation with different subjects.

Unit II *Constructing History*

Difference between facts and opinions & arguments. Multiperspectivity VS Monoperspectivity in understanding History
Evidence based interpretation: difference between primary source and secondary source, the importance of source analysis.
Collingwood's approach to recons historical imagination

Task: Select any primary source that can be used to teach History and analyze the same using the 6C approach.

Module II Facilitating the Learning of History & Political Science

Unit III- Pedagogies of teaching History and Political Science

Process, merits and limitations

Conventional pedagogies- Story-telling lecture-cum-discussion,
Interactive, constructivist and critical pedagogies underpinning teaching of History: project based learning, social enquiry.
Cooperative learning strategies (think pair share, round robin, buzz,)

Task: Choose any Cooperative learning strategy. Plan and conduct a 15 minutes lesson in your peer group to teach history or political science.

Unit IV Learning resources [uses and importance]

Audio-visual Resources: TV, Films, Documentary Visual: Maps, Models, Timeline, Artifacts
Print Media: Magazine, news papers, archives
On line resources: websites, virtual tour

Task: Participate in a field visit/ virtual tour of any Historical site and write a report of about 500 words.

References:

4. Angelo A.T, et .al. (1993). Classroom Assessment Techniques A. Handbook for College Teachers, San FransiscoTossey- Bass Publisher.
5. [Aitken, GV](#) ; [Sinnema, CEL](#) (2008) Effective Pedagogy in Social Iwi: Best Evidence Synthesis Iteration (BES) Ministry of Education.
6. BatraPoonam, Social Science Learning in Schools: Perspectives and Challenges, Sage Publications
7. Brandes, D. et. al. (1994). A Guide to Student- centred Learning, Basil Blackwell Ltd. Celtneham. UK.
8. Burke, Peter (1991), New Perspectives on History Writing, Blackwell, Oxford publications.
9. Carr, E.H. (1962), What is History? Knopf, London.
10. Diff Block, Mark (1992), The Historian's Craft, M
11. Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition by Carol Ann Tomlinson 2014
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21. Nayak, A.K. et. al (2004). Classroom Teaching: Methods and Practice, A.P.H. Publishing Corporation. New Delhi.
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23. Shillington, K. (2004). History of Africa. Macmillan Publishers. London. UK.
24. Stanford, Michael (1986), The Nature of Historical Knowledge, Basil Blackwell, Oxford
25. Teaching of social studies II (teaching social studies Pedagogy option, 2010 Education Development Center (EDC); Teachers College, Columbia University.
26. Tew, Daniel J., "Pedagogy of Teaching History: Comparing the Chronologic and Thematic Approaches" (2014). *Honors Senior Theses/Projects*. Paper 14.
27. S. Wadhwa, Modern methods of teaching history, Saru sons, New Delhi

Relevant websites

http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.p df

https://education.alberta.ca/media/1234045/makingadifference_2010.pdf

http://www.canberra.edu.au/researchrepository/file/3d3fb227-73c7-dc08-49ee-275fa23092d3/1/full_text_final.pdf

<http://historicalthinking.ca/historical-thinking-concepts>
http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapter%20with%20BLM_Aug%2030.pdf
https://www.academia.edu/2527715/Suffrage_feudal_democracy_treaty..._historys_building_blocks_Learning_to_teach_historical_concepts
http://www.educ.ualberta.ca/css/Css_38_2/ARhistorical_imagination_collingwood.html Multiperspectivity and Monoperspectivity - the question of the truth in history? Chapter 3 in the
http://www.theewc.org/uploads/content/archive/History_teaching_today_manual_1.pdf
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Subject:-SCIENCE

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Course Overview:

This course is developed for the prospective secondary school teachers.

OBJECTIVES:-

To develop an understanding of the historical perspective of science

To develop an understanding of the place of Science in the national curriculum. To develop an understanding of the objectives of Science as given by NCF 2005 To develop an understanding of the approaches to teaching of Science.

To develop an understanding of the methods of teaching Science.

MODULE (1) FUNDAMENTALS OF SCIENCE EDUCATION

Unit (1) History and nature of science

- a) History and development of science (Ancient, Medieval and Modern Period)
- b) Meaning and nature of science
- c) Values of science in socio-cultural context.

ASSIGNMENT:

Contribution of any two scientists in development of the nation.

Unit (2) Bases of science Education

- (a) Aims and Objectives of teaching science at upper primary, secondary and higher secondary level (NCF 2005).
- (b) Approaches.
 - 1. Curriculum Organization –Topical, Concentric.
 - 2. Co-relation of science in the curriculum, Internal and external.
- (c) Global Perspectives in science teaching (Meaning and Infusing global perspectives in the science curriculum)

ASSIGNMENT:

Compare the objectives of teaching Science in India with the objectives of teaching

Science in developed countries (e.g. U.S.A.)

MODULE (2) TRANSACTING SCIENCE CURRICULUM

Unit (3) Classroom processes

(a) Maxims of Teaching Science

Known to Unknown, Whole to Part, Empirical to Rational, Simple to complex, Concrete to abstract, particular to General

(b) Trends in teaching of science

Concept Mapping, Problem based learning, Constructivism (7E approach)

(c) Use of technology in teaching of science- Virtual lab and simulation **ASSIGNMENT:**

Preparation and execution of lesson plan with any one of the following.

Concept mapping,

Problem based learning.

Use of technology

Constructivism.

Unit (4) Methods of teaching science (Procedure, Advantages and Limitations)

(a) Lecture cum demonstration method

(b) Inductive –Deductive method

(c) Project method

(d) Problem solving method

(e) Laboratory method

ASSIGNMENT:

Setting of the apparatus for any one experiment in the laboratory and demonstrating the same.

Choosing and execution of any one project and preparing its report.

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Subject:-URDU

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Objectives of the Course:

- To familiarize students with our rich culture, heritage and aspects of our contemporary life.
- To make students sensitive towards surroundings, people and the nation through language classroom and texts.
- To sensitize teacher students about emerging issues such as Right to Education, peace and environment education in context with language teaching.
- To understand the different roles of language.
- To understand the relationship between Language and Literature.
- To understand the use of language in context, such as grammar and vocabulary.
- To understand the importance of home language and school language and role of mother tongue in education.
- To develop an understanding of the nature of language system. To use multilingualism as a strategy in classroom situation.
- To understand constructive approach to language teaching and learning.
- To identify approaches and methodologies for teaching Urdu at different levels.

Module 1: Importance of language

UNIT 1: POSITION OF URDU LANGUAGE

1. History of Urdu Language

- i. Origin and History of Urdu Language
- ii. Position of Urdu Language in India (as 1st, 2nd and 3rd Language)
- iii. Constitutional provisions and policies of Urdu Language (Articles 341,351 and 350A)

and commissions- Kothari commission, NPE 1986, programme of action 1992, NCF2005).

2. Language and Social System

- i. Language and Gender
- ii. Language and Identity III. Language and Society
- iii. **Language and school**
 - i. Home Language, Medium of understanding, School Language
 - ii. Language and Curriculum (Language as a school subject , as a medium of instruction and as a means of communication)
 - iii. Multilingual classroom and multicultural Awareness

ACTIVITIES:

Discussion on

Position paper on the Teaching of Indian Languages with special reference to Urdu. (NCERT)

Analysis of advertisements aired on Radio/Television on the basis of language and gender

Project

Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE- 1986 and POA-1992

Teaching Practice

On the basis of the Urdu textbooks (VI to XII), prepare a list of topics and activities given on

- (i) Language and Gender
- (ii) Language and identity.

Write a report on their reflection in the textbooks.

UNIT 2: NATURE OF LANGUAGE

1. Aspects of Linguistics Behaviour

- I. Pronunciation and Linguistic Diversity
- II. Impact on Urdu, Pedagogical Diversity
- III. Speech

2. Linguistic System

- I. Sound and Sentence
- II. Concept of Grammar, Direct and Grammar Translation Method
- III. Phonology, Morphology, Syntax and Semantics, Discourse

3. Role of Language

- I. Role of Language in Multi-lingual Society
- II. Psychology of Language Learning
- III. Uses of Multiple Intelligence in Language Teaching

ACTIVITIES:

Discussion on

Take a few passages from Science, textbooks of Classes VI to VII and analyses:

- i. How language has been used in different passages?
- ii. Does the language clearly convey the meaning of the topic being discussed?
- iii. Is the language learner-friendly?
- iv. Is the language too technical?

- v. Does it help in language learning?

Project

Multilingualism as a Resource'

Teaching Practice

Talk to the students and find out the different languages that they speak.

Prepare a plan to use multilingualism as a strategy in the Urdu classroom.

Module 2: Overview of Language Teaching

UNIT 3: THEORIES AND APPROACHES OF LANGUAGE LEARNING

1. Language Learning on the Basis of Approaches

- I. Philosophical Approach
- II. Psychological Approach
- III. Social Approach

1. Acquisition and Language Learning

- I. Inductive deductive Approach
- II. Whole Language Approach
- III. Constructive Approach

1. Analysis of Language teaching Methodologies I.

- I. Structural and Situational Method
- II. Communicative Approach
- III. Thematic Approach (Inter- disciplinary)

Activities:

Discussion on 'Mother Tongue and other languages' Project

Do a comparative study of positive features and weaknesses of different approaches to language learning.

Teaching Practice

Prepare four activities keeping in Language Classroom'

UNIT 4: ACQUISITION OF LANGUAGE SKILL

1. Listening and Speaking

- I. Intonation and situational conversation
- II. Materials and recourses for developing the listening and speaking skills(Storytelling, dialogues, simulations, games and contexts and language laboratories)
- I. Authentic Materials and Multimedia Recourses

Reading

- I. Importance and development of Reading Skill
- II. Type of Reading Skill (Loud and Silent)
- III. Study skill using Thesauruses, Dictionary and Encyclopedia.

2. Writing

- I. Stages and process of Writing
- II. Formal and informal writing (poetry, short story, letter, diary, notices, articles, reports, dialogue, speech and advertisement)
- III. Reference, Bibliography, Glossary

Activities:

Discussion on

Have a discussion on the topic spoken and written language'. Project

Keeping in view the needs of the children with special needs, prepare two activities for Urdu teachers.

Teaching Practice

Prepare three activities to develop the reading skills of Class VI students.

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Ghazal aur Ghazal Ki Taleem, Akhtar Ansari, National Council for Promotion of Urdu Language, New Delhi, 2001.

Subject:-HINDI

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

ihndI

Jd\doSya :

ihndI BaaYaa ka Jd\gama AaOr ivakasa kl jaanakarl p`aPt krnaa

BaartIya saMivaQaana tqaa saimaityaaom d\vaara ihndI BaaYaa ko ilae p`avaQaanaom kao samaJanaa

bahuBaaIYak samaaja maom ihndI BaaYaa ka mah%va jaananaa

ihndI BaaYaa AQyaapna ko saU~ va isawantaoM kl jaanakarl p`aPt krnaa ihndI

BaaYaa d\vaara BaaYaa kaOSalaaom kao samaRQd banaanaa

ihndI BaaYaa kl ivaQaaMe AaOr Jsamaom inaiht BaaYaa saaOndya- ka &ana p`aPt krnaa

maUIya saMvaQa-na evama\ jalvana kaOSalaaom ko ivakasa maom

BaaYaa kl BaUmaka kao samaJanaa

BaaYaa AQyaapna maom iSaxak ko J%trdaiya%vaoM kl jaanakarl p`aPt krnaa

maa^DyaUla ³¹ BaaYaa AQyayana-AQyaapna ko maUlaBaUt isaQdant (17taisaka)

GaTk 1: ihndI BaaYaa ka Jd\gama AaOr ivakasa

³¹ ihndI BaaYaa ka Jd\gama -saMixaPt [ithasa

³² ihndI BaaYaa ko ilae p`avaQaana - saMivaQaana tqaa iSaxaa saimaityaa^M

Qaara 343, 351, 3501

kaozarI kmaISana ³¹1964-66

raYT/Iya iSaxaa nalit - 1986

raYT/Iya iSaxaa nalit - 1992³pl.Aao.e

raYT/Iya paz\yacayaa- saMrcanaa ³ena.sal.ef 2005

³³ BaartIya bahuBaaIYak samaaja maom ihndI kl isqait AaOr mah%va -

raYT//Iya va vaOiSvak mah%va

GaTk 2: BaaYaa AQyayana- AQyaapna ko AaQaar

³¹ BaaYaa Aja-na maom jaorama ba`Unar tqaa naaoema caaomskI kl

Jppi<ayaaom ko yaaogadana

³² BaaYaa AQyaapna ko saU~ tqaa isaQdant

³³ BaaYaa AQyayana-AQyaapna ko saamaaijak AaQaar-

pirvaar, ivadyaalaya, samavasyak samaUh, samaudaya janasaMcaar maaQyama

maa^DyaUla 32': BaaYaa AQyayana -AQyaapna kl p`ik`yaa maom inaiht ivaivaQa phlaU 315 taisaka ´

GaTk 3: BaaYaa AQyaapna ko Jd\doSya AaOr kaOSala

31´ BaaYaa AQyaapna ko Jd\doSya - iSaxaa ko maaQyaimak tqaa Jcca maaQyaimak

str pr

32´ BaaYaa kaOSala -EavaNa, BaaYaNa,vaacana tqaa laoKna - mah%va AaOr daoYa

33´ saMdBa- kaOSala - ivaYaya vastu samaRiQd, maaOiKk va ilaiKt

AiBavyai@t GaTk 4: BaaYaa kl ivaQaaMe

31´ gad\ya - mah%va tqaa pQdityaa^M

32´ pd\ya - mah%va tqaa pQdityaa^M

33´ rcanaa - mah%va,ivaQaaMe tqaa pQdityaa^M

P`aa%yaixak kaya-

maa^DyaUla 1

d%tkaya--: p`acalna kala, maQyakala evama\AaQauinak kala ko daOrana iknhIM dao ihndl BaaYal rajyaaom ko ivaiBanna sqaanaaom pr baaolal jaanao vaalal baaoilayaaom kl jaanakarl p`aPt kr Jnaka saMixaPt ivavarNa

P`aklp: rajya Aqavaa sqaanalya str pr ihndl BaaYaa ka mah%va jaananao

hotu p`Snaavalal d\vaara savao-xaNa va Jsaka ivaSlaoYaNa

maa^DyaUla 2

d%tkaya-: maaQyaimak evama\ Jcca maaQyaimak kxaa kl iksal ek

paz\yapustk kl pa^Mca khainayaaom ka naaT\ya \$pantr

P`aklp: iksal ek BaaYaa kaOSala ko ivakasa hotu p`yaaojana 3ica~ puistka,

Aa^iDyaaom Top,AByaasa p`p~pvak-SalT¥´

saMdBa-saUcal :

BaaiTyaa ema.ema., naarMga sal.ela.: "ihndl iSaxaNa ivaiQa," TNDna piblakoSana\ja, lauiQayaanaa.

BaaiTyaa ema.ema. Samaa-.DI.ko.: "ihndl iSaxaNa ivaiQayaa^M," TNDna piblakoSana\ja, lauiQayaanaa.

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Samaa- iSavaa mau.: "ihndl iSaxaNa ivaiQayaa^M," inalakmala piblakoSasa-, p`a.ila, na[- idllal.2010

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Course Name: Course 3 section 2

Subject:- Understanding disciplines and School subjects

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Objectives:

To understand the basic concepts associated with academic disciplines

To comprehend the meaning of interdisciplinary and multidisciplinary learning

To understand different approaches in interdisciplinary learning

To appreciate the different academic disciplines and their place in the school curriculum

To appreciate the role of academic disciplines in facing global challenges

To apply the understanding of academic disciplines in curriculum transaction

Module One: Academic Disciplines and Interdisciplinary Approach (17 lectures)

Unit one: Basics of Academic disciplines (4 lectures)

Meaning and characteristics of academic disciplines

Emergence of academic disciplines

Relationship between academic disciplines and subjects

Unit Two: Teaching across disciplines

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.

Interdisciplinary and multidisciplinary teaching and learning: meaning , significance and role of the institution

Strategies/ approaches for interdisciplinary learning (team teaching, experiential learning)

Module Two: Exploring Academic Disciplines

Unit Three: Humanities and Social Sciences in the Curriculum

Place of Humanities and Social Sciences in present school curriculum

Issues and challenges in teaching Humanities and Social sciences

Role of Humanities and Social Sciences with respect to the following global issues : promoting peace and respecting diversity

Unit Four: Natural Sciences and Mathematics in the Curriculum

Place of the disciplines Science and Mathematics in present school curriculum

Issues and challenges in teaching the disciplines Science and Mathematics

Role of Science and Mathematics with respect to the following global issues: sustainable development and health issues

Tasks and Assignments:

1. Choose any one subject and analyse the same from historical, sociological, philosophical perspectives.
2. Select any topic for any class from VI to Class XII. Prepare a plan to transact the same using Team Teaching or Experiential learning.

3. Interview four professionals from different disciplines. Identify their perceptions, attitudes and biases about different disciplines. Compare the responses and prepare a short report of your findings.
4. Study the Hoshangabad Science Teaching Programme and make a presentation on the same.

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- http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_195504_mccuskey.pdf
- <http://www.thirteen.org/edonline/concept2class/interdisciplinary/>
- <http://apcentral.collegeboard.com/apc/public/repository/AP-Interdisciplinary-Teaching-and-Learning-Toolkit.pdf>
- <http://dc.cod.edu/cgi/viewcontent.cgi?article=1121&context=essai>
- <http://www.eklavya.in/pdfs/HSTP/HSTP%2030%20years%20Review%201-3-2007.pdf>
- <http://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport.pdf>
- http://www.niu.edu/facdev/resources/guide/strategies/experiential_learning.pdf

Course Name: Course EPC 1

Subject:- READING AND REFLECTING THE TEXTS

Total Credits: 2

Total Hours: 15 hours (18 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 50marks, External = 00marks)

OBJECTIVES

- To infuse in student teachers the penchant for reading and writing
- To instill and promote the skill of reading and writing
- To appreciate texts from diverse fields
- To acquaint the student teachers with comprehension skills
- To examine the social angle to reading texts
- To engage readers to interact with the text individually and in groups
- To develop interpretation skills in reading texts
- To develop reflective reading and writing skills
- To generate critical/analytical responses from the readers
- To maintain reading logs and reading journals
- To create one's own writing on the read
- To compare different texts on the same them
- To improve student teachers' proficiency in 'reading', 'writing', 'thinking' and 'communicating' in the language of instruction

MODULE 1: UNDERSTANDING TEXT AND READING

Unit1 –Text and Reading

1. Diverse texts- Types and Significance
 - a) Types of texts (Literary or non-literary; Narrative, expository, technical & persuasive)
 - b) Types of texts related to education –empirical, conceptual, historical, policy documents, narrative texts, expository texts, ethnographies.

Activities:

a Setting up a Reading Community Club

- Make a list of reading books of diverse texts and classify them under headings
- Collect books from diverse contexts and set up a small library
- Arrange according to themes, genre, regional, folks and educational type
- Conduct interactive group reading session (small groups)
- Create conducive reading space and time

b Reading for Comprehension Text

- Davis's nine potential component skills of comprehension
- 1. Word meanings
- 2. Word meanings in context
- 3. Follow passage organization
- 4. Main thought
- 5. Answer specific text-based questions
- 6. Text-based questions with paraphrase
- 7. Draw inferences about content
- 8. Literary devices
- 9. Author's purpose.
- Reading strategies-Previewing, Infer and Predicting, Skimming, Scanning and Paraphrasing.

Activities:

1. Comprehending Reading Skills

- a) Take up a reading text and follow the Comprehension steps
- b) Reading for comprehending and visualizing the account (individual + group reading and discussion/explanation)
- c) Re-telling the account - in one's own words/from different points of view (taking turns in a smaller group)
- d) Narrating/describing a related account smaller group)
- e) Discussion of characters and situations –sharing interpretations and points of view (in a smaller group)

Unit 2 –Text and Reflection

1. Metacognitive skills for Reading-

- a. Previews the text and makes predictions, makes connections to personal experience or other texts, Asks clarifying questions, identifies difficult sentences or passages, restates in her own words, Reacts to the text.
- b. Text Structure, language, genre, context, socio-cultural diversity
- c. Reflection in Reading –Stages of Reflection in reading tasks- Pre-reading, while reading and post reading (Reflection in action, reflection on action –Donald Schon)

Activities:

1. Reflect on the texts:

- a) Read a book and identify the text structure, language, genre, context, socio-cultural diversity

- b) Reflect on the text with the various steps, at different stages like reading, pre-reading and post -reading
- c) Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations (guided working in pairs)
- d) Critical reading for attending to 'fra presented, possible biases or slants (small group discussion)
- e) Researching and writing articles on topics of local interest (working to produce a local interest magazine)
- f) Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- g) Identifying major concepts and ideas involved and making notes on these in some schematic form - flow diagram, tree diagram, mind map, graphic organisers, chapter map, concept map of the read text.
- h) Maintain reading log and take notes
- i) Maintain a rubric for reflection in reading

2. Communicative Reader –Interactive Reading (individual and group) a. Concept and relevance of Communicative reader

Activities:

- a) Read aloud in the group taking turns
- b) Talk about what you read
- c) Explain the gist of the text/topic to others (in the larger subject group)
- d) Interpret and 'placing' the context sharing)

- e) Discussion of the theme, sharing responses and points of view (small group discussion)
- f) Connect the texts to the subjects, methods in the B.Ed. curriculum

MODULE 2 –REFLECTIVE READING AND WRITING

Unit 3 Expressive Reflections

1. Reflective and expository writings - reflective journaling, creating visual and word texts, compare and contrast
2. Critical Appreciation of the text- Note taking, critically reviewing the text
3. Revisiting the text- impact of the text on the reader, recreating from the text new perspectives.

Activities:

Explore different reflecting journal writings, developing a common reflective journal

Write based on the text –e.g. Summary of a scene, extrapolation of story, converting a situation into a dialogue etc. (individual task)

Write a review or a summary of the text, with comments and opinions (individual task)

Write from reader's perspective, getting writer, developing a new angle to the text Presentations of selected papers, questions and answers (large group).

Unit 4 Reading beyond Text

1. Making Connections with the text- Text with Self, Text with Text and Text with World
2. Reading for Change –
 - Multicultural Perspective (regional, folk literature and the like)
 - Inclusive Perspective (gender, class, caste, differently abled and the like)
 - Educational Perspectives (Policies, documents, journals)

Activities:

Write in journal about all the three types of connections with the text Read texts from diverse areas and fields

Group discussion on texts from different cultures, marginalised sections Attend seminars, paper readings, workshop on reading skills

Hold public reading events by inviting stakeholders to the event

Attend release of new books, listening to the wri book festivals

Conduct debates/discussions educational policies and documents on them. Convert text into a mono-act, play or musical drama

Maintain reflective journal and rubric when writing about the reflections of the text.

Publish Critical essays and creative essays on reflected texts in college newsletter and/or magazine

Suggested tasks and Assignments

Home reading assignments, maintaining reading

log Discussions on interpretation of the texts

Be the Text, Experience the Text: Converting text to a dialogue, story, play and mono-act.

Analyzing texts and text structures and connecting to the curriculum

Writing an exploratory essay on a text and presenting in the class

Writing a critical reflection from 2 diverse texts.

Note - face to face and if possible online discussions through synchronous or asynchronous modes, Students should have an opportunity to read and reflect both individually as well as in groups

Suggestions for the development and transaction of the paper

1. Workshops on reflective thinking and journaling for student teachers and teacher educators for shared understanding
2. Develop a booklet of activities for reading and reflecting on texts.
3. Develop a format for reflective reading journal

Sample Recommended Headings for Reading Material

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, books of Krishnamurthi, Aurobindo, Tagore, Vivekananda, Gandhi and like.

Books-

Letter to a Teacher

Deschooling Society

Silenced Dialogue

Para Teachers

Plays-

Autobiographies/biographies-

Journals –

Documentaries-

Fiction-

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Reflective Reading

http://www.decd.sa.gov.au/literacy/files/links/Scaffolding_Student_s_in_Re.pdf

<http://www.monash.edu.au/lis/lionline/writing/education/reflective-writing/3.xml>

<http://www.nlb.gov.sg/sure/reflective-reading/>

<http://www.tandfonline.com/doi/abs/10.1080/03626784.1991.11075350>

http://www.jstor.org/stable/1179849?seq=1#page_scan_tab_contents

http://cdtl.nknu.edu.tw/ckfinder/userfiles/files/special/Report/972_06.pdf

<http://www.slideshare.net/MOKOGEONG/a-reflective-teaching-in-the-use-of-context-in-reading-texts>

<https://secure.ncte.org/store/you-gotta-be-the-book>

<http://www.arvindguptatoys.com/>

<http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Reviewed-resources/Reading/Comprehension/ELP-years-5-8/Reflecting-on-recrafting-and-presenting-text>

[http://oer.educ.cam.ac.uk/wiki/OER4Schools/Introduction to whole class dialogue and effective questioning ADE Sample](http://oer.educ.cam.ac.uk/wiki/OER4Schools/Introduction_to_whole_class_dialogue_and_effective_questioning_ADE_Sample)

[http://www.academia.edu/3101129/Reflective reading Is meaning making constructivism Is constructivism meaning making](http://www.academia.edu/3101129/Reflective_reading_Is_meaning_making_constructivism_Is_constructivism_meaning_making)

<http://mrsbrogley.com/blog/?p=3009>

<https://prezi.com/erhgpaokpps/copy-of-chapter-5-mentor-texts/>

Collaborative Reader

http://www.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia_V18_Greg_Kajiura.pdf

<http://www.ericdigests.org/1999-3/reading.html>

<https://sethkorn.wikispaces.com/Communicative+Reading+%26+S>

[torytelling_ \(interactive reader\)](#)

<http://reflectivepractitioner.pbworks.com/f/Lincoln.pdf>

Reflective Writing

http://tc2.ca/pdf/t4t/t4t_reflective_writing.pdf

<http://www.brad.ac.uk/academic-skills/media/learnerdevelopmentunit/documents/workshopresources/confidenceinreflection/Reflective-Writing-for-Assignments--->

[Workshop-Booklet.pdf](#)

<https://www.press.umich.edu/pdf/9780472035052-ch1.pdf>

<http://www.arvindguptatoys.com/arvindgupta/m-bang-bet.pdf>

<http://www.writingforward.com/creative-writing/creative-writing-reflective-journaling>

Reflective Journal Rubric

http://hrsbstaff.ednet.ns.ca/twatson/reading_journal_rubric.htm

<http://www.bothell.washington.edu/wacc/teaching/reading/journals>

<http://edtech.boisestate.edu/connectionsacademy/rubrics/reflection.html>

http://www.readwritethink.org/files/resources/lesson_images/lesson963/Rubric.pdf

http://classclit.about.com/od/forstudents/ht/aa_readinglog.htm

Klein, S., & U.W. Stout, Chandler, W., U.W. Whitewater (2006).

Reflection for Preservice and Inservice Art Teachers E-portfolio, from

<http://www.uwstout.edu/art/artedportfolios/reflection/index.html>.

Short, K., Harste, J., & Burke, C. (1996). Creating classrooms for authors and inquirers. 2nd. ed. Portsmouth, NH, Heinemann.

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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

Semester 2

Course Name: Course 4

Subject:-KNOWLEDGE AND CURRICULUM

Total Credits: 2

Total Hours: 60 hours (36 lectures of 50 minutes duration)

Total Marks: 100 (Internal = 30 marks, External = 70 marks)

Objectives:

To enable the students to learn about epistemological bases of knowledge

To enable the students to understand the various concepts and maxims of education.

To enable the students to understand the concepts and approaches of curriculum development.

To enable the students to understand the bases and determinants of curriculum. To acquaint the students with the curriculum reform in the Indian context

Module 1. Epistemological bases of Education

Unit 1: Understanding Broad Perspective of Education

a) Concept of Knowledge:-

- i) Meaning, definition and characteristics,
- ii) Types of knowledge –philosophical: personal, procedural and propositional
- iii) Sources of Knowledge-education: situational, conceptual, and strategic

b) Distinctions between 'knowledge' and 'skill', 'teaching' and 'training', 'knowledge' and 'information', and 'reason' and 'belief',

c) Concept of Education – Etymological meaning of Education, Characteristics of Education.

Unit 2. : Basis of modern child-centered education

- a) Concept, need and significance of activity, discovery and dialogue in Education
- b) Activity based learning- Mahatma Gandhi, Rabindranath Tagore, Discovery learning - John Dewey
- c) Need and significance of dialogue in education - Plato and Paulo Freire

Module 2: Social Bases of Education

Unit 3: Social context of education

- a) Concept of society, culture and modernity;
- b) Historical changes with respect to education due industrialization & Democracy, leading individual autonomy and reason.
- c) Influence of modern values like equity and equality, individual opportunity and social justice and dignity for educational development of the individual and society. W.r.t. Dr Ambedkar (Rodrigues, 2002)

Unit 4: Cultural Context of Education

- a) Concept, Need and significance of 'critical multiculturalism' & 'Democratic education' in Indian education system (Applein & Beane, 2006; Parekh, 2000)
- b) Practices to promote multiculturalism' & 'Democratic education' in school and classroom.
- c) Concepts of nationalism, universalism and secularism and their interrelationship with education, with special reference to educational philosophy of Rabindranath Tagore

(2003) and J. Krishnamurti (Krishnamurty 1992).

Suggested Assignments

1. Seminar presentations on the educational contributions of Gandhi/ Tagore, Dewey, Plato / Freire and relate it activity, discovery and dialogue with respect to education
2. Assignment - Analysis of news articles to review the practices of modern values like equity and equality, individual opportunity and social justice and dignity for educational development of the individual and society.
3. Scripting and performing a street play to address social issues of education
4. Digital Presentations – Review the recommendations of National Knowledge Commission of India. Visit education portals of Indian government for education, and study its objectives and recommendations that cater to multiculturalism and democratic education.

OBJECTIVES

1. To enable the students to learn about epistemological bases of knowledge
2. To enable the students to understand the various concepts and maxims of education.
3. To enable the students to understand the concepts and approaches of curriculum development.
4. To enable the students to understand the bases and determinants of curriculum.
5. To acquaint the students with the curriculum reform in the Indian context.

Module 3: Understanding Curriculum and its development

Unit: 5 curriculum & its determinants

- c Concept of Curriculum and their relationship with the aims of education (Kumar, 2004), Determinants of curriculum, and understanding of hidden and enacted Curriculum.
- d Role of Nation, State and school in curriculum construction.
- e Conceptual linkages and distinctions between curriculum framework, curriculum , syllabus and notion of textbooks - Print and digital materials

Unit 6: Making of curriculum

- a) Translation of curriculum into text books
- b) Role of Representation and non-representation of various social groups in curriculum making,
- c) Concerns for curriculum making in context to power embedded in various structures of society and knowledge.

Module 4: Transaction and assessment of curriculum

Unit 7: Engaging with the curriculum

- a) Critically analyze existing school practices in the light of what is valued and devalued in commonplace rituals of school, its celebrations, and its notions of rules, discipline, or the time-table
- b) Understanding of hidden curriculum and children's resilience w. r. t the above. (Unit 7a)
- c) Strategies for making curriculum contextually responsive

Unit 8: Evaluating curriculum

- a) Indicators of effective curriculum construction
- b) Evaluation of the effectiveness of curriculum content, existing pedagogies and

instructional approaches, teacher training, textbooks and instructional materials.

- c) Agencies of evaluation of curriculum at national/ state level-National Ministry of Education, regional education authorities –Functions of NCERT, SCERT,

Suggested Practicum -Any two

- 1 Prepare a report on a school visit containing the best practices for linking curriculum with social realities.
- 2 Prepare a small curriculum for any social group like- Life skill training for street children, Human right education for disabled children.
- 3 Suggesting activities from performing arts for making curriculum socially responsive.
- 4 Visit a school and study how the vision and mission of the school are reflected in the programmes of the school.

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Srivastava, H. S. (2006). *Curriculum and methods of teaching*. New Delhi: Shipra Publishers.

Tata, H. (1962). *Curriculum development theory & practice*. New York: Harcourt, Brace & World Inc.

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Course Name: Course 5

Subject:- LEARNING & TEACHING

Total Credits: 4

Total Hours: 60 hours (72 lectures of 50 minutes duration)

Total Marks: 100 (Internal = 30marks, External = 70marks)

Objectives: Students will

Develop the Understanding the concept of Learning. Analyze the factors affecting Learning.

Analyze various theories of Learning.

Apply the Cognitive Perspectives of learning in the learning process.

Apply Constructivist perspectives of learning in the learning process.

Module 1: Understanding Learning

Unit 1: Concept of Learning:

1: Learning & Teaching: Meaning & Characteristics

2. Factors affecting Learning:

Attention (Meaning, Types & Educational Implications)

Motivation (Meaning, Types & Educational Implications), Maslow's Theory of Hierarchy of Needs

3. Learning Styles (Kolb's Classification) & Multiple Intelligences (Gardener's Classification): Concept & Educational Implications

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

1. Behaviorist Theories: Classical & Operant Conditioning

2. Cognitive Theories: Bruner & Ausubel

3. Social Learning Theories: Bandura & Vygotsky

Module 2: Learning and Teaching in Diverse Environments

Unit 3: Expanding Horizons of Learning:

1. Learning for Transfer: Concept, Types (Low-Road or Substantive Transfer & High-Road or Procedural Transfer) & Promoting Transfer

2. Learning in and out of school: Concept and Implications

Lauren Resnick's view on out-of-school learning versus in-school learning Out-of-school learning/experiences including 'Service Learning', Life-Long, Life-Wide, & Life-Deep Learning & Four Principles for learning in formal and informal settings

3. Bruce Tuckman's Revised Model for Group Development: Five Phases & Role of Teacher

Unit 4: Teaching for All

1. 1. Educational needs of differently abled learners: Characteristics & role of education (strategies) in case of:
Learners with Learning Disabilities
Learners with Hyperactivity & Attention Disorders
Gifted Learner
2. Differentiated Instruction: Concept, Characteristics / Key Features & Strategies
3. Multi-Cultural Education Five Dimensions of MCE, Implications of MCE in the Indian Context

Module 3: Teaching: The Act and The Profession:

Unit 5: Teaching for Effective Learning:

1. Reflective and Critical Thinking: Meaning & Educational Implication
2. Creativity and Problem Solving: Meaning, Process & Promoting
3. Meta-cognition: Meaning, Components & Strategies

Unit 6: Teaching as a Profession:

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

Engagement with the Field: Tasks and Assignments for Course 5:

(Any 2 tasks/assignments; 3 x 10 marks = 30 marks; Minimum one task/assignment from each Module)

1. **Module 1: Unit 1:** Check your own Learning Style or Multiple Intelligences by responding to a suitable tool. Compare your status with the rest of your group and write a report on how you can optimally use your learning style or multiple intelligences to learn.
2. **Module 1: Unit 2 :** Choose any topic from your method and prepare an Advance Organizer for the same OR prepare a Programmed Learning module bearing in mind Skinner's Theory of Operant Conditioning
3. **Module 2: Unit 3:** Participate in a service learning programme for minimum five hours spread over a week. Write a Reflective Report on your own experience of serving the community.
4. **Module 2: Unit 4:** Prepare a Lesson Plan for providing Differentiated Instruction (use INCLUDE/IEP/any other strategy) or Prepare a lesson plan to integrate Multicultural Education.
5. **Module 3: Unit 5:** Select a suitable test to assess Metacognitive Skills / Creativity/ Problem Solving skills. Write a short report about the findings and list ways to enhance your Metacognitive Skills / Creativity / Problem Solving skills.
6. **Module 3: Unit 6:** Interview at least four school teachers & identify the challenges faced in executing various roles of teacher. (Prepare a semi structured tool to carry out the interview).

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3. <http://www.kolar.org/vygotsky>
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5. http://en.wikipedia.org/wiki/Blended_learning
6. http://en.wikipedia.org/wiki/Out-of-school_learning
7. <http://en.wikipedia.org/wiki/Service-learning>
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9. <http://links.jstor.org/sici?sici=0013-189X%28198712%2916%3A9%3C13%3AT1PALI%3E2.0.CO%3B2-X>
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-

Course Name: Course 6

Subject:-ASSESSMENT FOR LEARNING

Total Credits: 4

Total Hours: 60 hours (72 lectures of 50 minutes duration)

Total Marks: 100 (Internal = 30 marks, External = 70 marks)

Objectives of the Course:

- To help prospective teachers in understanding critical role of assessment in enhancing learning.
- To develop competencies among prospective teachers in using diverse methods and tools and techniques of assessment in an array of learning/performance outcomes of diverse learners.
- To develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes among student teachers.
- To develop critically outlook among prospective teachers towards practices of assessment and selection.
- To develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners.
- To empower the prospective teachers in preparing feedback for students and their guardians, highlighting practical experience of report progress, and create forums for engagement with the community.
- To enable prospective student teachers in understanding the psycho-social and political dimensions of assessment with case studies of abolition of competitive examinations with grade retention methods.
- To develop an understanding among prospective teachers assessment for learning as a constructivist paradigm.

Module I: Fundamentals of Assessment

Unit I :Concept of Assessment

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

Unit 2: Domains of Assessment

- a) Concept of learning outcomes
Assessment of Cognitive, Affective and Psychomotor domains of learning
- b) Revised Blooms Taxonomy
Cognitive domain -Anderson and Krathwohl

Affective domain -Krathwohl

Psychomotor domain - Dr. R.H.Dave

c) Areas of Assessment: Scholastic and Co-Scholastic

Assignment: Study and Compare the implementation of CCA of different school boards

Module II: Instruments of Assessment

Unit 3: Characteristics of Instruments of Assessment

- a) Validity - different methods of finding validity
- b) Reliability - different methods of finding reliability
- c) Objectivity
- d) Interdependence of validity, reliability and objectivity

Unit 4: Teacher made Achievement Tests

- a) Relating test items and specific behavioural objectives
- b) Preparation of Blue Print
- c) Characteristics of a good test

Assignment: Determining the objectivity given an answer key and finding out the content validity of the given question paper.

Module III: Assessment of Diverse learners

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) Meaning, purpose & guidelines of development:
 - i. Rubrics
 - ii. Portfolios
 - iii. Reflective Journal

UNIT 6: Modes of Assessment

- a) Performance Tests: Oral & Practical assessment (merits, limitations, suggestions for improvement, criteria for evaluation)
- b) Written Test- Essay & Objective type (merits, limitations, suggestions for improvement, criteria for evaluation)
- c) Open Book Examination (Merits & demerits)
- d) Online Examination (Merits & demerits)

Assignment: Development of Rubrics as tools of assessment

Module IV Reporting Evaluation Results

UNIT 7: Feedback Mechanism & Reporting

- a) Concept & Criteria of Constructive feedback.
- b) Reporting (Meaning and types of Reporting)
- c) Reflective practices to improvise assessments towards raising the standards of quality of instructions.
- d) Statistical Application for interpretation and reporting : Mean, Median, Standard Deviation and Percentile Rank (Calculation and interpretation)

UNIT 8: Psycho-social concerns of Assessment

- a) Implications on assessment:

- i. No detention Policy (RTE Act, 2009)
- ii. Competitive ranking of schools
- iii. Profiteering by private agencies

Assignment: Comparative study of Assessment of different countries

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Drama and Art in Education (EPC 2)

COURSE CREDIT: 2

50 marks -INTERNAL

MODULE 1: Understanding drama and art in education

Unit 1: Introduction to concepts of drama and art

Objectives:

To enable learners to have a practical experience with drama and art.

To introduce certain concepts to enhance the understanding of drama and art.

To make learners acquainted with aspects of theatre management.

Concept note: Every child can benefit from drama and art in their education. Learners need to develop conceptual knowledge of the terms associated with drama and art in order to understand the basics of these disciplines. The meaning of overall development of a child is associated with his capability to find ways of creative expression. This is possible through drama and art in education.

Content:

- a. Forms of Drama and Art.
- b. Elements of Drama and Art.
- c. Understanding stagecraft and audience etiquettes.

Subunit wise descriptions, activities and assignment:

a. Forms of Drama and Art

- i. Visual(Sculpture, Architecture and Painting)
- ii. Performing (Dance, Drama, Music –vocal and instrumental)

Activities:

Production of educational musicals –Workshop / Presentation(integration of visual and performing arts)

Developing musical ability by listening to musical pieces on radio, TV or internet and writing a description on the vocal and instrumental music used.

b. Elements of Drama and Art

- i. Space, Speed, Pause, Rhythm;
- ii. Abhinaya / Enactment: Aangika/Physical (Gestures of hand, head, neck, feet, eyes), Gaits, Vaachika/Verbal (Voice modulation, dialogue delivery); Aahaarya/External Visuals (Costume, Make up, stage decoration); Saatvika/Psycho-physical: Nav Rasa-Bhaava (Nine aesthetic pleasures-mental states)
- iii. Perspective, proportion, depth, light & shade, texture. (elements in visual arts)

Activities:

Workshop to be conducted on Kinesthetic movements to develop theatric skills –use of body language, voice, speech, and movement,

Creative expression through dialoguing to identify elements of visual arts used for enhancing (lines, strokes, colours-quality and sources, spatial relations, painting surfaces and any other)

o Ref: <http://schools.aglasem.com/26695>

c. Understanding stagecraft (set designing, costumes, props,lights, and special effects) and audience etiquettes.

Activities:

Workshop on theatre games and improvisations (as given in the position paper NCTE)
Participate in a stage presentation and observe the stagecraft and audience etiquettes.

Task/Assignment: (any one)

1. Produce a play to be presented on stage, and write a reflective essay highlighting backstage, onstage and audience etiquettes.
2. Review the different dances in India, identifying their significance to the context of origin.

Unit 2: APPLICATION OF DRAMA AND ART IN ACADEMICS**Objectives:**

To understand the functions of drama and art .
To learn how to integrate drama and art in the school curriculum.
To enable learners to develop their aesthetic sensibilities.

Concept note:The position of drama and art in education needs to be enhanced as it benefits children. Research in drama and art have proved that indulging in drama and art affects the communication skills, entrepreneurial skills, creative skills, imaginative skills and may more that helps children to excel in their school activities to a great extent. Teachers must be in partnership with the professionals in drama and art to extract the skills for educational purpose.

Content:

- a. Functions of Drama and Art
- b. Integration of Drama and Art in the school curriculum
- c. Developing aesthetic sensibility through Drama and Art

Subunit wise descriptions, activities and assignment:

- a. Functions of Drama and Art –Information, Instructive, Persuasive, Educative, Entertainment, Development.**

Activities:

Display the educative function of drama and art through a street play
Write an essay on how drama and art fulfill their persuasive and development functions.

- b. Integration of Drama and Art in the school curriculum**

Activities:

Workshop on techniques of integrating drama and art in teaching.
Develop a song, play, or drama on any of the topic in the curriculum.

- c. Developing Aesthetic sensibility through Drama and Art**

Special reference to 'Art as an experience ' - John Dewey's writings

Activities:

Visit to any centre of art (museums, art gallery, or institutes of performing arts like NCPA) and observe pieces of art/play Group discussion can be conducted on the observation highlighting the aesthetics in art.
Workshop on pottery and its decoration can be conducted for aesthetic sensibility.

Task/Assignment: (any one)

1. Write an appreciation essay on the historical monuments (sculpture and architecture) or any piece of art (music, dance drama, painting)
2. Developing masks and puppets to teach any topic in their methods, present a lesson using it. Submission of a lesson plan is required.

MODULE 2

DRAMA AND ART AS A MEDIUM FOR COMMUNICATION AND SOCIAL CHANGE

Unit 3:DRAMA AND ART FOR PEDAGOGY

Objectives:

To elucidate the role of drama and art in self realization of learners.

To sensitize learners on the use of drama and art for special learners.

To highlight the use of drama and art in creative expression.

Concept note: Drama provides experiential therapy to understand and heal self. The process is enriching and meaningful that leads to self realization. Creative expression is a need of any individual. Drama games are exercises in training for skills in drama as well as to know self. Special learners also benefit a great deal when drama and art are used in education.

Content:

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

Subunit wise descriptions, activities and assignment:

a. Drama and Art for self realization.

Activities:

Workshop on Drama Games (Suggested Augusto–Gamesforactors Boal’s and non actors) or Drama for catharsis, where participants are able to discover themselves.

Workshop –Developing theatre skills, Musical intelligence, pottery, folk dance, animations depicting culture and art.

b. Drama and Art for children with special needs.

Activities:

Review the position paper National Focus Group on Arts, Music, Drama and Theatre by NCTE on Drama for children with special needs.

Visit a centre for children with special needs and observe the use of drama and art in the activities conducted.

c. Drama and art for creative expression

Activities:

Develop art material/poster through waste expressing an innovative idea.

Workshop on Film reviewing as a technique of teaching and reflection.

Task/Assignment: (any one)

- vi. Create a Drama derived from stimuli –photographs, paintings, music, poetry, story, newspapers, television, films, real life events.
- vii. Review studies on effectiveness of drama and art on education and present the

same.

Unit 4: DRAMA AND ART FOR SOCIAL INTERVENTION

Objectives:

To enable learners to perceive the social and environmental issues through drama and art.

To develop understanding of the local culture through drama and art.

To widen the understanding of learners by integrating global culture.

Concept Note:

Drama and art reveals the social conditions, social perceptions and attitudes. Learners must be able to generate content with reference to social and environmental conditions, local and global culture. This could lead to social change when put in the right perspective. The social intervention of drama and art cannot be really separated from its aesthetic component. A subtle manner of social transformation can be expected through this approach.

Content:

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

Subunit wise descriptions, activities and assignment:

a. Understanding social and environmental issues through Drama and Art

Activities:

Workshop on developing short plays/ street play for educational, entertainment or social / environmental relevance

Workshop on preparing a script for a radio programme to propagate a social behaviour or awareness of social issues

b. Understanding local culture through Drama and Art.

Activities:

Perform a drama or dance or music of local culture

Visit to a local theatre show/performance and write its appreciation and evaluation.

c. Understanding global culture through Drama and Art

Activities:

Develop a tableau to depict any two of the global cultures.

Observe a drama/art work highlighting the global culture.

Task/Assignment: (any one)

1. Compare any two visual/drama/dance/music art forms of India with any two at an international level (history, elements/characteristics, eminent artists & institutions)
2. Critically write your comments on festival performances in India eg: Ramleela, Rasleela

Recommended Books/websites:

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Semester 3

Course Name: Course7 section 1(pedagogy of school subject)

Subject:-Commerce

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Objectives:

To enable the student teachers

- To develop understanding about pedagogical analysis in relation to core elements (NEP 1986)
- To develop understanding about the use of various support materials required for teaching of commerce,
- To develop understanding and planning the organization of various activities and field visit for student teachers.
- To develop understanding about the use of technology in teaching of commerce.
- To develop understanding about the need and different avenues of professional growth for commerce teacher.
- To develop understanding about the need of continuous evaluation of commerce subject.
- To develop understanding and preparation of diagnostic teaching and
- remedial teaching.

Module III- Support system for effective teaching learning of commerce subject:

Unit 5: Plan for effective teaching

- a) Pedagogical analysis (in relation to core elements NEP 1986) -unit analysis
 - Instructional objectives
 - teaching learning
 - Different evaluation techniques
- b) Criteria of a good commerce textbook
- c) Critical evaluation of commerce textbook (std XI and XII)

Assignment: Prepare a pedagogical analysis plan for any one selected unit of any one subject of std XI or XII

Unit 6: Learning resources in commerce

- a) Commerce club (meaning, organization and activities)
- b) Field visit (meaning, organization and importance)
 - Visit to bank, multinational company, stock exchange and industries.
- c) Use of technology in teaching of commerce,
 - Instructional material - model, specimen, ppt, and mobile learning.
 - Mass media(newspapers, television, journals)
 - Use of ICT(internet and social networking)

Assignment: Write a report on

- a) visit to any one of the following: Bank, industry, stock exchange, market or any place of commercial importance. **OR**
- b) Talk by eminent industrialist or businessman.

MODULE IV: Professional development and evaluation

Unit 7: Professional development of commerce teacher.

- a) Multifarious role and challenges faced by commerce teacher in teaching commerce.
- b) Need and avenues of continuous professional development for commerce teacher.
- c) Role of teachers in inculcating values- global citizen, practical, social, cultural, ethical and entrepreneurship.

Assignment:

Visit any school/ college and conduct interview of commerce teacher in the following aspects.

- Challenges faced by commerce teacher and avenues known by them for professional development. OR
- Critically evaluate any one commercial institution with reference to the above mentioned values.

Unit 8: Evaluation of commerce subject.

- a) Areas of continuous comprehensive evaluation in commerce.
- b) Preparation of achievement test(concept, criteria)
- c) Diagnostic testing and remedial teaching in commerce.

Assignment (any one)

- Preparation of question paper including all types of questions.
- Preparation of diagnostic tests.
- Preparation of lesson plan for remedial teaching.

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Subject:-SCIENCE

duration) Total Marks: 50 (Internal = 15 marks, External = 35 marks) OBJECTIVES:-

- To apply the innovative trends in teaching of Science.
- To develop an understanding about various support system in Science.
- To acquire knowledge about various learning resources and its management in science education.
- To develop an understanding of the current evaluation practices in Science.
- To develop an understanding of the need and avenues of professional development of a Science teacher.
- To acquire knowledge about various scientific institutions at national and international level.

MODULE (3) MANAGEMENT OF SCIENCE EDUCATION

Unit (5) Organization of Activities in science

- (a) Science Club (Objectives, Significance, organization and activities)
- (b) Excursion and Field Trip (Significance and organization)
- (c) Science corner and Exhibition (Significance and organization)

ASSIGNMENT:-

- Chalk out and conduct activity along with a report related to those given below. (Any one).
- i. Science Club
 - ii. Science corner and exhibition
 - iii. Science field trip

Unit (6) Learning Resources in Science

- (a) Laboratory Management (Planning and Maintenance)
- (b) Mobile laboratory and Improvised apparatus (Meaning and significance)
- (c) Science Text book: Characteristics of good textbook and critical evaluation of textbook.
(Std. VI to XII –SSC/CBSE/ICSE)

ASSIGNMENT:

- Critically evaluate any one science textbook (Std. VI to XII – SSC/CBSE/ICSE)
- Prepare any one improvised teaching aid and explain how you use it in teaching of science.

MODULE (4) PROFESSIONAL DEVELOPMENT AND ASSESSMENT.

Unit (7) Professional development of science teacher

- a) Challenges faced by Science Teacher (Alternative conceptions and Resource Constraints)
- b) Need and avenues of continuous professional development
- c) Contribution of science institutions in professional development of teachers (Homibhaba research center, Nehru science center)

ASSIGNMENT:

Visit to Homibhaba research center/ Nehru science center and prepare the report.

Unit (8) Assessment of Science

- (a) Diagnostic Testing and Remedial Teaching in science
- (b) Criteria for assessment of Practical work : Lab work, Journal and Project work.
- (c) Areas of continuous comprehensive evaluation in science.

ASSIGNMENT:

Diagnose the difficulties of the students in science and provide remedial measures to overcome them and prepare the report.

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Subject: URDU

Objectives of the Course:

- ❖ To develop understanding about teaching of Prose, Poetry and Drama.
- ❖ To develop an insight into the symbiotic relationship between Curriculum, Syllabus and textbooks.
- ❖ To examine authentic literary and non literary texts and develop insight and appreciation.
- ❖ To develop creativity among learners
- ❖ To understand role and importance of translation.
- ❖ To develop and use teaching aids in the classroom
- ❖ To identify materials for teaching for Urdu at different levels.
- ❖ To understand need and function of language lab
- ❖ To understand the process of language assessment

Module 3: Language, Literature and Aesthetics

UNIT V: FORMS OF URDU LANGUAGE

1. Different Creative Forms of Urdu Literature (Classical and Modern)

- I. Prose
- II. Poetry
- III. Drama

2. Literature in the School Curriculum

- I. Need and Objective of Literature in School Curriculum
- II. Relevance of Literature in School Curriculum
- III. Role of Media in School Curriculum

3. Translation

- I. Need and Importance of Translation
- II. Translation as a Creative Activity
- III. Translated Texts in Urdu

ACTIVITIES:

Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself.

Practice teaching:

Take any topic of your choice and write about in any form of creative writing. UNIT

VI: TEACHING OF DIFFERENT FORMS OF URDU LITERATURE

1. Planning lesson in prose

- I. Objective of Teaching Prose
- II. Steps of Teaching Prose

III. Strategies and Techniques of Teaching Prose

2. Planning lesson in poetry

I. Objective of Teaching Poetry II.

Steps of Teaching Poetry

III. Strategies and Techniques of Teaching Poetry

3. Planning lesson in Drama

I. Objective of teaching drama

II. Steps of teaching drama

III. Impact of drama in the development of language

ACTIVITIES:

Review any two stories of your choice •

Interview any local artist/poet/writer

Teaching Practice

Take any poem or story and develop teaching Strategy to teach:

- (a) Same pieces for different stages;
- (b) Understanding any creative piece at different levels;
- (c) Teaching the same piece to children with special needs.

Action Research

Identify and list language (Urdu) related errors common among Students.

Module 4:- Teaching learning material and assessment

UNIT VLL: TEXTUAL MATERIAL AND TEACHING AIDS

1. Curriculum and teacher

- I. Understanding the relationship between Curriculum, Syllabus and Textbook
- II. Relationship between Learning and Outside World
- III. Teacher as a Researcher

2. Teaching and learning aids

- I. Print Media
- II. ICT and Audio Visual Aids
- III. Library and Language Laboratory

3. Various co- curricular activities

- I. Need and Importance
- II. Planning
- III. Execution and Evaluation

ACTIVITIES:

Prepare a list of audio-visual aids related to teaching of Urdu and use them wherever necessary

Identify and prepare different types of teaching aids for children with special needs (speech impaired)

Project:

Develop the material for school magazine based on your experiences during school experience practice
Review contemporary children's literature

UNIT VIII: - ASSESSMENT

1. Progress and assessment

- I. Continuous and Comprehensive Evaluation
- II. Techniques of Evaluation
- III. Types of Evaluation (self evaluation, peer evaluation and Group evaluation)

2. Typology of Question

- I. Activities and Task (open-ended questions, MCQ, true and false etc)
- II. Reflecting- Problem Solving , Creative and Critical Thinking
- III. Enhancing Imagination and Environmental Awareness

3. Feedback

- I. Students
- II. Parents III.
Teachers

ACTIVITIES:

Write a report on current practices of assessment and evaluation at the Upper Primary Stage.

Analyses the question papers of Urdu language (Previous 3 Years) - Classes IX and X (any board) in the light of new approach of assessment. Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning.

Project:

Select any ten questions from the Class VIII Urdu textbook which lends scope to the creativity of the learners.

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ECONOMICS

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Course Objectives:

To develop understanding the use of various support materials required for teaching of economics

To develop understanding and planning the organisation of various activities and field visit for learners

To develop an understanding of the challenges faced by economics teacher To

understand the role of teachers in inculcating economics values and skills To

understand the need of professional growth for teachers

To understand the need of continuous assessment and evaluation of economics

To develop understanding and preparation ,use of diagnostic testing and remedial teaching

Module 3: Support system for effective teaching learning of economics

Unit 5 Planning for effective teaching

- a) Pedagogical analysis (in relation to core elements NEP 1986)
 - Unit analysis
 - Instructional objectives Teaching learning
 - Evaluation technique
- b) Criteria of good text book
- c) Critical evaluation of text book (std IX to XII)

Assignment (activity or task): Prepare a pedagogical analysis plan for any one selected topic (STD IX to XII)

Unit 6 Learning Resources in Economics

- a) Economics club (meaning ,organisation ,activities)
- b) Field Visits(trip)(Meaning ,organisation , importance)
- c) Use of technology in teaching of economics—mass media ,Newspaper internet, and Supportive resource material –research report ,journal ,document analysis

Assignment (activity or task):

- A) Develop a plan for organising any of the following
 - Visits (e.g Banks, construction site ,consumer forum ,industry)
 - Talk by eminent economists

Or

- B) Document Analysis:
 - 1) Analysis of any economic survey (document)
 - 2) Analysis of any five year plan

Module 4: Professional development and Evaluation

Unit 7 Professional development of economics teachers

- a) Challenges faced by economics teacher in teaching the subject
- b) Need and avenues for continuous professional development
- c) Role of teacher in inculcating values and skills—Entrepreneurship ,consumerism and global citizen

Assignment (activity or task):

- 1) Visit any school/college and conduct an interview of economics teacher to collect information on following

Avenues known by economics teacher for their professional growth Or

- 1) Prepare a detail report on ---economics teacher using various approaches for inculcating values and skills among student (any one value)

Unit 8 Evaluation of Economics

- a) Areas of Continuous comprehensive evaluation in economics
- b) Preparation of drafting question papers for test (also unit plan and unit test)
- c) Diagnostic testing and remedial teaching in economics

Assignment (activity or task):

- A) conduct an interview from 2 teachers of economics for :
 - 1. Common difficulties faced by economics students and the remedial strategy followed by teachers

B) Prepare a draft of question paper (unit test and term exam) including all types of question on the basis of blue print

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 4. N.R. Saxena: Teaching of Economics, R Lall Book Depot, Meerut
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 8. Sindhu H.S.: Teaching of economics, Tandon Publications, Books Market, Ludhiana-141008.
 9. Yadav Amita, 1999, "Teaching of Economics" Anmol Publications Pvt. Ltd., New Delhi.
 10. Saxena Mishra Mahonty (2004) "Teaching of Economics" Surya publication, Meerut
 11. Saxena Mishra Mahonty (2004) "Teaching of Social Studies" Surya publication, Surya publication, Meerut
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 14. Prof. Rai B.C. (1991) " Techniques of Teaching" Prakashan Kendra Lucknow-7
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1. maraziÁ
 1. Aqa-Saas~a AQyaapna pQdtl p`aofosar Aar. vhl. gajaro AaiNa sal. bal. puraiNak
 2. Aqa-Saas~a iSaxaNa DaĐ.galtaMjalal paTlla
 3. Aqa-Saas~a AQyaapna pQdtl p`aofosar rMjanaa dovaaro
 4. Aqa-Saas~a AaSaiyayau@t AQyaapna pQdtl p`aofosar inama-laa tpklr
ihMdlÁ
 1. Aqa-Saas~a AQyaapna pQdtl DaĐ.klyaaNal [Mdurkr
 2. Aqa-Saas~a iSaxaNa gau\$ sarNadasa %yaagal
 3. Aqa-Saas~a iSaxaNa ramapala isaMh
 4. Aqa-Saas~a iSaxaNa DaĐ. ena. ko. Samaa

Subject:-GEOGRAPHY

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

OBJECTIVES:

1. To develop an understanding of the key concepts in Geography
2. To develop the skill of textbook analysis.
3. To understand the basic skills in Geography and ways to enhance them.
4. To develop an understanding of application of theories of learning in Geography teaching.

5. To develop competencies in teaching the subject.
6. To develop an understanding of the multifarious role of geography teacher in the present context.

MODULE III: PEDOGOGICAL ANALYSIS AND SKILLS IN GEOGRAPHY

UNIT V: UNDERSTANDING PEDAGOGY OF GEOGRAPHY

Key themes and key concepts in

- Geography:
- o Location
 - o Place
 - o Human-environment interaction
 - o Movement
 - o Region

Pedagogical Analysis of a Geography textbook (std. VIIth to Xth). Developing values through Geography (Scientific, Political, Socio-cultural).

UNIT VI: ESSENTIAL SKILLS IN GEOGRAPHY

(Importance and strategies to develop the skills)

- o Observation.
- o Reading and interpreting geographical information (tables, figures, graphs, diagrams, photographs, Aerial photographs, Satellite imageries).
- o Map reading and interpreting using scale (distance), direction, signs & symbols, point, line and area.

MODULE IV: UNDERSTANDING LEARNERS AND GEOGRAPHY

TEACHER UNIT VII: UNDERSTANDING LEARNERS

Application of theories of learning to teaching of Geography. (Piaget, Vygotsky)

Challenging areas in learning Geography.

Diagnostic testing and remedial teaching with reference to challenging areas.

UNIT VIII: GEOGRAPHY TEACHER

Key Competencies of a Geography teacher.

Challenges faced by a Geography teacher.

Need and ways of Continuous Professional Growth.

Practical

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.

Choose any one from the following:

Interview a senior Geography teacher to understand the characteristics of a Geography teacher. Write a report.

OR

Collect the information about the organizations and activities conducted for Geography teachers.

OR

Prepare a game for inculcating value/s through Geography teaching. Write the lesson plan for the same.

References:

Arora, K.L., BhugolShikshan, Teaching of Geography,
Gopsill G. H., The Teaching of Geography
Macnee E.A. The Teaching of Geography
N.C.E.R.T., Practical Geography
O.P Varma and E.G. Vedanayaga, Geography Teaching
R.P. Singh, Teaching of Geography
S.K. Kochhar, Methods and Techniques of Teaching
SalimBasha, Teaching of Geography
Sanjay Dutta and O.P Garg, Teaching of Geography
Shaida and Sharma, Teaching of Geograph,
Thralls Z.A., The Teaching of Geography
Walker James, Aspects of Geography Teaching in School

Marathi/ Hindi

Bapat B. G., BhugolAdhyayananiAdhyapan
JaiswalSeetaram, BhugolShikshan
Mishr A., BhugolShikshanPadhhati
Ponkshe, D. B., BhugolacheAdhyapan
Sinh, H. BhugolShikshan

Websites:

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http://www.udel.edu/dssep/articles/marytaylor_article.htm
<http://serc.carleton.edu/introgeo/cooperative/index.html>
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Subject:- HISTORY

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Rationale and Aim

This paper emphasizes the need for a pedagogic approach to understand History as a school subject. The aim of this course is to engage student-teachers with questions on the subject, on the pedagogic approach, theory and practice as they unfold within the classroom and in school settings. Further the syllabus has been prepared to equip student teachers with deeper

thought on the subject and its applications to develop thinking in learners and also encourage them to become competent subject teachers. There is a focused attempt in this syllabus to equip the prospective teacher with deeper understanding of the subject, conceptual clarity, pedagogic perspective and understanding of different strategies to develop interest in learners for the subject.

Specific Objectives

By the end of the two year course the student teacher should be able to:

1. Understand the nature of History & Political Science as a school subject
2. Articulate a conception of History and Political Science
3. Correlate History & Political Science with other subjects
4. Understand the language of History & reconstruction of past
5. Apply their knowledge of techniques to reconstruct the past
6. Understand the concept of differentiated teaching for History
7. Prepare differentiated lesson plan in History & Political Science
8. Understanding the potential of History for development of skills
9. Analyze the history & political science textbook
10. Prepare appropriate work schemes and lesson plans in history and Political science.
11. Critically analyze the History & Political science textbook.
12. Understand the significance of learning resources to teach the subject
13. Apply the knowledge to select and improvise learning resources.
14. Demonstrate ability to raise learners' in

Module III Constructs & Applications of History & Political Science

Unit V Concept learning & developing the language of History

- a. History as a concept driven subject : Concept based and generalization based learning
- b. Understanding the language of History (the language of historical time, language of the past, the language of historical description and analysis, the language of historical process). Using different strategies in the classroom to promote subject specific vocabulary.
- c. The understanding of Historical literacy(Taylor and Young)

Task: Develop a Concept Based or Generalization Based lesson in History / Political Science.

UNIT VI Skills through History & Political Science

Developing research skills, Communication Skills (Presentation and Persuasion, ability to build an argument and support it with empirical evidence).

Analyses of the textbook, detecting and dealing with bias in the History & Political Science textbook.

Citizenship skills: Developing Global perspectives (eight key concepts)

Task: Select any one of the Global key concept. Write and perform a skit/ prepare a poster to highlight the same.

Module IV Role and responsibility of a History & Political Science teacher

Unit VII –Addressing Learner diversity

Catering to diverse learners: differentiated teaching in the History classroom (concept and significance).

Culturally responsive Pedagogy (three dimensions-Institutional, personal and instructional).

Differentiated assessment in teaching of History: Concept merits and challenges.

Task: Prepare a lesson plan in History or Political Science to facilitate differentiated teaching.

Unit VIII The History Teacher

Qualities of History teacher

Professional growth of a History teacher

Challenges faced by History teacher (Challenges posed by technology, Pedagogy and globalization.)

Task: Interview two History teachers and find the challenges faced by them and submit the report in about 500 words.

Unit V Pedagogic content analysis)

Basic Concepts:

Civilization, Culture, Revolt, Revolution, Wars, Freedom struggle, Nationalism.

Political Science- Citizenship, Rights, Duties, Adult franchise, Global citizen, legislature, judiciary.

Critical evaluation of Education syllabus from IX -XII

The significance of the topics

The articulation of the concepts (Horizontal, vertical, sequence, continuity and balance)

Connectivity to everyday life and environment

Need for inclusion / exclusion of topics Methods of evaluation/ question patterns

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Angelo A.T, et .al. (1993). Classroom Assessment Techniques A. Handbook for College Teachers, San FransiscoTossey- Bass Publisher.

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- S. Wadhwa, *Modern methods of teaching history*, Saru sons, New Delhi
- Relevant websites

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https://education.alberta.ca/media/1234045/makingadifference_2010.pdf

http://www.canberra.edu.au/researchrepository/file/3d3fb227-73c7-dc08-49ee-275fa23092d3/1/full_text_final.pdf

<http://historicalthinking.ca/historical-thinking-concepts>

http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapter%20with%20BLM_Aug%2030.pdf

https://www.academia.edu/2527715/Suffrage_feudal_democracy_treaty..._historys_building_blocks_Learning_to_teach_historical_concepts

http://www.educ.ualberta.ca/css/Css_38_2/ARhistorical_imagination_collingwood.html

Multiperspectivity and Monoperspectivity - the question of the truth in history? Chapter 3 in the

http://www.theewc.org/uploads/content/archive/History_teaching_today_manual_1.pdf

<http://faculty.marianopolis.edu/c.belanger/quebechistory/Howtoanalyzeanhistoricaldocument.html>

http://www.huffingtonpost.com/matthew-lynch-edd/culturally-responsive-pedagogy_b_1147364.html?ir=India

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

Subject:-MARATHI

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Ji_YTo :

maraziBaaYaocaaAQyaapnaSaas~lyadRiYTkaonaivakisathaoNyaasamadtkrNao.

marazlcyaamaUlyamaapna kaya-pQdtlcaoAaklanahaoNyaasamadtkrNao.
marazlcyaAadSa-
iSaxakacyaagauNavaOiSaYTYaaMcyaaAnauYaMgaanaosvayaMmaUlyaaMknakrNy
aacalxamataivakisatkrNao.

marazlcyaAadSa-

pazyapustkacaoprIxaNaivakisatkrNyaacalxamataivakisatkrNao.

marazlcyaivaivaQaSaOxaiNaksaaQanaaMcaavamaihtItM-&anaacaoAaklanak\$na JpyaaojanakrNyaacalxamataivakisatkrNao.

maa^DyaUla 03: AQyaapnaSaas~IyaivaSlaoYaNa

GaTk : 5 marazIBaaYaocalsamrcanaa

A¥ marazIBaaYaocalsamrcanaavavaaD\Ámayaln`karaMcaapircaya ba ¥

GaTkivaSlaoYaNa

GaTk : 6 marazIBaaYaocaomaUlyamaapna

A¥maUlyamaapnatM~ovaGaTkcaacaNal

ba ¥ naOdainakcaacaNalva Jpcaara%makAQyaapna maa^DyaUla 04:

marazlcaaBaaYaaiSaxakÉpazyapustkvaAQyaapnasaaQanao 02 GaTk : 7

marazIBaaYaaAQyaapkvapazyapustk

A¥ _____

marazIBaaYaaAQyaapkgauNavaOiSaYToÉvyavasaayavaRQdlvaAavhanao

ba ¥ pazyapustkgauNavaOiSaYToÉprIxaNa

GaTk : 8 marazlAQyaapnaacatSaOxaiNaksaaQanao

A¥ saaQanaodRkEaavya

ba ¥ maaihtItM~&anaÉAaMtrjaal

³[MTrnaoT` P`aa%yaaixak : maaQyaimakva

JecamaaQyaimakstravarllakaoNa%yaahlekapazyapustkacaocaik%sakprIxaNa

Subject:-MATHEMATICS

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Course Objectives:

The course will develop among prospective secondary school teachers:

1. Understanding of Application of Learning Theories in teaching of Mathematics.
2. Understanding Application of Constructivist approaches in teaching of Mathematics.
3. Understanding and planning the conduct of mathematical activities for all types of learners.
4. Understanding of development of Mathematics lab in school.
5. Application of appropriate assessment in learning of Mathematics.
6. Understand the characteristics of different types of Mathematics learners.
7. Understanding preparation and use of Diagnostic Tests and Remedial Teaching.
8. Analyze the challenges faced a teacher of Mathematics.
9. Appreciate the need for continuing education of Mathematics teachers.

MODULE 3:TRENDS IN TEACHING OF MATHEMATICS

UNIT 5: Designing a Constructivist Mathematics Environment

- a) Application of Piaget's and Vygotsky's Theo
- b) Application of 5 E model of Constructivism in Teaching of Mathematics
- c) Application of Cooperative Learning Strategies in Teaching of Mathematics. (Think – Pair- Share, Jig Saw, Reciprocal Peer Teaching, STADS, Team Pair Solo)

Assignment: For any one selected topic, prepare a Plan to design a constructivist environment using any one of the above-mentioned constructivist approaches

UNIT 6: Mathematics for All

- a) Mathematics Lab (Planning & Activities)
- b) Mathematics Club (Purpose, Organization & Activities)
- c) Digital Resources for Teaching Mathematics- Geogebra & Virtual Manipulatives (Meaning, Application, Advantages and Limitations)

Assignment: Develop a plan to conduct any one of the following in school:

- i. Mathematics Fair
- ii. Mathematics Trail
- iii. Mathematics Games
- iv. Visits

MODULE 4: ASSESSMENT AND MATHEMATICS TEACHER

UNIT 7: Assessment in Learning of Mathematics

- a) Assessing Product Vs Process and Knowing vs Doing
- b) Identifying Gifted, Mathematically Backward students and learners with Dyscalculia
- c) Construction of Diagnostic Tests in Mathematics
- d) Remedial Teaching (Mathematically backward and students with Dyscalculia) and Enrichment for Gifted Learners

Assignment: Conduct a Case study of any one of the following:

- i. Gifted Learner in Mathematics
- ii. Mathematically Backward Learner
- iii. Learner with Dyscalculia

UNIT 8: Professional Development of Mathematics Teacher

- a) Challenges faced by Mathematics Teacher in teaching the subject.
- b) Need and Avenues for Continuous Professional Development.

Assignment: Conduct an Interview with two teachers of Mathematics to identify the following:

- i. Common learning difficulties faced by students and the remedial strategies adopted by the teacher.
- ii. Constraints experienced teaching Mathematics
- iii. Avenues explored by the Mathematics teacher for their professional development

Suggested Readings

- Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.
Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi.
- Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications. Ediger
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Johan R.E. et.al, (1961): Modern Algebra; First Course, Addison-Wesley Publishing Company INC. USA.

Kapur S.K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication. Kulshreshtha; Teaching of Mathematics, R. Lal and Sons.

Kumar Sudhir; Teaching of Mathematics, Anmol Publications, New Delhi, India. Mangal,

A text book on Teaching of Mathematics, Prakash Bros., Ludhiana, India.

Subject:-ENGLISH

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Objectives:

To develop understanding about the fundamentals of English language. To understand pedagogical bases of language learning.

To apply pedagogical approaches and techniques in teaching and learning the language.

To adapt learning resources into teaching learning process.

To understand implications of theories of learning wrt to language. To practise learner centered methods in the classroom.

To sensitize the student teacher about learner diversities. to apply tools and techniques of assessment in language 18.

To understand English language and literature

Module 3: Bases of language learning

Unit V: Implications of Theories of Learning w r t

Language Vygotsky's Theory

Bruner's Theory

Chomsky's Theory of Language Acquisition Device

Unit VI: Teaching learning processes (Significance and applications)

Activity Based Learning (Prose, Grammar and Composition) Concept mapping

Appreciation

Activity: Prepare an Activity Based lesson plan to teach English prose.

Module 4: Learner Diversity and Assessment

Unit VII: Understanding the Diverse Learner

Factors affecting language learning(physiological, psychological & social)

Understanding the learning difficulties: Dyslexia and Dysgraphia

Challenges of teaching language in a diverse classroom

Unit VIII: Assessment in Language

Techniques of assessment- (Vocabulary, Grammar, Listening, Speaking, Reading and Writing)

ICT in assessment

Remedial measures

Activity: Prepare an ICT based test in any one aspect of language.

Module 5: Understanding English Language and Literature

Unit IX: Language and Linguistics

Grammar in Context (as per school text book)

Vocabulary in Context (as per school text book) with reference to phonology, morphology, syntax and semantics

Pronunciation, Stress and Intonation

Unit X: Interpretation of Literature

Poetry –forms of poetry and poetic devices (imagery)

Prose –Classification of prose and devices (has to be discussed during orientation)

Novel – Genres

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

Subject:-Hindi

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes

duration) Total Marks: 50 (Internal = 15 marks,

External = 35 marks) ihndl

jd\doSya :

ihndl BaaYaa ka jd\gama AaOr ivakasa kl jaanakarl p`aPt krnaa

Baartlya saMivaQaana tqaa saimaityaaoM d\vaara ihndl BaaYaa ko ilae

p`avaQaanaaoM kao samaJanaa

bahuBaaYak samaaja maom ihndl BaaYaa ka mah%va jaananaa

ihndl BaaYaa AQyaapna ko saU~ va isawantaom kl jaanakarl p`aPt krnaa ihndl

BaaYaa d\vaara BaaYaa kaOSalaaom kao samaRQd banaanaa

ihndl BaaYaa kl ivaQaaMe AaOr jsamaom inaiht BaaYaa saaOndya- ka

&ana p`aPt krnaa

maUlya saMvaQa-na evama\ jalvana kaOSalaaom ko ivakasa maom

BaaYaa kl BaUimaka kao samaJanaa

BaaYaa AQyaapna maom iSaxak ko j%trdaiya%vaoM kl jaanakarl p`aPt krnaa

maa^DyaUla ³³ BaaYaa saaOndya-, BaaYaa saMsaaQana tqaa ik`yaa
 GaTk 5 BaaYaa saaOndya-
³¹ ihndl BaaYaa saaih%ya maom vyaakrNa ka mah%va va vyaakrNa
 AQyaapna kl pwityaa^M
³² ihndl BaaYaa saaih%ya maom p`stut ivaiBanna SaOilayaa^M, rsa AaOr
 AlaMkar ka mah%va evama\ jpyaaoga
³³ samakalalna samaaja maom ihndl Anauvaad ka mah%va AaOr AavaSyakta
 GaTk 6 ihndl BaaYaa AQyaapna maom sahayak iSaxaNa saamaga`l tqaa jpk`ma
³¹ pustkalaya evama\ saMgaNak kxa -AavaSyakta, mah%va evama\ sausajjaa
³² ihndl pirYad- mah%va, ivaiBanna p`ityaaogataM^e va jnaka Aayaaojana
³³ BaaYaa p`caar -p`vaah maom p`cailat janasaMcaar maaQyamaom ka
 yaaogadana
 maa^DyaUla ³⁴ iSaxak AaOr samakalalna samaaja
 GaTk 7 samakalalna samaaja maom BaaYaa ka yaaogadana
³¹ paz\ya pustk inaima-tl ko AaQaar
³² ihndl BaaYaa d\vaara maUlya saMvaQa-na tqaa jalvana kaOSala
 ka ivakasa
³³ laaoktain~k samaaja inaima-tl maom BaaYaa ka yaaogadana
 GaTk 8 BaaYaa iSaxak
³¹ ivaValaya maom BaaYaa iSaxak kl BaUimaka
³² BaaYaa kao p`cailat krnao maom BaaYaa iSaxak ka yaaogadana
³³ BaaYaa iSaxak d\vaara inadanaa%mak va jpcaraa%mak p`yaaojana
 P`aa%yaixak kaya- maa^DyaUla 3
 d%tkaya- iksal ek BaaYaa sao ek saaihi%yak khanal Aqavaa laoK ka ihndl maMo
 Anauvaad
 P`aklp iksal ek janasaMcaar maaQyama ³dUrdSa-na, AakaSavaaNal` ko iknhIM
 pa^Mca kaya-k`maom kl samalxaa%mak Aalaaocanaa
 maa^DyaUla 4
 d%tkaya- AazvaIM sao baarhvaIM kxaa tk kl iksal ek paz\yapustk ka samalxaa%mak
 maUlyaaMkna
 P`aklp iksal ek maUlya Aqavaa gaaBaaBaUt GaTk kl p`aiPt hotu pa^Mca paz
 yaaojanaa tqaa saMsaaQana ³gatlivaiQayaaom pr AaQaairt`

saMdBa-saUcal :

BaaiTyaa ema.ema., naarMga sal.ela.: "ihndl iSaxaNa ivaiQa," TNDna
 piblakoSana\ja, lauuiQayaanaa.
 BaaiTyaa ema.ema. Samaa-.DI.ko.: "ihndl iSaxaNa ivaiQayaa^M," TNDna
 piblakoSana\ja, lauuiQayaanaa.
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 naUtna p`kaSana, puNao. 2007
 kadlyaana saurondr.: "ihndl iSaxaNa," ivanaaod piblakoSasa-, lauiQayaanaa.2010
 jaOna. ko.sal.: "ihndl iSaxaNa," TNDna piblakoSana\ja, lauiQayaanaa.
 pazk Aar.Pal.: "ihndl BaaYaa iSaxaNa," kinaYk piblakoSasa-, iDsT/IbyaUTsa-,
 na[-idllal.2010

paNDoya ramaSakla.: "ihndI iSaxaNā," Eal ivanaaod pustk maindr, Aagara. 2012
 saUrl baRjabaalaa.: "navalna ihMdl AQyaapna SaOlal,"AinamaoYa p`kaSana,
 mauMba[-.2009
 Samaa- iSavaa mau.: "ihndI iSaxaNā ivaiQayaa^M," inalakmala piblakoSasa-
 p`a.ila,na[- idllal.2010
 saUrl baRjabaalaa.: "navalna ihMdl AQyaapna SaOlal,"ixaitja p`kaSana,puNao. 2014

OPTIONAL PAPERS

Course Name: Course 7 Section II

PEACE EDUCATION

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Objectives-

After the learning of this course the student –teacher is able

1. To understand the concept and types of peace.
2. To understand the constitutional values and their importance for social harmony.
3. To understand the contribution of Mahatma Gandhi, Swami Vivekananda and The Dalai Lama in Peace Building.
4. To understand concept and areas of Peace Education.
5. To understand the need of Peace education in present context.
6. To understand challenges to Peace in multicultural society.
7. To understand and apply the values, attitudes and skills required for Peace Education.
8. To understand and apply Methodology for Peace Education.
9. To acquire knowledge of programmes by UNESCO for promoting Peace Education.
10. To understand and analyze the role of mass media in Peace Education.

Module 1: Fundamentals of Peace Education

Unit 1- Understanding Peace

- a) Meaning and Types of Peace
- b) Constitutional values with reference to fundamental rights and their importance for social harmony.
- c) Contributions of Mahatma Gandhi, Swami Vivekananda and The Dalai Lama in Peace Building.

Unit 2- Peace Education

- a) Concept of Peace Education
- b) Need for Peace Education in present context
- c) Addressing challenges to peace in Multicultural Society.

Module 2: Integration of Peace Education in school Curriculum

Unit 3- Bases of Peace Education

- a) Becoming peace teacher-acquisition of knowledge, values and attitudes.
- b) Life Skills required for Peace Education (WHO)
- c) Areas of Peace Education:
 1. Conflict management
 2. Conservation of Environment

Unit 4- Transacting Peace Education

- a) Integration of Peace Education through curricular and co-curricular activities
- b) Role of mass media in Peace Education
- c) Programmes for Promoting Peace Education –UNESCO

Task and Assignments-

1. Prepare a lesson plan for any one topic in your subject using interactive and participatory methodology to integrate peace values, develop attitudes and skills for Peace education.

(Compulsory)

2. Any One of the following:
 - 1) Field work-structured interview of a school teacher, case study of a school.
 - 2) Observation based survey.
 - 3) Panel Discussion
 - 4) Debate
 - 5) Creating posters, slogans, short films etc
 - 6) Writing essays, poetry, stories on the theme of Peace.
 - 7) Narratives from history.

References:

1. Theories of Education & Education in emerging Indian Society , B.N.Dash (Dominant Publishers and Distributers, 1st Edition,2004) .
2. Education or Peace, Dr.Usha Rao (Himalya Publishing House ,First Edition ,2012)
3. Striving For Peace ,Ram Punyani (Two Enterprises)
4. Non-violence and Peace Education , (Volume I), Dr. Ravindra Kumar , Mrs.Megha Arora (Shridhar University ,2013)
5. Non-violence and Peace Education , (Volume II), Dr. Ravindra Kumar , Mrs.Megha Arora (Shridhar University ,2013)
6. Pandey, Sanjay (2004).Peace Education. New Delhi: NCERT .
7. Price, Monroe & Thomson, Mark (2003). Forging Peace, Bloomington in 47404 - 3797 : Indian University Press 60/ North Morton street.
8. Laing, R.D.1978. A Teacher's New Delhi : The UNESCO Publications.
9. Fran Schmidt and Alice Friedman. 1988. Peacemaking Skills for Little Kids . Miami , Florida USA : Peace Education Foundation.
10. Peace and Value Education .Dr. Kiruba Charles & V. Arul Selvi . (Neelkamal Publications Pvt Ltd , New Delhi ,

First Edition ,2012)

11. Forcey , Linda Rennie and Ian Murray Harris , (1999), Peace Building for Adolescents : Strategies for Educators and Community Leaders, New York: Peter Lang publishing.
12. Gultang, J. (1996). Peace by Peaceful Means: Peace and Conflict , Development and Civilisation , PRIO: International Peace Research Institute of Oslo and Sage Publications.

ENVIRONMENT EDUCATION

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

OBJECTIVES:-

- iv. To develop an understanding of the basic concepts of Environmental Studies.
- v. To develop an understanding about ecological energy dynamics and entropic pollution.
- viii. To generate an awareness about major environmental issues.
- vii. To develop an understanding about the concept of environmental education, its need and principles.
- viii. To develop an understanding of the various approaches of environmental education.
- ix. To create an awareness about the public efforts and government initiatives protecting and conserving environment.
- x. To develop an understanding about the concept and need for sustainable development.
- xi. To develop a positive attitude towards protecting and conserving environment.
- xii. To develop skills of observation, participation and assessment through environmental projects.

MODULE-I: FUNDAMENTALS OF ENVIRONMENTAL EDUCATION

UNIT 1: CONCEPT OF ENVIRONMENT & ITS ISSUES

- d) Environment: Meaning, Components (Biotic and Abiotic), concept of Eco System, Ecological Pyramids (Numbers, Mass, Energy), Food Web.
- e) Major Environmental Issues: Meaning, Causes, Effects and Remedies – Climate Change, Loss of Biodiversity.
- f) Ecological Energy Dynamics and Concept of Entropic Pollution. (Concept of Pollution in context to loss of energy w.r.t. types of pollution)

Task / Assignment: Prepare an Environmental Audit Report for an individual process.

UNIT 2: DEVELOPMENT OF ENVIRONMENTAL EDUCATION (5 Lectures)

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

Task / Assignment:

Conduct an activity based on Indigenous Technical Knowledge (ITK) Practices and submit a report

MODULE-II: EDUCATION FOR SUSTAINABLE DEVELOPMENT

UNIT 3: SUSTAINABLE ENVIRONMENTAL MANAGEMENT

- d) Sustainable Development: Meaning, Need, Guiding Principles.
- e) Sustainable Environmental Practices: Rain water Harvesting, Mangroves Management, Solid Waste Management (Meaning, Process and Significance of each)
- f) Environmental Impact Assessment: (Meaning, Steps & Significance)

Task / Assignment: Conduct a Life Cycle Assessment of any item/commodity of daily use and prepare a report.

UNIT 4: ENVIRONMENTAL INITIATIVES, PROJECTS & LAWS

- d) Movements: Raleganj Siddhi Movement, Narmada Bachao Andolan, Tarun Bharat Sangh, Green Peace Movement.
- e) Projects: Tiger Project, Ganga Action Plan
- f) Laws of Conservation & Protection: Wild-life Protection Act-1972, Environment Protection Act, 1986 and Noise Pollution Act-2000.

Task / Assignment: Conduct a case analysis of an Ecological Reserve and suggest measures to promote Ecotourism.

References:

- Environmental Education-T. Pradeep Kumar, A.P.H. Publications
- Environment Pollution- Management, Control for Sustainable Development- R. K. Khitoliy, S. Chand and Company, New Delhi
- Methods of Environmental Education –Dr. Joseph Catherine, Neel Kamal Publications
- Environmental Education - V. Krishnamachayulu, G.S. Reddy, Neelkamal publications.
- Environmental Education and training –Trends, Traditions And Transformation – M.A. Chaudhary & S.M. Tripathy, Global Vision Publishing house.
- The Source Book for Teaching Science: Strategies, Activities And Instructional Resources, Normann Herr –Jossey Bass
- Environmental Pollution - N.H. Gopal Dutt, Neelkamal Publications.
- Environmental Education Problems & Solutions - Vashist, H, Jaipur: Book Enclave.
- Techniques Of Teaching Environmental Science - Swamy, K.R. & Rao, D.B., New Delhi: Sonali publication.
- Environmental Studies –R. A. Sharma, Chand publication
- The Hindu –Survey of the Environment.
- Education For The Environmental Concerns –A.B. Saxena
- Environmental Education –Deb, Sikdar and Agarwal
- A Textbook Of Environmental Science –Arvind Kumar
- Environmental Education –K. Purushotham and D.Narasimha Reddy
- Environmental Science: A Global Concern –William P Cunningham
- Environmental Science: Richard T Wright and Bernard J. Nobel
- Environmental Science: A study of interrelationship –Eldon D Enger and Bradley F. Smith

HINDI

- Paryavaran Shiksha –Radhavallabh Upadhyay, Vinod Pustak
- Mandir Paryavaran Shiksha –B.D. Sharma, Omega publications
- Paryavaran Shiksha –Uma Singh, Agarwal publications

Paryavaran Shiksha - C.M Gupta and Renu Sharma, Aastha Publications
Paryavaran Shiksha –M.K.Goyal, Vinod Pustak Mandir
Paryavaran aur Manav Mulyon ke liye shiksha - V.K. Maheshwari and B.L.Sharma, Surya Publications
Paryavaraneeya Shiksha –Jay dayal Kalra, Saroj Pharwaha, Baljeet Singh, 21st Century Publications.

MARATHI

Sandharaneeya Paryavaran Vyavasthapan –Sunil Rajpurkar, Himalaya Publications.
Paryavaran Shikshan va adhayapan paddhathi –A.M. Dhere, C.B.Powar, D.A. Patil, Phadke Prakashan.

Paryavaranache shikshan- Hemant Sudhakar Samant

Paryavaran Shikshan –Prakash Sawant, Phadke Prakashan

Paryavaran Shikshan –K.M.Bhandarkar, Nutan Prakashan

GUIDANCE AND COUNSELLING

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15marks, External = 35marks)

Objectives:-

To develop an understanding of basic concepts in guidance and counseling.

To develop an understanding of educational , vocational and personal guidance.

To acquaint the student with testing devices and non testing techniques of guidance.

To sensitize student teachers to the problems faced by students in the contemporary world.

To sensitize students teachers to the problems faced by special groups.

MODULE - I Fundamentals of Guidance

UNIT 1 Concepts and Types of Guidance

a) Guidance :

Concept (Meaning and Characteristics)

Principles

Functions

Need (Individual and Social)

b) Types of Guidance : Concept and Need in the Global

Context Educational Guidance

Vocational Guidance

and Personal Guidance

c) Agencies - Functions

National Council of Research and Training

Central Institute for Research and Training in Employment Service,

State Guidance Bureau

Home & School

UNIT 2 Testing devices and Non-testing Techniques in Guidance

Testing Devices –Uses

Aptitude Test, Personality Inventories and Interest Inventory

Non-testing Techniques - Uses

Observation

Interview

Case study

Student portfolios

b) **Career Guidance:**

Sources of Career Information and Strategies of disseminating
Career Information

Factors affecting Vocational Choice

c) **Mental Health and Well-being at Workplace**

Concept of Mental Health

Factors affecting Mental Health

Promoting Mental Health and Well Being at Work Place

MODULE - II Fundamentals of Counselling

UNIT 1: Concepts in Counselling

A) Concept (Meaning and Characteristics)

B) Needs of Counselling with special reference to present context

C) Types of Counselling I.

Directive II. Non-Directive

III. Eclectic

D) Process of Counselling

I. Initial Disclosure

II. In-Depth Exploration

III. Commitment to Action

UNIT 2: Counselling Skills and Intervention

A) Skills required for

Counselling Rapport

building, Listening,

Questioning and

Responding

B) Counselling Approaches (Concept and

Techniques) I. Behavioural Approaches

II. Cognitive Behavioural

Approach III. Humanistic Approach

C) Counselling for Adolescent Issues I. Bullying

II. Relationship [Peer and Parent]

III. Handling puberty issues

IV. Addiction [substance abuse, technology induced social networking]

V. Suicide

VI. Academic Stress

Assignments:

- 1) Prepare a student portfolio
- 2) Strategies for handling academic stress

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 &CounsellingKalpaz Publications. Delhi
- Shrivastava,K.K . Principles of Guidance &CounsellingKanishka 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
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Subject:-ACTION RESEARCH**Total Credits: 2****Total Hours: 30 hours (36 lectures of 50 minutes duration)****Total Marks: 50 (Internal = 15marks, External = 35marks)****OBJECTIVES:****To help the pupil:**

1. In understanding the basics of action research
2. In understanding the process of action research
3. In applying the cycles of action research in the teaching-learning process.
4. In analyzing the importance of validating action research at each step.
5. In applying the methods of action research to the teaching learning process.
6. In understanding various tools of data collection of action research.
7. In developing the skill of constructing appropriate tools while conducting an action research.
8. In understanding the components of action research plan.
9. In distinguishing between quantitative and qualitative data analysis in action research.
10. In understanding the features of a good action research report.
11. In analyzing the ways of sharing and reflecting action research.
12. In developing the spirit of enquiry in the students.

MODULE -1- FUNDAMENTALS OF ACTIONRESEARCH (17 Lectures)

Unit -1: Basics of Action Research

1. Meaning, principles, Uses and Limitations of Action Research
2. Difference between Fundamental and Action Research
3. Action Research for the professional growth of teachers.

Task/Assignment: Make a scrap book depicting five case studies related to professional growth of teachers while doing action research.

Unit -2: Process of Action Research:

1. Types of Action Research –Individual teacher action research and Collaborative action research (Meaning, Rationale, uses and limitations)
2. Cycles of Action Research –Stephen Kemmi’s Action Cycle, Kurt Lewin’s Force Field An
3. Concept and types of validation - Self, Peer and Learner

Task/Assignment:Select any classroom problem and prepare a plan of action for solving it using any cycle of action research.

MODULE-2 - APPROACHES, METHODS, TOOLS, PLANNING, CONDUCTING AND REPORTING ACTION RESEARCH

Unit-3: Approaches, Methods and Tools for data collection in Action Research

1. Approaches of Action Research: Qualitative and Quantitative - Concept and Need
2. Methods of Action Research –Experimental, Survey and Case Study- Meaning, Purpose, Process and limitations
3. Tools for Data Collection –(Characteristics, uses and limitations)
 - a. Questionnaire –(open and close ended)
 - b. Audio –Video Recording
 - c. Interviews –Structured and Unstructured
 - d. Observation- Participant and Non-Participant

Task/Assignment: Prepare a tool for data collection for an action research project of your relevance..

Unit-4- Planning, Conducting, and Reporting Action Research:

1. Designing the Action Research Plan (research question, need, significance, aims and objectives, research team, research design, schedule and budget
2. Analysis of Data:
 - a. Quantitative- Descriptive Analysis- Percentage, Mean, Correlation and Graphical representation (uses and limitations)
 - b. Qualitative (Immersion reflecting, standing back analyzing; synthesizing; relation to other work; locating reflecting back; returning for more data Presenting disseminating and sharing).
3. 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.

Task/Assignment: Design an action research plan

References:

1. Aggarwal, J C: Educational Research: an introduction
 2. Best John W: Research in Education
 3. Blaikie, N: Approaches to Social Inquiry
 4. Carr, W And Kemmis s: Becoming Critical: Education, Knowledge and Action research
 5. Cohen L And Manion: Research Methods in Education
 6. Craig A. Mertler: Action Research –Teachers as Researchers in the Classroom
 7. Creswell, J.W: Research Design: Qualitative, Quantitative, and Mixed Methods Approaches
 8. David Coghlan& Teresa Brannick: Doing Action Research in your Organization
 9. Elliot, J: Action Research for Educational Change
 10. Jean McNiff and Jack Whitehead: Doing and Writing Action Research
 11. Jean McNiff: Action Research: Principles and Practice
 12. LokeshKaul: Research Methodology
 13. Lulla B P: Essentials of Educational Research
 14. Manfred Max Bergman: Advances in Mixed Methods Research
 15. McNiff, J. and Whitehead, J: All You Need To Know About Action Research
 15. Peter Reason and Hilary Bradbury: The Sage handbook of Action Research
 16. RaoUsha: Conducting Educational Research
 17. Reason, P. and Bradbury, H: The SAGE Handbook of Action Research: Participative Inquiry and Practice
 18. Stringer, E: Action Research in Education
 19. Sukhia S P: Elements of Educational Research
 20. Tharayani : Action Research
 21. UshaRao : Action Research
 22. Vivienne Baumfield, Elaine Hall and Kate Wale: Action Research in the Classroom
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EPC 3 CRITICAL UNDERSTANDING OF ICT

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15marks, External = 35marks)

This course comprises of combination of theory and practice. The theory part emphasizes on content related to technology knowledge for technology integration in teaching.

In the practical part the student –teacher acquire knowledge and skills required for the application of ICT in classroom practices.

This course utilizes a blend of on-line and in-class delivery methods. Activities in the course include

1. Face-to-face discussions on readings, designed to develop students critical thinking and facilitating skills.
2. online discussions, used mainly for reflections during their practice teaching in schools
3. Tech workshops, for sharing ICT knowledge and skills the students already

have or have just gained, and Performance of student-teachers will be Active engagement and creation of product will be evaluated.

4. Group projects, done in a digital format and relevant to ICT in Education.

Points to note:

It is compulsory to develop one ICT enabled learning material for each module.

The course to be imparted in constructive setting.

The learning activities given at the end are assessable.

Learning outcomes

After undergoing this course the student Teacher will be able to:

1. Integrate ICT into Teaching Learning, administration and Evaluation.
2. Develop information Management, communication and collaborative skills.
3. Design and develop and use learning materials in Teaching.
4. Practice safe, ethical ways of using ICT.
5. Use ICT for making classroom processes Inclusive
6. Prepare collaborative project for problem-solving, research using ICT

Critical understanding of Information and Communication Technology

Module I: ICT in education and its implications

Unit 1. Understanding of ICT in education

- a) Concept of ICT and Principles of using ICT in teaching learning process
- b) Impact of ICT in education (impact of ICT in social, cultural, economical)
- c) Role of teacher (administrator, facilitator, tutor, mentor, counselor, evaluator) in ICT enabled education.
- d) Issues and concerns related to ICT
Challenges (multiculturalism, pedagogical, technological)
Legal and ethical issues in use of ICT- Hacking, Violation of Copyright, downside of social networking sites

Unit 2: Integrating, Developing and Disseminating ICT enabled educational resources

- a) Instructional Design –ADDIE model , Implications of Constructivist approach to ID
- b) Creation of learning resources (Offline & Online)- script writing, story board
- c) Preparation of CAI package using Blended model of learning (Flipped classroom, Flex model, Lab model) and narration
- d) Integrating Digital resources for teaching learning in the context of Learning Management System (LMS)
Using available Resources –Accessing, Customising, Creating and Redistributing OERs

Module II: Teacher and ICT enabled administration, evaluation and research

Unit 3 Use of ICT for Administration

- a) Skills wrt using ICT for data management system (Populating data, managing the database, querying and retrieving data)
- b) MIS- Maintaining Institutional records,
- c) Library Management System
- d) E-inclusion

ICT integration for learners with learning disabilities

ICT integration for physically challenged learners

Unit 4. Use of ICT in Evaluation and Research

- a) ICT enabled assessment- use of Application softwares and online resources
- b) Developing e-portfolios
- c) ICT for research
- d) ICT for professional growth of teachers

Learning Activities

Select a case related to any one of the issues and concerns by surfing e newsletter. Discuss your case using any mode of online discussion forum. Submit the screenshots of your group discussion.

Develop a CAI package using ADDIE model of Instructional design for any topic of your choice. Incorporate any constructivist learning strategy.

Using any LMS carry out following activities for facilitating learning in any of the unit of your choice:-

- o Identify resources for a topic of your choice and upload it.
- o Use any discussion forum available for the discussion on the uploaded learning material.
- o Generate a test.

Critically evaluate any one MIS used for administrative purpose in school system.

Collaborate with in-service teachers and carry out a research by conducting online survey on any social issue. (Exchange and share information using online mode for closer cooperation among teachers, parents and community) And carry out following activities:

- o Online data collection
- o Reporting

CASE (2000), *Emerging Technologies in Education*, the M. S. University of Baroda Press.

Comer D.E., (1997), *The Internet Book*, New Delhi : Prentice Hall of India.

References

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

To opt for a pedagogy course listed below it should be other than the one selected based

on your Graduation. Follow Course 3 Section 1 Course content

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

SEMESTER 4

Course Name: Course 8 section 1

Subject:-EDUCATIONAL MANAGEMENT

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15marks, External = 35marks)

Objectives:

1. To develop an understanding of the concept of Educational Management
2. To know the functions of Educational Management
3. To understand the relevance of Quality Management in educational institution.
4. To create an awareness about important education.
5. To gain an insight into the importance of Management of Change.
6. To acquaint the learners with the process of Human Resource Management.
7. To develop an understanding about Educational Administration.

Module I :Fundamentals of Educational Management

Unit I Concept of Educational Management

- a) Educational Management –Meaning, objectives and importance
- b) Principles of Management by Henry Fayol and its application to Educational Management
- c) Functions –planning, organizing, staffing, directing, and controlling
(Meaning & Importance)

Assignment: Prepare a report on any school activity, keeping in mind five functions of management.

Task: Observe any two school activities and analyse in the context of functions of management.

Unit II Organisational Management

- a) Management of Change –Meaning, Types and Process
- b) Quality Management: Concept, Process and Indicators
- c) Peter Senge's Model of Learning Organisation Management (3 Lectures)

Assignment: Use a readymade tool to analyse the quality of the internship school.

Project: Prepare an interview schedule to identify the perception of senior teacher about her institution as a Learning Organisation based on the following criteria: Institutional organisational vision, mission and goals, continuous improvement in terms of academics, infrastructure and service conditions, student-support and staff development.

Module II Resource Management and Administration

Unit III Human Resource Management

a) Human Resource Management – Meaning, Need and Processes

b) Leadership: Situational Leadership Model by Paul Hersey and Ken Blanchard

c) Leadership : Skills – Grievance Management (concept, process and strategies), Decision Making (Meaning and process), Crisis Management (Meaning, Types and Steps) and Team Building (Meaning and Need)

Assignment: As a teacher, think of a crisis situation and prepare a plan of action

Task: Prepare minimum two games for team-building.

Unit IV Educational Administration

a) Time Table: Types and Principles of Construction

b) Staff Meeting: Types and Process\

c) i. Absenteeism – Causes and Measures (Staff and Students) ii Secondary School Code

Assignment: Critically analyse the time-table of any school based on the principles of time-table framing.

Task: Collect the information about the measures taken by the school to handle absenteeism among students.

Reference Books

1. David A. DeCENZO and Stephen P. Robbins, Personnel/Human Resource Management Third Edition, Prentice Hall of India Pvt.Lts 1993 for Unit I and II
2. O.Jeff Harris,PH.D Sandra J. Hartman Ph.D, Organizational Behaviour, Jaico Publishing House. Unit I and II
3. L.M.Prasad, Principles and Practice of Management, Sultan Chand and Sons, Unit I and II
4. Udai Pareek, Making Organizational Roles Effective, Tata Mc-Graw- Hill Publishing Company Limited, Unit I and II
5. Rustam S. Davar, Creative Leadership, UBS Pub Distributors Ltd, Unit III -Leadership
6. Anthony A.D, Leaders for Today Hope for Tomorrow Empowering and Empowered Leadership, Pauline Publications, Unit III -Leadership
7. Anthony A.D, Leadership A trilogy on leadership and effective management, Better Yourself Book, Unit III -Leadership
8. John Adair, The Action Centred leader, Jaico Publishing House, Unit III -Leadership
9. J.M. Juran, Juran on Leadership for Quality An Excellent Handbook, The Free Press, Unit III –Leadership
10. Lisa Hadfield-Law, Train your team yourself, Jaico Publishign House, Skills
11. Alison Hardingham and Jenny Royal, Teamwork in Practice (Pulling together), Jaico

Publishing House, Skills

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

Course Name: Course 8 section 2

Subject:-CREATING AN INCLUSIVE SCHOOL

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

OBJECTIVES: After completing this course the learners will:

Be able to discuss basic understanding of key concepts: diversity, disability and inclusion;

Be able to describe the national and international framework with reference to disability and inclusion;

Be able to identify and implement action areas to make schools and classrooms more diversity friendly.

Module 1: Conceptual Overview

Unit 1: Understanding Diversity, Disability and Inclusion

- a) Understanding Environmental Diversity: social, cultural, linguistic and economic
- b) Understanding individualistic diversity of abilities: Meaning, Classification, Characteristics of Disabilities (i) Sensory ii) Neuro developmental iii) Loco motor and Multiple Disabilities)
- c) Identifying & Implementing Special Needs (i) Sensory ii) Neuro developmental iii) Loco motor and Multiple Disabilities)
- d) Concept of Inclusion: Meaning, justification, strengths and challenges with reference to 'barrier free' and 'right bas

Unit 2: Legal & Policy Perspectives

- a) International Convention: UN Convention on the Rights of Persons with Disabilities (2006)
- b) Constitutional Provisions: PWD with Amendments, National Trust Act (1999), RCI Act (1992), RTE Act (2009)
- c) Policies, Programmes, Schemes, Institutes
 - i) National Policy on Disabilities (2006)
 - ii) SSA (2000)
 - iii) RMSA(2006)
 - iv) IEDSS (2009)
 - v) RCI & National Institutes accountable for Disabilities
- d) Liaising for reciprocal support of pre-school programmes and pre-vocational training programme.

MODULE 2: TOWARDS INCLUSIVE SCHOOLS AND CLASSROOMS UNIT 3:

Developing Inclusive Environment and Practices

- a) Models of viewing Disability: Charity model, Functional model and Human rights model
- b) School readiness for addressing Learner Diversity: environmental and individual diversities
- c) Making learning more meaningful :i) Disability wise curricular accommodations and Adaptations in Instructions, evaluation and Teaching Learning Material ii) Strategies for differentiating content iii) Disability wise Classroom Dos and Dents
- d) Different provisions for examination by Maharashtra State Board and other boards.

Unit 4: Nurturing Inclusion

- a) Barriers and Facilitators of Inclusion: Attitudinal, Social and Infrastructural
- b) Classroom technology: options, impact and challenges
 - i) Adaptive and Assistive Devices
 - ii) Use of ICT in Inclusive classrooms.
- c) Role of classroom teacher in the context of roles of various agencies, functionaries and rehabilitation professionals
- d) Involving external agencies for networking including NGOs

Practicum:

- 1) Case study of a Learner with Special needs
- 2) Making a Report of Visit to a resource room of SSA
- 3) Interviewing a teacher working in an Inclusive

School REFERENCES:

- Naomi, G Victoria, Optical devices for low vision reading , 2014, Hyderabad, Neelkamal Pub.
- Rao, Alla Appa, (2010) Learning Disabilities. Neelkamal Pub. Hyderabad
- Renuka, P. (2014) Children with Disabilities Hyderabad. Neelkamal Pub.
- Mohapatra, Damodar. (2006) Impact of family environment on early childhood education. Hyderabad: Neelkamal Pub.
- Manivannan, M. (2013) Perspectives on special education. Hyderabad: Neelkamal Pub.
- Umadevi, M R. (2010) Special education. Hyderabad:Neelkamal Pub.
- Rana, Nishta. (2013) Children with special needs.Hyderabad:Neelkamal Pub.
- RCI (2013) Status of disability in India 2012. New Delhi:RCI Publication
- Ranganathan, Snehlata. (2014) Guidelines for children with special educational needs. New Delhi:Kaniksha Publishers
- Deshprabhu, Suchitra (2014) Inclusive education in India. New Delhi:Kaniksha Publishers
- Sharma, Yogendra K. (2014) Inclusive education. New Delhi: Kaniksha Publishers

SEMESTER 4

Course Name: Course 9 Section 1

Subject:-GENDER SCHOOL AND SOCIETY

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Objectives:

After going through this course, the student should be able to

Understand the concept of sex, gender, transgender and gender role development

Understand the challenges to gender equity; stereotypes, gender bias

1. understand the influence of social institutions (family, caste, class, religion, region,) on gender identity;

examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging gender inequalities /reinforcing gender parity.

observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as girls and boys at home and in classroom interaction.

critically analyze representation of gendered roles, relationships and ideas in textbooks and curricula;

examine the legal provisions to deal with issues of gender parity

critically appraise the role of media in reinforcing gender roles in the popular culture and at school.

Appreciate the role of NGOs and women groups in sensitizing society towards gender parity

Module 1. Gender and Socialization

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, employment and stereotyping.

Practicum:

1. Study the distribution of roles and responsibilities in family, schools and classrooms, rituals and school routines,
2. Study the processes of disciplining distinctly as girls and boys at home and in classroom interaction.
3. Survey of diet of girls and boys in different sections of society, height and weight of girls and boys in different sections of society, amount of work done by girls and boys in different sections of society

Module 2. Gender: Education and Empowerment

Unit 3. Gender and Curriculum Transaction

a) Gender issues in schools

- i) curriculum and textbooks;
- ii)sexual abuse, cyber bullying

b) Gender and the hidden curriculum

c) Gender Empowerment: the role of curriculum, textbooks and teachers d

)Contemporary women role models in India : urban and rural

Unit 4. Strategies for Change

- a) Role of media in reinforcing gender parity through the popular culture
- b) The role of family, religion, etc. in reinforcing gender parity.
- c) The role of NGOs and women's action groups in striving towards gender equity
- d) The efforts of the government agencies to achieve gender parity: reservations and legal provisions;
- e) Millennium Development: Goal: Promoting gender equality and empowerment

Practicum:

1. Prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities and the taboos.
2. Gender analysis of text books and suggestions for change
3. Identify social practices hindering gender parity
4. Case studies of groups/organizations working for women
5. Critical analysis of depiction of women in mass media (ads/serials/films/print media)
6. Document review related issues (USAID, CEDAW, to Domestic Women's Violence Act 2005)
7. Visits to institutions working for women
8. Review of any five researches related to gender studies
9. Co-Curricular Activities:
10. Street plays, Exhibitions, Debates, Interviews, Poster Competitions, Slogan Competitions
11. Strategies to promote acceptance of transgender: case studies
12. Strategies to promote positive body image

References:

- Bhasin Kamala: Understanding gender, Kali for Women, N. Delhi, 2000.
- Basu Aparna: Women's Education in India
Independence Towards Freedom, OUP, 1999.
- Chodhuri Maitreyee (2004): Feminism in India, Women Unlimited, New Delhi.
- Chakravarty Uma: Gendering caste through a feminist lens, Stree, Calcutta, 2003.
- Courting Disaster, PUDR report, 2003.
- Davis Kathy, Evans Mary, Lorber, J (edt) (2006): Handbook of Gender and Women's studies, Sage, UK.
- Delamont Sara: Feminist Sociology 8. Feminist Concepts, Contribution to women's studies-I, II, III, RCWS, series, Mumbai. Part
- Freedman Jane: Feminism, Viva Books, New Delhi, 2002.
10. Geetha V.: Patriarchy, S
Gender Analysis of School Curriculum and Text Books UNESCO, Islamabad, 2004
Principal Author ... Gender Analysis of Primary School Textbooks in Punjab.

Web references:

- <http://thesocietypages.org/socimages/2012/11/16/gender-in-the-hidden-curriculum//>
- <http://unesco.org.pk/education/documents/publications/Gender%20Analysis%20of%20School%20Curriculum%20and%20Text%20Books.pdf/>

http://www.ncert.nic.in/rightside/links/pdf/focus_group/gender_issues_in_education.pdf/

<http://www.education.com/reference/article/gender-roles-schools//>

<http://www.earlhamsociologypages.co.uk/Gender%20and%20Hidden%20Curriculum.html/>

<http://www.ignou.ac.in/ignou/aboutignou/school/sogds/programmes/detail/562> /2

<http://www.ignou.ac.in/ignou/aboutignou/school/sogds/programmes/detail/617> /2

<http://www.ul.ie/graduateschool/course/gender-culture-society-ma>

<http://www.ucd.ie/graduatestudies/coursefinder/taughtprogrammes/graduate-diploma-in-women-gender-and-society/>

Course Name: Course 9 Section 2

Subject:-Language Across Curriculum

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Course Objectives

1. The paper aims to sensitize student teachers about the language diversity that exists in the Indian classrooms.
2. Understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.
3. To understand the nature of reading comprehension in different content areas and equip the learner with a variety of writing skills.

Unit 1 Multilingualism and its implications in the Indian Classroom/Context. Objectives

1. To sensitize student - teachers to the language diversity that exists in the classroom.
2. To analyze the reasons for linguistic disadvantage (deficit theory) and discontinuity theory).
3. To trace the influence of society on language.
4. To describe the process of language acquisition.
5. To plan appropriate methods of instruction. Topics
 - a) Multilingualism in the Indian context.
 - b) Developing Socio linguistic awareness in the Indian class rooms.
 - c) Critiquing state policies on language and Education.

Tasks and Assignments

Rewrite a unit from a prescribed in the form of a dialogue appropriate for a multi lingual class in the target language.

1. Construct a glossary of content words in the target language using synonyms and illustrations.
2. Construct a lesson plan emphasizing the strategies for a multi lingual class using the target language.
3. Making tables of linguistic / literary back grounds of the students in the class.
4. Documenting educational testimonies of family members / migrant workers / children /

who are linguistically disadvantaged.

5. Making educational testimonies from biographies / auto biographies of students from tribal belts/ linguistically disadvantaged.
6. Observe children in a metro in a cosmopolitan set up (the role of peers, media, school etc.) and present a report highlighting factors enhancing language learning.
7. View any film on multi lingualism (R. Agnihotri) and write a Review of the same.

Module 1: Theories that explain Acquisition Unit 2

Objectives

1. To familiarize students with the theories that explains language acquisition (Deficit, theory) discontinuity theory.
2. To sensitize the Role of a facilitator in the process of language acquisition.

Module 1 Unit 2 - Theories to explain language Acquisition

- a) The Discontinuity theory.
- b) The Deficit theory.
- c) Environmental Vs biological - Skinner's Chomsky's & theories on L acquisition

Task and Assignments

Module 2 Unit 1: Transacting Language across Disciplines

Objectives

1. To understand the critical importance of oral language and questioning in the class and its impact on student learning.
2. To understand the significance and process of discourse and discussion based learning.
3. To appreciate the role of the teacher in promoting language learning across the curriculum.

Topics under Module 2 Unit 1

- a) Importance of oral language in the classroom, The significant role of discourse and structure for discourse in the classroom (Chang)
- b) Engaging learners in language learning: Importance of questioning & types of questions (Suter) and discussion based learning
- c) Teacher's role in promoting discipline. language ac

Assignment and tasks

- a) Read research studies on classroom discourse and summarize your understanding of the same in not more than 1500 words. A
- b) Write a transcript of a classroom discourse integrating discourse process mechanisms. T
- c) Prepare a lesson plan in a school of your choice incorporating the different types of questions. A
- d) Conduct an interview of minimum three teachers in school to understand how they promote oral language in their classes and submit a short report. T

References Needed

Module 2 - Transacting Language across Disciplines

Objectives

1. To develop a basic understanding of different types of reading learn about varied text structures.

2. To be familiar with the theoretical application in reading enhance skills of reading comprehension.

3. To develop the writing skills analyze conceptual understanding (from written work). Topics

a) Identifying Nature of texts & Language structures.

(Expository vs Narrative, Transactional vs Reflective Language Schema, text structures.

b) Techniques to enhance Reading comprehension (Scanning, Skimming, Columnar reading, Key word reading).

c) To develop different types of writing ski

Tasks and Assignments

Writings

a) Read from different magazines / articles related to the content and make a power point presentation.

b) Read an article from any educational Journal /periodicals and develop a concept map on the same.

c) Prepare an abstract from any research article.

d) Critically evaluate anyconceptualstudent'sanalysisofthe essay same. Suggested activities

1. Reading in the content areas.

Social Sciences (Hist /Geo./Eco./Comm.).

Reading for comprehension texts and converting situations into dialogue.

Re-telling the accounts with different view-points.

Skimming and scanning to make a scrap-book with newspaper of magazine articles.

Taking up reference research by articulating research questions.

Science.

Making schematic representations like flow diagrams, tree diagrams, mind maps etc. by identifying the major concepts and ideas involved.

Mathematics.

Converting word problems into numerical expressions.

Information Transfer from statistical representation and

vice-versa. 2. Types of texts

Analyzing the structure of a text: identifying main ideas, supporting ideas, examples and terms used a connectors and transitions etc.

Creating graphic organizers to explain the information in the text.

Text features walk-(text features, text organizations, and text content)

View-Counterview (view on certain topics are given and students have to read, understand and write counterviews on the same)

Writing a job application from a given curriculum

vitae. 3. Text Structures

Developing posts/flash cards(using content from any subject textbooks) with examples on:

Cause and Effect text structure

Sequential text structure
Compare and contrast text structure
Descriptive text structure
Problem-solution text structure

References

1. Agnihotri R (2010) Multi linguality and the Teaching of English in India, ERL Journal 1:1 January 2010 - The English and the Foreign Languages University.
2. Richards, J and Lockhart C (1994) Reflective Teaching in sound Language classrooms Cambridge - Cambridge University Press Kumar, K (2007). The Child's language-India NBT and. the Teacher
3. Sinha, S (2000) Acquiring Literacy in schools Re designing curricula: A symposium on working a framework for school Education.
4. National council of Educational Research and Training India 2005. National Curriculum Frame work, NCF 2005 New Delhi - India.

Course Name: Course EPC 4

Subject:- UNDERSTANDING THE SELF

Total Credits: 2

Total Hours: 15 hours (18 lectures of 50 minutes duration)

Total Marks: 25 (Internal = 25marks, External = 00marks)

MODULE ONE: THE WORLD WITHIN ONESELF

Unit 1: Exploring the self (potential of self, fears, aspirations)

Content

Exploring the self (potential of self, fears, aspirations)

Self identity

Teacher as a reflective practitioner

Objectives:

To enable the student teacher to discover oneself.

To orient the student teacher the significance of knowing oneself.

To assist the student teacher to discov

To familiarize the student teacher with potentials, strengths.

To examine one's fears, weaknesses and

To understand the concept of reflective practitioner

To equip oneself with the skill of reflective journaling

Concept Note: Exploring and being aware of one's inner world is very important for understanding our self and the world around us. In today's demanding world, there is very little time to introspect or reflect on oneself. We try to understand our physical and social milieu, but it's also important to understand and discover oneself. Franken (1994) suggests that, 'when people know themselves they maximize outcomes because they know what they can and cannot do'. Self Awareness is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self Awareness allows you to understand other people, how they perceive you, your attitude and your

responses to them in the moment. Understanding self knows one's strengths, weaknesses, fears and anxieties and have realistic goals and in a way can avoid hostility, status-drop, frustration and over ambition. Self- Knowledge is a powerful tool to anchor one's personal life and nurture professional life.

Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation. By collecting information about what goes on in our classroom, and by analyzing and evaluating this information, we identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching. Reflective teaching is therefore a means of professional development which begins in our classroom.

1. Title of the Activity: Exploring the self

Learning Outcomes: To be aware of one's potentials, able to identify one's strengths and weaknesses, know what one can do and cannot do, able to evolve as a person and able to develop the skill of self-awareness.

Kind of Activity suggested: Workshops on: SelfAwareness, self-concept, Self Image, Transactional Analysis ,Meditation workshop, Yoga Sessions, Orientation towards Narrative Writing.

Resources Needed: Survey on self concept.

Johari Window – a self- awareness diagnostic tool.

2. Title of the Activity: Self- identity and formation of one's self

Learning Outcomes: to examine what has affected one's sense of self and identity formation.

Kind of Activity suggested: Workshops on self –identity, reading , sharing and discussing the books, writing stories, sharing life turning incidents and use of non-verbal expressions to connote one's deeper feelings Role Playing

Resources Needed: Case-studies/ biographies/ stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.

Films and documentaries on different aspects of human victories and defeats.

3. Title of the Activity: Teacher as a Reflective Practitioner

Learning Outcomes: To identify the characteristics of a Reflective practitioner

To examine one's effectiveness as a reflective practitioner

To Assess one's reflective teaching,

Kind of Activity suggested: Workshops

Reflective practices (Reflective in action, on action and for action)

Introspection exercises to know oneself as a reflective practitioner

Critically reflect on one's teaching learning practices

Resources Needed: Film Reviews on any one (some suggested films are Mona Lisa Smiles,

Dead Poet's Society, TaareZameen Par, 3 Idiots) Survey on Reflective teachingSelf evaluation of one's lessons Review of one's videotaped lessons

Task and Assignment

Write a reflection about your journey as a student-teacher. Identify areas where you think you need to improve and elucidate how you intend bringing improvement in yourself in these areas.

Suggested References

Websites:

<http://www.wikihow.com/Identify-Your-Strengths-and-Weaknesses>
<http://www.mindtools.com/pages/article/coaching-self-awareness.htm>
<http://www.selfawareness.org.uk/news/understanding-the-johari-window-model> https://tojde.anadolu.edu.tr/tojde42/articles/article_2.htm
<http://cie.asu.edu/ojs/index.php/cieatasu/article/viewFile/225/127>
http://www.azimpremjiuniversity.edu.in/sites/default/files/userfiles/files/Mythili_Ramchand.pdf
<http://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice>
<http://www.qou.edu/english/conferences/firstNationalConference/pdfFiles/zaidOdeh.pdf>
<http://cie.asu.edu/ojs/index.php/cieatasu/article/viewFile/225/127>
<http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1740&context=doctoral>
<http://www.ucd.ie/t4cms/Reflective%20Practice.pdf>
http://www.waikato.ac.nz/tdu/pdf/booklets/18_ReflectivePractitioner.pdf

Books:

Duval, T. S., & Silvia, P. J. (2001). Self-awareness and causal attribution: A dual systems theory. Boston: Kluwer Academic.

Duval, T. S., & Silvia, P. J. (2002). Self-awareness, probability of improvement, and the self-serving bias. *Journal of Personality and Social Psychology*, 82, 49-61.

Phillips, A. G., & Silvia, P. J. (2004). Self-awareness, self-evaluation, and creativity. *Personality and Social Psychology Bulletin*, 30, 1009-1017.

Povinelli, D. J., & Prince, C. G. (1998). When self met other. In M. Ferrari & R. J. Sternberg (Eds.), *Self-awareness: Its nature and development* (pp. 37-107). New York: Guilford

Mullen, B. & Suls, J. (1982). Know thyself: Stressful life changes and the ameliorative effect of private self-consciousness. *Journal of Experimental Social Psychology*, 18, 43-55.

Lewis, M. & Brooks-Gunn, J. (1978). Self knowledge and emotional development. In M. Lewis & L. Rosenblum (Eds.), *The development of affect: The genesis of behavior*, 1 (pp. 205-226). New York: Plenum Press.

Luft J and Ingham H. (1955). *The Johari Window: a graphic model for interpersonal relations*, University of California Western Training Lab.

Brooksfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: John Wiley & Sons, Inc.

Farrell, T. S. C. (2004). *Reflective practice in action*. Thousand Oaks, CA: Corwin Press, Inc.

Fendler, L. (2003). Teacher reflection in a hall of mirrors: Historical influences and political reverberations. *Educational Researcher*

GürŞahin, G. & DikkartinÖvez, F. T.ive (2012). thinking tendency. *Procedia Social and Behavioral Science*

Gurol, A (2010) *Determining the reflective thinking skills of pre-service teachers in learning and teaching process*. Firat University, Turkey.

Kurt, M., & Atamturk, N (2012) Reflective practice and its role in stimulating personal and professional growth.

Larribee, B(2006) An educator's guide to teacher reflection. California State University.

Schön, D. A. (1987). Educating the reflective practitioner. San Francisco, CA: John, Wiley & Sons, Inc.

Unit Two: The Evolving Self

Content:

Developing the self (building self esteem, self image)

Harmony and peace with self (Resilience, mindfulness)

Positivity and management of emotions

Objectives:

To understand the concept of self esteem and self image, the contributing factors and the importance of a healthy self esteem.

To reflect on personal self esteem and self image.

To practice strategies for a healthy self esteem and self image.

To understand the concepts of resilience, mindfulness and emotional regulation.

To practice strategies to enhance resilience and emotional regulation and cultivate mindfulness.

Concept note:

The objective of the unit is to encourage exploration, reflection and integration of the concepts of self esteem, self image which provide the foundation for optimism, resilience and emotional regulation. The concept of mindfulness is introduced as a strategy to help the students develop a harmonious and peaceful relationship with used as a model for designing the learning experiences.

Task and assignments:

Present a narrative on "The Journey So Far" major insights/takeaways, the applications of these to your life, the breakthroughs achieved, and action plans for the future. Students may choose any media for presentation (writing /drawing/oral presentation/multimedia presentation/dramatization.)

Suggested references:

Websites: Theoretical Background:

1. <http://www.learning-theories.com/experiential-learning-kolb.html> : Kolb's Experi Learning
2. <http://www.nathanielbranden.com/ess/ess12.html>: Theory of Self Esteem by Nathaniel Brandon.
3. http://www.mindtools.com/pages/article/newTCS_06.htm : Positive thinking.
4. http://www.mas.org.uk/uploads/articles/Resilience_and_strengthening_resilience_in_individuals.pdf: Resilience
5. <http://www.gannett.cornell.edu/topics/resilience/index.cfm> : Resilience
6. <http://www.wisebrain.org/media/Papers/EmotRegDaily%20Life.pdf> : Self Regulation
7. Tests/Scales:
8. <http://www.yorku.ca/rokada/psycytest/rosenbrg.pdf> :Rosenberg Self Esteem Scale.
9. <http://web.stanford.edu/class/msande271/onlinetools/LearnedOpt.html>: Test on Learned Optimism.
10. <http://www.mindfulnessresource.org/category/toronto-mindfulness-scale/> : Toronto Mindfulness Scale.

11. Activities:

12. <http://www.gamesforgroups.com/selfesteemgames.html>

13. http://www.unesco.org/education/tlsf/mods/theme_d/mod22.html : Value Clarification

14. <http://waterloo.mylaurier.ca/content/documents/Link/Counselling%20Services/Relaxation%20Techniques%20and%20Mindfulness%20Strategies.pdf> : Mindfulness Strategies

15. <http://www.blackdoginstitute.org.au/docs/10.MindfulnessinEverydayLife.pdf> : Mindfulness strategies.

16. <https://self-regulationintheclassroom.wikispaces.com/Games+and+Exercises>: Self Regulation activities (May be adapted according to learner needs).

17. Videos:

18. <https://www.youtube.com/watch?v=MDOrzF7B2Kg> : Video on resilience

19. https://www.youtube.com/watch?v=lf4a-gHg_I : Mindfulness by Jon Kabat-Zinn.

20. Books:

21. Branden, N., & Archibald, S. (1982). *The psychology of self-esteem*. Bantam Books.

22. Rogers, C. (2012). *On becoming a person: A therapist's view of psychotherapy*. Houghton Mifflin Harcourt.

23. Rogers, C. R. (1974). Toward becoming a fully functioning person. *Readings in Human Development: A Humanistic Approach*, 33.

24. Seligman, M. E. (2011). *Learned optimism: How to change your mind and your life*. Vintage.

25. Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. Hyperion.

26. Kirby, A. (1992). *Games for trainers*. Aldershot: Gower.

MODULE TWO: SELF AND THE

WORLD Unit Three: The Emerging Self

Content:

Stereotypes and Prejudices :Gender, Class, Caste, Race, Region, Language, Religion, Disability (any three of the indicated may be chosen)

Agencies that shape the self : Family, School and

Media Challenging stereotypes

Objectives:

1. To examine the effects of stereotyping and prejudice
2. To understand the influence of family, school and media in the formation of stereotypes and prejudices
3. To enable the student-teacher to recognize stereotypical and prejudicial attitudes in self and others.
4. To help the student-teacher to overcome stereotypical and prejudicial attitudes in self and others.

Concept note:

People often bear prejudices and tend to stereotype others. This has an adverse effect on the persons being stereotyped. Low self esteem, bearing a suspicious bent of mind and lack of self worth could emerge if one is continually labelled. Prejudices have an undesirable effect on interpersonal communication. This in turn affects the team spirit, becomes an obstacle in personal and social development. Prejudicial experiences, home, school and media. It is necessary to examine and address these beliefs objectively. Henri Tajfel's-outgroup(Socialtheory) Identity base. It is important that the basic principle of this unit, namely freedom from bias and stereotypes, is interwoven into the classroom environment. Encourage student-teachers to identify their role as agents of change by helping to eliminate prejudices and biases seen in the classroom.

Activities for transacting the content

No	Framework of Session	Learning outcomes	Kind of activity suggested	Resources needed
1	Understanding stereotypes and identifying prejudices (What are stereotypes and prejudices? Who are victims of stereotyping? What are the effects of stereotyping? What impact do prejudices have on people?)	<p>i. Identification of stereotypes one has formed</p> <p>ii. Identification of the prejudices that one harbours</p> <p>iii. Understanding the effects of stereotyping</p>	<p>*brief input on Social Identity Theory</p> <p>*Sharing of experiences where one has faced stereotyping</p> <p>*viewing of video clips from films / advertisements, discussion of news reports where stereotyping is evident</p> <p>* workshop for Bursting of stereotypes</p>	<p>Essential Reading: Henri Tajfel's Social Identity Theory</p> <p>McLeod, S. A. (2008). Social Identity Theory. Retrieved from http://www.simplypsychology.org/social-identity-theory.html</p> <p>http://www.age-of-the-sage.org/psychology/social/social_identity_theory.html</p> <p>Reading material: http://remember.org/guide/Historical.root.stereotypes.html http://genderequality.gov.ky/resources/stereotypes-and-prejudice http://www.tolerance.org/activity/test-yourself-hidden-bias http://www.mediapoondi.com/2014/05/14/breaking-stereotypes-a-social-campaign-by-trulymadly/</p>
2	<p>i. Agencies that shape the self:</p> <p>ii. Analyzing the influence of home, school and media on stereotypes and prejudices</p>	Understanding the influence of home, school and media on the formation of stereotypes and prejudices	<p>*activities for introspection to find what results in formation of prejudices</p> <p>*Interview people in your family to see if they bear any prejudices. Have you been influenced by these? What roles have films and school played in formation/elimination of prejudices. Share the experiences in a group</p>	<p>Lesson Plans:http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm</p> <p>http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/secondary-education-resources/resource-toolkit/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes</p> <p>https://www.tes.co.uk/teaching-resource/prejudice-and-stereotypes-6113716</p> <p>http://learningtogive.org/lessons/u</p>

				nit100/lesson1.html
3	Challenging stereotypes: (How does one address prejudices and overcome them?)	i. Developing an objective perspective towards others ii. Eliminating Prejudices harbored	*Role play *Problem solving exercises *Re-scripting an experience to make it prejudice-free	

Task and Assignment: Interview at least ten students (Class VIII to XII) to identify the prejudices they harbour. Find the reasons for the same. (You may solicit information through a structured tool). Plan activities to facilitate elimination of prejudices among students.

Unit Four: The Caring Self

Content

Personal Mastery (self compassion, spirituality, exploring value system)
Skills for developing sensitivity (empathetic listening, self expression, conflict resolution)

Concept Note

Personal Mastery is related to personal empowerment. In P commitment to truth - a relentless willingness to uncover the ways we limit and deceive ourselves.” It means Personal turning mastery is guided by the principles mirror such as purpose, vision, belief, commitment and knowing oneself. Personal mastery is about living a life with purpose and meaning. It is about being able to love yourself for who you are and being able to express yourself in its fullest. Teachers as helping professionals and leaders will need to understand self and most important care for self so that they can care for others. It’s before like you “b can lead outwards, you need teachers to look inwards, develop skills to explore values systems:

Objectives:

- To examine the self from a authentic perspective
- To develop self compassion in the participants & explore their own value systems
- To equip student teachers with skills for empathetic listening and self expression
- To develop understanding of conflict resolution skills
- To develop Personal mastery in their individual and professional life.

No	Title of the activity	learning outcomes	kind of activity suggested	resources needed
1	Personal Mastery (self compassion, spirituality, exploring value system) Self compassion	to learn to love oneself unconditionally to take responsibility our lives within our capacity	workshop, reflective exercises to develop insight into the participants thoughts and actions during testing times and how these impact the resolution of the problem at hand.	worksheets ' an exercise in unconditional self love' by Rita Loyd (2008) www.Nurturing Art.com Video on self –

			Film viewing and discussion on the same	compassion by Brene Brown (Youtube)
	Spirituality	to calm the mind by concentrating on the breath and environment	Meditation exercises 5 to 10 min Zen walking (concentrating on the surroundings , being with oneself)	facilitator and guided practice http://www.deepermeditation.net/blog/zen-walking-meditation-techniques-kinhin-instructions/
	Exploring the values	to create awareness about values : prioritizing , compromising on values, and the similarities and differences within the group.	Trading values values auction Personal heroes	flip chart ,pens, charts... https://www.google.co.in/?gfe_rd=cr&ei=_HH8VMnXlaLO8gfy4GwBw&gws_rd=ssl#q=exploring+values+activities

No	Title of the activity	learning outcomes	kind of activity suggested	resources needed
2	Empathetic listening 1.active listening 2. I am listening	to develop student awareness of : a. Listening skills – positive and negative listening b. Importance of understanding the other persons point of view c. To learn how to give	Role Play and paired activity	Talking rights: Taking responsibility. UNICEF resource book for speaking and listening. (1999) Handouts of scenarios. Pg 63,64 http://www.institutik.cz/wp-content/uploads/2010/10/The-big-book-of-conflict-resolution-games.pdf
	Self Expression	to realize the importance of facial expression in communication. To create awareness and sensitivity to others emotions. to understand the relationship between our emotions and	Group activity (let's face it) Teams of four to six. facilitator from each team. interpretation of facial expressions followed by discussion. Group activity (Hot buttons) tams of 4 to 6 followed	http://www.institutik.cz/wp-content/uploads/2010/10/The-big-book-of-conflict-resolution-games.pdf pg 193-197 sheet of discussion questions.

		effective functioning	by discussion	
	Conflict resolution	to experience conflict and to work thru conflicts to reach a team goal	helium hoop- to reach a team goal mapping a conflict conflict diary	http://www.institutik.cz/wp-content/uploads/2010/10/The-big-book-of-conflict-resolution-games.pdf Talking rights: Taking responsibility. UNICEF resource book for speaking and listening. (1999)

References:

Martin Seligmans PERMA Model

<http://positivepsychologymelbourne.com.au/PERMA-model>

Stereotype Formation and Endorsement: The Role of Implicit Theories

<https://web.stanford.edu/dept/psychology/cgi-bin/drupal/system/files/Stereotype%20Formation%20and%20Endorsement-%20The%20Role%20of%20Implicit%20Theories.pdf>

Peter Senge, The Fifth Discipline: The Art and Practice of the Learning Organization

Task and assignment

“Self –affirmation is important for nurturing how you see yourself (you can use pictures, sketches, colours, graphical representations etc) **OR** alternatively write an autobiography of 1000 words about yourself.